Degree Applicable

Glendale Community College
May 2013

COURSE OUTLINE

History 118 (C-ID Number: HIST 140)
History of the United States (C-ID Title: United States History from 1865)

I. Catalog Statement

HIST 118 is a survey course that looks in depth at United States history from the Post-Reconstruction period to the present. The Gilded Age, Populism and Progressivism, Imperialism, the Great Depression and New Deal, World War II, the Cold War, Vietnam, Watergate, and the Carter, Reagan, Bush, and Obama years are examined. This course (if both semesters are completed) meets the California State requirements in United States history.

Total Lecture Units: 3.0
Total Course Units: 3.0

Total Lecture Hours: 48.0
Total Faculty Contact Hours: 48.0

Prerequisite: Eligibility for ENGL 101.

II. Course Entry Expectations

Skills Level Ranges: Reading 6, Writing 6, Listening/Speaking 6, Math 2.

Prior to enrolling in the course, the student should be able to:
1. read at the 12th grade level or higher;
2. write an organized and grammatically correct essay which focuses on a central idea and employs specific details;
3. communicate learning and conceptual understanding through writing assignments;
4. learn material through class discussion and lecture;
5. take good lecture notes;
6. follow extended and fairly complex oral directions;
7. participate in class or group discussion;
8. add, subtract, multiply, and divide using whole numbers, fractions, and decimals.

III. Course Exit Standards

Upon successful completion of the required coursework, the student will be able to:
1. identify key concepts that have helped shape the political, economic, and social development of American society;

2. assess the contributions made to American society by different ethnic, racial, class and gender groups;
3. compare and contrast various historical periods and movements;
4. compare and contrast various presidential administrations;
5. evaluate the role of the United States as global power as it has changed over time in the late nineteenth, twentieth and early twenty first centuries;
6. assess the roles the United States has played in the world as these have changed over time.

IV. <u>Course Content</u> **Total Faculty Contact Hours = 48 hours**

A. The Gilded Age, 1870-1900 — 5 hours
1. Industrialization
2. Monopolies and trusts
3. Rockefeller, Carnegie, J.P. Morgan
4. Revolt of the farmers
   a. Grange
   b. Populist Party
5. Workers face the wage system
6. Urbanization and immigration

B. Progressive Era, 1900-1920 — 5 hours
1. Background and characteristics of the progressives
2. Muckrakers—the voices of men and women seeking change
3. Reforms—efforts as they varied by race, class, gender and ethnicity
   a. State and local reforms
   b. National reforms, including passage of the Nineteenth Amendment
   c. Progressive reforms under Theodore Roosevelt
   d. Progressive reforms under Taft
   e. Progressive reforms under Wilson

C. Imperialism, 1890-1920 — 5 hours
1. Reasons for imperialism
2. Progressives as imperialists
3. Spanish-American War
   a. Causes
   b. Military actions
   c. Results
4. Roosevelt's "Big Stick" policy
5. Taft's Dollar Diplomacy
6. Wilson's idealism

D. World War I, 1914-1918 — 2 hours
1. Causes
2. American neutrality
3. Reasons for the United States' entrance into the war

4. The United States' impact on the war
5. The impact of the war on Americans as it varied by race, class, ethnicity and gender
6. Peace
   a. Obstacles to a just peace
   b. Fight over the League of Nations
   c. Wilson versus Henry C. Lodge
   d. Return to "normalcy"

E. The New Era of the Twenties — 2 hours
1. Postwar optimism and prosperity
2. The voices of women in the political system
3. Red Scare
4. Immigration restriction
5. Racism
6. Religious fundamentalism
7. Republicans in power

F. Depression and the New Deal, 1929-1940 — 5 hours
1. Crash and depression
   a. Causes
   b. Characteristics
   c. Impact on society as it varied by race, class, ethnicity and gender
2. New Deal
   a. 1932 presidential election
   b. FDR – background and personality
   c. First New Deal
   d. Critics of the New Deal
   e. Second New Deal
   f. Overall assessment as it varied by race, class, ethnicity and gender

G. World War II, 1941-1945 — 3 hours
1. Breakup of international order in the 1930's
2. Causes of World War II
3. United States entrance into the war
   a. Causes
   b. Military actions
   c. Results
4. Diplomacy during the war
5. Sacrifice on the home front

H. Cold War America, 1945 – 1960 — 5 hours
1. Atomic bomb
2. Truman Doctrine
3. Marshall Plan
4. Containment

5. Berlin crisis
6. NATO
7. Korean War
   a. Causes
   b. Results
8. McCarthyism
   a. Causes
   b. Consequences
9. The Eisenhower Presidency
10. The impact of the Cold War on Americans as it varied by race, class, ethnicity and gender

I. The New Frontier and the Great Society, the 1960's — 3 hours
1. The John Kennedy and Lyndon Baines Johnson presidencies
2. Civil rights
3. War on poverty
4. Civil liberties for the many groups in American society
5. Foreign policy

J. The Vietnam War — 3 hours
1. Causes
2. Military strategy and actions
3. Results
   a. Anti-War movement
   b. New left

K. Watergate Era, 1970's
1. The Nixon presidency, the imperial presidency — 3 hours
2. Foreign policy
   a. Vietnam
   b. Détente
   c. SALT
3. Scandal in the White House
   a. Causes
   b. Consequences
4. The second wave of the women's movement

L. The Carter Presidency — 1 hour
1. Creation of the Departments of Energy and Education
2. Camp David Accords
3. Salt II Treaty

M. The Reagan Years — 2 hours
1. The emergence of conservatism
2. Supply-side economics
3. Iran-Contra Affair

4. Intermediate-Range Nuclear Forces Treaty
5. The appointment of Sandra Day O'Connor to the Supreme Court

N. The George H.W. Bush Administration 1 hour
1. The fall of the Berlin Wall
2. Economic turmoil

O. The Clinton Years 1 hour
1. Welfare reform
2. NAFTA

P. George Bush and Beyond 1 hour
1. The Iraq War
2. 9/11 and the War on Terror
3. The Patriot Act
4. No Child Left Behind

Q. Barack Obama and What Lies Ahead 1 hour
1. Recession of 2008
2. Dodd-Frank Wall Street Reform and Consumer Protection Act
3. Patient Protection and Affordable Health Care Act
4. The Lilly Ledbetter Act

V. Methods of Instruction

The following methods of instruction may be used in the course:
1. classroom lecture and discussion;
2. audio-visual presentation;
3. student presentations and discussions;
4. on-line communications as a supplement to in-class activity;
5. outside reading of reserve books and articles from scholarly journals.

VI. Out of Class Assignments

The following out of class assignments may be used in the course:
1. group project (e.g. develop poster talks on the achievements of the Progressives using primary and secondary sources);
2. research paper (e.g. a research paper using primary and secondary sources to explore the social consequences of the Vietnam war);
3. essay (e.g. an in-class argumentative essay on the costs and benefits of rise of conservatism in the Reagan and Bush years).

VII. Methods of Evaluation

The following methods of evaluation may be used in the course:

1. three to five one-hour in-class examinations and a final examination requiring demonstration of course exit standards;
2. peer review or critique of student work(e.g. evaluate another student's written paper regarding historical agency in one manuscript length primary source and two complementary primary sources);
3. instructor evaluation of in-class assignments (e.g. evaluate students' demonstration of course content mastery and reflection on historical relevancy through student journals);
4. instructor evaluation of individual and group discussions with regard to other students' conception of course content (e.g. groups are assigned to identify and discuss the themes of the course and to assess whether these topics are relevant to contemporary students).

VIII. Textbook(s)

Norton, A People and a Nation 8th Edition. Independence, Houghton Mifflin, 2008. Print. 13.68 Flesch-Kincaid Grade Reading Level. ISBN: 978-0618951314

IX. Student Learning Outcomes

Upon successful completion of the required coursework in History of the United States, the student will be able to:

1. compare and contrast various historical concepts and different interpretations of the history of the United States from Reconstruction to the present;
2. differentiate the impact of race, ethnicity, gender & class on American society;
3. critique various political, economic and social forces that have been key to the nation's development and it's influence on global affairs.