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| CourseID: | HIST 12 | Discipline: | |
| TOP: | 2205.00 - History | CB21: | Y = Not Applicable |
| CC Approval: | 04/09/2015 | Effective Date: | 08/17/2015 |
| BOT Approval: | 06/02/2015 | Degree/Transfer Status: | A = Transfer to UC, CSU |
| State Approval: | | State ID: | CCC000295649 |
| C-ID #: | | | |

COURSE OUTLINE OF RECORD

Course Numbering:

| | |
|-------------------------------------------------------|--------------------------------------|
| 1-99 Associate degree applicable, transferable | 200-299 Non-degree, non-transferable |
| 100-199 Associate degree applicable, non-transferable | 300-399 Noncredit |

I. CATALOG INFORMATION

CourseID: HIST 12 **Title:** History of the United States since 1865 **Effective Term:** Fall 2015

Discipline:

Catalog Description:

This course traces the political, social, and economic development of the United States from the Reconstruction Era to the present.

Pedagogical Course Cap:

Unit(s): 3

Weekly Lecture Hours: 3.00

Lecture Homework Hours:

Weekly Lab Hours: 0

Lab Homework Hours:

Total Contact hours: 54.00

Grading Basis: Graded only (A-F) Pass/No Pass option Pass/No Pass only

Advisories: Eligibility for English 125 and 126

Open entry/exit: Yes No

Repeatable Course: Yes No

Only courses that meet one of the three following criteria are repeatable, select appropriate area:

- Repeatability necessary to meet lower division major requirements at a CSU / UC (Music, Performing Arts must provide appropriate documentation)
- Intercollegiate athletics course
- Academic or Vocational competition course

Meets RC GE, Graduation, or Competency requirements: Yes No

Area A Area B Area B1 Area B2

Area C Area D Area D1 Area D2

Competence in writing Competence in reading

Competence in oral communication Competence in mathematics

Computer Familiarity Awareness of lifetime physical and mental wellness

Physical Education

Included in a degree or certificate program: Yes No

Noncredit Category: Y-Not Applicable

II. COURSE CONTENT

Student Learning Outcomes:

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

1. Identify the changing characteristics in American political and governmental institutions since 1865.
2. Analyze the fundamental changes in the American economy since 1865.
3. Identify the key trends and movements in American cultural, social, and intellectual life since 1865.
4. Analyze the causes and consequences of America's foreign policy, wars, and rise to global prominence since 1865.
5. Identify the contributions and changing roles of gender and ethnic groups in American history since 1865.
6. Demonstrate the ability to interpret primary and secondary sources, discern between them and to compose an argument which uses them, as appropriate, for support.

Objectives:

In the process of completing this course, students will:

1. examine the development of political and governmental institutions in the United States from the Reconstruction Era to the present.
2. describe the evolution of the American economy after 1865, focusing on America's emergence as a modern industrial society and dominant force in the global economy.
3. compare and contrast trends and movements in American social, cultural, and intellectual life from the 1865 to the present.
4. trace changes in American social structure as influenced by such factors as urbanization, industrialization, the expansion of suburbs, and the movement toward a post-industrial society in the mid-twentieth century.
5. evaluate the contributions, socio-economic conditions and experiences of minority groups and women in the history of the United States from 1865 to the present.
6. analyze changes in United States immigration policy as well as the impact of immigration on American society since 1865
7. identify the main features and consequences of the United States' foreign policy, focusing on America's emergence as a world power as well as its role in major wars and international conflicts since the 1865.
8. Assess the importance of specific prominent persons, places, and events in United States history
9. demonstrate the ability to interpret primary and secondary sources, discern between them and to compose an argument which uses them, as appropriate, for support.

Lecture Content:

The Reconstruction Era

1. Lincoln's vision for Reconstruction
 2. Conflict between Johnson and Congress
 - a. Congressional (Radical) Reconstruction versus Presidential Reconstruction
 - b. The impeachment controversy
 - c. The elements of radical Reconstruction in the South
 - 1) Role of African Americans in Reconstruction governments and politics of the era
 3. "Redeemer" governments regain control in the South
 4. Impact of Reconstruction on African Americans
 - a. Development of educational and religious institutions.
 - b. Liberties gained, rights gained and then lost
 - c. Emergence of sharecropping as labor system
 - d. Emergence of segregation and Jim Crow laws
 5. End of Reconstruction: The Compromise of 1877
 6. The "New South" in the late 1880s
 - a. Economic development
 - b. Institutionalization of racial segregation
- B. Western Expansion and the Transformation of Agriculture in the Late 1800s
1. Westward migration after the Civil War
 - a. The Transcontinental Railroad
 - b. Expansion of agriculture and mining
 2. Condition of Native American tribes after the Civil War
 3. Government policy toward Native Americans
 - a. Roots of conflict between white society and Native American tribes
 - b. Conduct of the Indian Wars, post Civil War to 1890
 - 1) Role of the United States Army
 4. Final defeat of independent Indian tribes
 - a. Dawes Act and federal Indian policy after 1890
 5. The Wild West: boomtowns, cattle drives, cowboys, and outlaws
 6. Conflicts between hispanos and Anglo-American society in the Southwest, 1865 to 1900
 7. Changes in American agriculture: railroads, technology, and global markets
 - a. Problems faced by American farmers in the late 1800s
 8. Rise of farmer protest: Populism
- C. American enters the Industrial Age, 1870s to early 1900s
1. American leads the second Industrial Revolution
 - a. Roots of American industrial superiority
 2. Growth of Urban America
 3. Capital versus Labor in industrializing America
 4. Technological developments and modernization
 5. Immigration transforms America
 - a. Old versus new immigrants
 6. Impact of industrialization on society; standards of living, life expectancy, distribution of wealth
 - a. Changing roles for women in modernizing economy
- D. Gilded Age Politics
1. Political Parties and Presidential Administrations
 2. Populism at its zenith: the election of 1896 and its aftermath
 3. Social reformers of the late 1800s
 4. Intellectual currents of the Gilded Age: Social Darwinism, the Gospel of Wealth, and social critics
- E. America acquires an empire
1. Steps toward empire, foreign policy changes in the late 1800s
 2. Expansionism in the 1890s

3. War in Cuba and the Philippines
4. Theodore Roosevelt's diplomacy and United States foreign policy after 1900

F. The Progressive Era

1. The Nature of Progressivism; goals, methods, and various groups which made up the Progressive Movement
2. The Struggle for Women's Rights
3. Workers and African Americans
4. Expansion of government responsibilities; regulation and reform
 - a. Changes instituted at city, state, and federal level
5. Theodore Roosevelt as a Progressive
6. Taft, the election of 1912, and Wilson
7. Assessing the successes and failures of progressivism

G. The Great War

1. European origins of World War I
2. The United States is drawn into the war
3. The U. S. mobilizes for war
4. Impact of the war on the home front
 - a. Intolerance and limitations on free speech
 - b. Role of women and minorities in the war
5. Role of the U. S. military in the war
6. Wilson's Fourteen Points and the treaty fight
7. The End of Progressivism

H. The Twenties: Affluence and Anxiety

1. National politics during the twenties
 - a. Presidential administrations and diplomacy
2. Cultural and Economic Trends
 - b. Standards of living, the Consumer Durables Revolution
3. Intolerance and Cultural Conflict
 - a. The resurgence of the Ku Klux Klan
 - b. Flapper ideal, changing urban values versus religious and cultural conservatism.
4. Hoover's presidency
 - a. Stock market Crash, economic collapse, and Hoover's response

I. The Great Depression and the New Deal

1. Social, economic impact of the Depression
 - a. Unemployment, bank failures, deflation
 - b. Depression's effect on minorities, farmers, workers, overall standard of living
2. Franklin D. Roosevelt and the New Deal
 - a. The Election of 1932
 - 1) The New Deal political coalition
 - b. New Deal programs and legislation
 - 1) Impact on agriculture, industry, and organized labor
 - 2) Impact on African Americans, Hispanic Americans
 3. Assessing the success and failures of the New Deal

J. World War II

1. The Road to War; militarism and fascism in Europe and Asia
2. The United States Enters the War
 - a. The Neutrality debate and Pearl Harbor
 - b. Mobilizing the military and the economy
3. War on the Home front
 - a. Role of women in the domestic economy: Rosie the Riveter
 - b. Role of ethnic, racial minorities in the war effort
 - c. Domestic impact of the war
4. Military campaigns of World War II; role of the U. S. military
5. World War II diplomacy and final victory
 - a. Differing Views on the Decision to Use Atomic Weapons Against Japan.

K. The Cold War and the Red Scare

1. Postwar diplomacy and the origins of the Cold War
2. United States foreign policy in the postwar era
 - a. The United Nations, NATO, the Marshall Plan
 - b. Truman and the Containment policy
 - c. Cold War confrontations and the Korean War
3. The domestic anticommunist crusade
 - a. Nuclear espionage
 - b. HUAC and McCarthyism

L. The Long Boom; American Society and Economy, 1945-1970

1. The foundations of postwar prosperity
2. The Baby Boom and its consequences
3. The growth of Suburbia

4. The Eisenhower Presidency
 5. The Birth of the Civil Rights Movement
 - a. The struggle against racial segregation and discrimination
- M. Politics and Society in the 1960s
1. The Kennedy Presidency
 - a. Cold War confrontations
 - b. domestic programs
 2. Lyndon B. Johnson and the Great Society
 - a. The War on Poverty and Civil Rights legislation
 - b. Foreign policy and the Vietnam War
 - c. Supreme Court Activism
 3. Urban strife, the Counter Culture, student radicalism, and the Anti-war Movement
 4. The decline of Liberalism
 - a. The Crises of 1968 and the election of Richard Nixon
- N. Politics and Society in the 1970s
1. The Nixon Doctrine in Vietnam
 2. Nixon's diplomacy: Détente
 3. The Watergate Scandal
 4. The Ford and Carter Administrations
 - a. Inflation and economic stagnation
 - b. Foreign policy setbacks and successes
- O. The Struggle for Social Reform
1. The Civil Rights Movement in the 1960s
 - a. African American leaders, organizations, achievements
 - b. Hispanic civil rights activism
 - c. Native American activism
 - d. The Women's Movement
 - e. The Gay Liberation Movement
 - f. The Environmental Movement
 - g. The Consumer Protection Movement
- P. The Triumph of Conservatism
1. The Election of 1980
 - a. The Reagan "Revolution:" goals and legislation
 2. The U. S. Economy in the 1980s
 3. The George Herbert Walker Bush presidency
 - a. Foreign policy developments
 - 1) Panama, Persian Gulf, collapse of communism
 - b. Economic recession
- Q. The Contemporary United States
1. The Clinton presidency
 - a. Domestic and Foreign policy
 - b. Globalization, Emergence of the "New Economy"
 - c. Political Reversals, Comebacks, Scandals, Impeachment
 2. The Disputed Presidential Election of 2000
 3. The George W. Bush Presidency
 - a. Early Domestic and Foreign Policy Initiatives
 - b. September 11, 2001 terrorist attacks and their impact
 - 1) The Bush Administration response to Terrorism
 - a) New Directions in Foreign Policy, Military campaigns in Afghanistan, Iraq
 - b) 9/11 Impacts on Domestic Legislation, Government Spending, Politics
 4. Issues facing the United States today
 - a. Immigration trends since 1965
 - b. An aging population
 - c. Standards of living, status of ethnic and racial minorities
 - d. Crime, changing values, health issues, distribution of wealth

III. METHODS OF DELIVERY

- | | |
|---------------------------------------------|----------------------------------------------------------------|
| <input checked="" type="checkbox"/> Lecture | <input checked="" type="checkbox"/> Hybrid |
| <input type="checkbox"/> Laboratory | <input type="checkbox"/> Live Interactive Two-Way Presentation |
| <input checked="" type="checkbox"/> Online | |

IV. METHODS OF INSTRUCTION

May include but not limited to:

- | | | | |
|-----------------------------------------|------------------------------------------------|------------------------------------------------------|---------------------------------------|
| <input type="checkbox"/> Demonstrations | <input checked="" type="checkbox"/> Discussion | <input checked="" type="checkbox"/> Guest Presenters | <input type="checkbox"/> Role Playing |
|-----------------------------------------|------------------------------------------------|------------------------------------------------------|---------------------------------------|

- Guided Practice
- Guided Research
- Guided Writing
- Media/Audiovisual
- Small Group
- Other (Specify)

V. **SPECIAL FACILITIES** Yes No

VI. **SAMPLE HOMEWORK/OUT OF CLASS ASSIGNMENTS**

- Reading Assignments
- Writing Assignments
 - Essays
 - Journals
- Projects
- Research
- Reading Reports
- Lab Reports
- Problem Solving
 - Computational
 - Non Computational
- Other

VII. **METHODS OF EVALUATION/GRADING**

Indicate percentage:

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <input type="checkbox"/> Case Studies <input type="checkbox"/> Computational Problem Solving <input type="checkbox"/> Field Work <input checked="" type="checkbox"/> % Final Exam <input type="checkbox"/> Laboratory Exams <input type="checkbox"/> Laboratory Reports <input checked="" type="checkbox"/> % Exams <input type="checkbox"/> Non Computational Problem Solving <input checked="" type="checkbox"/> % Presentations <input checked="" type="checkbox"/> % Other, please specify | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> % Project(s) <input checked="" type="checkbox"/> % Quizzes <input checked="" type="checkbox"/> % Research <input type="checkbox"/> Skill Demonstration(s) <input checked="" type="checkbox"/> % Essays <input checked="" type="checkbox"/> % Class Participation <input checked="" type="checkbox"/> % Written assignments <input type="checkbox"/> Homework |
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SAMPLE HOMEWORK/OUT OF CLASS ASSIGNMENTS:

Other:

CONCERNING WRITING ASSIGNMENTS: The course must include a substantial writing assignment in which the student explores in depth some historical issue or theme.

This may be a research paper, an analysis of primary sources from an appropriate period, or a critical analysis of conflicting historical interpretations concerning an issue, event, idea, or person. An instructor may also require several shorter papers in lieu of the larger writing.

METHODS OF EVALUATION/GRADING:

Other:

FURTHER GRADING GUIDELINES:

The instructor should employ a grading system based on the following guidelines:

Writing Assignments should represent 20 to 30 percent of final grade

Objective Examination should represent 70-80 percent of the final grade

The instructor may also factor in assignments such as oral presentations or class participation, ascribing a reasonable weight to such assignments. If included, these elements should not exceed 20 percent of the overall grade, with commensurate adjustments to the percentages assigned to the writing and objective exam elements. The combined grade factors must constitute 100% of the grade.

VIII. RECOMMENDED MATERIALS OF INSTRUCTION

- Credit, degree applicable course, textbooks are college level
- Credit, non-degree applicable course

A. Textbooks:

1. **Recommended** Brinkley, Alan. *American History; A Survey Vol II: Since 1865*, 14th ed. McGraw-Hill, 2012
2. **Recommended** Nash, Jeffery, et. al. *The American People; Creating a Nation and a Society, Vol. II: Since 1865*, 7th ed. Pearson Longman, 2011

B. Materials Other than textbooks:

IX. ATTACHED FILES

**X. ADVISORY/PREREQUISITE/COREQUISITE JUSTIFICATION CONTENT
CONTENT REVIEW FOR ALL COURSES IN ADDITION TO BASIC SKILLS COURSES**

| REQUISITES | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Advisory -- ENGL 125 Writing Skills for College | |
| <ol style="list-style-type: none"> 1. Writing complete English sentences and avoiding errors most of the time. 2. Using the conventions of English writing: capitalization, punctuation, spelling, etc. 3. Using verbs correctly in present, past, future, and present perfect tenses, and using the correct forms of common irregular verbs. 4. Expanding and developing basic sentence structure with appropriate modification. 5. Combining sentences using coordination, subordination, and phrases. 6. Expressing the writer's ideas in short personal papers utilizing the writing process in their development. | <ol style="list-style-type: none"> 1. In writing assignments, the student must be able to organize concepts coherently and present ideas in a logical and methodical fashion. 2. Student must be able to compare, contrast and evaluate in writing about divergent interpretations of past events. 3. Student must be able to prepare a substantial research paper or other analytical writing assignment expressing ideas grammatically and clearly. |
| Advisory -- ENGL 126 Reading Skills for College | |
| <ol style="list-style-type: none"> 1. Using phonetic, structural, contextual, and dictionary skills to attack and understand words. 2. Applying word analysis skills to reading in context. 3. Using adequate basic functional vocabulary skills. 4. Using textbook study skills and outlining skills. 5. Using a full range of literal comprehension skills and basic analytical skills such as predicting, inferring, concluding, and evaluating. | <ol style="list-style-type: none"> 1. Student must be able to read and comprehend a college level text relating to the lecture and class discussions. 2. Student must be able to read primary historical documents ascertaining the intent of the document's authors. 3. Student must be able to understand basic terminology associated with the Social Science disciplines of History, Political Science, Geography & Economics. |