

HIST A175: HISTORY OF THE UNITED STATES SINCE 1876

Item	Value
Curriculum Committee Approval Date	03/20/2024
Top Code	220500 - History
Units	3 Total Units
Hours	54 Total Hours (Lecture Hours 54)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Open Entry/Open Exit	No
Grading Policy	Standard Letter (S), • Pass/No Pass (B)
Associate Arts Local General Education (GE)	<ul style="list-style-type: none"> • Area 3 Arts and Humanities 3A Theory (OC1) • Area 4 Social and Behavioral Sciences 4A U.S. History and Constitution and American Ideals (OD1)
Associate Science Local General Education (GE)	<ul style="list-style-type: none"> • Area 3B Humanities (OSC2) • Area 4 Social and Behavioral Sciences (OSD)
California General Education Transfer Curriculum (Cal-GETC)	<ul style="list-style-type: none"> • Cal-GETC 3B Humanities (3B) • Cal-GETC 4 Social & Behavioral Sciences (4) • Cal-GETC 4F History (4F)
Intersegmental General Education Transfer Curriculum (IGETC)	<ul style="list-style-type: none"> • IGETC 3B Humanities (3B) • IGETC 4 Social&Behavioral Sci (4) • IGETC 4F History (4F)
California State University General Education Breadth (CSU GE-Breadth)	<ul style="list-style-type: none"> • CSU C2 Humanities (C2) • CSU D6 History (D6) • CSU American Institutions (US1)

Course Description

A continuation of the survey of American history development since 1876. Satisfies the state college requirement of American History. Enrollment Limitation: HIST A175H; students who complete HIST A175 may not enroll in or receive credit for HIST A175H. Transfer Credit: CSU; UC. C-ID: HIST 140.C-ID: HIST 140.

Course Level Student Learning Outcome(s)

1. Upon the successful completion of this course, students will display the ability to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social,

economic, political and/or cultural historical themes or patterns that are relevant to the course geographic area and timeline of study.

2. Students will analyze the impact of peoples and their political ideologies, religions and technology from one geographic region of the United States upon other peoples of other geographic regions of the United States over time, since 1876CE.
3. Students will analyze origin of major issue or problem in United States history since 1876CE.

Course Objectives

- 1. Demonstrate the ability to interpret primary and secondary sources and to compose an argument which uses them, as appropriate, for support.
- 2. Demonstrate an understanding of U.S. History through current analytical categories of race, class, gender, and ethnicity.
- 3. Demonstrate an understanding of America's growth in a global context.
- 4. Analyze major political trends, attitudes, conflicts and events—including both mainstream and reform efforts—and explain their historical significance.

Lecture Content

Reconstruction (1865-1876) The Historical Context of Change (1876-1900) Industrialization and urbanization Sources of industrialization/commercial expansion Immigration The changing structure of the city Consequences of urban and industrial change National politics Reform movements Beginnings of a new foreign policy From isolation to empire The Quest for Order and Justice (1900-1920) Progressivism The new foreign policy and World War I The United States in Prosperity, Depression, and War (1920-1945) The 1920s—prosperity, cultural change and government policy The Great Depression and New Deal World War II The United States Since World War II (1945-present) Building economic security and the affluent society The Cold War The Civil Rights Movement Vietnam War era The Conservative Turn Globalization The twenty-first century and global change

Method(s) of Instruction

- Lecture (02)
- DE Online Lecture (02X)

Instructional Techniques

This classroom-based version of the course is classified as a lecture course, but instructors will use a variety of strategies to help students achieve course objectives/student learning outcomes. These may include: Lecture enhanced with Power point, overhead, white board, and/or handouts to highlight concepts Audiovisual materials to establish historical context Discussion with full class and in small groups Role playing Group activities Guest speakers Field trips Additional Variations for Distance Education: 1. Instructor will provide ADA compliant recorded lectures and visual educationally based content. 2. Instructor will provide feedback to students through the Canvas grading platform, including written, verbally recorded and via face-to-face electronic conferencing.

Reading Assignments

Students will read 1-2 textbook chapters and related primary/secondary source material per week.

Writing Assignments

Students will write essays in which they apply appropriate historical information in answering questions related to the course objectives/student learning outcomes. Students will write an essay/report in which they interpret primary and secondary sources and compose an argument which uses them, as appropriate, for support.

Out-of-class Assignments

Students may be assigned homework to help them develop and/or assess their ability to Derive pertinent information from assigned readings Prepare for class discussion Find appropriate primary/secondary sources through library research Interpret primary/secondary sources correctly Manage the steps of a research project .

Demonstration of Critical Thinking

Students will write essays in which they apply appropriate historical information in answering questions related to the course objectives/student learning outcomes. Students will write an essay/report in which they interpret primary and secondary sources and compose an argument which uses them, as appropriate, for support.

Required Writing, Problem Solving, Skills Demonstration

Students will write essays in which they apply appropriate historical information in answering questions related to the course objectives/student learning outcomes. Students will write an essay/report in which they interpret primary and secondary sources and compose an argument which uses them, as appropriate, for support.

Eligible Disciplines

History: Master's degree in history OR bachelor's degree in history AND master's degree in political science, humanities, geography, area studies, women's studies, social science, or ethnic studies OR the equivalent. Master's degree required.

Textbooks Resources

1. Required Brinkley, Alan. American History: A Survey, Volume 2, 14th ed. New York: McGraw-Hill, 2012 Rationale: latest 2. Required Norton, Mary Beth, et al. A People and a Nation: A History of the United States, Volume II, 10th ed. Cengage Learning, 2015 3. Required Kennedy, David M.. The American Pageant, Volume 2, 15th ed. Cengage, 2013 4. Required Foner, Eric. Give Me Liberty! An American History, Volume 2, 4th ed. W. W. Norton Company, 2014 5. Required Carnes, M.. The American Nation: A History of the United States, Volume 2, 15th ed. Pearson, 2016 6. Required Corbett (etc). U.S. History, 1 ed. Houston: OpenStax College, Rice University, 2014 Rationale: Since 2016, O.C.C. has been inviting instructors to utilize textbooks provided by the "Free Textbook Initiative," which is a partnership of universities that produce no-cost textbooks to students. As an option for History 170, the textbook: U.S. History" is free as a PDF download, but has a small cost for a printed version through the Library. This options is being added as an acceptable option by OCC History faculty to consider.

Other Resources

1. Students will read and analyze primary and secondary sources. Instructors may require students to buy Readers published by textbook publishers Customized readers designed by the instructor Monographs like those in the Bedford St. Martin series. Or, they may refer students to online collections of sources like the Internet History Sourcebook or academic databases.