

## HIST118 : United States History, 1865-Present

### General Information

Author:	<ul style="list-style-type: none"> <li>• Michelle Stonis</li> <li>• Ramos, Hazel</li> </ul>
Course Code (CB01) :	HIST118
Course Title (CB02) :	United States History, 1865-Present
Department:	HIST
Proposal Start:	Fall 2025
TOP Code (CB03) :	(2205.00) History
CIP Code:	(54.0101) History, General.
SAM Code (CB09) :	Non-Occupational
Distance Education Approved:	Yes
Will this course be taught asynchronously?:	Yes
Course Control Number (CB00) :	CCC000305634
Curriculum Committee Approval Date:	12/11/2024
Board of Trustees Approval Date:	01/21/2025
Last Cyclical Review Date:	03/01/2021
Course Description and Course Note:	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, as well as contemporary Twenty-first-century developments, are examined.
Justification:	Content Change
Academic Career:	<ul style="list-style-type: none"> <li>• Credit</li> </ul>
Mode of Delivery:	<ul style="list-style-type: none"> <li>• In-Person</li> <li>• Remote</li> <li>• Hybrid</li> <li>• Online</li> </ul>
Author:	No value
Course Family:	No value

### Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none"> <li>• History</li> </ul>
Alternate Discipline:	No value
Alternate Discipline:	No value

## Course Development

### Basic Skill Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

### Course Special Class Status (CB13)

Course is not a special class.

### Pre-Collegiate Level (CB21)

Not applicable.

### Grading Basis

- Grade Only

### Course Support Course Status (CB26)

Course is not a support course

## General Education and C-ID

### General Education Status (CB25)

Not Applicable

### Transferability

Transferable to both UC and CSU

### Transferability Status

Approved

#### IGETC Area

3B-Humanities

#### Area

Humanities Courses

#### Status

Approved

#### Approval Date

09/09/1991

#### Comparable Course

No Comparable Course defined.

4F-History

History

Approved

09/03/2013

#### CSU GE-Breadth Area

C2-Humanities

#### Area

Humanities:  
(Literature,  
Philosophy,  
Languages Other  
than English)

#### Status

Approved

#### Approval Date

09/09/1991

#### Comparable Course

No Comparable Course defined.

D6-History

History

Approved

09/03/2013

#### C-ID

HIST

#### Area

History

#### Status

Approved

#### Approval Date

08/29/2016

#### Comparable Course

HIST 140 - United States History from 1865

## Units and Hours

### Summary

**Minimum Credit Units (CB07)**

3

**Maximum Credit Units (CB06)**

3

**Total Course In-Class (Contact) Hours**

54

**Total Course Out-of-Class Hours**

108

Total Student Learning Hours 162

### Credit / Non-Credit Options

**Course Type (CB04)**

Credit - Degree Applicable

**Noncredit Course Category (CB22)**

Credit Course.

**Noncredit Special Characteristics**

No Value

**Course Classification Code (CB11)**

Credit Course.

**Funding Agency Category (CB23)**

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

### Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Studio Hours	0	0

### Course Student Hours

**Course Duration (Weeks)** 18

**Hours per unit divisor** 0

**Course In-Class (Contact) Hours**

Lecture 54

Laboratory 0

Studio 0

**Total** 54

**Course Out-of-Class Hours**

Lecture 108

Laboratory 0

Studio 0

**Total** 108

### Time Commitment Notes for Students

No value

### Units and Hours - Weekly Specialty Hours

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

### Prerequisites, Corequisites, Recommended Corequisites, and Recommended Preparation

**Advisory**

ENGLC1000 - Academic Reading and Writing (in-development)

Objectives

- Analyze stylistic choices in their own writing and the writing of others.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

## Entry Standards

Entry Standards	Description
No value	No value

## Course Limitations

Cross Listed or Equivalent Course	Description
HIST118H Honors US Hist, 1865-Present	No Value

## Specifications

Methods of Instruction	
Methods of Instruction	Lecture
Methods of Instruction	Discussion
Methods of Instruction	Collaborative Learning
Methods of Instruction	Presentations
Methods of Instruction	Demonstrations
Methods of Instruction	Multimedia

## Out of Class Assignments

- Group project (e.g., develop poster talks on the achievements of the Progressives using primary and secondary sources)
- Research paper (e.g., a research paper using primary and secondary sources to explore the social consequences of the Vietnam war)
- 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

## Rationale

Exam/Quiz/Test

Three to five one-hour in-class examinations

In-Class Activity (answering journal prompt, group activity)

Peer review 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)

Activity (answering journal prompt, group activity)

In-class assignments (e.g., evaluate students' demonstration of course content mastery and reflection on historical relevancy through student journals)

Activity (answering journal prompt, group activity)

Individual and group discussions (e.g., groups are assigned to identify and discuss the themes of the course and their relevance to contemporary students)

Project/Portfolio

Group projects (e.g., teams compose multimedia presentations examining relevance of an event or controversy from post-Civil War)

Exam/Quiz/Test

Final examination requiring demonstration of course exit standards

## Textbook Rationale

No Value

## Textbooks

Author	Title	Publisher	Date	ISBN
David Shi	America: A Narrative History (Volume 2)	W. W. Norton & Company	July 1, 2022	978-0393882568

## Other Instructional Materials (i.e. OER, handouts)

No Value

## Learning Outcomes

### Course Objectives

Identify key concepts that have helped shape the political, economic, and social development of American society.

Assess the contributions made to American society by different ethnic, racial, class and gender groups.

Compare and contrast various historical periods and movements.

Compare and contrast various presidential administrations.

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.

Assess the roles the United States has played in the world as these have changed over time.

## SLOs

**Compare and contrast various historical concepts and different interpretations of the history of the United States from Reconstruction to the present.**

Expected Outcome Performance: 70.0

<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
--------------------------	--

<i>SOC S</i> Social Sciences	Developed a broad and critical understanding of the complex interconnections between the human and environmental forces in their world
---------------------------------	--

<i>HIST</i> History AA-T Degree	Engage in wide reading, deep thinking, and clear communication about the vast record of human experience
------------------------------------	--

	Learn how to discover facts, weigh interpretations, and draw conclusions in order to comprehend the present, envision alternative scenarios, and identify with generations to come
--	--

<i>HIST</i> History - AA-T	Engage in wide reading, deep thinking, and clear communication about the vast record of human experience.
-------------------------------	---

	Learn how to discover facts, weigh interpretations, and draw conclusions in order to comprehend the present, envision alternative scenarios, and identify with generations to come.
--	---

<i>SOC</i> Social Work and Human Services AA-T Degree	Explain the qualities and characteristics of effective human service professionals that view clients as whole persons in the context of their family, culture, and community using a biopsychosocial perspective
--	--

**Differentiate the impact of race, ethnicity, gender and class on American society.**

Expected Outcome Performance: 70.0

<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
--------------------------	--

<i>SOC S</i> Social Sciences	Developed a broad and critical understanding of the complex interconnections between the human and environmental forces in their world
---------------------------------	--

<i>HIST</i> History AA-T Degree	Engage in wide reading, deep thinking, and clear communication about the vast record of human experience
------------------------------------	--

	Learn how to discover facts, weigh interpretations, and draw conclusions in order to comprehend the present, envision alternative scenarios, and identify with generations to come
--	--

<i>HIST</i> History - AA-T	Engage in wide reading, deep thinking, and clear communication about the vast record of human experience.
-------------------------------	---

	Learn how to discover facts, weigh interpretations, and draw conclusions in order to comprehend the present, envision alternative scenarios, and identify with generations to come.
--	---

<i>SOC</i> Social Work and Human Services AA-T Degree	Explain the qualities and characteristics of effective human service professionals that view clients as whole persons in the context of their family, culture, and community using a biopsychosocial perspective
--	--

**Critique various political, economic and social forces that have been key to the nation's development and its influence on global affairs.**

Expected Outcome Performance: 70.0

<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
	Reflect and act upon personal responsibility as local and global citizens; respect and appreciate social and cultural diversity and recognize the complexity of the world; value and articulate the significance of environmental sustainability and social justice.
<i>SOC S</i> Social Sciences	Developed a broad and critical understanding of the complex interconnections between the human and environmental forces in their world
<i>HIST</i> History AA-T Degree	Engage in wide reading, deep thinking, and clear communication about the vast record of human experience
	Learn how to discover facts, weigh interpretations, and draw conclusions in order to comprehend the present, envision alternative scenarios, and identify with generations to come
<i>HIST</i> History - AA-T	Engage in wide reading, deep thinking, and clear communication about the vast record of human experience.
	Learn how to discover facts, weigh interpretations, and draw conclusions in order to comprehend the present, envision alternative scenarios, and identify with generations to come.
<i>SOC</i> Social Work and Human Services AA-T Degree	Explain the qualities and characteristics of effective human service professionals that view clients as whole persons in the context of their family, culture, and community using a biopsychosocial perspective

## Additional SLO Information

**Does this proposal include revisions that might improve student attainment of course learning outcomes?**

No

**Is this proposal submitted in response to learning outcomes assessment data?**

No

**If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.**

No Value

**SLO Evidence**

No Value

## Course Content

### Lecture Content

#### Reconstruction, 1861-1877 (2 hours)

- Economic and social problems of Reconstruction
- Political problems
  - Lincoln's policy
  - Johnson's policy
    - Vetoed Civil Rights Act of 1866
  - Radical reconstruction
    - Victory over Johnson
    - Fourteenth Amendment

- Reconstruction Acts
- Reconstruction governments in the South
- Impeachment of Johnson
- Downfall of radical reconstruction
- The creation of the KKK in 1866
- 1876 presidential election

### **The Gilded Age, 1870-1900 (3 hours)**

- Science, technology, and industrialization
- Monopolies and trusts
- Rockefeller, Carnegie, J.P. Morgan
- Revolt of the farmers
  - Grange
  - Populist Party
- Workers face the wage system
- Urbanization and immigration
- Race riots

### **Progressive Era, 1900-1920 (5 hours)**

- Background and characteristics of the progressives
- Entrepreneurship
  - Madam C. J. Walker
- Professionalization
  - Science
  - Medicine
  - Government
- 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 the passage of the Nineteenth Amendment
    - Silent Sentinels
    - Ida B. Wells-Barnett
    - Alice Paul
    - Mary Church Terrell
    - Dr. Mabel Ping-Hua Lee
  - Progressive reforms under Theodore Roosevelt
  - Progressive reforms under Taft
  - Progressive reforms under Wilson

### **Imperialism, 1890-1920 (5 hours)**

- Reasons for imperialism
  - Benevolent Empire
- Progressives as imperialists
- Spanish-American War
  - Causes
  - Military actions
  - Results
- Roosevelt's "Big Stick" policy
- Taft's Dollar Diplomacy
- Wilson's idealism, racism, and sexism
- Organizing and politicking
  - Jovita Idar
    - League of Mexican Women

### **World War I, 1914-1918 (2 hours)**

- 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 varied by race, class, ethnicity, and gender
- Peace
- Obstacles to a just peace
  - Fight over the League of Nations
  - Wilson versus Henry C. Lodge
  - Return to "normalcy"
- Medical and military technologies

### **The New Era of the Twenties (4 hours)**

- Postwar optimism and prosperity
- The voices of women in the political system
  - The New Woman
- Red Scare
- Immigration restriction
- Racism and lynching
- Religious fundamentalism
- Republicans in power
- Technological revolutions: public and private spheres

### **Depression and the New Deal, 1929-1940 (5 hours)**

- Crash and Depression
  - Causes
  - Characteristics
  - Impact on society as it varied by race, class, ethnicity, and gender
- New Deal
  - 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
- Environmentalism

### **World War II, 1941-1945 (3 hours)**

- Breakup of international order in the 1930s
- Causes of World War II
- United States entrance into the war
  - Causes
  - Military actions
  - Results
- Diplomacy during the war
- Sacrifice on the home front
- Manhattan Project and the Nuclear Age

### **Cold War America, 1945-1960 (5 hours)**

- Manhattan Project
- Atomic bomb
  - Military advances/charges
  - Shifting views of science
- Truman Doctrine
- Marshall Plan
- Containment
- Berlin crisis
- NATO
- Korean War
  - Causes
  - Results
- McCarthyism
  - Causes
  - Consequences
- The Eisenhower Presidency
- The impact of the Cold War on Americans varying by race, class, ethnicity, and gender
- Beginnings of the LGBTQ+ rights movement
  - Mattachine Society
  - Daughters of Bilitis

### **The New Frontier and the Great Society, the 1960s (5 hours)**

- The John Kennedy and Lyndon Baines Johnson presidencies
- Woodstock
- Counterculture: Drugs, Sex, and Rock 'n Roll
- Civil rights and anti-war movements
- War on poverty
- Activism, resisting oppression, and new civil liberties for the many groups in American society
  - Compton's Cafeteria Riot

- The Black Cat Protest
- Disability rights movement
- Selma to Montgomery Marches
- Red Power and the Occupation of Alcatraz
- Chicano Rights Movement
  - East LA student walkouts
- Foreign policy
- The space race and arms race

### **The Vietnam War (3 hours)**

- Causes
- Military strategy, science, and actions
- Results
  - Anti-War movement
  - New left

### **Watergate Era, 1970s (4 hours)**

- The Nixon presidency, the imperial presidency
- Foreign policy
  - Vietnam
  - Detente
  - SALT
- Scandal in the White House
  - Causes
  - Consequences
- The second wave of the women's movement
- Environmental Protection Agency, oil, and environment
- Anti-Immigrant sentiment
  - Mass sterilization of Mexican women

### **The Carter Presidency (1 hour)**

- Creation of the Departments of Energy and Education
- Camp David Accords
- Salt II Treaty

### **The Reagan Years (1 hour)**

- Reagan's 1976 speech and the myth of the "welfare queen"
- The emergence of conservatism
  - The Moral Majority
  - The Religious Right
- Supply-side economics
- Iran-Contra Affair
- Intermediate-Range Nuclear Forces Treaty
- The appointment of Sandra Day O'Connor to the Supreme Court
- HIV/AIDS epidemic
  - AIDS Coalition to Unleash Power (ACT UP)
  - Federal ban on gay men donating blood
  - "Gay-Related Immune Deficiency" (GRID)

### **The George H.W. Bush Administration (1 hour)**

- The fall of the Berlin Wall
- Economic turmoil
- Gulf War and Gulf Syndrome

### **The Clinton Years (1 hour)**

- Welfare reform
- NAFTA
- Advancements with internet
- The rise of third-wave feminism
- Impeachment

### **George Bush and Beyond (1 hour)**

- Hanging chads, the Supreme Court, and the US Election system
- The Iraq War
- 9/11 and the War on Terror
- Hurricane Katrina
- The Patriot Act

- No Child Left Behind
- Homeland Security
- Surveillance/post 9/11
- Climate change

**Barack Obama (1 hour)**

- Recession of 2008
- Dodd-Frank Wall Street Reform and Consumer Protection Act
- Patient Protection and Affordable Health Care Act
- The Lilly Ledbetter Act
- The rise of social media
- Birtherism and racism
- National Security Administration
  - Whistleblowers

**Twenty-first-Century Developments (2 hours)**

- Donald Trump and Joseph Biden Presidencies
- Globalization
- COVID-19 Pandemic
- George Floyd protests

**Total Hours 54**

**Additional Information**

**Repeatability**

Not Repeatable

**Justification (if repeatable was chosen above)**

No Value

**Is it possible this course will have a material fee?**

No Value

**I have contacted my library liaison (<https://campusguides.glendale.edu/faculty/liaisons>):**

No Value

**What term(s) will this course be offered?**

No Value

**Will any additional resources be needed for this course? (Click all that apply)**

No Value

**If additional resources are needed, add a brief description and cost in the box provided.**

No Value

## Resources

Did you contact your departmental library liaison?

No

If yes, who is your departmental library liaison?

No Value

Did you contact the DEIA liaison?

No

Were there any DEIA changes made to this outline?

No

If yes, in what areas were these changes made:

No Value

Will any additional resources be needed for this course? (Click all that apply)

No Value

If additional resources are needed, add a brief description and cost in the box provided.

No Value