



5055 Santa Teresa Blvd
Gilroy, CA 95023

Course Outline

COURSE: HIST 2 **DIVISION:** 10 **ALSO LISTED AS:**

TERM EFFECTIVE: Fall 2020

CURRICULUM APPROVAL DATE: 06/09/2020

SHORT TITLE: U.S. HISTORY

LONG TITLE: United States History Reconstruction to the Present

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

Out of Class Hrs: 108.00

Total Learning Hrs: 162.00

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)

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

71 - Dist. Ed Internet Simultaneous

72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

By the end of this course, a student should:

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.
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, with clarity, thorough understanding, and fairness.
3. Describe contemporary social and political values, and assess their historical and global linkage.
4. Demonstrate college level reading, writing and critical thinking in the formulation of research assignment/s, and demonstrate academic honesty and effective skills in finding, evaluating, interpreting, and using both primary and secondary sources.

COURSE CONTENT:

Curriculum Approval Date: 06/09/2020

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.

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.

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.

COURSE CONTENT(CONTINUED):

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.

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.

Research Project Proposal: Research topic with abstract and list of at least 8 properly cited sources.

4 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.

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.

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.

COURSE CONTENT(CONTINUED):

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.

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.

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.

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.

COURSE CONTENT(CONTINUED):

3 Hours

CONTENT: 1970s into the 21st Century: Towards
Neo-Liberalism and Globalization

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.

2 Hours

Final exam.

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.

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours: 80

Assignment Description:

3 hours weekly:

--students will complete text and supplemental readings; respond in writing to readings; complete relevant assignments; study for quizzes and tests.

Required Outside Hours: 28

Assignment Description: Identify research topics that are appropriate; find resources to address research questions; research, organize, and present data using proper academic documentation, writing, and formatting.

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 40.00 %

Percent range of total grade: 40 % to 60 % Written Homework; Reading Reports; Essay Exams; Term or Other Papers

Problem-solving assignments

Percent of total grade: 20.00 %

Percent range of total grade: 20 % to 30 % Field Work; Quizzes; Exams

Skill demonstrations

Percent of total grade: 10.00 %

Percent range of total grade: 10 % to 20 % Class Performance/s

Objective examinations

Percent of total grade: 20.00 %

Percent range of total grade: 10 % to 20 % Multiple Choice; True/False

Other methods of evaluation

Percent of total grade: 10.00 %

Percent range of total grade: 10 % to 20 % Student Presentations

REPRESENTATIVE TEXTBOOKS:

E. Foner. Give me Liberty! Or a comparable college level text. NY: WW Norton, 2017.

Excellent college text by respected historian; fifth edition will be updated before long

ISBN: ISBN-13: 978-0393614190 ISBN-10: 9780393614190

Reading Level of Text, Grade: 14 Verified by: L Halper

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

GAV C2

GAV D1

GAV D2

GAV F

GAV Area 3 = Arts & Humanities

GAV Area 4 = Social & Behavior

CSU GE:

CSU C2

CSU D

CSU D1

CSU D2

CSU D6

IGETC:

IGETC 3B

IGETC 4F

IGETC 7B

CSU TRANSFER:

Transferable CSU

UC TRANSFER:

Transferable UC

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

C-ID: (HIST 140)

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Course Control Number: CCC000117785

Sports/Physical Education Course: N

Taxonomy of Program: 220500