

HIST 018: US HISTORY FROM RECONSTRUCTION TO PRESENT

Originator

ocollins

Justification / Rationale

Inclusion of new OER which will highlight current curriculum. OER will give immediate, free access to the students when term begins. To sync record-added missing COD and CSU GE and IGETC areas to reflect catalog and Colleague.

Effective Term

Spring 2023

Credit Status

Credit - Degree Applicable

Subject

HIST - History

Course Number

018

Full Course Title

US History from Reconstruction to Present

Short Title

U.S.HISTORY

Discipline**Disciplines List**

History

Modality

Face-to-Face

100% Online

Hybrid

Catalog Description

This course is a survey of the political and social development of the United States from the Reconstruction Period to the present.

Schedule Description

This course is a survey of the political and social development of the United States from the Reconstruction Period to the present.

Advisory: ENG 001A

IGETC: 3B, 4F

Lecture Units

3

Lecture Semester Hours

54

Lab Units

0

In-class Hours

54

Out-of-class Hours

108

Total Course Units

3

Total Semester Hours

162

Prerequisite Course(s)

Advisory: ENG 001A

Required Text and Other Instructional Materials**Resource Type**

Book

Author

Roark, Johnson, et al

Title

THE AMERICAN PROMISE: A HISTORY OF THE UNITED STATES – VOLUME 2

Edition

7th

Publisher

Bedford/St. Martin's

Year

2012

College Level

Yes

Flesch-Kincaid Level

13.6

ISBN #

978-1319062002

Resource Type

Book

Author

Foner, Eric

Title

Give Me Liberty! An American History, Volume 2

Edition

Seagull 5th Edition

Publisher

W.W. Norton Co.

Year

2017

College Level

Yes

Flesch-Kincaid Level

12

ISBN #

978-0-393-61565-4

Resource Type

Book

Formatting Style

MLA

Author

Collaborative

Title

American Yawp

Edition

Press Edition

City

Palo Alto

Publisher

Stanford University

Year

2020-2021

College Level

Yes

Class Size Maximum

45

Entrance Skills

Use theses to organize paragraphs into coherent analysis

Requisite Course Objectives

ENG 001A-Develop ideas coherently in writing through the drafting process.

ENG 001A-Write thesis statements, topic sentences, and ideas in an organized way in multi-page essays.

Entrance Skills

Recognize features of style such as purpose, audience, and tone and integrate these elements into academic and professional writing.

Requisite Course Objectives

ENG 001A-Incorporate complex sentence-structure and variety of word choice.

ENG 001A-Recognize and integrate creative elements of style (metaphor, analogy, voice, tone).

Entrance Skills

Demonstrate the ability to read and respond in writing beyond the literal interpretation of the text.

Requisite Course Objectives

ENG 001A-Find, read, analyze, evaluate, interpret, and synthesize outside sources, including online information.

ENG 001A-Read, analyze, and interpret varied texts (i.e. literature, digital forms, visual).

ENG 001A-Understand how readers' experiences influence the reading of texts.

Entrance Skills

Utilize a handbook to properly cite and document source material in MLA format.

Requisite Course Objectives

ENG 001A-Correctly use MLA or APA documentation as appropriate both within essays and in works cited entries.

ENG 001A-Identify and evaluate appropriate source, incorporating them appropriately quotations, summaries, paraphrases and appropriate facts.

Course Content

1. Reconstruction
2. The Great Plains and the Plains Indians
3. The Railroads
4. J.P. Morgan & Andrew Carnegie
5. Labor and Industrialization
6. The Social Gospel
7. Education
8. U.S. and World Affairs
9. Teddy Roosevelt
10. William Howard Taft
11. Woodrow Wilson
12. Wilson and Foreign Affairs
13. The Great War
14. Treaty of Versailles
15. The Ku Klux Klan, Prohibition, and the Scopes Trial
16. The Harding Scandals
17. Herbert Hoover and the Great Depression
18. Franklin Roosevelt and the New Deal
19. The Struggle for Recovery
20. World War II
21. The Truman Doctrine and the Marshall Plan
22. The Cold War
23. Dwight Eisenhower
24. John Kennedy
25. The Civil Rights Struggle
26. Vietnam
27. The Watergate Affair
28. The Reagan Revolution
29. Economic, Social, and Cultural Change in the late 20th century.
30. A Time of Hope and Fear: 1990-2011

Course Objectives

| | Objectives |
|-------------|--|
| Objective 1 | Identify some of the most salient, recurring patterns in American history, an example of which are the ongoing conflicts and contrast between American ideals, such as those set forth in the Declaration of Independence, and patterns of discrimination and exclusion. |
| Objective 2 | Recognize diverse groups and peoples who have participated in the shaping of American history. |
| Objective 3 | Analyze the interrelationships between economics, political history and societal life. |
| Objective 4 | Ability to adopt a historical evolution of the primary institutions of American society. |
| Objective 5 | Distinguish and evaluate the unfolding of American history within the context world history. |
| Objective 6 | Evaluate different interpretations of historical events. |
| Objective 7 | Identify and describe key individuals, events and movements in U.S. history since 1865. |
| Objective 8 | Describe the struggles of various immigrant groups to participate in American life. |
| Objective 9 | Describe America's role as a world power since 1898, including the impact of World War I, World War II and the Cold War. |

Student Learning Outcomes

| Upon satisfactory completion of this course, students will be able to: | |
|--|---|
| Outcome 1 | Explain and identify the importance of eras of U.S. history in the second half of the nineteenth century. |
| Outcome 2 | Analyze the factors that led to U.S. involvement in World War One and World War Two. |
| Outcome 3 | Evaluate political and cultural changes the U.S. experiences after World War Two. |

Methods of Instruction

| Method | Please provide a description or examples of how each instructional method will be used in this course. |
|------------------------------|--|
| Technology-based instruction | Online homework, watching videos, interactive websites, online trivia such as Kahoot. |
| Role Playing | Historical role playing where each student is assigned a role as an historical figure. |
| Participation | Discussion and interactive instruction such as: vote with your body, trading cards, and speed pairing. |
| Lecture | Auditory delivery of material with the help of visual aids such as Power Points, video links, and white board demonstration. |
| Individualized Study | Students are given an in-class reading or writing assignment to work on individually. |
| Collaborative/Team | Group work in class with instructor-provided prompt which include materials, group exercises, presentations or projects. |
| Journal | Written journal assignments given in-class and assigned out of class based on reflections from assigned readings and current events. |

Methods of Evaluation

| Method | Please provide a description or examples of how each evaluation method will be used in this course. | Type of Assignment |
|--|---|---------------------|
| College level or pre-collegiate essays | Student writing is a required component of this course- a minimum of 2,500 words of written work should be assigned by the instructor over the course of the semester- instructor can meet the requirement through assigned journal writing, in-class writing, written homework, research papers, exam essays, etc. | In and Out of Class |
| Student participation/contribution | Instructors are encouraged to find a way to incentivize student participation through in-class activities, online discussion boards and group work. | In and Out of Class |
| Mid-term and final evaluations | Mid-term and final evaluations such as: essays, written short answer exams, final projects and presentations. | In and Out of Class |
| Tests/Quizzes/Examinations | True/false/ multiple choice evaluations can be assigned as part of an exam and an in-class or online quiz. | In and Out of Class |
| Group activity participation/observation | Student discussion and work groups and participation in campus events. | In and Out of Class |
| Presentations/student demonstration observations | Group or individual student presentations for the purpose of student learning and shared information. | In Class Only |
| Term or research papers | As part of the writing requirement instructors may choose to assign a research or term paper- recommended citation method is MLA or Chicago-Turabian which is the standard citation method used in history. | Out of Class Only |
| Written homework | As part of the writing requirement instructors may assign written homework. | Out of Class Only |

| | | |
|-------|---|---------------------|
| Other | Regular reading assignments including textbook chapters and supplemental reading including primary source documents, scholarly articles, etc. | In and Out of Class |
|-------|---|---------------------|

Assignments

Other In-class Assignments

1. Attendance at lectures, including the taking of detailed notes thereon.
2. Viewing films and slides, including the taking of detail notes thereon.
3. Reading and discussing handouts: Examples: Journal articles, excerpts from other leading scholars works, and primary documents.
4. Group discussions of film or slides or class handout and reporting in class as a panel or with a group spokesperson.
5. Short quizzes on assigned reading in textbook.
6. Examinations of various types, such as short essay and multiple choice. Essay examples: "Discuss the impact of the Eighteenth Amendment and its impact on American society in the 1920's" or "Examine the impact of television on U.S. society in the 1950's and 1960's".

Other Out-of-class Assignments

1. Readings in the textbook and in recommended supplementary literature. Examples: "Gospel of Wealth" by Andrew Carnegie, or "14 Point Speech" by Woodrow Wilson.
2. Take-home worksheets, based on the assigned reading for the next class.
3. 5-7 page essay on selected subject. Examples: "Compare and contrast socialism and progressivism. What were there similarities? Where did they differ?" or "Contrast the responses of President Herbert Hoover to the depression with those of his successor, Franklin D. Roosevelt."

Grade Methods

Letter Grade Only

Distance Education Checklist

Include the percentage of online and on-campus instruction you anticipate.

Online %

10

On-campus %

90

Instructional Materials and Resources

If you use any other technologies in addition to the college LMS, what other technologies will you use and how are you ensuring student data security?

none

If used, explain how specific materials and resources outside the LMS will be used to enhance student learning.

n/a

Effective Student/Faculty Contact

Which of the following methods of regular, timely, and effective student/faculty contact will be used in this course?

Within Course Management System:

Chat room/instant messaging
Discussion forums with substantive instructor participation
Online quizzes and examinations
Private messages
Regular virtual office hours
Timely feedback and return of student work as specified in the syllabus
Weekly announcements

External to Course Management System:

Direct e-mail

Posted audio/video (including YouTube, 3cm mediasolutions, etc.)
Telephone contact/voicemail

For hybrid courses:

Scheduled Face-to-Face group or individual meetings
Supplemental seminar or study sessions

Briefly discuss how the selected strategies above will be used to maintain Regular Effective Contact in the course.

Students will regularly and frequently complete assignments in discussion forums and/or groups, and they will regularly and frequently submit formal writing assignments, so they will receive regular and frequent feedback from the instructor on these assignments.

If interacting with students outside the LMS, explain how additional interactions with students outside the LMS will enhance student learning.

Students have the opportunity to contact their instructor on the phone or through email, which gives them an extra avenue for getting feedback and assistance on course material. In addition, students may be directed to open-source audio and/or video material to supplement their learning.

Other Information**Provide any other relevant information that will help the Curriculum Committee assess the viability of offering this course in an online or hybrid modality.**

This section has already been offered multiple times online by certified online instructors. Instructors, and their shells, have completed the COD-DE requirements.

COD GE

C2 - Social and Behavioral Science
C3 - Arts, Humanities, and Culture

CSU GE

C2 - Humanities
D6 - History

IGETC GE

3B - Humanities
4F - History

MIS Course Data**CIP Code**

54.0101 - History, General.

TOP Code

220500 - History

SAM Code

E - Non-Occupational

Basic Skills Status

Not Basic Skills

Prior College Level

Not applicable

Cooperative Work Experience

Not a Coop Course

Course Classification Status

Credit Course

Approved Special Class

Not special class

Noncredit Category

Not Applicable, Credit Course

Funding Agency Category

Not Applicable

Program Status

Program Applicable

Transfer Status

Transferable to both UC and CSU

General Education Status

Y = Not applicable

Support Course Status

N = Course is not a support course

C-ID

HIST 140

Allow Audit

No

Repeatability

No

Materials Fee

No

Additional Fees?

No

Approvals**Curriculum Committee Approval Date**

10/05/2021

Academic Senate Approval Date

10/28/2021

Board of Trustees Approval Date

11/11/2021

Chancellor's Office Approval Date

11/16/2021

Course Control Number

CCC000328806

Programs referencing this courseHistory AA-T Degree (<http://catalog.collegeofthedesert.eduundefined/?key=16>)Liberal Arts: Arts, Humanities Communication Studies AA Degree (<http://catalog.collegeofthedesert.eduundefined/?key=26>)Liberal Arts: Social and Behavioral Sciences AA Degree (<http://catalog.collegeofthedesert.eduundefined/?key=30>)Social Science AA Degree (<http://catalog.collegeofthedesert.eduundefined/?key=32>)