

HIST M140: UNITED STATES HISTORY 1865 TO THE PRESENT

Originator

hhernandez

Co-Contributor(s)
Name(s)

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College

Moorpark College

Discipline (CB01A)

HIST - History

Course Number (CB01B)

M140

Course Title (CB02)

United States History 1865 to the Present

Banner/Short Title

U.S. History since 1865

Credit Type

Credit

Start Term

Fall 2021

Formerly

HIST M07B - Social/Political Hist U.S. II

Catalog Course Description

Surveys major political, economic and cultural themes and transformations in the United States since 1865 including Reconstruction, immigration, western expansion, political reform movements, industrialization, Civil Rights and Women's Rights, and the growth of the United States as a world power. Examines the experiences and contributions of diverse racial, ethnic, gender and socioeconomic groups within the context of the social, political, and economic history of the United States since 1865. Satisfies US-1 (Historical Development of American Institutions and Ideals) requirement of CSU Title V.

Taxonomy of Programs (TOP) Code (CB03)

2205.00 - History

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

Will not be required

Grading method

(L) Letter Graded

Alternate grading methods

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class

Minimum Outside-of-Class Hours

105

Maximum Outside-of-Class Hours

105

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|---|
| 1 | demonstrate the ability to contextualize and interpret primary and secondary texts, images and audio sources, and to compose an argument which uses them for support in understanding United States History since 1865. |
| 2 | identify connections between the History of the United States since 1865 and current issues in the United States today, thus preparing students for the challenges and responsibilities of life and change in American society and within the global community. |

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|--|
| 1 | identify the experiences and contributions of ethnic minorities, immigrants, and women to the development of the United States since 1865. |
| 2 | explain the social, political and economic causes and results of American imperialism. |
| 3 | explain the emergence and role of the United States as a world power. |
| 4 | describe the expanding role of government in the United States since 1865. |
| 5 | assess the strategies and impact of major social and political reform movements in the United States since 1865. |

- | | |
|---|--|
| 6 | assess the new challenges facing the United States at home and abroad in the 21st century global world. |
| 7 | evaluate the changes brought about by the Industrial Revolution such as urbanization, immigration, racial and ethnic relations and monopolization. |
| 8 | define major events and themes in United States history from the era of Reconstruction to the present. |

Course Content

Lecture/Course Content

- I. 1865-1900: The Foundations of Modern America
 - A. Reconstruction and the New South
 1. The Promise and Failure of Reconstruction
 - B. Frontier Encounters
 1. Attack on Native peoples and seizures of their lands
 2. Mining empires, cattleman and homesteaders
 3. The policy of assimilation and its impact on Native peoples.
 - C. Industrial Supremacy
 1. The rise of industry
 2. The ordeal of the worker
 3. The growth of labor movements
 - D. The Age of the City
 - E. New Immigration
 - F. The Imperial Republic
 1. The U.S. on the world stage
 2. U.S. imperialism-Hawaii
- II. 1900-1945: War, Reform and the Rise of Mass Culture
 - A. The Rise of Progressivism
 1. Progressive politics in cities and states.
 2. Women's movements and African-American activism
 - B. The Battle for National Reform
 - C. America and the Great War
 1. Mobilizing the economy
 2. The government-business partnership
 3. Woman suffrage
 4. The League of Nations and the Treaty fight
 - D. The New Era of the 1920s
 1. Postwar prosperity and its price
 2. Modernity and traditionalism
 3. The causes and consequences of the Great Crash
 - E. The Great Depression and the New Deal
 1. The experiences of Latinx Americans and African Americans
 2. FDR and the first New Deal
 3. The benefits and limitations of the New Deal.
 - F. The Global Crisis and the Coming of World War II
 - G. America and World War II
 1. The home front
 - a. Japanese American Internment
 - b. New opportunities and challenges for women and minorities
 2. Men and women in uniform
 3. The last stages of war
- III. 1945-The Cold War to 1980
 - A. The Cold War
 1. The policy of containment
 2. The cold war at home
 - B. The Affluent Society
 - C. Countercurrents and Counterculture
 1. Civil Rights movements
 - a. African American Activism
 - b. Latinx American Activism
 - c. Native American Activism
 - d. Asian American Activism

- D. Vietnam: America's Longest War
- E. The Nixon Presidency
- IV. The Rise of the New Right to the 21st Century
 - A. The Conservative Ascendancy
 - B. The Reagan Revolution
 - C. George Bush and the First Gulf War
 - D. The Presidency of Clinton
 - 1. The United States in a new global world
 - E. The Election and Presidency of George W. Bush
 - 1. Terrorist attack on America
 - 2. Reshaping U.S. foreign policy
 - F. A Historic Presidency - The Obama Administration
 - 1. An unfinished agenda
 - G. Divided Government - Divided Nation: The Election of 2016

Laboratory or Activity Content

N/A.

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Classroom Discussion
 Essay exams
 Group projects
 Individual projects
 Journals
 Oral analysis/critiques
 Objective exams
 Projects
 Participation
 Portfolios
 Quizzes
 Reports/Papers/Journals
 Reports/papers
 Research papers
 Written analyses

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
 Collaborative group work
 Class activities
 Class discussions
 Distance Education
 Field trips
 Group discussions
 Guest speakers
 Instructor-guided interpretation and analysis
 Internet research
 Lecture
 Readings

Describe specific examples of the methods the instructor will use:

Instructor will use PowerPoint presentations, classroom discussions, board work, educational audio/visual materials and group work exercises to explain course content.

Representative Course Assignments

Writing Assignments

write an argumentative paper utilizing primary and secondary source documents, on a topic such as social, political, and economic impact of World War I.

write a review of a primary or secondary source document such as a monograph, biography, or historical novel on topics such as civil rights.

write research papers on topics such as women's suffrage.

Critical Thinking Assignments

participate in class and small group discussions debating the causes and results of American imperialism.

compare and contrast the experiences men and women during and after World War II.

compare and contrast primary source documents to evaluate authorship.

Reading Assignments

read primary and or secondary source documents such as monographs, biographies, or historical novels on topics in United States History since 1865.

read the historiography on American Westward Expansion.

Outside Assignments

Representative Outside Assignments

prepare an oral presentation how the Dawes Act of 1887 impacted Native American children.

conduct library and Internet research.

prepare written and/or oral presentations on topics such as immigration.

complete readings from supplemental primary source documents, secondary source monographs, journal articles, handouts, or Internet websites pertinent to class discussion and/or writing assignments as determined by the instructor.

Articulation

C-ID Descriptor Number

HIST M140

Status

Approved

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
CSU Channel Islands	HIST 271	The United States Since 1877	3
UC Santa Cruz	HIS 10B	United States History 1877 TO 1977	5
CSU Northridge	HIST 271	The United States since 1865	3

Comparable Courses within the VCCCD

HIST R140 - History of the United States II

HIST R140H - Honors: History of the United States II

HIST V56 - United States History since 1877

Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
Santa Barbara City College	HIST 102	History of the U.S. Since 1865	3

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

B1. American History/Institutions

Approved

B2. Social and Behavioral Sciences

Approved

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

Course is CSU transferable

Yes

CSU Baccalaureate List effective term:

F1995

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

D Social Sciences

Approved

Area E: Lifelong Learning and Self-Development

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

US - 1: Historical development of American Institutions and Ideals

Approved

UC TCA

UC TCA

Approved

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 4: Social and Behavioral Sciences

Approved

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Description

Divine, Robert A., et al. *America: Past and Present. Volume 2.* 10th ed., Pearson, 2012.

Resource Type

Textbook

Description

Davidson, James, et al. *U.S.: A Narrative History, Volume II: Since 1865.* 9th ed., McGraw-Hill, 2021.

Resource Type

Textbook

Description

Maier-Sarti, Wendy, ed. *Annual Editions: United States History. Volume 2, Reconstruction through the Present.* 23rd ed., McGraw-Hill, 2016.

Resource Type

Textbook

Classic Textbook

Yes

Description

Brinkley, Alan, Andrew Huebner and John Giggie. *The Unfinished Nation: A Concise History of the American People.* 9th ed., McGraw Hill, 2019.

Resource Type

Textbook

Description

Kennedy, David M., and Lizabeth Cohen. *The American Pageant.* 17th ed., Cengage, 2020.

Library Resources

Assignments requiring library resources

Research papers, book or journal reviews, and oral and written reports using the Library's print and online resources.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Write an argumentative paper utilizing primary and secondary source documents, on a topic such as social, political, and economic impact of World War I.

Distance Education Addendum

Definitions

Distance Education Modalities

100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructors may provide lesson modules that require activities such as reading course material from a mandatory textbook and participating in discussion forums or chat room topics. Instructors will provide students with feedback on the content and quality of assignments and discussion posts. Instructor will provide students with an online schedule of class events using the "calendar" tool in the online course shell.
E-mail	Instructors may engage students using the following communication activities available in the online classroom: contact students via email within the course shell, by campus email and/or MyVCCCD; use the "announcement" tool to remind students of important assignments and due dates.
Other DE (e.g., recorded lectures)	Instructor may provide recorded instructional lectures; links to textbook and professional journals; links to online resources.
Synchronous Dialog (e.g., online chat)	Instructors may provide feedback on graded assignments or address general student questions using the Canvas chatroom feature.
Telephone	Instructors may provide feedback on student graded assignments or address general student questions using telephone conversations.
Video Conferencing	Instructors may provide feedback on student graded assignments or address general student questions using online video conferencing like ConferZoom.

Primary Minimum Qualification

HISTORY

Review and Approval Dates

Department Chair

04/14/2021

Dean

04/14/2021

Technical Review

04/29/2021

Curriculum Committee

5/4/2021

DTRW-I

MM/DD/YYYY

Curriculum Committee

MM/DD/YYYY

Board

MM/DD/YYYY

CCCCO

MM/DD/YYYY

Control Number

CCC000434625

DOE/accreditation approval date

MM/DD/YYYY