

PALOMAR COLLEGE
COURSE OUTLINE OF RECORD FOR
DEGREE CREDIT COURSE

Transfer course X A.A . degree applicable course

(check all that apply)

COURSE NUMBER AND TITLE: HIST 102: History of the United States
Since Reconstruction

UNIT VALUE: 3

MINIMUM NUMBER OF SEMESTER HOURS: 48

BASIC SKILLS REQUIREMENTS: Appropriate language skill

ENTRANCE REQUIREMENTS: None

SCOPE OF COURSE:

Political, economic, social, and cultural developments of the American people since Reconstruction. Emphasis will be on the westward and farm movements, industrial development, twentieth century reform movements, the United States as a world power, and civil rights. Special consideration will be given to the development of California state and local government. *This course plus History 101 meets the State requirement in American History and Institutions, including the Constitution of the State of California.* CSU; UC (CAN HIST 8)

SPECIFIC COURSE OBJECTIVES:

Successful students will:

1. analyze the social and political developments of the Reconstruction period and the late 19th century that laid the constitutional basis for the mid-20th century Civil Rights Movements.
2. compare the late 19th century westward movement with the settlement of California in the same period.
3. contrast the Old Western History with the New Western History.
4. identify the political, social, and economic factors which converged in the decades after the Civil War to transform America into a major industrial power.
5. analyze the forces which catapulted the U.S into world affairs at the turn of the 20th century, identifying the territorial possessions of the American Empire in 1900.
6. evaluate the backgrounds, appearance, growth, and achievements of the Progressive Movement with special emphasis on how it affected California state and local government and the resultant expansion of political rights and responsibilities.
7. compare the causes which explain American entry into World War I with those for World War II.
8. compare the economic, social, and political history of the 1920s with the 1930s.
9. relate Franklin D. Roosevelt's New Deal program to the causes of the Great Depression and explain the legacy of the New Deal.

10. identify the origins and beginnings of the Cold War, tracing its domination of American foreign policy in the decades after World War II by citing specific examples such as the Korean and Vietnam Wars.
11. explain the highlights of post World War II American domestic history, including but not limited to events such as McCarthyism, the social reform movements of the 1960s, Watergate, and the Iranian hostage crisis.
12. identify the expansion of governmental activities, the reaction to it, at the federal, state, and local levels as well as the relationship between those three levels of government and their respective citizens.
13. compare and contrast the principles, philosophies, and platforms of the Democratic and Republican Party as well as significant third parties in selected presidential elections.

CONTENT IN TERMS OF SPECIFIC BODY OF KNOWLEDGE:

This course is organized around specific time periods and events in United States history:

- I.Reconstruction
- II.The Gilded Age
- III.Progressivism
- IV.Emergence of U.S. as a world power
- V.World War I
- VI.America between the world wars--prosperity and depression
- VII.World War II
- VIII.The Cold War
 1. Truman Doctrine
 2. Korean War
 3. McCarthyism
 4. Vietnam War
- IX.The Movements of the 1960s
- X.Watergate
- XI.The challenge to American hegemony

REQUIRED READING:

A college-level, United States History text is the basic required reading. The specific one used may vary depending upon the academic year and the instructor. Volume one, or that portion of a one-volume edition that covers American history since Reconstruction, is used. Currently, one of the following texts will be chosen by the individual instructor:

- Bailey, Thomas A. et. al. *The American Pageant*, 11th edition. Lexington, Mass.: D. C. Heath and Company. 1998.
- Blum, John M., et. al. *The National Experience*, 8th edition. Orlando, FL: Harcourt, Brace, Jovanovich, Inc., 1993.
- Boyer, Paul S., et. al. *The Enduring Vision*, 2nd edition. Lexington, Massachusetts: D. C. Heath and Company, 1993.
- Faragher, John Mack, et.al. *Out of Many: A History of the American People*. Upper Saddle River, NJ: Prentice Hall, 1994.
- Henretta, James A., et.al. *America's History*, 3rd edition. New York, NY: Worth Publishers, 1997.
- Tindall, George Brown. *America: A Narrative History*, 4th edition. Scranton, PA: W. W. Norton and Company, 1996.

SUGGESTED READING:

These vary according to the individual instructor and the requests of individual students. They may include a supplemental text of primary or secondary historical sources, historical journals, or monographs on particular subjects.

REQUIRED WRITING:

The details vary according to the individual instructor. Some incorporate multi-paragraph essay questions into their examinations. For example, students must explain the ideological roots of the New Western History and contrast it with the Old Western History, or students must identify significant presidential policy decisions that led to American involvement in Vietnam. Other instructors utilize the college's microfilm collection of the *New York Times* and *The Times* (London) by requiring a five paragraph essay contrasting the reporting of a major new story. Some instructors require a two to three page book report on a topic related to the course material.

OUTSIDE ASSIGNMENTS:

These vary according to the individual instructor. Some assignments consist of textbook readings (see "Required Readings") and some consist of textbook readings and preparation of the newspaper or book report assignment noted directly above ("Required Writings").

Students are expected to spend a minimum of three hours per unit per week in class and on outside assignments, prorated for short term classes. INSTRUCTIONAL METHODOLOGY:

Check all that apply:

- lecture
- laboratory
- lecture-laboratory combination
- directed study

The lecture method of instruction is primary. Relevant slides, films, videotapes, and computer-assisted activities are used when appropriate.

This course may be offered as a distance education course and meets Title 5 regulations 55370, 55372, 55374, 55376, 55378, and 55380.

Yes No

If yes, check all that apply. (See guidelines for preparation for definitions.)

- telecourse
- mediated instruction
- computer assisted instruction

GRADING POLICY AND STANDARDS (include methods of determining whether the stated objectives have been met by students):

Grading varies according to the individual instructor:

- 0 - 70% Examinations and quizzes
- 0 - 30% Analytical paper(s)
- 0 - 20% Class participation

IS COURSE REPEATABLE FOR REASON(S) OTHER THAN DEFICIENT GRADE?

Yes _____ No X Number of times course may be taken for credit _____.

If yes, identify specific provision of Title 5 Division 2 section(s) 55761-55763 and 58161 which qualifies course as repeatable:

SIGNATURES ON FILE