

Glendale College

Course Outline of Record Report

Course ID 004108
Revision - November 2026

HISTC1002 : United States History since 1865

General Information

| | |
|---|---|
| Author: | <ul style="list-style-type: none"> Nancy Traynor Stonis, Michelle Ramos, Hazel |
| Attachments: | <p>HISTC1002_HIST118_Template1_withPart2_info.pdf</p> <p>HISTC1002_HIST118_Part 2.docx</p> |
| Course Code (CB01) : | HISTC1002 |
| Course Title (CB02) : | United States History since 1865 |
| Department: | HIST |
| Proposal Start: | Fall 2026 |
| TOP Code (CB03) : | (2205.00) History |
| CIP Code: | (54.0101) History, General. |
| SAM Code (CB09) : | E - Non-Occupational |
| Distance Education Approved: | Yes |
| Will this course be taught asynchronously?: | Yes |
| Course Control Number (CB00) : | CCC000305634 |
| Curriculum Committee Approval Date: | 11/26/2025 |
| Board of Trustees Approval Date: | 03/10/2026 |
| Last Cyclical Review Date: | 11/26/2025 |
| Course Description and Course Note: | <p>This course is a historical survey of the United States from the end of the Civil War to the present. The course also introduces students to historical reasoning skills. Students explore the political, cultural, social, and economic development of the United States and consider how race, class, gender, and ethnicity shaped modern American History through topics such as 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 eras, as well as contemporary issues. Note: This course was previously HIST 118.</p> |
| Justification: | Mandatory Revision |
| Academic Career: | <ul style="list-style-type: none"> Credit |
| Mode of Delivery: | <ul style="list-style-type: none"> In-Person Remote Hybrid Online |
| Author: | No value |
| Course Family: | No value |

Academic Senate Discipline

Primary Discipline:

- History

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 with Pass / No-Pass Option

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

| Cal-GETC | Area | Status | Approval Date | Comparable Course |
|--|--------------------------------|----------|---------------|-------------------------------|
| Area 3B: Humanities | Humanities | Approved | 09/02/2025 | No Comparable Course defined. |
| Area 4: Social and Behavioral Sciences | Social and Behavioral Sciences | Approved | 09/02/2025 | |

| GCC General Education Requirements | Area | Status | Approval Date | Comparable Course |
|--|--------------------------------|----------|---------------|-------------------------------|
| Area 3: Arts and Humanities | Arts and Humanities | Approved | 09/02/2025 | No Comparable Course defined. |
| Area 4: Social and Behavioral Sciences | Social and Behavioral Sciences | Approved | 09/02/2025 | |
| Area 7: American Institutions | American Institutions | Approved | 09/02/2025 | |

| C-ID | Area | Status | Approval Date | Comparable Course |
|------|---------|----------|---------------|--|
| HIST | History | Approved | 08/29/2016 | 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.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

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

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.

OR

Advisory

ENGLC1000E - Academic Reading and Writing

Objectives

- Analyze stylistic choices in their own writing and the writing of others and the context in which readings were produced.
- 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.

OR

Advisory

ENGLC1000H - Academic Reading and Writing - Honors

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 |

Requisite Validation

Upload Statistical Validation and/or other documents (if necessary)

No Value

Specifications

Methods of Instruction

| | |
|------------------------|---------|
| Methods of Instruction | Lecture |
|------------------------|---------|

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|------------------------|------------|
| Methods of Instruction | Discussion |
|------------------------|------------|

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| Methods of Instruction | Collaborative Learning |
|------------------------|------------------------|

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|------------------------|---------------|
| Methods of Instruction | Presentations |
|------------------------|---------------|

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|------------------------|----------------|
| 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 | Description of Activity/Interaction |
|-----------------------|-------------------------------------|
|-----------------------|-------------------------------------|

| | |
|---|--|
| Other | No value |
| Exam/Quiz/Test | Three to five one-hour in-class examinations |
| 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 the relevance of an event or controversy from post-Civil War) |
| Exam/Quiz/Test | Final examination requiring demonstration |
| Writing Assignment | Write an essay using primary and secondary sources on topics such as analyzing the politics of fear under McCarthyism during the Cold War |
| Other | Methods of formative and summative evaluation used to observe or measure students' achievement of course outcomes and objectives must include academic writing and research. Additional methods of evaluation are encouraged and at the discretion of local faculty and may incorporate assessments and exercises such as journals, quizzes, discussions, group work, and presentations. |

Textbook Rationale

No Value

Textbooks

| Author | Title | Publisher | Date | ISBN |
|---|---|---------------------|------|----------------|
| Carnes, Mark C. and John A. Garraty. | The American Nation | Pearson | 2021 | 978-0205790449 |
| Faragher, John Mack, Mari Jo Buhle, et al. | Out of Many: A History of the American People | Pearson | 2021 | 978-0134123462 |
| Foner, Eric, Kathleen DuVal, and Lisa McGirr. | Give Me Liberty! | W.W. Norton Company | 2022 | 978-1324041344 |
| Goldfield, David, Carol Abbott, et al. | The American Journey | Pearson | 2021 | 978-0135150894 |
| Kamensky, Jane, Carol Sheriff, et al. | A People and a Nation: A History of the United States | Cengage | 2017 | 978-1337671682 |

| | | | | |
|--|---|--------------------------|------|----------------|
| Kennedy, David M. and Lizabeth Cohen. | The American Pageant | Cengage Learning | 2024 | 978-1337915571 |
| Murrin, John, Pekka Hämäläinen, et al. | Liberty, Equality, Power. | Cengage Learning | 2019 | 978-0357040409 |
| Nash, Gary, Julie Roy, et al. | The American People: Creating a Nation and a Society | Pearson | 2023 | 978-0134584096 |
| Roark, James L., Michael P. Johnson , et al. | The American Promise | Bedford/St. Martin's | 2022 | 978-1319329914 |
| Tindall, George Brown and David E. Shi | America: A Narrative History | W.W. Norton & Company | 2022 | 978-0393882506 |
| Calloway, Colin G. | First Peoples: A Documentary Survey of Native American History | Bedford/St. Martin's | 2024 | 978-1319244576 |
| Brown, Leslie, Jacqueline Castledine, et al. | U.S. Women's History: Untangling the Threads of Sisterhood | Rutgers University Press | 2017 | 978-0813575858 |
| DuBois, Ellen and Lynn Dumenil. | Through Women's Eyes, Combined Volume: An American History with Documents | Macmillan Learning | 2024 | 978-1319244569 |
| White, Deborah Gray, Mia Bay, et al. | Freedom on My Mind: A History of African Americans, with Documents | Macmillan Learning | 2020 | 978-1319210151 |
| Kendi, Ibram X. Christopher Dontrell Piper, et al. | Stamped from the Beginning: The Definitive History of Racist Ideas in America | Bold Type Books | 2017 | 978-1645030393 |
| Choy, Catherine Ceniza, Cindy Kay, et al. | Asian American Histories of the United States | Beacon Press | 2023 | 978-0807012710 |
| Ling, Huping. | Asian American History | Rutgers University Press | 2023 | 978-1978826236 |

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|---------------------|--|--------------------------|------|----------------|
| Gonzales, Manuel G. | Mexicanos, Third Edition: A History of Mexicans in the United States | Indiana University Press | 2019 | 978-0253041722 |
|---------------------|--|--------------------------|------|----------------|

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

| | |
|---------------------------|---|
| Description | "U.S. History OpenStax Free Textbooks Online." (OER). |
| Author | Corbett, P. Scott, Janssen Volker, John Lund |
| Citation | No value |
| Online Resource(s) | No value |

| | |
|---------------------------|---|
| Description | American Yawp (OER). Stanford University Press. |
| Author | Locke, John and Ben Wright. |
| Citation | No value |
| Online Resource(s) | No value |

Learning Outcomes

Course Objectives

Demonstrate the ability to interpret primary and secondary sources and to compose an argument which uses supportive evidence.

Demonstrate an understanding of U.S. History through analytical categories such as race, class, gender, sexuality, and ethnicity.

Analyze economic, political, and cultural developments as well as social movements and assess their historical significance.

Analyze the relevance of Modern American History to the present day.

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. |
|--------------------------|--|

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|---|---|
| <i>ST DV</i> Liberal Arts: Social and Behavioral Sciences Emphasis A.A. Degree | Analyze how people act and have acted in response to their societies. |
| | Apply social science research methodology and effectively communicate research results and conclusions. |

| | |
|--|---|
| | Describe the principles, perspectives, and methods of inquiry used by the social and behavioral sciences. |
|--|---|

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|---|--|
| <i>ST DV</i> Liberal Arts: Arts and Humanities Emphasis A.A. Degree | Analyze works of philosophical, historical, literary, aesthetic, and cultural importance. |
| | Describe the art, literature, ideas, movements, and individuals that have helped to define values, civilizations, and the human condition. |
| <i>ESL</i> Upon completion of this program students will: | Apply content knowledge of chosen electives in order to select a degree and/or career pathway. |
| | Use English reading, writing, listening, and speaking skills at an advanced level of academic proficiency. |
| <i>POL S</i> Political Science AA-T Degree | Critically analyze and evaluate political institutions and processes in their state, national, and international environments. |
| <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>SOC S</i> Social Science A.A. Degree | 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 | 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 Degree | Engage with the past in order to promote critical thinking, develop information competency, improve communication, and foster global awareness. |
| | Learn how to analyze sources using historical thinking skills to discover facts, weigh interpretations, and draw conclusions to understand how historical knowledge is created. |
| <i>SOC</i> Social Work and Human Services AA-T Degree | Explain the qualities and characteristics of effective human service professionals who 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>ST DV</i> Liberal Arts: Social and Behavioral Sciences Emphasis A.A. Degree | Analyze how people act and have acted in response to their societies. |
| | Apply social science research methodology and effectively communicate research results and conclusions. |
| | Describe the principles, perspectives, and methods of inquiry used by the social and behavioral sciences. |
| <i>ST DV</i> Liberal Arts: Arts and Humanities Emphasis A.A. Degree | Analyze works of philosophical, historical, literary, aesthetic, and cultural importance. |
| | Describe the art, literature, ideas, movements, and individuals that have helped to define values, civilizations, and the human condition. |
| <i>ESL</i> Upon completion of this program students will: | Apply content knowledge of chosen electives in order to select a degree and/or career pathway. |
| | Use English reading, writing, listening, and speaking skills at an advanced level of academic proficiency. |
| <i>POL S</i> Political Science AA-T Degree | Critically analyze and evaluate political institutions and processes in their state, national, and international environments. |
| <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>SOC S</i> Social Science A.A. Degree | Developed a broad and critical understanding of the complex interconnections between the human and environmental forces in their world |

HIST
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.

HIST
History AA-T Degree

Engage with the past in order to promote critical thinking, develop information competency, improve communication, and foster global awareness.

Learn how to analyze sources using historical thinking skills to discover facts, weigh interpretations, and draw conclusions to understand how historical knowledge is created.

SOC
Social Work and Human Services AA-T
Degree

Explain the qualities and characteristics of effective human service professionals who 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

ILOs
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.

ST DV
Liberal Arts: Social and Behavioral
Sciences Emphasis A.A. Degree

Analyze how people act and have acted in response to their societies.

Apply social science research methodology and effectively communicate research results and conclusions.

Describe the principles, perspectives, and methods of inquiry used by the social and behavioral sciences.

ST DV
Liberal Arts: Arts and Humanities
Emphasis A.A. Degree

Analyze works of philosophical, historical, literary, aesthetic, and cultural importance.

Describe the art, literature, ideas, movements, and individuals that have helped to define values, civilizations, and the human condition.

ESL
Upon completion of this program
students will:

Apply content knowledge of chosen electives in order to select a degree and/or career pathway.

Use English reading, writing, listening, and speaking skills at an advanced level of academic proficiency.

POL S
Political Science AA-T Degree

Critically analyze and evaluate political institutions and processes in their state, national, and international environments.

SOC S
Social Sciences

Developed a broad and critical understanding of the complex interconnections between the human and environmental forces in their world

SOC S
Social Science A.A. Degree

Developed a broad and critical understanding of the complex interconnections between the human and environmental forces in their world

HIST
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.

HIST
History AA-T Degree

Engage with the past in order to promote critical thinking, develop information competency, improve communication, and foster global awareness.

Learn how to analyze sources using historical thinking skills to discover facts, weigh interpretations, and draw conclusions to understand how historical knowledge is created.

SOC
Social Work and Human Services
AA-T Degree

Explain the qualities and characteristics of effective human service professionals who 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

Part 1: Required Topics

Themes may include but are not limited to class, race, gender, and ethnicity; immigration; systems of labor; intellectual, technological, environmental, social, and cultural history; and foreign relations.

1. Introduction to basic methods of historical research and analysis.
2. Reconstruction and the New South.
3. Immigration, industrialization, and urbanization in the Gilded Age.
4. Closing of the frontier and Resistance of Indigenous Peoples.
5. Progressive Era Reform Movements.
6. Imperialist expansion and emergence of the United States as a world power.
7. World War I.
8. Post-War America and the 1920s.
9. The Great Depression and the New Deal.
10. World War II and Its Aftermath.
11. Cold War Era.
12. Civil Rights Movements.
13. Vietnam, the Great Society, and the Transformation of America.
14. From Nixon to Reagan.
15. Entering the New Millennium.
16. Twenty-first century and the recent past.

Additional Information

Repeatability

Not Repeatable

Justification (if repeatable was chosen above)

No Value

Is it possible this course will have a material fee?

No

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

No Value

What term(s) will this course be offered?

Fall/Winter/Spring/Summer

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