

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CONTINUING EDUCATION
COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER

HSDP 433

COURSE TITLE

UNITED STATES HISTORY 1

TYPE COURSE

NON-FEE

HSDP

CATALOG COURSE DESCRIPTION

This is the first semester of a two semester course which examines the major turning points in American history through the Great Depression. Students will focus on the origins of the United States, key pre-World War II events including the Progressive Era, American participation in World War I, and the Great Depression. The course emphasizes the relevance of history to students' daily lives and helps them to understand how the ideas and events of the past shape the institutions and debates of contemporary America. (FT)

LECTURE HOURS

90

LABORATORY HOURS

ADVISORY

NONE

RECOMMENDED SKILL LEVEL

A reading score of 8.0 is highly recommended.

INSTITUTIONAL STUDENT LEARNING OUTCOMES

1. Social Responsibility
SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.
2. Effective Communication
SDCE students demonstrate effective communication skills.

INSTITUTIONAL STUDENT LEARNING OUTCOMES (CONTINUED)

3. Critical Thinking
SDCE students critically process information, make decisions, and solve problems independently or cooperatively.
4. Personal and Professional Development
SDCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self advocacy skills to cope with changing situations in their lives.

COURSE GOALS

By taking this course students will begin to achieve the California Content Standards for 11th Grade social studies.

COURSE OBJECTIVES

Upon successful completion of this course, students will be able to:

1. Analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.
2. Analyze the relationship among the rise of industrialization, large-scale rural-to-urban immigration and massive immigration from Southern and Eastern Europe.
3. Analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.
4. Trace the rise of the United States to its role as a world power in the twentieth century.
5. Analyze the major political, social, economic, technological, and cultural developments of the 1920's.
6. Analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.

Students will also, upon completion of the course, be able to master the following reading/writing skills:

1. Strategies for reading history (including strategies for reading primary and secondary sources).
2. Reading political cartoons
3. Reading charts, tables, graphs.
4. Reading maps
5. Responding critically to historical prompts (i.e. writing responses/essays).

SECTION II

COURSE CONTENT AND SCOPE

1. Native Americans, Pre-European Colonization
2. European Colonization
3. Core Beliefs and Origins of These Beliefs for the Founding Fathers

COURSE CONTENT AND SCOPE (CONTINUED)

4. Writing of Constitution and its Key Components
5. Post Revolutionary America and Western Expansion
6. European Migration in 19th Century
7. Reactions to European Migration, New Religions (e.g., Mormonism)
8. Key issues in States Versus Federal Authority
9. Effects of Civil War
10. Industrial Revolution in America (Effects on Urbanization, Social Philosophies)
11. Intolerance (Religious, Racial, Nativism)
12. Populism
13. Progressivism
14. American Foreign Policy Pre World War I
15. World War I
16. Effects of World War I (Including Women's Movement)
17. 1920's (Presidents, Politics, Women's Movement, Civil Rights, Economics)
18. Great Depression
19. New Deal

APPROPRIATE READINGS

Reading assignments may include, but are not limited to the following:

1. Assigned text.
2. Handouts.
3. Selections from journals, newspapers, magazines.
4. Online resources.

WRITING ASSIGNMENTS

Writing assignments may include, but are not limited to the following:

1. Essays.
2. Worksheets.
3. Research reports.
4. Exams.

OUTSIDE ASSIGNMENTS

Outside assignments may include, but are not limited to the following:

1. Assigned readings, both primary and secondary.
2. Writing assignments.
3. Research projects.
4. Field trips.

APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

Critical thinking assignments may include, but are not limited to the following:

1. Interpret, analyze and evaluate assigned readings.
2. Assignments using historical and social sciences analysis skills: chronological and spatial thinking; historical research, evidence and point of view; and historical interpretation.
3. Formulate an opinion and apply research evidence to create a reasoned and balanced argument.
4. Analyze current major social, economic, and political issues.

EVALUATION

A student's grade will be based on multiple measures of performance that may include, but are not limited to the following:

1. Exams.
2. Responses to worksheets.
3. Writing assignments.
4. Class participation.
5. Attendance per current policy.
6. Oral presentations.

Upon successful completion of each individual course a Certificate of Course Completion will be issued. Upon successful completion of all courses included in the program a Certificate of Program Completion will be issued.

METHOD OF INSTRUCTION

Methods of instruction may include, but are not limited to the following:

1. Lecture and small group instruction.
2. Cooperative learning.
3. Computer assisted instruction.
4. This course, or sections of this course, may be offered through distance education.
5. Audio visual aids such as film and video.
6. Field trips as appropriate.
7. Guest speakers.

TEXTS AND SUPPLIES

The Americans: Reconstruction to the 21st Century, Danzer et al., McDougal Littell, current edition

Supplemental material for *The Americans: Reconstruction to the 21st Century*, McDougal Littell, current edition

TEXTS AND SUPPLIES (CONTINUED)

Supplemental materials associated with the above text:
Supplemental material: Stanford History Education Group (SHEG)
Supplemental material: Brown University CHOICES Program

PREPARED BY: VIRGINIA KURZ DATE: March 12, 1984

REVISED BY: GARY GLECKMAN DATE: FEBRUARY 10, 2007

REVISED BY Instructional Services/SLO's Added DATE December 20, 2013

REVISED BY Holly Rodriguez DATE December 6, 2017

Instructors must meet all requirements stated in Policy 3100 (Student Rights, Responsibilities and Administrative Due Process), and the Attendance Policy set forth in the Continuing Education Catalog.

REFERENCES:

San Diego Community College District Policy 3100
California Community Colleges, Title 5, Section 55002
Continuing Education Catalog