

HIST G175: HISTORY OF THE UNITED STATES SINCE 1876

Item	Value
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)
California General Education Transfer Curriculum (CaI-GETC)	• CaI-GETC 3B Humanities (3B) • CaI-GETC 4 Social & Behavioral Sciences (4)
Intersegmental General Education Transfer Curriculum (IGETC)	• IGETC 3B Humanities (3B) • IGETC 4 Social&Behavioral Sci (4)
California State University General Education Breadth (CSU GE-Breadth)	• CSU C2 Humanities (C2) • CSU D6 History (D6) • CSU American Institutions (US1)

Course Description

A survey of American history since the Civil War. The course emphasizes the development of the modern American society and economy, and American participation in world affairs. Recommended for transfer students. Essential for history and political science majors. Transfer Credit: CSU; UC. C-ID: HIST 140. C-ID: HIST 140.

Course Level Student Learning Outcome(s)

1. Course Outcomes
2. Exhibit knowledge and understanding of the course content by major areas through written work and/or other forms of testing consistent with college level expectations. (Application of knowledge SLO).
3. Demonstrate proficiency in research, analytical, and communication skills necessary to present compelling and original arguments displaying a critical understanding of historical context, cause/effect, and/or change and continuity. Analysis should draw on both primary and secondary historical sources. (Critical thinking skills SLO).
4. Appraise the value of historical knowledge for understanding more recent and/or comparable issues, events, and trends. (Relevance of History SLO).

Course Objectives

- 1. Analyze the causes of the economic and political rise of the modern United States.
- 2. Evaluate the United States' role in the modern global economy and international political affairs.

- 3. Examine significant U.S. economic, technological, and scientific advances and interpret their historical impact.
- 4. Explore crucial U.S. political, social, and cultural developments and ideologies and interpret their historical significance.
- 5. Analyze U.S. History through the lens of gender, race, class, and ethnicity.
- 6. Apply comprehension of the historical record in order to analyze and interpret historical primary and secondary sources.
- 7. Formulate essential questions, pose new interpretations, and conduct research using historical evidence.
- 8. Recognize the importance of conflicting interpretations and contextualize the past on its own terms.
- 9. Analyze the dynamics of change over time in order to explain historical causality and preserve contingency in the past.
- 10. Evaluate the consequences of historical decisions and reflect on the relevance of debatable issues in the modern day.

Lecture Content

1. The Reconstruction of the American South A. Meaning of freedom for Black Americans B. Freedmen's Bureau and Radical Republicans C. Thirteenth, Fourteenth, and Fifteenth Amendments D. Black codes, KKK terrorism, and Jim Crow segregation E. Retreat from Reconstruction: failures and successes? 2. The Conquest of the American West A. Subjugation of the Plains Indians B. Extraction of natural resources C. Railroad expansion and the national market D. Farming the American Plains 3. The Rise of Corporate America and Labor Unrest in the Gilded Age A. Technology and the industrial economy B. Business competition and consolidation C. Wealth and poverty D. Labor unrest and unionization 4. Immigration and Urbanization in American Society A. Population growth and mechanized transportation B. Rural migration and immigration C. Nativism and race riots D. Leisure and mass culture 5. Gilded Age Politics A. Corruption of politics B. Gold vs. silver standard C. The Grange, Farmers' Alliance, and Populist Party D. Reform legislation E. Limitations of democracy?: women and racial minorities 6. The Progressive Era A. The new middle class and progressive reform B. Political reform C. Labor reform D. Educational reform E. Moral reform F. Challenging racial and gender discrimination 7. Becoming a World Power: American Imperialism A. Imperialist rationales B. The Spanish-American War C. Cuba and the Platt Amendment D. Annexation of Hawaii, Puerto Rico, Guam, and the Philippines E. The Panama Canal and U.S. hegemony in Latin America 8. The United States and the First World War A. Outbreak of war and U.S. neutrality B. Unrestricted submarine warfare and U.S. declaration of war C. Mobilizing on the battlefield and home front D. The Russian Revolution E. Compromise of civil liberties F. Wilson's Fourteen Points and the League of Nations 9. The New Era of Prosperity, 1920s A. Economic expansion B. Advertising and consumerism C. Urban migration and suburbanization D. New social values E. New entertainment 10. The Great Depression and the New Deal A. The Stock Market Crash B. Plight of farmers and industrial workers C. Hoover's limited solutions D. FDR's New Deal E. Foreign debt and economic depression 11. The United States in World War II A. European appeasement and U.S. isolationism B. German and Italian fascism and aggressive expansion C. Japanese ultranationalism and Greater East Asia Prosperity Sp here D. Pearl Harbor and U.S. entry into the war E. Mobilizing for war on the home front F. The Eastern and Pacific theaters G. The Holocaust H. The Yalta Conference, the Atomic bomb, and consequences of the war 12. The Cold War A. Superpowers: the Soviet Union and the United States B. Decolonization and competition over the Third World C. "Atomic diplomacy" nuclear arms

race D. The Iron Curtain E. The Marshall Plan and the Berlin Airlift F. The People's Republic of China G. The Korean War H. Cold War espionage, paranoia, and anticommunism I. Detente J. Collapse of the Soviet Union 13. Affluent America, 1950s A. Economic growth and the expansion of the middle class B. The baby boom, youth culture, and suburbanization C. The new national culture and consumerism D. The return to traditional gender roles E. Limitations of the Golden Age? 14. The Civil Rights Movement A. School desegregation B. Montgomery bus boycott C. Sit-ins, Freedom Rides, and Freedom Summer D. March on Washington E. Civil Rights Act F. Cultural nationalism movements 15. The United States and the Vietnam War A. Bay of Pigs invasion and Cuban Missile Crisis B. Johnson's Great Society and the War on Poverty C. Tonkin Gulf incident and American escalation in Vietnam D. Student activism and youth counterculture E. The Tet Offensive and invasion of Cambodia F. Paris Peace Accords and the consequences of the war 16. Economic, Social, and Cultural Change, 1970s A. The Women's Rights Movement B. Gay liberation C. Affirmative action D. Stagflation and the energy crisis E. Tax revolts and credit deregulation 17. Triumph of Conservatism, 1980s A. Reagan revolution at home and abroad B. Monetarism and expansion of the financial economy C. Growth of the Sun Belt D. Conservative social values and attack on legacy of the 1960s E. LGBT Americans and the AIDS crisis 18. Global Realities, 1990s-2000s A. Multinational corporations, business without borders, and NGOs B. Policing the world C. First Gulf War and 9/11 D. Al Qaeda and the War on Terror E. Wars in Afghanistan and Iraq 19. A Nation Transformed: Millennial Developments A. Neoliberalism and Washington Consensus politics B. The information economy C. A changing people: ethnicity and gender developments D. Culture wars E. The financial crash of 2008 and its economic aftermath

Method(s) of Instruction

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

Reading Assignments

Readings for History G175 will generally include a college-level survey textbook, a collection of separate readings, and a book-length primary source for the second semester of U.S. History. The survey textbook will serve as a secondary source and as a supplement to course lectures. The collection of separate readings will serve as analysis of primary source documents and comprehension of historical argument/theory. The book-length primary source will serve as extended analysis and a research paper assignment in the context of the assigned readings or other secondary source background.

Writing Assignments

Objective multiple-choice tests: the multiple choice tests will assess the students historical comprehension of the course lectures and secondary source readings. Short essay exams and class assignments: the short essay exams will assess the students analysis of historical people, events, ideas, and issues and their interpretation of historical primary sources. Students will be directed to focus on the analysis of historical significance rather than the memorization of historical facts. Blue-book essay examinations and research paper: the in-class blue-book essay examinations will assess the students ability to take a stance on a controversial question/issue in American History and to formulate a cogent historical argument corroborated by concrete historical evidence and primary sources. The take-home research paper will assess the students ability to analyze a book-length primary source, formulate

historical questions, acquire information concerning the historical time and place, and to report on historical implications.

Out-of-class Assignments

Required readings from primary and secondary sources, exercises and written responses as required by the instructor. The take-home research paper will assess the students ability to analyze a book-length primary source, formulate historical questions, acquire information concerning the historical time and place, and to report on historical implications. The instructor will choose a book-length primary source from the section Optional Textbooks in this course outline and assign an in-depth document analysis/research paper of approximately 6-8 pages/1,800-2,500 words.

Demonstration of Critical Thinking

Students shall demonstrate their ability to think critically by means of essay examinations and assignments that will require them to analyze, compare, contrast, explain, evaluate, and synthesize historical information and material as directed by the course instructor. Such essay examinations will be an important and integral component of every History 175 course.

Required Writing, Problem Solving, Skills Demonstration

Objective multiple-choice tests: the multiple choice tests will assess the students historical comprehension of the course lectures and secondary source readings. Short essay exams and class assignments: the short essay exams will assess the students analysis of historical people, events, ideas, and issues and their interpretation of historical primary sources. Students will be directed to focus on the analysis of historical significance rather than the memorization of historical facts. Blue-book essay examinations and research paper: the in-class blue-book essay examinations will assess the students ability to take a stance on a controversial question/issue in American History and to formulate a cogent historical argument corroborated by concrete historical evidence and primary sources. The take-home research paper will assess the students ability to analyze a book-length primary source, formulate historical questions, acquire information concerning the historical time and place, and to report on historical implications.

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 Norton et al. A People A Nation, Vol. 2, 10th ed. Cengage Learning, 2015 2. Required Foner. Give Me Liberty! Vol. 2, 4th ed. W.W. Norton Company, 2014 3. Required Murrin et al. Liberty, Equality, Power Vol. 2, 6th ed. Cengage Learning, 2011 4. Required Hoffman, Blum, Gjerde. Major Problems in American History, Volume II: Since 1865, 3rd ed. Cengage Learning, 2012

Other Resources

1. Book-Length Historical Documents:--The Frontier in American History, Frederick Jackson Turner--The Jungle, Upton Sinclair--How the Other Half Lives, Jacob A. Riis