

**LAST REVIEW:** 2009-10  
*(i.e. 2006-2007)*

**NEXT REVIEW:** 2014-15  
*(i.e. 2011-2012)*

**STATUS:** A  
*(A, I, D)*

**COURSE TITLE:** History of the United States since 1877

**COMMON COURSE NUMBER:** AMH2020

**CREDIT HOURS:** 3

**CONTACT HOUR BREAKDOWN**

*(Per 16 week term)*

**CLOCK HOURS:**  
*(Voc. Course ONLY)*

Lecture: 48                      Lab:

Clinic:                      Other:

**PREREQUISITE(S):** Eligibility for ENC1101

**COREQUISITE(S):** NONE

**PRE/COREQUISITE(S):** NONE

**COURSE DESCRIPTION** *(750 characters, maximum):*

This survey course of American history since 1877 provides students with a general history of the political, economic, cultural, and social development of American society. Special emphasis is placed upon U.S. expansion, progressivism, foreign relations, social movements, and political developments at the turn of the twentieth century and beyond. Students will also study the introductory concepts of history reading, writing, and methods. Students must earn a minimum grade of C to meet the requirements of the Gordon Rule.

General Education Requirements – Associate of Arts Degree (AA), meets Area(s):                      Area 3A

General Education Requirements – Associate in Science Degree (AS), meets Area(s):                      Area 3

General Education Requirements – Associate in Applied Science Degree (AAS), meets Area(s):                      Area 3

**UNIT TITLES**

1. Introduction to History
2. Writing about Modern American History
3. Expansion in the Modern Age, 1877-1914
4. Progressivism, World War I, and the Inter-war Years, 1890-1939
5. World War II and the Early Cold War, 1939-1963
6. The Politics of Protest and the End of the Cold War, 1960-1991
7. The U.S. in the Late 20<sup>th</sup> and Early 21<sup>st</sup> Century, 1991-2008

\*\*\* Complete the following only if course is seeking general education status \*\*\*

**GENERAL EDUCATION Competencies and Skills \*:**

In the box to the right of the Competency/Skill, enter all specific **student learning outcome** unit numbers, as indicated in the course outline (i.e. 1.1, 2.7, 4.2, 4.0 and 5.12) that apply.

<b>Course must include <u>all</u> of the following:</b>	
<b>1. Read with critical comprehension**</b>	1.0, 2.1, 2.3, 3.0, 4.0, 5.0, 6.0, 7.0
<b>2. Write clearly and coherently**</b>	2.2, 2.5, 2.6
<b>3. Demonstrate literacy as appropriate within a given discipline**</b>	Information: 2.1, 2.3, 2.4; Cultural: 1.4, 3.2, 3.3, 3.4, 3.6.2, 3.7.1, 3.7.3, 4.1, 4.3.1, 4.4, 4.5, 4.7.5, 5.1.1, 5.5, 6.1, 6.2, 6.3, 6.4.3, 6.6, 6.9, 6.11, 7.1, 7.8
<b>4. Apply problem solving skills or methods to make informed decisions in a variety of contexts**</b>	1.1, 1.2, 1.3, 2.1, 2.2, 2.6, 3.1, 3.4, 3.5, 4.1.3, 4.1.4, 4.3, 4.7.3, 4.7.4, 5.1, 5.3, 5.4, 6.1.2, 6.2.2, 6.3, 6.4.3, 6.8, 7.5, 7.6, 7.8
<b>Course must include at least <u>one</u> of the following:</b>	
<b>5. Differentiate between ethical and unethical behavior</b>	6.6
<b>6. Demonstrate an understanding of the physical, biological, and social environments and how individual behaviors impact this complex system.</b>	3.2.1, 3.2.3, 3.6, 6.3, 6.7
<b>7. Demonstrate an understanding of and appreciation for human diversities and commonalities.</b>	3.2.2, 3.6.2, 4.5, 6.1, 6.2, 6.11
<b>8. Speak and listen effectively.</b>	

*\*General Education Competencies and Skills endorsed by 2010-2011 General Education Task Force*

**\*\*Required Competencies**

**1) Read with critical comprehension.**

The student will be introduced to the basic texts, concepts, vocabulary, and methods necessary for developing an understanding of the discipline and meeting the required benchmarks as stated in the course outline.

**2) Write clearly and coherently.**

The student will demonstrate an understanding and mastery of subject matter in a variety of ways, including writing. Writing activities may include both graded and ungraded essays, short answer quizzes, summaries, reactions, journals, and various other reports.

**3) Demonstrate and apply literacy across all the disciplines (indicate which ones apply).**

- a) **Information literacy** means understanding how to locate needed information, using the appropriate technology for the task, managing and evaluating the extracted information and using it effectively and ethically.
- b) **Technology literacy** is the ability to responsibly and effectively use appropriate technology to access, manage, integrate, or create information, and/or use technology to accomplish a given task.
- c) **Workplace literacy** is having the appropriate knowledge and skills to communicate and work with others effectively and perform job duties, whether it is through the use of computers and/or other technology.
- d) **Cultural literacy** is recognizing, understanding, and appreciating the similarities and differences between one's own culture and the cultures of others through a study of the arts, customs, beliefs, values, and history that define a culture.
- e) **Quantitative literacy** is having the ability to formulate, solve and interpret mathematical/statistical operations and graphical/tabular representations to make informed decisions.
- f) **Scientific literacy** means understanding the methodology and application of the scientific process, the physical and biological worlds, and recognizing that scientific knowledge is continuously updated or revised as new information is discovered.

**g)Environmental literacy** is creating a context within which environmental issues can be viewed, imparting knowledge to enhance one's ability to analyze the issues, make the connections between humans' decisions and actions and the challenges facing the environment, and instilling the desire to sustain the environment through ethical practices in both one's professional and personal lives.

**4. Apply problem-solving skills or methods to make informed decisions in a variety of contexts.**

The student will use acquired skills or methods to recognize, analyze, adapt, and apply critical thinking to solve problems and make informed decisions.

**EVALUATION:**

In the box to the right of the Methods of Assessment, enter all specific learning outcome numbers (i.e. 1.1, 2.7, 4.0, 4.2 and 5.12) that apply.

1. Portfolio	1.0, 2.0
2. Short essays	1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0
3. Research Papers	1.0, 2.0
4. Group projects	1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0
5. Discussions (In class and online)	1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0
6. Multiple Choice tests	3.0, 4.0, 5.0, 6.0, 7.0
7. Presentations	1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0
8. Service Learning Projects	
9. Quizzes (pop, announced, etc.)	1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0
10. Take-home tests	1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0
11. Summaries, critiques, and analyses	1.0, 2.0
12. Reaction papers	1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0
13. Surveys	
14. Performance	
15. Short answer tests	1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0
16. Classroom debates and colloquia	3.0, 4.0, 5.0, 6.0, 7.0
17. Blogs, wikis, web pages	
18. Other (Please explain)	

**UNITS****Unit 1: Introduction to History****General Outcome:**

- 1.0 The students shall identify and employ the components of historical research and analysis.**

**Specific Measurable Learning Outcomes:**

Upon successful completion of this unit, the students shall be able to:

- 1.1 Identify the way historians frame questions in order to study the past.**
- 1.2 Identify the arguments of historical interpretations.**
- 1.3 Identify and evaluate differences in historical interpretations.**
- 1.4 Recognize connections between the past and the present.**
- 1.5 Distinguish between primary and secondary sources and explain how each are used to make historical claims.**
- 1.6 Interpret multiple forms of evidence (visual, oral, statistical, and/or artifacts from material culture).**

Common Course Number: AMH2020

**Unit 2: Writing about Modern American History**

**General Outcome:**

- 2.0 The students shall produce clearly organized, thoroughly developed writing assignments, including but not limited to short essays, research assignments, or research papers, which express defensible conclusions based on historical analysis.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the students shall be able to:**

- 2.1 Locate and identify evidence to research a problem or question about Modern American History from an online research database or course resource lab.**
- 2.2 Construct a clear, concise thesis statement in response to a problem or question about Modern American History.**
- 2.3 Evaluate and interpret primary and secondary evidence from a course text, an online research database, and/or an online course resource lab to support a thesis statement.**
- 2.4 Employ proper citation of both primary and secondary sources using reference guides provided in class or found online.**
- 2.5 Employ formal styles of argumentation and presentation that historians use.**
- 2.6 Compose written conclusions drawn from historical research.**

Common Course Number: AMH2020

**Unit 3: Expansion in the Modern Age, 1877-1914**

**General Outcome:**

- 3.0 The students shall identify and evaluate the motivations, characteristics, and consequences of U.S. westward, industrial, urban, and imperial expansion in the late nineteenth and early twentieth century.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the students shall be able to:**

- 3.1 Discuss the efforts of the U.S. government to encourage westward settlement and development.**
- 3.2 Analyze the significance of the frontier to American history, with special attention to:**
- 3.2.1 The consequences of settlement for Native Americans in the west.**
  - 3.2.2 The ethnic, cultural, and religious diversity of the west.**
  - 3.2.3 The conditions and problems faced by American miners, ranchers, and farmers.**
- 3.3 Interpret the meaning of the Gilded Age in American economic, social, and intellectual thought during this period.**
- 3.4 Evaluate the causes of the sensational growth of business and industry during this time period, including the philosophies and practices of the major industrialists and the role of the U.S. government.**
- 3.5 Assess the consequences of mass industrialization during this time period, including the changing U.S. economy, the response from labor unions, and the political rise of the Populist Party.**
- 3.6 Evaluate the growth of U.S. cities during this time period, with special attention to:**
- 3.6.1 The problems of urban living.**
  - 3.6.2 The role of immigrants in industrial and urban development.**
  - 3.6.3 The characteristics of urban politics, particularly the role of city bosses.**
- 3.7 Interpret the development of U.S. imperialism during this period, with special attention to:**
- 3.7.1 The arguments for U.S. imperial expansion at the turn of the twentieth century.**
  - 3.7.2 The causes and consequences of the Spanish-American War, including U.S. territorial gains and the Philippine-American War.**
  - 3.7.3 The arguments against U.S. imperialism during this time.**

Common Course Number: AMH2020

**Unit 4: Progressivism, World War I, and the Inter-war Years, 1890-1939**

**General Outcome:**

- 4.0 The students shall assess the major figures, organizations, goals, and outcomes associated with progressivism. The students shall analyze the origins, progression, and outcomes of World War I.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the students shall be able to:**

- 4.1 Analyze the contributions of progressives, with special attention to:**
- 4.1.1 The causes and factors contributing to the progressive movement.**
  - 4.1.2 The definition and characteristics of progressives.**
  - 4.1.3 The specific goals and outcomes of progressives in attempting to solve the problems caused by industrialization, urbanization, political corruption, and social disorder.**
  - 4.1.4 The policies and practices of progressive presidents Theodore Roosevelt, William Howard Taft, and Woodrow Wilson.**
- 4.2 Compare and contrast the diplomacy of Presidents Theodore Roosevelt, William Howard Taft, and Woodrow Wilson before 1914.**
- 4.3 Assess the role of the U.S. in the Great War from 1914 to 1918, with special attention to:**
- 4.3.1 The origins of the Great War in Europe and American responses to it.**
  - 4.3.2 The U.S. government's mobilization of the war effort at home.**
  - 4.3.3 The role of the U.S. military in the war.**
  - 4.3.4 President Woodrow Wilson's plan for peace, including his Fourteen Points.**
  - 4.3.5 The content of and debates over the Treaty of Versailles.**
- 4.4 Analyze America's response to the Great War, including the isolationist and conservative politics of the 1920s and 1930s.**
- 4.5 Evaluate the prevailing social, cultural, political, and economic developments of the 1920s, including but not limited to the Eighteenth Amendment and Prohibition, the Nineteenth Amendment and woman suffrage, the Harlem Renaissance, the consumer revolution, and the rise in nativism.**
- 4.6 Compare and contrast the leadership of Presidents Warren G. Harding, Calvin Coolidge, and Herbert Hoover during the 1920s.**
- 4.7 Analyze the causes and effects of the Great Depression, with special attention to:**
- 4.7.1 The characteristics of the Post-World War I U.S. economy.**
  - 4.7.2 The role of the U.S. in the international economy.**
  - 4.7.3 President Herbert Hoover's strategy for combating the depression.**
  - 4.7.4 President Franklin D. Roosevelt's New Deal plan for relief, recover, and reform.**
  - 4.7.5 The impact of the Depression on American citizens and on American thought and culture.**

Common Course Number: AMH2020

**Unit 5: World War II and the Early Cold War, 1939-1963**

**General Outcome:**

- 5.0 The students shall analyze the origins, progression, and outcome of World War II. The students shall assess the development and characteristics of the Cold War in its first decades, including its impact on U.S. foreign and domestic policy and practices.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the students shall be able to:**

- 5.1 Analyze the role of the U.S. in World War II from 1939 to 1945, with special attention to:**
- 5.1.1 The events leading to the outbreak of World War II and American responses to it.**
  - 5.1.2 The economic, political, and social mobilization for the war effort.**
  - 5.1.3 The military strategies used during the war, including the liberation of Europe, the fighting in the Pacific, and the decision to drop the atomic bomb on Japan.**
  - 5.1.4 The wartime alliance between the U.S., Great Britain, and Russia, including the Yalta Conference in February 1945.**
- 5.2 Assess the origins of the Cold War.**
- 5.3 Evaluate the development of postwar containment policy.**
- 5.4 Analyze the origins, progression, and outcome of the Korean War.**
- 5.5 Interpret the effect of the Cold War on American society, politics, and culture.**
- 5.6 Compare and contrast the Cold War foreign policy of Presidents Harry S Truman, Dwight D. Eisenhower, and John F. Kennedy.**
- 5.7 Compare and contrast the Cold War domestic economic policy of Presidents Harry S Truman, Dwight D. Eisenhower, and John F. Kennedy.**

Common Course Number: AMH2020

**Unit 6: The Politics of Protest and the End of the Cold War, 1960-1991**

**General Outcome:**

- 6.0 The students shall analyze the causes and consequences of the major social movements of the 1960s. The students shall identify and evaluate the political, social, economic, and diplomatic developments between the 1970s and early 1990s and their relationship to earlier decades.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the students shall be able to:**

- 6.1 Analyze the development of the civil rights movement of this era, with special attention to:**
- 6.1.1 The origins of the modern civil rights movement.**
  - 6.1.2 The major figures, goals, and strategies of the modern civil rights movement.**
  - 6.1.3 The evolution of the civil rights movement from the early-1960s to the 1970s.**
  - 6.1.4 The intended and unintended consequences of the modern civil rights movement, including successes, failures, and backlash.**
- 6.2 Analyze the development of the feminist movement of this era, with special attention to:**
- 6.2.1 The origins of the second-wave feminist movement.**
  - 6.2.2 The major figures, goals, and strategies of the second-wave feminist movement.**
  - 6.2.3 The evolution of the feminist movement from the early-1960s to the 1970s.**
  - 6.2.4 The intended and unintended consequences of the second-wave feminist movement, including successes, failures, and backlash.**
- 6.3 Evaluate the origins and goals of the environmental movement of this era.**
- 6.4 Assess the evolution of America's involvement in Vietnam, with special attention to:**
- 6.4.1 The origins of U.S. military personnel in Vietnam in the 1950s-early 1960s.**
  - 6.4.2 The escalation of American's involvement in Vietnam after 1964.**
  - 6.4.3 The origins, figures, goals, strategies, and outcomes of the Anti-Vietnam War movement.**
  - 6.4.4 The responses of the Johnson and Nixon administrations to the Anti-Vietnam War movement.**
  - 6.4.5 The Vietnamization policy and the end of U.S. military involvement in Vietnam in the early 1970s.**
- 6.5 Evaluate the domestic and foreign policies of the Nixon administration.**
- 6.6 Analyze the origins of the Watergate scandal and its impact on national political affairs and the national mood.**
- 6.7 Analyze the efforts of the Ford and Carter administrations to respond to major national problems, including but not limited to the oil crisis, the rise in inflation, and the declining industrial base.**

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- 6.8 Interpret the factors behind the conservative resurgence of the late-twentieth century.**
- 6.9 Evaluate the domestic policies of the Ronald Reagan and George H.W. Bush administrations and their consequences for the American people.**
- 6.10 Assess the challenges to and responses of minorities and women to the changing social and economic conditions of the 1980s and early 1990s.**
- 6.11 Evaluate the foreign policies of the Ronald Reagan and George H.W. Bush administrations and their consequences, including the end of the Cold War.**

Common Course Number: AMH2020

**Unit 7: The U.S. in the Late 20<sup>th</sup> and Early 21<sup>st</sup> Century, 1991-2008**

**General Outcome:**

- 7.0 The students shall assess the political, social, economic, and international events that shaped American life in the early 1990s and beyond.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the students shall be able to:**

- 7.1 Evaluate the political climate of the early 1990s contributing to the election of President William J. Clinton.**
- 7.2 Assess the foreign policies of the Clinton administration.**
- 7.3 Assess the domestic policies of the Clinton administration.**
- 7.4 Interpret the controversial presidential election of 2000.**
- 7.5 Evaluate the domestic policies and challenges of the George W. Bush administration, including education policy and the election of 2004.**
- 7.6 Evaluate the foreign policies and challenges of the George W. Bush administration, including the 9/11 attacks and the decisions to go to war in Afghanistan and Iraq.**
- 7.7 Analyze the historical significance of the 2008 presidential election.**
- 7.8 Assess the challenges for the American people in the twenty-first century.**