

# COURSE OUTLINE

## OXNARD COLLEGE

### I. Course Identification and Justification:

- A. Proposed course id: HIST R140H  
Banner title: Honors: History of the U.S. II  
Full title: Honors: History of the United States II
- B. Reason(s) course is offered:  
This is the honors version of Hist101B.

### II. Catalog Information:

- A. Units:  
*Current:* 3.00
- B. Course Hours:
  - 1. In-Class Contact Hours:  
Lecture: 52.5    Activity: 0    Lab: 0
  - 2. Total In-Class Contact Hours: 52.5
  - 3. Total Outside-of-Class Hours: 105
  - 4. Total Student Learning Hours: 157.5
- C. Prerequisites, Corequisites, Advisories, and Limitations on Enrollment:
  - 1. Prerequisites  
*Current:*
  - 2. Corequisites  
*Current:*
  - 3. Advisories:  
*Current:*
  - 4. Limitations on Enrollment:  
*Current:*

### D. Catalog Description:

*Current:*

If America is the land of opportunity, it is wise to study the cultural, social, economic, political, diplomatic, and military history of the United States in order to understand how this nation developed and where it might be going. This course will cover U.S. History from 1877 to the present. Students will investigate topics such as westward expansion, imperialism, the Industrial Revolution, urbanization, immigration, the Women's Rights movement, the Progressive Movement, the Great War, the "Roaring Twenties," the Great Depression, World War II, the Cold War, the African American Civil Rights Movement, "The Sixties," the conservative backlash, technological innovations, terrorism, and globalization. Honors work challenges students to be more analytical and creative through expanded assignments, real-world applications, and enrichment opportunities. Credit will not be awarded for both the honors and regular versions of a course. Credit will be awarded only for the first course completed with a grade of C or "P" or better.

- E. Fees:  
*Current:* \$ None
- F. Field trips:  
*Current:*  
Will be required: [ ]  
May be required: [X]  
Will not be required: [ ]
- G. Repeatability:  
*Current:*  
A - Not designed as repeatable
- H. Credit basis:  
*Current:*  
Letter graded only [X]  
Pass/no pass [ ]  
Student option [ ]
- I. Credit by exam:  
*Current:*  
Petitions may be granted: [ ]  
Petitions will not be granted: [X]

III. Course Objectives:

Upon successful completion of this course, the student should be able to:

- A. Arrange major and significant occurrences in American history from 1865 to present in proper chronological order.
- B. Recognize the difference between primary source historical material and secondary source accounts of American history, assess the ideas and content of primary source documents and evaluate how secondary sources have properly or improperly utilized such data in fashioning narratives of American history.
- C. Interpret the meaning and significance of historical data for explaining the connections between historical events and the growth and development of the United States.
- D. Utilize good thinking and writing skills to formulate reasonable and informed discourses about the American past.
- E. Analyze and appraise various interpretations and explanations of the course of American history and test existing theories and approaches by referring to primary sources and constructing their own valid and logical interpretations and explanations.
- F. Relate specific historical events to the appearance, development, or continuation of certain basic American values and political, social and economic perspectives that have in turn influenced the development of the nation.

IV. Course Content:

Topics to be covered include, but are not limited to:

- A. Reconstructing the Union
  - 1. From slavery to freedom
  - 2. Re-integrating states into the federal system
- B. The New South and the Trans-Mississippi West
  - 1. Redemption in the South and the new methods of economic and legal controls
  - 2. The end of Native American plains culture
  - 3. Political, economic and environmental development of Western lands

- C. Industrialization
  1. The resources and dynamics of the "Second Industrial Revolution"
  2. Rise of Corporate Trusts with legal protections
  3. The ideals of free enterprise capitalism and Social Darwinism
  4. The culture of Consumerism
- D. The Rise of Urban America
  1. Factory towns and industrial complexes
  2. Demographics of migration and mobility
  3. Architecture and lifestyles of Cities
- E. The Political System under Strain
  1. Rural America and the populist movement
  2. The Omaha Platform and Third Party politics
  3. Transformation of the Presidency
- F. Progressivism
  1. Bossism and the old urban politics
  2. The social and political goals of progressive reform
  3. The role women of progressive reform
  4. The impact of Constitutional Amendments in expanding democracy
- G. The United States and the World Order 1901-1920
  1. American Imperialism in the early 20th Century
  2. Ideological and military responses to World War I
- H. The New Era 1920-1929
  1. Republican ascendancy
  2. The cultural and social consequences of the second American industrial revolution
  3. Expanding social freedom and the impact of new media
- I. The Great Depression
  1. The reality of mass poverty
  2. FDR and the new styles of presidential leadership
  3. Legislating a New Deal
- J. America's Rise to Globalism
  1. Isolationism as a political movement
  2. The American path into World War II
  3. The strategy and technology of global warfare
  4. The "arsenal of democracy" at home
- K. Cold War America
  1. The foreign policy of containment and deterrence
  2. Interventionism in Asia and Latin America
  3. McCarthyism and the politics of fear and suspicion
- L. The Rise of the Suburbs
  1. Post war prosperity and new employment trends
  2. The expansion of consumer culture and the American Dream
- M. Civil Rights and the Challenges to Liberalism
  1. African Americans challenge the system
  2. Women's movement
  3. Minorities seek inclusion
  4. The impact of Supreme Court decisions and equal rights legislation
- N. The Vietnam War Era
  1. The war on poverty
  2. Intervention in Vietnam: Justifications and realities

- 3. The peace and youth movement
- O. The Age of Limits
  - 1. The collapse and corruption of Presidential leadership
  - 2. Shifting cultural values
  - 3. Environmentalism
  - 4. Restructuring Foreign Policy goals
- P. Conservative Movements
  - 1. The Reagan Agenda
  - 2. The politics of religious conservatism
  - 3. Clinton and reformulating a "Contract with America"
- Q. America in a Global Community
  - 1. End of the century trends and realities
  - 2. 911 and a new era of national security strategies

V. Lab Content:

VI. Methods of Instruction:

Methods may include, but are not limited to:

- A. Presentation of timelines and/or multiple specific historical occurrences with the students asked to organize them in proper chronological order and to seek out the cause and effect relationships between and among the events.
- B. Interactive instructional activities asking students to compare and contrast historical data and primary source material with the secondary account of American history presented in their text.
- C. Guided and focused class discussions of representative historical events. These discussions would solicit student opinions on the relationship between such past events and their present values and lives.
- D. Having the students view a variety of visual stimuli including video presentations, PowerPoint presentations, maps or other similar material with the students being asked to relate such material to the course topics and themes.
- E. Students may be asked to make presentations illustrating their understanding of the material and serving as discussion launching pads for class discovery of certain topics and themes.

VII. Methods of Evaluation and Assignments:

- A. Methods of evaluation for degree-applicable courses:
  - Essays
  - Problem-solving assignments (Examples: Math-like problems, diagnosis & repair)
  - Physical skills demonstrations (Examples: Performing arts, equipment operation)

For any course, if "Essays" above is not checked, explain why.

- B. Typical graded assignments (methods of evaluation):
  - 1. Students may be asked to complete or construct Timeline Worksheets or other chronologies of events to demonstrate their achievement of a sense of chronology.
  - 2. Students might be asked to orally present (or do so in writing) their understanding and interpretation of various primary sources and how they fit into the larger mosaic of American history.
  - 3. Students might be given opportunities to construct essays or research papers illustrating their views and understanding of historical themes.

4. Students might be asked to complete various assignment worksheets devised by the instructor (like the Document Response Form) to illustrate their comprehension and ability to analyze and interpret primary source documents.
  5. Students could be asked to complete various quizzes or examinations designed to support any and all of the Student Learning Objectives.
  6. Creative activities on the part of the students could be accepted as verification of mastery of any and all of the constitute parts in the Student Learning Objectives of this course.
  7. (Honors) Construct historiographical analysis of specific historical topics
  8. (Honors) Additional research paper on relevant historical topic using outside scholarly sources, directed by instructor, cited in the Chicago style
  9. (Honors Sample Assignments):
    - a. Discuss and analyze Reconstruction policies and African Americans' responses to systematic and legalized racism during the period from the 1860s to the 1920s.
    - b. Knowing that events such as wage cuts, freight rates, union busting, and the Panic of 1893 provoked the efforts of working people, including farmers and working people, to influence the economic and political policy of the country from the 1880s to the 1920s, identify, explain, and evaluate in as much detail as you can (at least 2000 words) three specific examples of the responses of farmers and urban workers to the social and economic conditions of the late 19th and early 20th centuries.
    - c. In at least 2000 words, respond to the following prompt: "Were the so-called conformist Fifties really conservative, and how did that decade impact the lives of groups like women, Latinos, Asian Americans and African Americans?"
    - d. In a minimum of 3000 words, analyze the progress and extension of the Civil Rights reforms from the 1960s to the present. Use at least four sources and Chicago Style format.
    - e. In a minimum of 2500 words, evaluate the significant directions of American foreign policy since the Second World War to the present.
- C. Typical outside of classroom assignments:
1. Reading
    - a. A survey text chosen for the course
    - b. A document or primary source reader
    - c. A supplemental text including both primary and secondary source material
    - d. Supplemental material prepared by the Instructor such as abstracted articles or essays
    - e. Externally located material germane to the course such as sources on the Internet or housed in the Library such as primary source documents or research results
    - f. A workbook associated with the class
  2. Writing
    - a. Responses to specific tasks presented in worksheets or task specific activities
    - b. Rough drafts for assigned questions that might appear on an essay exam (a sample question might ask students to evaluate the impact of the Second Industrial Revolution on late nineteenth century American society)
    - c. Thought pieces in which students present their thoughts and assessment of concepts or questions put to them on the material encountered

- d. A research paper or a research presentation on a topic like the evolution of the women's suffrage movement during the Progressive Era
  - e. A summary of what was learned from reading an assigned textbook (ex. chapter notes)
  - f. Creative presentations of ideas and concepts such as songs, poems, plays, stories, or dialogues
  - g. (Honors) Construct historiographical analysis of specific historical topics
  - h. (Honors) Additional research paper on relevant historical topic using outside scholarly sources, directed by instructor, cited in the Chicago style
3. Other
- a. Library inquiry activities and assignments
  - b. Internet inquiry activities such as locating bodies of evidence and documents pertaining to the material covered in class
  - c. Reviewing documentaries such as the series "Eyes on the Prize"
  - d. (Honors) Conduct interviews of persons for oral history projects. Example: Students could interview members of their community to understand how perspectives of history differ over time. For example, students could interview members of their community about immigration, constitutional rights, or their historical memory concerning American forefathers/historical events.
  - e. (Honors) Required outside of class /office hours consultations regarding research with instructor

VIII. Textbooks and Instructional Materials:

A. Textbooks/Resources:

- 1. Brinkley, A. (2014). *Unfinished Nation: A Concise History of the American People, Vol. II (7/e)*. New York McGraw-Hill.
- 2. Conlin, J. (2014). *The American Past, Vol. II (10/e)*. New York Cengage.
- 3. Faragher, J. (2012). *Out of Many: A History of the American People, Vol II (7/e)*. New York Pearson.
- 4. Divine, R., et al. (2013). *America: Past and Present, Vol II (10/e)*. New York Pearson.
- 5. Merrell, J., Podair, J., Kersten, A.. *American Conversations: From Colonization through Reconstruction, Vol. II*. Pearson , 01-01-2013.
- 6. Johnson, M.. *Reading the American Past, Vol.II*. Bedford St. Martin , 01-01-2012.
- 7. Cobbs Hoffman, Blum, Gjerde. *Major Problems in American History Volume II: To 1877*. Cengage , 01-01-2012.

B. Other instructional materials:

IX. Minimum Qualifications and Additional Certifications:

A. Minimum Qualifications:

- 1. History (Masters Required)

B. Additional Certifications:

- 1. Description of certification requirement:
- 2. Name of statute, regulation, or licensing/certification organization requiring this certification:

X. Approval Dates

CC Approval Date: 10/28/2015

Board Approval Date: 12/08/2015