

Glendale College

Course Outline of Record Report

Course ID 010777
Revision - November 2026

HISTC1001H : United States History to 1877 - Honors

General Information

Author:	<ul style="list-style-type: none"> Nancy Traynor Stonis, Michelle Ramos, Hazel
Attachments:	<p>HISTC1001H_HIST117H_Template1_withPart2info.pdf</p> <p>HISTC1001H_HIST117H_Part 2 .docx</p>
Course Code (CB01) :	HISTC1001H
Course Title (CB02) :	United States History to 1877 - Honors
Department:	HIST
Proposal Start:	Fall 2026
TOP Code (CB03) :	(2205.00) History
CIP Code:	(54.0101) History, General.
SAM Code (CB09) :	E - Non-Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	Yes
Course Control Number (CB00) :	CCC000654127
Curriculum Committee Approval Date:	11/26/2025
Board of Trustees Approval Date:	03/10/2026
Last Cyclical Review Date:	11/26/2025
Course Description and Course Note:	<p>This course is a historical survey of the United States, from Indigenous North America to the end of Reconstruction. The course also introduces students to historical reasoning skills. Students explore the political, cultural, social, and economic development of the United States and consider how race, class, gender, and ethnicity shaped early American history through topics such as colonization, slavery, the American Revolution, Native Americans, reform movements, industrialization, the Civil War, and Reconstruction. The honors course is enhanced in one or more of the following ways: 1. Students have an increased responsibility for leading class discussions and facilitating group activities inside and outside the classroom. 2. Writing assignments are focused on critical thinking, the interpretation of primary sources, and the application of historical concepts. Note: This course was previously HIST 117H.</p>
Justification:	Mandatory Revision
Academic Career:	<ul style="list-style-type: none"> Credit
Mode of Delivery:	<ul style="list-style-type: none"> In-Person Remote Hybrid Online
Author:	No value
Course Family:	No value

Academic Senate Discipline

Primary Discipline:

- History

Alternate Discipline: No value

Alternate Discipline: No value

Course Development

Basic Skill Status (CB08) Course is not a basic skills course. <input type="checkbox"/> Allow Students to Gain Credit by Exam/Challenge	Course Special Class Status (CB13) Course is not a special class. Pre-Collegiate Level (CB21) Not applicable.	Grading Basis <ul style="list-style-type: none">Grade with Pass / No-Pass Option Course Support Course Status (CB26) Course is not a support course
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General Education and C-ID

General Education Status (CB25)

Not Applicable

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

Cal-GETC

Area	Status	Approval Date	Comparable Course
Area 3B: Humanities	Pending	No value	No Comparable Course defined.
Area 4: Social and Behavioral Sciences	Pending	No value	

GCC General Education Requirements

Area	Status	Approval Date	Comparable Course
Area 3:	Pending	No value	No Comparable Course defined.
Area 4:	Pending	No value	

C-ID

Area	Status	Approval Date	Comparable Course
HIST	Approved	02/17/2026	HIST 130 - United States History to 1877

Units and Hours

Summary

Minimum Credit Units (CB07)	3
Maximum Credit Units (CB06)	3
Total Course In-Class (Contact) Hours	54
Total Course Out-of-Class Hours	108
Total Student Learning Hours	162

Credit / Non-Credit Options

Course Type (CB04) Credit - Degree Applicable	Noncredit Course Category (CB22) Credit Course.	Noncredit Special Characteristics No Value
Course Classification Code (CB11) Credit Course. <input type="checkbox"/> Variable Credit Course	Funding Agency Category (CB23) Not Applicable.	<input type="checkbox"/> Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Studio Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	0
Studio	0
Total	54
Course Out-of-Class Hours	
Lecture	108
Laboratory	0
Studio	0
Total	108

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
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No Value

No Value

No Value

No Value

Prerequisites, Corequisites, Recommended Corequisites, and Recommended Preparation

Advisory

ENGLC1000 - Academic Reading and Writing

Objectives

- Analyze stylistic choices in their own writing and the writing of others.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

OR

Advisory

ENGLC1000E - Academic Reading and Writing

Objectives

- Read analytically to understand and respond to diverse academic texts.
- Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
- Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
- Analyze stylistic choices in their own writing and the writing of others and the context in which readings were produced.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

OR

Advisory

ENGLC1000H - Academic Reading and Writing - Honors

Objectives

- Read analytically to understand and respond to diverse academic texts.
- Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
- Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
- Analyze stylistic choices in their own writing and the writing of others and the context in which readings were produced.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.

Entry Standards

Entry Standards

Description

No value

No value

Course Limitations

Cross Listed or Equivalent Course	Description
HIST 117	No Value

Requisite Validation

Upload Statistical Validation and/or other documents (if necessary)

No Value

Specifications

Methods of Instruction

Methods of Instruction	Lecture
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Methods of Instruction	Discussion
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Methods of Instruction	Multimedia
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Methods of Instruction	Collaborative Learning
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Methods of Instruction	Field Activities (Trips)
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Methods of Instruction	Guest Speakers
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Methods of Instruction	Presentations
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Out of Class Assignments

- Analyze and critically respond to primary sources from the 17th, 18th, and 19th centuries (e.g., identify the thoughts and ideas of John Locke in the Declaration of Independence)
- Group projects (e.g., poster focusing on the meaning of Manifest Destiny to different groups in American society).
- Write an essay using primary and secondary sources (e.g., analyze and appreciate works of philosophical, historical, literary, aesthetic, and cultural importance during the Colonial era)
- Research paper: Write a 10-12 page research paper with historiography using primary and secondary sources (e.g., a critical analysis of the causes of the U.S. Civil War and the historical agency demonstrated by enslaved people to fight for their freedom) (Honors Enhancement)

Methods of Evaluation	Description of Activity/Interaction
Exam/Quiz/Test	Three to five one-hour in-class examinations:
Activity (answering journal prompt, group activity)	Peer review of student work (e.g., evaluate another student's written paper regarding historical agency in one manuscript-length primary source and two complementary primary sources)
Activity (answering journal prompt, group activity)	In-class assignments (e.g., evaluate students' demonstration of course content mastery and reflection on historical relevancy through student journals)
Activity (answering journal prompt, group activity)	Individual and group discussions (e.g., groups are assigned to identify and discuss the themes of the course and their relevance to contemporary students)
Project/Portfolio	Group projects (e.g., teams compose multimedia presentations examining the rise of the abolition movement during the nineteenth century)
Exam/Quiz/Test	Final examination (e.g., an in-class essay comparing and contrasting the political ideologies of John Locke and Thomas Paine)
Writing Assignment	Write an essay using primary and secondary sources on topics such as analyzing the impact of Olaudah Equiano's narrative on abolitionist discourse.
Writing Assignment	(Honors Enhancement) Write a 10-12 page research paper with historiography using primary and secondary sources (e.g., a critical analysis of the causes of the U.S. Civil War and the historical agency demonstrated by enslaved people to fight for their freedom)
Other	Methods of formative and summative evaluation used to observe or measure students' achievement of course outcomes and objectives must include academic writing and research. Additional methods of evaluation are encouraged and at the discretion of local faculty and may incorporate assessments and exercises such as journals, quizzes, discussions, group work, and presentations.

Textbook Rationale
No Value

Textbooks				
Author	Title	Publisher	Date	ISBN
Olaudah Equiano	The Interesting Narrative of the Life of Olaudah Equiano: or Gustavus Vasa, the African	Independently Published	2020	979-8665351674
Thomas Paine				

Common Sense: The Origin and Design of Government	Independently Published	2021	979-8478984625	
Phillis Wheatley	Poems of Various Subjects, Religious and Moral	Independently Published	2020	979-8664047349
Harriet Beecher Stowe	Uncle Tom's Cabin	Independently Published	2020	979-8665842691
Sojourner Truth	The Narrative of Sojourner Truth	SeaWolf Press	2023	979-8886001303
Anne Brontë	The Tenant of Wildfell Hall	Flame Tree Collectable Classics	2022	978-1839649677
Alexander Hamilton, James Madison, and John Jay	The Federalist Papers	Racehorse	2019	978-1631585272
Carnes, Mark C. and John A. Garraty.	The American Nation	Pearson	2021	978-0205790449
Faragher, John Mack, Mari Jo Buhle, et al.	Out of Many: A History of the American People	Pearson	2021	978-0134123462
Foner, Eric, Kathleen DuVal, and Lisa McGirr.	Give Me Liberty!	W.W. Norton Company	2022	978-1324041344
Goldfield, David, Carol Abbott, et al.	The American Journey	Pearson	2021	978-0135150894
Kamensky, Jane, Carol Sheriff, et al.	A People and a Nation: A History of the United States	Cengage	2017	978-1337671682
Kennedy, David M. and Lizabeth Cohen.	The American Pageant	Cengage Learning	2024	978-1337915571
Murrin, John, Pekka Hämäläinen, et al.	Liberty, Equality, Power	Cengage Learning	2019	978-0357040409

Nash, Gary, Julie Roy, et al.	The American People: Creating a Nation and a Society	Pearson	2023	978-0134584096
Roark, James L., Michael P. Johnson , et al.	The American Promise	Bedford/St. Martin's	2022	978-1319329914
Tindall, George Brown and David E. Shi	America: A Narrative History	W.W. Norton & Company	2022	978-0393882506
Calloway, Colin G.	First Peoples: A Documentary Survey of Native American History	Bedford/St. Martin's	2024	978-1319244576
Brown, Leslie, Jacqueline Castledine, et al.	U.S. Women's History: Untangling the Threads of Sisterhood	Rutgers University Press	2017	978-0813575858
DuBois, Ellen and Lynn Dumenil.	Through Women's Eyes, Combined Volume: An American History with Documents	Macmillan Learning	2024	978-1319244569
White, Deborah Gray, Mia Bay, et al.	Freedom on My Mind: A History of African Americans, with Documents	Macmillan Learning	2020	978-1319210151
Kendi, Ibram X. Christopher Dontrell Piper, et al.	Stamped from the Beginning: The Definitive History of Racist Ideas in America	Bold Type Books	2017	978-1645030393
Choy, Catherine Ceniza, Cindy Kay, et al.	Asian American Histories of the United States	Beacon Press	2023	978-0807012710
Ling, Huping.	Asian American History	Rutgers University Press	2023	978-1978826236
Gonzales, Manuel G.	Mexicanos, Third Edition: A History of Mexicans in the United States	Indiana University Press	2019	978-0253041722
Other Instructional Materials (i.e. OER, handouts)				

Description	"U.S. History OpenStax Free Textbooks Online." (OER)
Author	Corbett, P. Scott, Janssen Volker, John Lund
Citation	No value
Online Resource(s)	No value

Description	American Yawp (OER). Stanford University Press.
Author	Locke, John and Ben Wright.
Citation	No value
Online Resource(s)	No value

Learning Outcomes

Course Objectives

Demonstrate the ability to interpret primary and secondary sources and to compose an argument which uses supportive evidence.

Demonstrate an understanding of U.S. History through analytical categories such as race, class, gender, sexuality, ethnicity.

Analyze economic, political, and cultural developments as well as social movements and assess their historical significance.

Analyze the relevance of Early American History to the present day.

SLOs

- Analyze varying historical concepts and different interpretations of United States history from the Colonial Period to Reconstruction. Expected Outcome Performance: 70.0
- Evaluate and differentiate the impact of race, ethnicity, gender, and class on American society. Expected Outcome Performance: 70.0
- Critique various political, economic and social forces that have been key to the nation's development and its influence on global affairs. Expected Outcome Performance: 70.0

Additional SLO Information

Does this proposal include revisions that might improve student attainment of course learning outcomes?

No

Is this proposal submitted in response to learning outcomes assessment data?

No

If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.

No Value

SLO Evidence

No Value

Course Content

Lecture Content

Part 1: Required Topics

Themes may include but are not limited to class, race, gender, and ethnicity; immigration; systems of labor; intellectual, technological, environmental, social, and cultural history; and foreign relations.

1. Introduction to basic methods of historical research and analysis.
2. Indigenous peoples, cultures, and lands.
3. European colonization.
4. Indentured servitude, chattel slavery, and the evolution of colonial labor systems.
5. Establishment and maturation of diverse colonial settlements and populations.
6. Colonial policies and imperial rivalries in North America and their implication for settlements.
7. The American Revolution.
8. The formation of the United States government from the Articles of Confederation through the ratification of the Constitution and the Bill of Rights.
9. The Early Republic including the meanings of democracy; political parties; economic and territorial expansion.
10. Sectionalism, expansion of slavery, and the Market Revolution in Antebellum America.
11. Manifest Destiny, the War with Mexico and its aftermath, and Indigenous policy.
12. Second Great Awakening, Abolitionist Movement, Women's Rights and other Antebellum Revival and Reforms.
13. Crisis of the 1850s and the coming of the Civil War.
14. The Civil War.
15. Reconstruction.

Additional Information

Repeatability

Not Repeatable

Justification (if repeatable was chosen above)

No Value

Is it possible this course will have a material fee?

No

I have contacted my library liaison (<https://campusguides.glendale.edu/faculty/liaisons>):

No

What term(s) will this course be offered?

Fall/Winter/Spring/Summer

Will any additional resources be needed for this course? (Click all that apply)

- No

If additional resources are needed, add a brief description and cost in the box provided.

No Value