

# Lassen Community College Course Outline

## HIST 17 Post Civil War - U. S. History

3.0 Units

### I. Catalog Description

A course tracing the development of the U.S. into a world power, stressing growth in territory, population, industry and world influence from reconstruction to the present. Also traces the continuing development of the political institution brought about by industrialization and becoming a world power. This course has been approved for hybrid, online and correspondence delivery.

**Recommended Preparation:** Successful completion of English 105 or equivalent multiple measures placement.

Transfers to both UC/CSU General Education Area: B CSU GE Area: D6

IGETC GE Area: 4F

*C-ID HIST 140*

51 Hours Lecture, 102 Hours Expected Outside Class Work, 153 Total Student Learning Hours

Scheduled: Fall, Spring

### II. Coding Information

Repeatability: Not Repeatable, Take 1 Time

Grading Option: Graded or Pass/No Pass

Credit Type: Credit - Degree Applicable

TOP Code: 220500

### III. Course Objectives

#### A. Course Student Learning Outcomes

Upon completion of this course the student will be able to:

1. Trace the United States into a world power from Reconstruction to the present.
2. Trace the United States growth in territory, which will include population, industry, world influence, from 1877 to the present.
3. Compare and contrast the development of political institutions, and the major historical figures, institutions and events, from 1877 to the present.

#### B. Course Objectives

Upon completion of this course the student will be able to:

1. Write book review(s) over supplementary literature.
2. Write a historical term paper.
3. Identify key concepts, such as: Reconstruction, Jim Crow, The Solid South, frontier thesis, melting pot, urbanization, muckrakers, robber barons, imperialism, isolationism, populism, communism, capitalism, materialism, globalization, culture changes of the 21<sup>st</sup> Century, the conservative and liberal dominations in politics, containment, The Great Depression, inflation, clash of cultures (eg. Native American and Caucasian), Civil Rights movement, Reagan-ism,

4. Identify the influence of such key figures as: Rockefeller, Grant, Twain, Anthony, Crazy Horse, Mangas Colorado, Debs, DuBois, Wilson, Hoover, FDR, Truman, Ike, JFK, LBJ, Nixon, Ford Steinbeck, Hemingway, and Marilyn Monroe, Ronald Reagan, The Clinton's.
5. Use maps demonstrating both continental expansionism and world responsibility.
6. List the causes and consequences of major war (eg. Spanish-American, WWI, WWII, Korean, Vietnam) as well as major social, political, intellectual and economic happenings (eg. the jazz age, Watergate, the lost generation and the great depression).
7. Differentiate between competing ideologies (eg. socialism/capitalism, conservatism and liberal movements).
8. Evaluate the role of the United States in world affairs (Expansionism. T. Roosevelt, Taft, Wilson).
9. Analyze how current events relate to recent U.S. history (eg. the Cold War and Globalization)
10. The development of the Cold War.
11. Korea and the 1950s.
12. The Civil Rights Movement.
13. The 1960s.
14. Vietnam.
15. Nixon, Ford, Carter, Reagan
16. Predict the course of events based on economic, social and political models.
17. Discuss the rights and obligations of citizens.
18. Discuss the institutions of government at the national, state and municipal level.

#### **IV. Course Content**

##### **A. Reconstruction and Post Reconstruction**

1. Federalism and the constitutional ascendancy of the national government
2. Race relations (Jim Crow, Native Americans)
3. Political corruption
4. The "Solid South"

##### **B. U.S. Industrial Revolution**

1. Railroads, corporations, and the "Gilded Age"
2. A technology of "haste and waste"
3. Urbanization
4. "Festivals of consumption" and a rising middle-class
5. Muckrakers and social and political backlash
6. Unionism
7. The "Melting Pot"
8. California's on-going gold rush

##### **C. The United States as a world power**

1. The Native American Experience and exploitation of overseas possessions (e.g. Alaska and Hawaii)
2. Instant empire post Spanish-American War
3. Colonialism and imperialism - "gunboat" and "dollar" diplomacy

##### **D. Populism and Progressivism**

1. Trust-busting
2. 16th, 17th, 18th, and 19th amendments
3. Strict and loose construction of the Constitution

- 4. The Modern Presidency under Theodore Roosevelt and Franklin D. Roosevelt
- 5. Hiram Johnson's California Progressivism
- E. World Wars I and II
  - 1. Interventionism to isolationism to interventionism
  - 2. The dawning of the Nuclear Age, the Cold War, the end of the cold War.
- F. The 20's and 30's
  - 1. Materialism to the Great Depression
  - 2. The New Deal and a new political orthodoxy and bureaucracy
  - 3. Social policies associated with FDR
- G. The Age of Affluence (post 1945)
  - 1. The Cold War
  - 2. Post War America
  - 3. The Rise of Suburbia H. Korea and the 1950s.
    - 1. The "arsenal of democracy" - Korea and Vietnam I.
- The Civil Rights Movement.
  - 1. The 1960s (Culture movement).
  - 2. Vietnam.
  - 3. Cultural Revolution (generational gap, music that changed America, rebellion)
  - 4. Post-Vietnam War- (Baby Boomers, the G.I. Bill, and social changes).
- J. Nixon, Ford, Carter, Reagan (The Conservative Turn), Clinton
- K. Globalization
- L. 21<sup>st</sup> century and global change
- M. The Institutions of Government
  - 1. Executive Branch
    - a. National - the President
    - b. State - the Governor
    - c. Local - the Town Council
  - 2. Legislative Branch
    - a. National - Congress (Senate/House of Representatives)
    - b. State - State Court System/Superior Court
    - c. Local - Town Council
  - 3. Judiciary Branch
    - a. National - Federal Court Systems/Supreme Court
    - b. State - State Court System/Superior Court
    - c. Local Municipal/County Court Systems

## V. **Assignments**

### A. **Appropriate Readings**

Standard college level Shi, David; *America: A Narrative History, 11<sup>th</sup> Edition*, 2018, will be primary source of course readings. Other sources include literary efforts (Steinbeck's "Harvest Gypsies"). Additionally, journal and magazine and online articles of pertinent interest may enhance the learning process.

### B. **Writing Assignments**

These will include mixed format essays and examinations and at least one term paper or project, either on the supplementary literature or a topic of interest germane to the course content.

#### Example #1

Essays analyzing assigned readings and lecture materials. Write an essay of 750 words using excerpts from the course textbook and class lectures to explain the role of the United States in world affairs.

#### Example #2

Term paper analyzing readings and external research material selected by the student.

Write a term paper (8-10 pages), on a topic covered in the assigned readings from the course textbook and class lectures. Students must use additional outside scholarly books and journal articles for research materials. The term paper must analyze the differences between two competing ideologies (eg. capitalism and socialism).

#### Example #3

Students may opt to do outside research on a topic covered in the textbook, i.e., Baby boomers and impact on society, Big Business and the plight of the worker, The music of the 50's and parental objection, modernization of America, attitudes of war, Women's Suffrage Movement, The changing attitudes of women post WWII, etc. The topic must be approved by the instructor, and presented to the class, consisting of at least 5-10 minutes in length. Works must be cited, and the project must be submitted to the instructor for grading.

### **C. Expected Outside Assignments**

1. Carefully read the text and supplemental readings, and practice the analysis of primary source materials.
2. Write, and prepare to write, critical, analytical essays based on material covered in the readings and in classroom activities.
3. When required, utilize the library and outside sources to research material relevant to the course.
4. Study the material to prepare for exams.

#### **In-class Assignments**

1. Come to class having read the assigned material.
2. Take careful notes.
3. Participate in class discussions.
4. Provide analytical responses to written, oral, or video materials presented in class.
5. Successfully complete midterm and final exams, with an emphasis on the students' ability to comprehend diverse materials, draw sound conclusions based on detailed evidence, and express these conclusions in the form of analytical writing.

### **D. Specific Assignments that Demonstrate Critical Thinking**

This course provides an interpretive framework for cause and effect in "historical continuity"; distinguishing among political, economic, religious, geographical, and cultural influences; analyzing the evolution of economic, political, and social ideologies; predicting the general course of events based on economic, political,

and social models; explaining America's role in late 19th and 20th century world events; and using American literature to assess American history.

## **VI. Methods of Evaluation**

### **Traditional Classroom Delivery**

Student grades will be determined by the following:

1. Performance on mixed format exams
2. Essays and or term paper(s) combining literature and history
3. Essay Exams
4. Participation in classroom learning activities
5. Projects and analysis of projects presented
5. The majority of a student's grade may be based on demonstrations of writing skills, including: written homework, essay exams, term papers, essays and/or analytical Research papers, analysis of historical documents. Some of a student's grade may be based on: multiple choice questions, class performance, and/or quizzes.

### **Correspondence Delivery**

Same as face to face with the exception of the desired use of proctored exams and exclusion of participation in classroom activities. Students will be expected to complete assignments and activities equivalent to in-class assignments and activities. Written correspondence and a minimum of six opportunities for feedback will be utilized to maintain effective communication between instructor and student.

### **Online Delivery**

Same as face-to-face instruction with the addition of asynchronous and synchronous discussions, online quizzes and exams. Students will be expected to complete assignments and activities equivalent to in-class assignments and activities. Electronic communication and a minimum of six opportunities for feedback will be utilized to maintain effective communication between instructor and student. The same content using outside sources will be posted with critical evaluation post viewing, through quizzes, essays and multiple choice exams to determine if the content had been viewed.

### **Hybrid Evaluation**

A combination of traditional classroom and online evaluations will be used. These include objective examinations and essay examinations in the traditional classroom setting and online quizzes and exams, essay forum postings, chat rooms, and email communications in the hybrid component of the course.

## **VII. Methods of Delivery**

Check those delivery methods for which, this course has been separately approved by the Curriculum/Academic Standards Committee.

**Traditional Classroom Delivery**

**Correspondence Delivery**

**Hybrid Delivery**

**Online Delivery**

### **Traditional Classroom Delivery**

Lecture, audio-visual media

### **Correspondence Delivery**

Assigned readings, instructor-generated typed handouts, typed lecture materials, exercises and assignments equal to face to face instructional delivery. Written correspondence and a minimum of six opportunities for feedback will be utilized to maintain effective communication between instructor and student.

### **Online Delivery**

Assigned readings, online-delivered instructor-generated written activities, lecture material, exercises, and assignments. Web-links to relevant websites and exercises may be used to supplement instructor-generated lecture material. Student and instructor participation in forum-based discussions. Electronic communication and a minimum of six opportunities for feedback will be utilized to maintain effective communication between instructor and student.

### **Hybrid Delivery**

A combination of traditional classroom and online instruction will be utilized. Each semester-a minimum of 17 hours will be taught face-to face by the instructor and the remaining hours will be instructed online through the technology platform adopted by the District. Traditional class instruction will consist of exercises/assignments, lectures, visual aids, and practice exercises. Online delivery will consist of exercises/assignments, lecture posts, discussions, adding extra resources and other media sources as appropriate.

## **VIII. Representative Texts and Supplies**

Shi, David; *America: A Narrative History*, 11th Edition, 2018, W. W. Norton & Company, ISBN #9780393689693.

## **IX. Discipline/s Assignment**

History, Political Science

## **X. Course Status**

Current Status: Active

Original Approval Date: 12/19/1989

Revised By: Toni Poulsen

Textbook Revision 03/08/2011

Curriculum/Academic Standards Committee Revision Date: 11/7/2023