

**I. CATALOG DESCRIPTION:**

- A. Department Information:
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|---------------|--|
| Division:     | Social Science                         |
| Department:   | History                                |
| Course ID:    | HIST 101                               |
| Course Title: | United States History: 1865 to Present |
| Units:        | 3                                      |
| Lecture:      | 3 Hours                                |
| Laboratory:   | None                                   |
| Prerequisite: | None                                   |
- B. Catalog and Schedule Description: A general survey of the history of the United States from the Reconstruction era to present times. This course will emphasize the various social, political, cultural and economic forces which shaped North American history.

**II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: One**

**III. EXPECTED OUTCOMES FOR STUDENTS:**

- Upon completion of the course the student should be able to:
- Critically evaluate the consequences of the Civil War and Reconstruction period and the impact this period had on the African Americans in the South and the Native Americans in the West
  - Identify and describe the key factors that made the industrial revolution a major shift in United States history. Explain the importance of natural resources, immigrant labor, urban factories and housing, and the role of the federal government in industrialization
  - Compare and contrast the various methods of political, economic, and social reform attempted by the Populists and Progressives
  - Describe the role imperialism and isolationism. Compare and contrast the role of the United States played in World War I and II
  - Identify key social, political, and economic shifts that occur in the interwar years, including the "roaring twenties," the suffrage movement, and the Great Depression
  - Evaluate the causes of the Gold War. Identify key conflicts throughout the years and distinguish it from the World Wars
  - Identify key civil rights groups and critically compare their goals, methods and achievements
  - Construct a theory on our involvement in conflicts such as Korea, Vietnam, and the Gulf War. Critically evaluate the shifting role of our foreign policy in recent years
  - Interpret current events and evaluate where we are today.

**IV. COURSE CONTENT:**

- A. Reconstruction:
- Civil War, its causes, its consequences
  - Two stages of Reconstruction and Compromise Of 1877
- B. New South:
- Analyze the impact of the Reconstruction period: sharecropping, Jim Crow
  - Identify key reformers against the Jim Crow movement: Booker T. Washington, W.E. B. Dubois, and Ida B. Wells
- C. Movement West:
- Factors that encouraged people to move West
  - Impact of the Railroad on the various Native Americans on the plains
  - Reservations, the Dawes Act, Assimilation policies and practices

- D. Industrialization and Immigration:
  - 1. Factors that made industrialization possible and successful
  - 2. Impact industrialization had on the working class and the environment
  - 3. Immigrants and typical living and working conditions
- E. Reformers: Populists and Progressives
  - 1. The agrarian revolt movement , its goals, its legislation and the legacy of the Populists
  - 2. Progressive movements for social, political, and economic reform, such as the temperance movement, the socialists, the settlement houses
  - 3. Progressive movement and Political Change
- F. Imperialism:
  - 1. Goals and justifications for United States expansion
  - 2. Case studies such as Hawaii, Samoa, the Spanish-American War, and the Philippine revolt to analyze this whether this is a shift in U.S. foreign policy
- G. World War I:
  - 1. Causes of the war, the United States change from neutrality to involvement
  - 2. US preparation for war, key battles and type of war
  - 3. Treaty of Versailles and failure of Wilson's 14 points
- H. The 1920s-30s: Roaring to Depressed
  - 1. Identify the cultural, social and political shifts in the 1920s
  - 2. Cultural and Political movements: Jazz age, the Harlem Renaissance, the Lost Generation writers, Marcus Garvey and Black Nationalism
  - 3. Causes of the Great Depression and the government reactions
  - 4. Various success and failures of the New Deal programs
- I. World War II: Home and Abroad
  - 1. Causes of World War II and the role of the United States
  - 2. Differences between World War I and World War II, two front wars
  - 3. Controversial policies: internment of Japanese-American, immigration policy against Jews coming into the U.S., the use of the atomic bombs
- J. Cold War:
  - 1. Causes of the Cold War
  - 2. Cold War policies: Truman Doctrine policy, Marshall Plan, Containment
  - 3. Cold War conflicts: Korean War, Cuba Missile Crisis, Bay of Pigs
- K. Civil Rights Movement:
  - 1. Key movements, leaders, various goals, methods, and achievements
  - 2. CORE, SCLC, SNCC, Black Muslims, Black Panthers
  - 3. Feminists, American Indian Movement, Chicano Movement
  - 4. Role of government, key legislation, role of FBI in Civil Rights era
  - 5. Evaluate the successfulness of the movement as a whole
- L. Vietnam War and Politics of the 1960s:
  - 1. Identify key social, political, and economic trends of the 1960s
  - 2. Great Society : emergence of big government
  - 3. Vietnam War: causes, type of fighting, consequences, anti-war movement
- M. 1968 to Present:
  - 1. Election and assassinations of 1968
  - 2. End of the Civil Rights era
  - 3. Nixon and Watergate
  - 4. End of the Cold War: the United States as the New Police Force
  - 5. Gulf War: causes and consequences
  - 6. New Conservatism
  - 7. Evaluate present events in historical perspective
- V. **METHODS OF INSTRUCTION:**
  - A. Lecture:
  - B. Multimedia:

- C. Group Activities:
- D. Large Group Discussions:
- E. Field Trips
- F. Guest Speakers

**VI. TYPICAL ASSIGNMENTS:**

- A. Reading:  
After reading Anzia Yeziarska's *Bread Givers*, analyze the sacrifices Sara made for assimilation and success and whether or not she gave up on her traditions at the end of the novel.
- B. Critical Thinking  
Evaluate the achievements and overall successfulness of the Civil Rights Movement by comparing and contrasting the following three groups: Southern Christian Leadership Conference, Chicano Movement, and the Feminist Movement.
- C. Writing  
Using Eric Schlosser's *Fast Food Nation* and Upton Sinclairs' *The Jungle*, compare and contrast these two muckraking books in a five to seven page critical essay.

**VII. EVALUATION(S):**

- A. Methods of evaluation
  - 1. Exams
  - 2. Paper
  - 3. Group discussions
  - 4. Quizzes and in-class assignments
- C. Frequency of evaluation
  - 1. Two exams (minimum)
  - 2. One paper (6 pages minimum)
  - 3. Weekly group discussions
  - 4. Weekly quizzes and/or in-class assignments

**VIII. TYPICAL TEXT(S):**

- Berkin et al *Making America* (brief edition or full) Houghton Mifflin: Boston, 2003.
- Norton et al. *A People and a Nation* (brief or full) Houghton Mifflin: Boston, 2002,
- Boyer, P. *The Enduring Vision* (brief or full) Houghton Mifflin: Boston, 2001.
- Brinkley, A. *The Unfinished Nation* (brief or full) McGraw Hill: New York, 2003.
- Or other college level, content appropriate textbooks.

**The following are supplemental readers also using Volume II or B**

- Rico and Mano. *American Mosaic*. Houghton Mifflin: Boston, 2002.
- Wheeler, W. *Discovering the American Past*. Houghton Mifflin: Boston, 2001.
- Or other college level, content appropriate readers.

**Also used as supplementary sources are novels and autobiographies:**

- Neihardt, J. *Black Elk Speaks*. University of Nebraska Press: Lincoln, 1972.

San Bernardino Valley College  
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Yeziarska, A. Bread Givers. Persea Books: New York, 1925.

Polachek, H. I Came a Stranger. University of Illinois Press: Urbana, 1992.

Hurston, Z. Their Eyes Were Watching God. Univ. Illinois Press. Urbana. 1978.

Miller, A. Death of a Salesman. Penguin Books: New York, 1978.

Delany, S & E. Having Our Say. Dell Publishing: New York, 1993

**IX. OTHER SUPPLIES REQUIRED OF STUDENTS: None**