



COURSE OUTLINE : HIST 118
D Credit – Degree Applicable
COURSE ID 004108
Cyclical Review: March 2021
Revision: October 2021

COURSE DISCIPLINE : HIST

COURSE NUMBER : 118

COURSE TITLE (FULL) : United States History, 1865-Present

COURSE TITLE (SHORT) : U.S. History, 1865-Present

CALIFORNIA STATE UNIVERSITY SYSTEM C-ID : HIST 140 – United States History from 1865

ACADEMIC SENATE DISCIPLINE: History

CATALOG DESCRIPTION

HIST 118 is a survey course that looks in depth at United States history from the Reconstruction period to the present. The Reconstruction period, 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.

Total Lecture Units:3.00

Total Laboratory Units: 0.00

Total Course Units: 3.00

Total Lecture Hours:54.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged: 0.00

Total Contact Hours: 54.00

Total Out-of-Class Hours: 108.00

Recommended Preparation: ENGL 100 or ESL 151.



ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1	ENGL	100	Writing Workshop	Read, analyze, and evaluate contemporary articles and stories to identify topic, thesis, support, transitions, conclusion, audience, and tone;	Yes
2	ENGL	100	Writing Workshop	read, analyze, and evaluate contemporary articles and stories for the comprehension of difficult content and the identification of main ideas and (topic-based) evidence;	Yes
3	ENGL	100	Writing Workshop	read, analyze, and evaluate student compositions for unity, development, use of evidence, interpretation, coherence, and variety of sentence form;	Yes
4	ENGL	100	Writing Workshop	write a summary of a contemporary article or story with correct citation techniques;	Yes
5	ENGL	100	Writing Workshop	write an argumentative essay that has an introduction, body paragraphs, and a conclusion, demonstrating a basic understanding of essay organization;	Yes
6	ENGL	100	Writing Workshop	write an argumentative essay that addresses the topic, is directed by a thesis statement, uses appropriate textual evidence, develops logical interpretations, and concludes with some compelling observations;	Yes
7	ENGL	100	Writing Workshop	write an argumentative essay that integrates the ideas of others (i.e., authors) through paraphrasing, summarizing, and quoting with correct citation techniques;	Yes
8	ENGL	100	Writing Workshop	write an argumentative essay that generates novel ideas (those that add to the conversation rather than repeating the author's ideas) related to the topic and the readings;	Yes
9	ENGL	100	Writing Workshop	write compositions (e.g., summaries and argumentative essays) that are easy to read and follow, though some errors in grammar, mechanics, spelling, or diction may exist;	Yes
10	ENGL	100	Writing Workshop	proofread and edit essays for content, language, citation, and formatting problems.	Yes
11	ESL	151	Reading and Composition V	Read and critically analyze various academic readings;	Yes
12	ESL	151	Reading and Composition V	summarize readings;	Yes
13	ESL	151	Reading and Composition V	organize fully-developed essays in both expository and argumentative modes;	Yes



14	ESL	151	Reading and Composition V	compose a 500 to 550-word essay which: summarizes and cites appropriately a reading passage; includes a clear thesis statement; uses evidence to support the thesis; shows clear organization into an introduction, body, and conclusion;	Yes
15	ESL	151	Reading and Composition V	revise writing to eliminate errors in syntax, and grammatical constructions;	Yes
16	ESL	151	Reading and Composition V	employ basic library research techniques;	Yes
17	ESL	151	Reading and Composition V	compose one research paper (1,000 words) or two short research papers (500-700 words each) with citations.	Yes

EXIT STANDARDS

- 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.

STUDENT LEARNING OUTCOMES

- 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 and 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



COURSE CONTENT WITH INSTRUCTIONAL HOURS

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	Description	Lecture	Lab	Total Hours
1	<p>The Gilded Age, 1870-1900</p> <ul style="list-style-type: none"> • Industrialization • Monopolies and trusts • Rockefeller, Carnegie, J.P. Morgan • Revolt of the farmers • Grange • Populist Party • Workers face the wage system • Urbanization and immigration 	11	0	11
2	<p>Progressive Era, 1900-1920</p> <ul style="list-style-type: none"> • Background and characteristics of the progressives • Muckrakers—the voices of men and women seeking change • Reforms—efforts as they varied by race, class, gender and ethnicity • State and local reforms • National reforms, including passage of the Nineteenth Amendment • Progressive reforms under Theodore Roosevelt • Progressive reforms under Taft • Progressive reforms under Wilson 	5	0	5
3	<p>Imperialism, 1890-1920</p> <ul style="list-style-type: none"> • Reasons for imperialism • Progressives as imperialists • Spanish-American War • Causes • Military actions • Results <p>Roosevelt’s “Big Stick” policy</p> <p>Taft’s Dollar Diplomacy</p> <p>Wilson’s idealism</p>	5	0	5



4	<p>World War I, 1914-1918</p> <ul style="list-style-type: none"> • Causes • American neutrality • Reasons for the United States' entrance into the war • The United States' impact on the war • The impact of the war on Americans as it varied by race, class, ethnicity and gender • Peace <ul style="list-style-type: none"> • Obstacles to a just peace • Fight over the League of Nations • Wilson versus Henry C. Lodge • Return to "normalcy" 	2	0	2
5	<p>The New Era of the Twenties</p> <ul style="list-style-type: none"> • Postwar optimism and prosperity • The voices of women in the political system • Red Scare • Immigration restriction • Racism • Religious fundamentalism • Republicans in power 	2	0	2
6	<p>Depression and the New Deal, 1929-1940</p> <ul style="list-style-type: none"> • Crash and Depression <ul style="list-style-type: none"> • Causes • Characteristics • Impact on society as it varied by race, class, ethnicity and gender <p>New Deal</p> <ul style="list-style-type: none"> • 1932 presidential election • FDR – background and personality • First New Deal • Critics of the New Deal • Second New Deal • Overall assessment as it varied by race, class, ethnicity and gender 	5	0	5



7	<p>World War II, 1941-1945</p> <ul style="list-style-type: none"> • Breakup of international order in the 1930's • Causes of World War II • United States entrance into the war <ul style="list-style-type: none"> • Causes • Military actions • Results <ul style="list-style-type: none"> • Diplomacy during the war • Sacrifice on the home front 	3	0	3
8	<p>Cold War America, 1945 – 1960</p> <ul style="list-style-type: none"> • Atomic bomb • Truman Doctrine • Marshall Plan • Containment • Berlin crisis • NATO • Korean War <ul style="list-style-type: none"> • Causes • Results <ul style="list-style-type: none"> • McCarthyism <ul style="list-style-type: none"> • Causes • Consequences <ul style="list-style-type: none"> • The Eisenhower Presidency • The impact of the Cold War on Americans as it varied by race, class, ethnicity and gender 	5	0	5
9	<p>I. The New Frontier and the Great Society, the 1960's</p> <ul style="list-style-type: none"> • The John Kennedy and Lyndon Baines Johnson presidencies • Civil rights • War on poverty • Civil liberties for the many groups in American society • Foreign policy 	3	0	3



10	<p>Vietnam War</p> <ul style="list-style-type: none"> • Causes • Military strategy and actions • Results <ul style="list-style-type: none"> • Anti-War movement • New left 	3	0	3
11	<p>Watergate Era, 1970's</p> <ul style="list-style-type: none"> • The Nixon presidency, the imperial presidency • Foreign policy <ul style="list-style-type: none"> • Vietnam • Détente • SALT <ul style="list-style-type: none"> • Scandal in the White House <ul style="list-style-type: none"> • Causes • Consequences <ul style="list-style-type: none"> • The second wave of the women's movement 	3	0	3
12	<p>The Carter Presidency</p> <ul style="list-style-type: none"> • Creation of the Departments of Energy and Education • Camp David Accords • Salt II Treaty 	1	0	1
13	<p>The Reagan Years</p> <ul style="list-style-type: none"> • The emergence of conservatism • Supply-side economics • Iran-Contra Affair • Intermediate-Range Nuclear Forces Treaty • The appointment of Sandra Day O'Connor to the Supreme Court 	2	0	2
14	<p>The George H.W. Bush Administration</p> <ul style="list-style-type: none"> • The fall of the Berlin Wall • Economic turmoil 	1	0	1



15	The Clinton Years <ul style="list-style-type: none"> • Welfare reform • NAFTA 	1	0	1
16	George Bush and Beyond <ul style="list-style-type: none"> • Iraq War • 9/11 and the War on Terror • The Patriot Act • No Child Left Behind 	1	0	1
17	Barack Obama and What Lies Ahead <ul style="list-style-type: none"> • Recession of 2008 • Dodd-Frank Wall Street Reform and Consumer Protection Act • Patient Protection and Affordable Health Care Act • The Lilly Ledbetter Act 	1	0	1
				54

OUT OF CLASS ASSIGNMENTS

- 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).

METHODS OF EVALUATION

- 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);

METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial



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- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	IBSN	Date
A People and a Nation	Required	Independence: Houghton Mifflin	8	Print	Mary Beth Norton	978- 061895196 3	2008