

# HIST A175H: HISTORY OF THE UNITED STATES SINCE 1876 HONORS

| Item   | Value  |
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| 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),<br>• Pass/No Pass (B)   |
| Associate Arts Local General Education (GE)                            | <ul style="list-style-type: none"> <li>• Area 3 Arts and Humanities 3A Theory (OC1)</li> <li>• Area 4 Social and Behavioral Sciences 4A U.S. History and Constitution and American Ideals (OD1)</li> </ul> |
| Associate Science Local General Education (GE)                         | <ul style="list-style-type: none"> <li>• Area 3B Humanities (OSC2)</li> <li>• Area 4 Social and Behavioral Sciences (OSD)</li> </ul>   |
| California General Education Transfer Curriculum (Cal-GETC)            | <ul style="list-style-type: none"> <li>• Cal-GETC 3B Humanities (3B)</li> <li>• Cal-GETC 4 Social &amp; Behavioral Sciences (4)</li> <li>• Cal-GETC 4F History (4F)</li> </ul>                             |
| Intersegmental General Education Transfer Curriculum (IGETC)           | <ul style="list-style-type: none"> <li>• IGETC 3B Humanities (3B)</li> <li>• IGETC 4 Social&amp;Behavioral Sci (4)</li> <li>• IGETC 4F History (4F)</li> </ul>   |
| California State University General Education Breadth (CSU GE-Breadth) | <ul style="list-style-type: none"> <li>• CSU C2 Humanities (C2)</li> <li>• CSU D6 History (D6)</li> <li>• CSU American Institutions (US1)</li> </ul>   |

## Course Description

A continuation of the survey of American history development since 1876. Enrollment Limitation: HIST A175; students who complete HIST A175H may not enroll in or receive credit for HIST A175. 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 multiple categories such as race, class, gender, and ethnicity.
3. Demonstrate an understanding of America's growth in a global context.
4. Explain the major economic, technological and scientific developments and their historical significance.
5. Analyze major political trends, attitudes, conflicts and events—including both mainstream and reform efforts—and explain their historical significance.
6. Explain the major social and cultural developments, their causes and effects, and their historical significance.
7. Analyze the relevancy of history in today's world.

## 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 Live Online Lecture (02S)
- DE Online Lecture (02X)

## Instructional Techniques

Instructional Techniques This course is classified as a lecture course, but instructors will use a variety of methodologies to help students achieve instructional objectives and 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: The online environment will allow students to have expanded access to all of the students in the class. Methods of Instructor-Student communication for a Distance Ed. class include: 1. Use of Camtasia and/or ConferZoom (provided to instructors

by OCC) to create recorded lectures and video content. 2. Canvas allows for the use of e-mail, video conference, tele-conference and written communication as forms of regular contact between the instructor and the student. 3. Discussions Boards and Chat Rooms provides an opportunity for students and instructors to discuss issues in a live-format or with a time-delay. 4. Through Canvas, students may be assigned projects for class activities through the use of historical databases such as census records, virtual museums and archives, digitized print, graphic, audio, and video primary and secondary source documents, and global e-communications with subject-matter peers and experts. Specific types and frequencies of regular Instructor-Student communication include: Announcements/Bulletin Boards: Instructor will utilize Canvas' Announcement feature at least every week to communicate class news, assignment updates and grading progress to the students. Chat Rooms: group-ongoing Discussion Boards: Canvas-hosted discussion boards will be maintained by the instructor on a weekly basis, with the intent to have students communicate with each-other and the instructor on formative questions of the curriculum. The instructor will pose questions and moderate student responses, along with regular feedback, as might be done in a live classroom setting. Email Communication: as needed

### 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. 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 Learning, 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

### 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 Mongraphs 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.