

HISTC132H : History of the U.S. from 1877 to Present: Honors

General Information

Author:	<ul style="list-style-type: none">Matthew JonesKing, SarahBeshwate, Benjamin
Course Code (CB01) :	HISTC132H
Course Title (CB02) :	History of the U.S. from 1877 to Present: Honors
Department:	Social Science
Proposal Start:	Fall 2021
TOP Code (CB03) :	(2205.00) History
SAM Code (CB09) :	Non-occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000133486
Curriculum Committee Approval Date:	10/16/2015
Board of Trustees Approval Date:	12/17/2015
External Review Approval Date:	02/10/2016
Course Description:	The course examines the social, political, economic, and cultural history of the United States from Reconstruction to the present. Special attention will be paid to the study of selected topics, such as American institutions, ideologies, and Constitutional development. The honors course provides more content and requires greater intensity and depth of study than the non-honors course.
Submission Type:	Mandatory Revision Updating for cyclical review and updating textbook and topical outline for CID approval
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	<ul style="list-style-type: none">History
Alternate Master Discipline Preferred:	<ul style="list-style-type: none">History
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

Course Formerly Known As

Course Formerly Known As

No Value

Course Development Options

Basic Skills Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

Rationale For Credit By Exam/Challenge

No value

Course Support Course Status (CB26)

Course is not a support course

Course Special Class Status (CB13)

Course is not a special class.

Allowed Number of Retakes

0

Retake Policy Description

Type:|Non-Repeatable Credit

Grade Options

- Letter Grade Methods
- Pass/No Pass

Course Prior To College Level (CB21)

Not applicable.

Allow Students To Audit Course

Associated Programs

Course is part of a program (CB24)

Associated Program

Award Type

Active

CC Liberal Arts: Social & Behavioral Sciences

A.A. Degree Major

Summer 2018 to Fall 2020

Political Science Associate in Arts Degree for Transfer (AA-T)

A.A. Degree for Transfer

Spring 2020 to Spring 2020

History Associate in Arts Degree for Transfer (AA-T)

A.A. Degree for Transfer

Spring 2020 to Spring 2020

CSU General Education (CSU GE Breadth)

Certificate of Achievement

Fall 2020

Law, Public Policy, and Society Associate in Arts Degree for Transfer

A.A. Degree for Transfer

Fall 2020

Intersegmental General Education Transfer Curriculum Certificate of Achievement

Certificate of Achievement

Fall 2020

History Associate in Arts Degree for Transfer

A.A. Degree for Transfer

Spring 2020

Political Science Associate in Arts Degree for Transfer	A.A. Degree for Transfer	Spring 2020 to Summer 2020
Liberal Arts: Social & Behavioral Sciences Associate in Arts Degree	A.A. Degree Major	Fall 2020
CSU General Education (CSU GE Breadth) (In Development)	Certificate of Achievement	Fall 2021
Intersegmental General Education Transfer Curriculum Certificate of Achievement (In Development)	Certificate of Achievement	Fall 2021
Liberal Arts: Social & Behavioral Sciences Associate in Arts Degree (In Development)	A.A. Degree Major	Spring 2022

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

Cerro Coso General Education Requirements

Area	Categories	Status	Approval Date	Comparable Course
Area 2.3	Social & Behavioral Sciences Historical	Approved	No value	No Comparable Course defined.
Area 3.3	Humanities Humanities	Approved	No value	

CSU General Education Certification

Area	Categories	Status	Approval Date	Comparable Course
Area D.6	Social Sciences History	Approved	No value	No Comparable Course defined.
Area C.2	Arts & Humanities Humanities	Approved	04/27/2021	

Intersegmental General Education Transfer Curriculum

Area	Categories	Status	Approval Date	Comparable Course
Area 4.F	Social and Behavioral Sciences History	Approved	No value	No Comparable Course defined.

Area 3.B

Arts & Humanities
Humanities

Approved

04/27/2021

C-ID

Categories

Status

Approval Date

Comparable Course

History

C-ID discipline

Approved

No value

HIST 140

Units and Hours

Summary

Minimum Credit Units (CB07)	4
Maximum Credit Units (CB06)	4
Total Course In-Class (Contact) Hours	72
Total Course Out-of-Class Hours	144
Total Student Learning Hours	216
Faculty Load	0

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Non-Credit Characteristic

No Value

Course Classification Status (CB11)

Credit Course.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	4	8
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	72
Laboratory	0
Activity	0
Total	72

Course Out-of-Class Hours

Lecture	144
Laboratory	0
Activity	0
Total	144

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: 0

Faculty Load: 0

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Prerequisite

ENGLC101 - Freshman Composition

Students are expected to read and comprehend college-level texts explaining complex historical theories. In addition, they must critically analyze scholarly articles for a research project. Students are also expected to write papers as well as respond to essay questions on exams. This requires that they write in a clear and organized manner free from errors. The advisory level ensures students have the skills necessary for success in these assignments.

OR

Co-Requisite

ENGLC101 - Freshman Composition

Students are expected to read and comprehend college-level texts explaining complex historical theories. In addition, they must critically analyze scholarly articles for a research project. Students are also expected to write papers as well as respond to essay questions on exams. This requires that they write in a clear and organized manner free from errors. The advisory level ensures students have the skills necessary for success in these assignments.

Entrance Skills

Entrance Skills	Description
Code CMME 030	Students who place out of ENGL C101 should be cleared for this course.

Limitations on Enrollment

Limitations on Enrollment	Description
Enrollment in this honors course is limited to students enrolled in the associated course.	Students will be required to read and comprehend challenging materials and analyze in depth a chosen topic appropriate for intensified study, and must be able to maintain a minimum standard of coursework at the honors level.

Specifications

Methods of Instruction

Methods of Instruction

Written work

Rationale

Example - Write a 1500 - 2000 word research essay analyzing the appropriateness and/or usefulness of labeling a particular historical figure as either villain or hero

Methods of Instruction

Other

Rationale

Examples of Other Methods - Reading supplementary materials. Films and documentaries. Screening notes.

Methods of Instruction

Lecture

Rationale

Example - class lecture explaining the concept of a Cold War using President Truman's "Truman Doctrine" speech and President Kennedy's "Twilight Struggle" speech as rhetorical guidelines.

Methods of Instruction

Discussion

Rationale

Example - Class discussion centered on whether or not either the charge of "robber baron" or the title "captain of industry" is a useful and/or accurate way to label the major industrial leaders of the late nineteenth century gilded age.

Assignments

A. Reading assignments in textbook and supplementary materials. For example, an assigned reading may require students to read all of Chapter 24 covering the 1920's cultural and political turn inward, paying special attention to the different "culture war" battles that were initiated during the decade.

B. Writing analytic papers on topics related to post 1877 U.S. history. For example, a term paper assignment may require students to find and read supplemental article - scholarly or credible journalistic sources - on a subject discussed in one of the chapters covered in class in order to compare and contrast the historical lense or bias of the textbook author and supplemental article's author(s) on the subject.

C. Conducting research on topics from post Civil War U.S. history. For example, a term paper assignment may require students to find and use two scholarly articles or books on a specific historical event related to an era covered in class or the text, as well as the textbook, in order to write a robust explanation of why that event is significant to understanding the development of American history.

Methods of Evaluation

Rationale

Project

D. Honors projects including a research paper and/or an oral presentation(s).

Example: write a 2500 to 3000 word analytical research paper that focuses on a more comprehensive and critical understanding of a key speech - presidential or from a major public figure - in terms of its rhetoric, symbolism, and historical context.

Tests

Examinations, including multiple choice, short answer, and short essays that measure the student's ability to identify key events and trends in U.S. history and analyze various interpretations of the development of the United States from Reconstruction to the present.

Research Paper

A term paper of between 1500 and 2000 words due towards the end of the semester.

• Example: Find and read supplemental works on a subject discussed in one of the chapters

covered in class in order to compare and contrast the views of the textbook author and supplemental book author(s) on the subject.

Homework
Short homework assignments during the semester.

- Example: a term paper assignment may require students to find and use two scholarly articles or books on a specific historical event related to an era covered in class or the text, as well as the textbook, in order to write a robust explanation of why that event is significant to understanding the development of American history

Distance Education Description: how outcomes are evaluated
Outcomes for the various methods of evaluations above are assessed in the following ways:

1. Hands on projects are assessed using a rubric .
2. Quizzes are assessed using tabulated scores.
3. Written assignments are assessed using a rubric.

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
Foner, Eric	Give Me Liberty: An American History Vol. 2	W.W. Norton & Co.	2019	

Other Instructional Materials

Description Other: Ernest Hemingway, A Farewell to Arms.
Author
Citation History of the U.S. from 1877 to Present: Honors

Description Other: Works of Historical Fiction: Upton Sinclair, The Jungle.
Author
Citation History of the U.S. from 1877 to Present: Honors

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

No value

CSLOs

Identify and explain major ideas and events shaping American History from the Civil War until the present.

Expected SLO Performance: 70.0

Social Science
IGETC PLOs

Describe how people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation.

Social Science
Liberal Arts: Social & Behavioral
Sciences AA Degree

Identify and analyze theories explaining the individual, social, historical, economic, or political activities of humans.

Social Science
PLOs for CSU GE COA

Describe how people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation.

Analyze the various forces instrumental in the formation of modern American political, social, and economic institutions.

Expected SLO Performance: 70.0

Business Information Technolog
Law, Public Policy, and Society for Transfer

Describe one's ethical obligation to social responsibility under the laws.

Identify and compare the experiences of different social groups - ethnic, gender, religious, socioeconomic, regional, urban and rural, and others - from Reconstruction to the present.

Expected SLO Performance: 70.0

Business Information Technolog
Law, Public Policy, and Society for Transfer

Describe one's ethical obligation to social responsibility under the laws.

Describe how and why the United States became a super power from the Spanish American War to the present and explain the historical relationships between foreign policy and domestic affairs.

Expected SLO Performance: 70.0

Identify and assess the impact of sectional characteristics and issues on the political, socioeconomic, geographic, and cultural development of the United States since Reconstruction.

Expected SLO Performance: 70.0

Business Information Technolog
Law, Public Policy, and Society for Transfer

Describe one's ethical obligation to social responsibility under the laws.

Interpret primary and secondary sources and compose an argument which uses them, as appropriate, for support.

Expected SLO Performance: 70.0

Analyze a topic appropriate for intensified study beyond the scope of the non-honors class, using university-level readings and vocabulary and demonstrating intellectual independence.

Expected SLO Performance: 70.0

Outline

Course Outline

A. Reconstruction

1. Defeat of South and the collapse of agrarianism
2. End of slavery and the new racial relationships
3. Military Reconstruction and the Radical Republicans
4. Segregation and the New South

B. Western Expansion and Native Americans

1. The New West and the Railroads
2. The Native Americans and their future
3. The politics and heritage of Indian Removal

C. The Industrialization of the United States

1. The explosions of factories and cities
2. The great tide of immigration
3. The great industrialists and new corporations
4. The new politics and city bosses
5. The new culture
6. East vs. West and the Populist revolt

D. Spanish American War

1. U.S. Domestic problems and Cuba
2. War and Spoils of victory and the American influence in the Pacific and China
3. Change of direction for the U.S.

E. The Progressive Era

1. Age of Reform: Attempts to control business and politics
2. New Issues of Conservation; Immigration; Women's Rights; Prohibition; Child Labor; etc
3. Election of 1912: T. Roosevelt; WH Taft; W. Wilson; E. Debs-issues and new direction for the U.S.

F. World War I and the American Retreat into the 1920s "Jazz Age"

1. European War and Neutrality
2. American entry into the War
3. Woodrow Wilson and the Lost Peace
4. The New America of the 1920s-social and economic changes
5. Racism and anti-Immigrant Activities and the new roles of women in urban life
6. The Roaring 20s and the stock market crash of 1929

G. The Great Depression

1. Hoover vs. FDR in approach to depression
2. The new Deal of FDR
3. Societal changes and the great migrations

H. Rise of Totalitarianism and World War 2

1. Fascism in Europe and Imperialism in Asia
2. End of American Isolationism and Pearl Harbor
3. FDR and Churchill vs. Hitler and the Role of Stalin

I. Allied Victory and the Cold War

1. Victory and the new Enemy
2. American societal changes: Suburbs; television; the auto culture
3. Communism and the Red Scare
4. Korea and the nuclear culture

J. The 1960s and Cultural Crises

1. JFK; LBJ Civil Rights and Protest
2. Social conflict and the Vietnam War
3. Student Protests and reform

K. The 70s and 80s

1. Nixon; China; and Watergate
2. Computer Revolution
3. End of the Cold War and the New World Order?
4. New Ethnic and Gender Awareness and Victories

L. The End of the Century and the New Technologies

1. The Clinton Years and revolutionary societal changes
2. New Foreign Menaces in the Near East: Iraq Wars 1; 2; etc.
3. New Directions for the New Century

M. Honors students choose a research project relevant or related to the topics covered in the course. Students examine the topic in greater detail. Students present a research paper or oral presentation on the topic. Students must use at least four different scholarly books or articles as sources for their paper or presentation and research papers must be a minimum of 2500 words.

Delivery Methods

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

- Face to face
- Online (purely online no face-to-face contact)
- Online with some required face-to-face meetings ("Hybrid")
- iTV – Interactive video = Face to face course with significant required activities in a distance modality

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section? Describe the ways in which instructor-student contact and student-student contact will be facilitated in the distance ed environments.

All assignments and SLO assessments in distance education courses (online) are the same as those in the on-ground course, except that students in purely online sections will submit all of their assignments virtually. Instructor evaluation of student work in distance education courses is the same as in the on-ground course, except that evaluation of student work in an online course is presented virtually. Instead of onsite lectures, online courses will use videos and written lecture notes. Student interaction will take place in online discussion forums.

Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other

- Discussion Forums
- Message
- E-mail
- Face-to-face meeting(s)
- Telephone
- iTV - Interactive Video

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

N/A

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

No Value

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

35 for onsite and 45 online

Emergency Distance Education Options The course will operate in remote delivery mode when all or part of the college service area is under an officially declared city, county, state, or federal state of emergency, including (check all that apply) - Online including all labs/activity hours - Hybrid with online lecture and onsite lab/activity hours - Correspondence education in high school and prison facilities - None. This course will be cancelled or paused if it cannot be held fully onsite.

- Correspondence education in high school and prison facilities

