Course Title: United States History to 1877 (History 110) and United States History since 1877 (History 111)

Course #: 1618-1619

Course Description: This is MiraCosta College course. The year is divided into TWO semester classes: HIST 110 is for US history up to 1877 (Reconstruction); HIST 111 is for Modern US history, which goes up to the present. The course is very self-paced and goes into great depths of historical analysis. The classes do not have daily assignments so a student needs to be very “Self-Directed” and motivated. It is a lively class with traditional lecture format with socratic method as the main format for student/professor interaction.

UC/CSU Approval: MiraCosta Community College course
*Limit of 2 MiraCosta courses per semester

Grade Level: 11

Estimated Homework Per Week: 4 hours

Prerequisite: Completion of AP World History with a “B” or higher

Recommended Prerequisite Skills: Reading comprehension; excellent time management; writing and research skills; appreciation for historical study. Students should have a desire to learn more about their country’s history and how it affects their own lives.

Course Grade Scale:
- Participation = 10%
- Midterm = 30%
- Final = 30%
- Research Papers = 30%

Major Assessments/Units/Topics: Midterm and final exams, two research papers

Workload: Students will cover one unit of history per week (usually one chapter per week). Usually this means each week students will complete a “study guide” assignment, which is meant to be used by students to prepare for the Midterm and Final Exams.

Exam Format: The midterm and final exams follow the same format. Fifty percent of the exam is multiple choice, based mostly on the reading assignments. The other fifty percent is a written
assessment -- both document-based questions and an essay question.

**Research Paper:** There are usually TWO research papers in each semester (course). The intention is to give students TWO separate opportunities to improve their research skills. One paper usually follows the MLA format and the other will follow Chicago format (social science format)

**Main Content**

**Early American History (HIST 110)**
I: Why did our 13 colonies choose to rebel from Great Britain? This unit looks into how the British imperial system drove Americans to independence. How did distance and cultural realities contribute to separation?

II: How did 13 colonies evolve into a unified sovereign, and legitimate nation? This unit begins with the Revolution and goes into the “Critical Period” when the Americans struggled to find a proper form of government, which embraced the Enlightenment principles of the Declaration while creating a stable social structure.

III: How did the United States demonstrate both nationalist and sectionalist tendencies? This unit looks at the emerging differences between federalist and antifederalist philosophies as the nation separated into regional areas with distinctive characteristics and preferences.

IV: How did the United States fall into disunion and then find a way to “reconstruct” the republic? This unit examines the long-term issues that separated the North and South. This will begin with a look at Manifest Destiny and how it grew the United States into a continental power and yet pulled Americans apart due to the expansion of slavery and its contradiction of essential American constitutional values.

**Modern American History (HIST 111)**
I: How did a divided America reunite and grow into a leading economic power? This unit begins in the Gilded Age and looks at how the US went from a non-industrial power into the number One economic power in the world. The students will analyze how this was done in such a short period of time (1865-1900).

II: How did the United States emerge into a world power and develop a “modern temper”? This unit examines the rise of the United States as a world power -- first by expanding into an empire of its own. The unit analyzes America’s rationale for entering World War I and then embrace isolationism in the 1920s. Does America come of age or just tread water?

III: How did the U.S. government and the American people overcome the Great Depression World War II, and the advent of the Cold War? This unit reviews the events that led to the Crash of 1929 and the ensuing Depression. Students will analyze why the US chose to enter
World War II and how this created the “superpower” status that the US still has today.

IV: What has changed in America with its Superpower status and why has there been so much acrimony about American power both at home and abroad? This unit goes into detail about American life as a superpower. What does this mean in the area of foreign relations? Why is America “hated” so much? How do the American people adjust to this status? How does this play out in the two-party system and national politics?