

# HIST R140: HISTORY OF THE UNITED STATES II

**Originator**

khughes

**College**

Oxnard College

**Discipline (CB01A)**

HIST - History

**Course Number (CB01B)**

R140

**Course Title (CB02)**

History of the United States II

**Banner/Short Title**

History of the U.S. II

**Credit Type**

Credit

**Start Term**

Fall 2020

**Formerly**

HIST R101B and HIST R103

**Catalog Course Description**

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. 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 better or "P." C-ID: HIST 140.

**Taxonomy of Programs (TOP) Code (CB03)**

2205.00 - History

**Course Credit Status (CB04)**

D (Credit - Degree Applicable)

**Course Transfer Status (CB05) (select one only)**

A (Transferable to both UC and CSU)

**Course Basic Skills Status (CB08)**

N - The Course is Not a Basic Skills Course

**SAM Priority Code (CB09)**

E - Non-Occupational

**Course Cooperative Work Experience Education Status (CB10)**

N - Is Not Part of a Cooperative Work Experience Education Program

**Course Classification Status (CB11)**

Y - Credit Course

**Educational Assistance Class Instruction (Approved Special Class) (CB13)**

N - The Course is Not an Approved Special Class

**Course Prior to Transfer Level (CB21)**

Y - Not Applicable

**Course Noncredit Category (CB22)**

Y - Credit Course

**Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**

1 - Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

N - Course is not a support course

**Field trips**

May be required

**Grading method**

Letter Graded

**Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

No

**Is this course part of a family?**

No

**Units and Hours**

**Carnegie Unit Override**

No

**In-Class**

**Lecture**

**Minimum Contact/In-Class Lecture Hours**

52.5

**Maximum Contact/In-Class Lecture Hours**

52.5

**Activity**

**Laboratory**

**Total in-Class**

**Total in-Class**

**Total Minimum Contact/In-Class Hours**

52.5

**Total Maximum Contact/In-Class Hours**

52.5

**Outside-of-Class****Internship/Cooperative Work Experience****Paid****Unpaid****Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

105

**Maximum Outside-of-Class Hours**

105

**Total Student Learning****Total Student Learning****Total Minimum Student Learning Hours**

157.5

**Total Maximum Student Learning Hours**

157.5

**Minimum Units (CB07)**

3

**Maximum Units (CB06)**

3

**Student Learning Outcomes (CSLOs)****Upon satisfactory completion of the course, students will be able to:**

- |   |  |
|---|--|
| 1 | Students will evaluate the consequences of the Second Industrial Revolution on late nineteenth century American society          |
| 2 | Students will evaluate the successes and/or shortcomings of at least three reform movements from the Progressive Era (1900-1920) |

**Course Objectives****Upon satisfactory completion of the course, students will be able to:**

- |   |   |
|---|---|
| 1 | Arrange major and significant occurrences in American history from 1865 to present in proper chronological order.   |
| 2 | 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. |
| 3 | Interpret the meaning and significance of historical data for explaining the connections between historical events and the growth and development of the United States.   |
| 4 | Utilize good thinking and writing skills to formulate reasonable and informed discourses about the American past.   |
| 5 | 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.  |
| 6 | 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.  |

## Course Content

### Lecture/Course Content

1. Reconstructing the Union
  - a. From slavery to freedom
  - b. Re-integrating states into the federal system
2. The New South and the Trans-Mississippi West
  - a. Redemption in the South and the new methods of economic and legal controls
  - b. The end of Native American plains culture
  - c. Political, economic and environmental development of Western lands
3. Industrialization
  - a. The resources and dynamics of the "Second Industrial Revolution"
  - b. Rise of Corporate Trusts with legal protections
  - c. The ideals of free enterprise capitalism and Social Darwinism
  - d. The culture of Consumerism
4. The Rise of Urban America
  - a. Factory towns and industrial complexes
  - b. Demographics of migration and mobility
  - c. Architecture and lifestyles of Cities
5. The Political System under Strain
  - a. Rural America and the populist movement
  - b. The Omaha Platform and Third Party politics
  - c. Transformation of the Presidency
6. Progressivism
  - a. Bossism and the old urban politics
  - b. The social and political goals of progressive reform
  - c. The role women of progressive reform
  - d. The impact of Constitutional Amendments in expanding democracy
7. The United States and the World Order 1901-1920
  - a. American Imperialism in the early 20th Century
  - b. Ideological and military responses to World War I
8. The New Era 1920-1929
  - a. Republican ascendancy
  - b. The cultural and social consequences of the second American industrial revolution
  - c. Expanding social freedom and the impact of new media
9. The Great Depression
  - a. The reality of mass poverty
  - b. FDR and the new styles of presidential leadership
  - c. Legislating a New Deal
10. America's Rise to Globalism
  - a. Isolationism as a political movement
  - b. The American path into World War II
  - c. The strategy and technology of global warfare
  - d. The "arsenal of democracy" at home
11. Cold War America
  - a. The foreign policy of containment and deterrence
  - b. Interventionism in Asia and Latin America
  - c. McCarthyism and the politics of fear and suspicion
12. The Rise of the Suburbs
  - a. Post war prosperity and new employment trends
  - b. The expansion of consumer culture and the American Dream
13. Civil Rights and the Challenges to Liberalism
  - a. African Americans challenge the system
  - b. Women's movement
  - c. Minorities seek inclusion
  - d. The impact of Supreme Court decisions and equal rights legislation
14. The Vietnam War Era

- a. The war on poverty
- b. Intervention in Vietnam: Justifications and realities
- c. The peace and youth movement
- 15. The Age of Limits
  - a. The collapse and corruption of Presidential leadership
  - b. Shifting cultural values
  - c. Environmentalism
  - d. Restructuring Foreign Policy goals
- 16. Conservative Movements
  - a. The Reagan Agenda
  - b. The politics of religious conservatism
  - c. Clinton and reformulating a "Contract with America"
- 17. America in a Global Community
  - a. End of the century trends and realities
  - b. 911 and a new era of national security strategies

#### Laboratory or Activity Content

NA

### Methods of Evaluation

**Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):**

Written expression

**Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):**

Essay exams  
 Essays  
 Group projects  
 Individual projects  
 Objective exams  
 Quizzes  
 Reports/papers  
 Research papers

### Instructional Methodology

**Specify the methods of instruction that may be employed in this course**

Audio-visual presentations  
 Computer-aided presentations  
 Class discussions  
 Distance Education  
 Group discussions  
 Internet research  
 Lecture

**Describe specific examples of the methods the instructor will use:**

1. The instructor will have interactive lectures (allowing for questions, discussions, and exercises). These lectures will be complemented with the visuals provided by PowerPoint slides and short documentaries. The lectures will give students a fundamental understanding of the material as well as the critical thinking experiences needed to be proficient in the discipline.
2. Students will be instructed on how to research and compose a formal essay (for a Blue Book exam), how to research and write a research paper, and/or how to critically evaluate a primary source and explain its significance in writing.
3. Students be guided into class discussions about the course material, either in groups in a traditional classroom or in discussion forums for online classes.

### Representative Course Assignments

#### Writing Assignments

1. 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).

2. A research paper or a research presentation on a topic like the evolution of the women's suffrage movement during the Progressive Era.
3. A summary of what was learned from reading an assigned textbook (ex. chapter notes).

### **Critical Thinking Assignments**

1. The students may write argumentative papers that use critical thinking to choose a side in an historiographical debate and investigate the relevant primary sources needed to support their chosen position.
2. Students may participate in class and small group discussions debating the causes and outcomes of the Great Depression on the working class (online students will do the same using discussion boards).
3. Students may select a historically significant topic from the 20th century (with the consultation and approval of the instructor), then research the topic, and present their findings to the class with PowerPoint slides (ex. The Impact of Television on Politics in the 1950s).

### **Reading Assignments**

1. Read, take notes, and/or summarize textbook readings chosen for the course (ex. the new OpenStax OER "U.S. History").
2. Evaluate a document or primary source reader for its context within history, as well as the motives and logic of the writer.
3. Conduct research into a particular issue or event, by reading and evaluating supplemental handouts prepared by the instructor or discovered on a reputable Internet sources (ex. compile a detailed timeline of the Reconstruction or writing a research paper on the successes and failures of Reconstruction).

### **Other assignments (if applicable)**

1. Creating maps and timelines that help students internalize the geographic and chronological dynamics of U.S. History II.
2. Watching and evaluating documentaries for the purpose of writing a review, but also for the purpose of supplementing the perspectives provided by the lectures and assigned readings.
3. Museum visits that require a written and/or oral report.

## **Outside Assignments**

### **Representative Outside Assignments**

1. Students may be required to read a resource and write short summaries of the key ideas in each section of a textbook chapter or article.
2. Student may be required to compose rough drafts in response to potential essay exam questions (emphasis on how to compose a formal essay).
3. Students may be required to conduct research for a paper or a presentation.

## **Articulation**

### **C-ID Descriptor Number**

HIST 140

### **Status**

Approved

### **Comparable Courses within the VCCCD**

HIST M07B - Social/Political Hist U.S. II

HIST R140H - Honors: History of the United States II

**District General Education****A. Natural Sciences****B. Social and Behavioral Sciences****C. Humanities****D. Language and Rationality****E. Health and Physical Education/Kinesiology****F. Ethnic Studies/Gender Studies****CSU GE-Breadth****Area A: English Language Communication and Critical Thinking****Area B: Scientific Inquiry and Quantitative Reasoning****Area C: Arts and Humanities****Area D: Social Sciences****Area E: Lifelong Learning and Self-Development****CSU Graduation Requirement in U.S. History, Constitution and American Ideals:****IGETC****Area 1: English Communication****Area 2A: Mathematical Concepts & Quantitative Reasoning****Area 3: Arts and Humanities****Area 4: Social and Behavioral Sciences****Area 5: Physical and Biological Sciences****Area 6: Languages Other than English (LOTE)****Textbooks and Lab Manuals****Resource Type**

Textbook

**Description**Fragher, J (2016). *Out of Many: A History of the American People, Vol II* (8th). (Latest edition) Pearson.**Resource Type**

Textbook

**Description**Conlin, J. (2014). *The American Past, Vol. II* (10). Cengage.**Resource Type**

Textbook

**Description**

*The American Yawp*: A Massive Collaborative Open U.S. History Textbook, OER, double volume, Stanford University Press, Updated 2020/2021.

**Resource Type**

Textbook

**Description**

*U.S. History*, an OER textbook from OpenStax, double volume, 2017

**Distance Education Addendum****Definitions****Distance Education Modalities**

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

**Faculty Certifications**

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

**Regular Effective/Substantive Contact****Hybrid (1%–50% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Video Conferencing	Video tools such as ConferZoom may be used to provide live synchronous or asynchronous sessions with students.
Asynchronous Dialog (e.g., discussion board)	Discussion boards where students respond to an instructor question and other students reply.
E-mail	Contacting students with important updates or expressing concern over their progress, but also replying to student concerns and questions.

**Hybrid (51%–99% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Video Conferencing	Video tools such as ConferZoom may be used to provide live synchronous or asynchronous sessions with students.
Asynchronous Dialog (e.g., discussion board)	Discussion boards where students respond to an instructor question and other students reply.
E-mail	Contacting students with important updates or expressing concern over their progress, but also replying to student concerns and questions.



**100% online Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Video Conferencing	Video tools such as ConferZoom may be used to provide live synchronous or asynchronous sessions with students.
Asynchronous Dialog (e.g., discussion board)	Discussion boards where students respond to an instructor question and other students reply.
E-mail	Contacting students with important updates or expressing concern over their progress, but also replying to student concerns and questions.

**Examinations****Hybrid (1%–50% online) Modality**

Online  
On campus

**Hybrid (51%–99% online) Modality**

Online  
On campus

**Primary Minimum Qualification**

HISTORY

**Review and Approval Dates****Department Chair**

08/31/2020

**Dean**

08/31/2020

**Technical Review**

09/09/2020

**Curriculum Committee**

09/09/2020

**DTRW-I**

MM/DD/YYYY

**Curriculum Committee**

12/09/2020

**Board**

MM/DD/YYYY

**CCCCO**

MM/DD/YYYY

**Control Number**

CCC000264403

**DOE/accreditation approval date**

MM/DD/YYYY