Course Outline

COURSE: HIST 2  DIVISION: 10  ALSO LISTED AS:

TERM EFFECTIVE: Fall 2015  CURRICULUM APPROVAL DATE: 02/23/2015

SHORT TITLE: U.S. HISTORY

LONG TITLE: United States History Reconstruction to the Present

<table>
<thead>
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<th>Units</th>
<th>Number of Weeks</th>
<th>Type</th>
<th>Contact Hours/Week</th>
<th>Total Contact Hours</th>
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<td>3</td>
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<td>Lecture:</td>
<td>3</td>
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<td></td>
<td></td>
<td>Lab:</td>
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<td>Total:</td>
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COURSE DESCRIPTION:

History of the United States from Reconstruction to the present. Emphasis will be placed on distinctive patterns of political, economic, social, intellectual, and geographic developments within their global context. At the conclusion of the course, the student should understand major themes in the history of the United States, and be able to explain various ways in which ideas about federal vs. state power, ethnicity, class, and gender divisions have influenced the nation's development. This course has the option of a letter grade or pass/no pass. (C-ID: HIST 140) ADVISORY: Eligible for English 1A.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

L - Standard Letter Grade
P - Pass/No Pass

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion
05 - Hybrid
72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

2/27/2015
1. Identify, distinguish, and interpret significant events, individuals and theories specific to US history from Reconstruction to the present, with attention to their global context.
Measure: Quizzes, exams, class discussion, written assignments
PLO: 2,1,3
ILO: 7,2,1
GE-LO: A1, A2, A3, A5, A6, A7, A9, D4, D5, F1, F2
Year Assessed: Not Assessed Yet

2. Describe, evaluate and assess key political, cultural and socioeconomic factors as they developed from Reconstruction to the present, both within the US and in a global context.
Measure: exams, class discussion, presentations, research papers
PLO: 4,1,2,3
ILO: 7,2,1
GE-LO: A1, A2, A3, A5, A6, A7, A9, D4, D5, F1, F2
Year Assessed: Not Assessed Yet

3. Describe contemporary social and political values, and assess their historical and global linkage.
Measure: exams, class discussion, research papers
PLO: 4,1,2,3
ILO: 7,6,2,1
GE-LO: A1, A2, A3, A5, A6, A7, A9, D4, D5, F1, F2
Year Assessed: Not Assessed Yet

4. Demonstrate clarity, fairness and objectivity in assessing and debating historical events.
Measure: written assignments, class discussion, class presentations
PLO: 3,1,4
ILO: 6,4,7,1
GE-LO: A1, A2, A3, A5, A6, A7, A9, D4, D5, F1, F2
Year Assessed: 2010-11

5. Demonstrate college level reading, writing and critical thinking in the formulation of research assignment/s, and demonstrate effective skills in finding, evaluating, interpreting, and using both primary and secondary sources.
Measure: Written assignments, research papers
PLO: 3,2
ILO: 7,1,2,3
GE-LO: A1, A2, A3, A5, A6, A7, A9, D4, D5, F1, F2
Year Assessed: 2010-11

6. Demonstrate academic integrity, discipline and honesty in class conduct and assignments.
Measure: quizzes, exams, term papers, class discussion and presentations.
PLO: 3,1,2,4
ILO: 6,4,1
GE-LO: E1
Year Assessed: Not Assessed Yet

PROGRAM LEARNING OUTCOMES:
1. Practice and analyze democratic civic engagement.
2. Demonstrate and evaluate relationships between local and national
issues, movements, and ideas as they relate to local communities.

3. Demonstrate a range of skills including: research, documentation, analysis, evaluation, communication, contextualization, teamwork, observation, and cultural competency by relating social science concepts and theories to issues of importance to local communities.

4. Identify, develop, use, and assess tools and methods for community change and social justice.

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS
Curriculum Approval Date: 02/23/2015

3 Hours
CONTENT: Orientation and introduction to methodology; Review of Reconstruction
STUDENT PERFORMANCE OBJECTIVES (SPO): Civil War review & Reconstruction. Students will discuss why they and others study history. Students will review Civil War history and events leading to and resulting from Amendments 13, 14, and 15 of the Constitution. Students will discuss the successes & failures of Reconstruction Radical Reconstruction, and Counter-Reconstruction; Students will understand Jim Crow and the rise of the sharecropping system. Students will analyze state and local voting restriction ordinances and efforts from a Constitutional perspective, and will suggest remedies to historic under voting by certain groups. Students will describe the US war in the context of global nation-building of the late 19th century.
OUT-OF-CLASS ASSIGNMENTS: Reading from text and/or articles
Chapter 17, Norton, et al.

3 Hours
CONTENT: Immigration, Social Darwinism, Industrialization and Expansion of Capitalism
SPO: Students will trace immigration patterns of major immigrant groups. Students will understand the major social theories used to explain differences between peoples, and their political and economic impacts. Students will familiarize themselves with important advances in the global and national organization of capital and in technology, and with those responsible. Students will assess urbanization and the impact and ethics of rapid industrialization using immigrant labor upon the world, the US society as a whole and upon workers and the union movement.
OUT-OF-CLASS ASSIGNMENTS: Reading from text and/or articles

3 Hours
CONTENT: Westward Expansion
SPO: Students will discuss the implications of having and closing the US frontier; Students will understand the effects of encroachment upon indigenous nations; students will be familiar with major battles and ideologies in the war for the Great Plains. Students will develop theories regarding the relative importance of developments including the railroad and telegraph in the settling of the west. Students will study various models of pioneer-indigenous interactions, and will be able to explain why homesteading was both a successful and unsuccessful governmental strategy. Students will explain the path states took to integration into the nation. Special emphasis will be placed on California, with attention to the development and evolution of the State Constitution and the nature of local and state government.
OUT-OF-CLASS ASSIGNMENTS: Reading from text and/or articles
Chapter 18, Norton, et al.

3 Hours
CONTENT: Imperialism, Overseas Expansion, and Rise of U.S. as a World Power
SPO: Students will be able to trace the development of an expansionist ideology based on US treatment of Indian nations; students will study US reasons for overseas expansionism, and the effects upon colonized peoples of US military, political, & cultural presence. Students will study the Spanish-American war and understand its causes and its results in a national, regional, and global context.
OUT-OF-CLASS ASSIGNMENTS: Reading from text, and/or articles, and/or research
3 Hours
CONTENT: Social and Political Reform Movements
SPO: Students will understand the major aspects of the Tammany Hall and Gilded Age's politics and economics. Students will study various social and political reform movements, tracing their effects to the present day. Students will understand the rise of Populism and associated issues, and will learn about individuals and movements associated with the Progressive Era. Students will discuss the impact of returning soldiers upon the US economy and will trace the effects of the Versailles treaty upon events through the 1920s and 1930s. Students will describe the changing global context in which the US acted and reformed.
OUT-OF-CLASS ASSIGNMENTS: Reading from text, and/or articles, and/or research
Chapter 19, Norton, et al.;
Research Project Proposal: Research topic with abstract and list of at least 8 properly cited sources.
6 Hours
CONTENT: World War One and Roaring 20s
SPO: Students will be able to explain conditions in Europe, Asia, Africa, and the Americas leading to war, and US isolationism. Students will study the role played by a "neutral" United States, and the reasons why the US eventually abandoned its neutrality. Students will study the effect of the war upon those who fought it from various countries for various reasons, and upon the US's military capacity and economic strength. Students will discuss the impact of returning soldiers upon the US economy and will trace the effects of the Versailles treaty upon events through the 1920s and 1930s.
OUT-OF-CLASS ASSIGNMENTS: Reading from text, and/or articles, and/or research
3 Hours
CONTENT: Seeds of the Great Depression
SPO: Students will describe why anti-Bolshevism, nativism, and racism burgeoned after the war; students will study the role played by increasingly popular media in the shaping of every-day life; students will understand how apparent economic vitality could lead to a stock market crash. Students will debate the approaches taken by the Hoover Administration to the 1929 stock market crash and subsequent events. Emphasis will be placed on California, with attention to the reaction of local and state governments to the pressures of the Depression.
OUT-OF-CLASS ASSIGNMENTS: Reading from text, and/or articles, and/or research
Chapter 22, Norton, et al.;
3 Hours
CONTENT: The New Deal
SPO: Students will describe the major reforms enacted under the New Deal, and be able to discuss which were successful and which were not. Students will familiarize themselves with popular self-help and community approaches to recovery. Students will be able to explain the political strategies and problems FDR had, and be able to point to aspects of our current social landscape that had origins in the 1930s. Students will understand how the New Deal affected various groups and individuals, and its global implications.
OUT-OF-CLASS ASSIGNMENTS: Reading from text, and/or articles, and/or research
Chapter 23, Norton, et al.
6 Hours
CONTENT: World War Two
SPO: Students will examine the ideology of fascism, and explain how it originated and spread in Europe. Students will assess early US strategies in the war, and the development of European and Pacific theaters. Students will describe what happened at Pearl Harbor and how the event changed US history. Students will assess the experiences of soldiers in the field and in the Pacific, and evaluate the concept of a "good war." Students will describe the impact of the war at home, including upon Japanese-American internees, and internationally, with attention to the post-colonialization of many nations. Students will trace the growing consensus for use of the first atomic weapons against Japan. Students will evaluate that decision using historical arguments and contemporary awareness of its effects.

2/27/2015
OUT-OF-CLASS ASSIGNMENTS: Reading from text, and/or articles, and/or research
Chapter 24, Norton, at. al.
Annotated Bibliography: Detailed annotations of at least 4 academic sources that will be used in research paper.
6 Hours

CONTENT: Cold War
SPO: Students will look at major players in the polarization of global politics, and understand the role played by the Truman administration in the development of a global cold war. Students will examine the consequences of the cold war, including those created by the McCarthy movement at home. Changes in California State Constitution will be used to demonstrate the domestic impact of the Cold War. Students will study the rise of consumer affluence, and some effects of that affluence. Students will study the rising Black Freedom movement and its resistance to Cold War-style repression, and will discuss the relative importance of legislation court cases, and nonviolent direct activism.

OUT-OF-CLASS ASSIGNMENTS: Reading from text, and/or articles, and/or research
6 Hours

CONTENT: Vietnam War
SPO: Students will understand the origins of the Vietnam war and US interests in it. They will explain Vietnam's regional, global, and strategic importance. Students will trace the development of the war through the 1960s and discuss the impact the war had upon the Vietnamese and upon US society. Students will understand some of the issues confronting soldiers in the field, and will discuss related issues still facing veterans of the war. Students will discuss the technology used in the war, and the resulting effects of that technology. Students will debate the major turning points in the war, and the method of its closure.

OUT-OF-CLASS ASSIGNMENTS: Reading from text, and/or articles, and/or research
Chapter 27, Norton et al.; Chapter 18, Zinn
6 Hours

CONTENT: Civil Rights and Anti-War Movement
SPO: Students will look at the growing anti-war movement as it related to the Black Freedom movement. Students will discuss the ethics of serving in wartime, and will look at the ethnic and other movements that spin off from the anti-war protest movements. Students will study the changes in US culture and society that are traceable to this period. Students will understand the initiatives of the Great Society effort, and will evaluate them in light of their successes or failures. Students will be able to explain Watergate and government reform efforts. Students will understand the campaign system that led to the Watergate break-in, and will develop an understanding of the constitutional crisis that followed. Students will look at major campaign finance and other practices, and discuss ways in which democracy has been helped or impaired by those practices.

OUT-OF-CLASS ASSIGNMENTS: Reading from text, and/or articles, and/or research
Chapter 28, Norton, at al.
Final Research Paper: 10-12 page formal research essay based on topic proposal and annotated bibliography turned in earlier in the term.
3 Hours

SPO: Students will describe major issues associated with the Carter-Fords administrations. Students will examine the effects of the Reagan Revolution, including tax reform, revised social spending agendas, states' rights movements and deregulation. Students will examine global economic and political interconnections, and the role that "free trade" plays in them. Students will examine the interventionism of the late 20th century, compare and contrast to those of the 21st century. Students will weigh the disadvantages and advantages of quick and/or covert war-making. Students will assess the linkages between the first and second Persian Gulf Wars, and the ways in which they have been presented in the U.S. and abroad. Students will examine how technology affected the fighting of these wars; how experience
with previous wars limited press coverage, and the impact of these wars on the U.S. economic, political and social systems.

OUT-OF-CLASS ASSIGNMENTS: Reading from text, and/or articles, and/or research

2 Hours

METHODS OF INSTRUCTION:
1. Lecture with discussion
2. Film/Video presentation and class discussion
3. Small group collaborative projects, exercises, and role-plays
4. Guest speakers when appropriate and available
5. Panel presentations involving participants from different disciplines when appropriate and available.
6. Use of various forms of research technology, to include Internet, and periodical search tools. Student will be able to articulate their theses and findings in a clear and informed manner.

METHODS OF EVALUATION:
CATEGORY 1 - The types of writing assignments required:
Percent range of total grade: 40 % to 60 
Written Homework
Reading Reports
Essay Exams
Term or Other Papers

CATEGORY 2 - The problem-solving assignments required:
Percent range of total grade: 20 % to 30 
Field Work
Quizzes
Exams

CATEGORY 3 - The types of skill demonstrations required:
Percent range of total grade: 10 % to 20 
Class Performance/s

CATEGORY 4 - The types of objective examinations used in the course:
Percent range of total grade: 10 % to 20 
Multiple Choice
True/False

CATEGORY 5 - Any other methods of evaluation:
Percent range of total grade: 10 % to 20 

2/27/2015 6
Student Presentations

REPRESENTATIVE TEXTBOOKS:
Required:
Reading level of text, Grade: 14 Verified by: E. Luna
Other textbooks or materials to be purchased by the student:
Additional articles assigned include sources such as:
Chiles, James R. “Bang! went the doors of every bank in America,” Smithsonian Magazine, April 1997.;
Ling, Peter. “Martin Luther King’s Half-Forgotten Dream,” History Today, April, 1998.;

ARTICULATION and CERTIFICATE INFORMATION
Associate Degree:
   GAV C2, effective 201330
   GAV D1, effective 201330
   GAV D2, effective 201330
CSU GE:
   CSU C2, effective 201330
   CSU D6, effective 201330
IGETC:
   IGETC 3B, effective 201330
   IGETC 4F, effective 201330
   IGETC 7B, effective 201330
CSU TRANSFER:
   Transferable CSU, effective 201330
UC TRANSFER:
   Transferable UC, effective 201330

SUPPLEMENTAL DATA:
Basic Skills: N
Classification: Y
Noncredit Category: Y
Cooperative Education:
Program Status: 1 Program Applicable
Special Class Status: N
CAN: HIST10
CAN Sequence: HIST SEQ B
CSU Crosswalk Course Department: HIST
CSU Crosswalk Course Number: 2
Prior to College Level: Y
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: E
Maximum Hours:
Minimum Hours:
Course Control Number: CCC000117785
Sports/Physical Education Course: N
Taxonomy of Program: 220500