



Catalog Description

HIST C1002 - United States History since 1865

Transfer Status: CSU/UC

Unit(s): 3.00

Lecture: 51.00 Contact hours/102.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

Course Description:

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. ~~The course encompasses important economic, political, cultural and social developments.~~ This course emphasizes the analysis of historical documents, literature, and other forms of human expression to understand the economic, political, social, cultural, technological, and scientific forces that have shaped modern America and the diverse experiences of its people (C-ID HIST 140).

Objectives

Upon successful completion of this course, the student should be able to:

1. Demonstrate the ability to interpret primary and secondary sources and to compose an argument which uses supportive evidence.
2. Demonstrate an understanding of U.S. History through analytical categories such as race, class, gender, sexuality, and ethnicity.
3. Analyze economic, political, and cultural developments as well as social movements and assess their historical significance.
4. Analyze the relevance of Modern American History to the present day.
5. ~~Recognize~~ Examine the diversity of historical experiences and ~~the contributions of major social and ethnic groups.~~ analyze the roles and impact of major social and ethnic groups in the development of the United States.
6. ~~Explain historical events and developments in chronological and contextual relation to one another.~~
7. ~~Discuss~~ Describe America's growth in a global context.
8. Investigate how cultural forms – literature, art, music, film, and fashion – have both reflected and shaped the American experience.
9. Employ knowledge of the past and ability to analyze information to think critically about self, society, and the world.
10. ~~Examine how American institutions and culture have changed over time and how they have remained the same.~~ Analyze how recurring themes — including the expansion of civil rights, economic transformation, and U.S. engagement with the world — connect events and movements across the full chronological span of the course
11. Explain major technological and scientific developments and their historical significance.

Course Content

Topic Titles /

Suggested Time Topic

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.
17. Gilded Age Reform: Civil Service, Populism, and the Labor Movement.
18. Globalization.

Total Hours: 51.00

Expanded Topics

1. Introduction to basic methods of historical research and analysis.
 - A. The past and history
 - B. Historical Inquiry Process
 - C. Primary and secondary sources
2. Reconstruction and the New South.
 - A. Presidential Reconstruction
 - B. Congressional Reconstruction
 - C. Defining citizenship and rights (13th, 14th, 15th Amendments)
3. Immigration, industrialization, and urbanization in the Gilded Age.
 - A. Industrialization and the rise of big business
 - B. The African American Great Migration and new European immigration
 - C. The new urban America (tenements, the City Beautiful movement, arts, mass culture, Tammany Hall)
 - D. Gilded Age reform (civil service, Populism, the labor movement, conservation)
4. Closing of the frontier and resistance of Indigenous Peoples.
 - A. Farming, ranching, and mining frontiers
 - B. Indian policy from Removal to the Dawes Act
 - C. Native American resistance, adaptation, and survival
 - D. Hispanic Americans in the American Southwest
 - E. The West in popular literature and culture
5. Progressive Era reform movements.
 - A. Local, state, and federal level reform initiatives
 - B. Women and African Americans in Progressive Era reform movements
 - C. Critiques of the Progressive Era
6. Imperialist expansion and emergence of the United States as a world power.
 - A. Annexation of Hawaii
 - B. Spanish-American War and overseas empire
 - C. U.S. foreign policies ("Big Stick," "Dollar Diplomacy," "Moral Imperialism")
 - D. Interventions in Latin America
7. World War I.
 - A. War in Europe and U.S. involvement
 - B. Varied experiences of women and men of diverse backgrounds at home and abroad
 - C. Defining free speech: the Espionage Act and the 1st Amendment
 - D. The Red Scare
8. Postwar America and the 1920s.
 - A. Prosperity, technology, leisure, and consumption
 - B. The "New Woman"
 - C. The "New Negro" and the Harlem Renaissance
 - D. Transformations and backlash
 - E. Defining citizenship and rights (19th Amendment, 1924 Indian Citizenship Act)
 - F. The "Lost Generation" (Fitzgerald, Hemingway, Lewis, Wharton)
9. The Great Depression and the New Deal.
 - A. Causes and onset of the Depression
 - B. "Hard Times"
 - C. The Dust Bowl
 - D. Migration and repatriation
 - E. Relief, recovery, and reform
 - F. The arts and entertainment during the Great Depression and New Deal
 - G. The New Deal and civil rights
 - H. Franklin Roosevelt and the "imperial presidency"

10. World War II and Its Aftermath.

- A. Germany between the wars; the invasion of Poland
- B. Japanese militarism and imperialism
- C. Response by the U.S. and Pearl Harbor
- D. War in Europe and in the Pacific
- E. Varied experiences of men and women of diverse backgrounds at home and abroad
- F. Domestic impact (economy, political system, western states, social dynamics)

11. Cold War Era.

- A. The superpowers, fate of Eastern Europe, the nuclear age, the Marshall Plan and Truman Doctrine, the United Nations, and Bretton Woods
- B. The Korean War
- C. The Second Red Scare and McCarthyism
- D. Decolonization and the Global Reach of "The American Century"
- E. Suburban life and culture, the television, and rock-n-roll
- F. The Beats (Kerouac, Ginsberg, Burrows)

12. Civil Rights Movements.

- A. African American struggle for civil rights
- B. Mexican American fight for civil rights
- C. American Indian protest
- D. Women's movement and gay liberation

13. Vietnam, the Great Society, and the Transformation of America.

- A. Cuban Missile Crisis
- B. Student movements; free speech
- C. The Great Society
- D. 1964 Civil Rights Act and 1965 Voting Rights Act
- E. 1965 Immigration and Nationality Act of 1965 and the changing face of America
- F. *Silent Spring*, the first Earth Day, and environmentalism
- G. The Vietnam War era and its legacies

14. From Nixon to Reagan.

- A. 1968 election, Richard Nixon's domestic and foreign policies, and Watergate
- B. Jimmy Carter, the oil crisis, and the Iran hostage crisis
- C. The Reagan Revolution
- D. Culture wars
- E. African American life and culture in Reagan era America
- F. A new world order (end of the Cold War, escalating tensions in the Middle East)

15. Entering the New Millennium.

- A. Bill Clinton's domestic and foreign policies
- B. The global warming movement
- C. The internet boom

16. Twenty-first century and the recent past.

- A. September 11th and the War on Terror
- B. The Great Recession
- C. Barack Obama's domestic and foreign policies
- D. Defining citizenship and rights (immigrants, marriage, affirmative action, abortion)
- E. Recent presidential administrations and shifting domestic and foreign policy priorities
- F. Contemporary challenges (political polarization, economic inequality, public health crises, climate change, racial justice movements, debates over democracy, artificial intelligence)

Methods of Instruction

- A. Class Activities
- B. Collaborative Group Work
- C. Guest Speakers
- D. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- E. Lecture
- F. Homework: A major part of that time will be spent reading both primary and secondary sources, including but not limited to monographs, articles, course readers, textbooks, literature and/or websites.

Methods of Evaluation

A. 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.

Examples of Assignments

Reading Assignments

1. Read the essay, "Why Study History," by Peter Stearns. Rank the six reasons that he provides, with the reason you find most convincing first and descending to the reason you find least compelling. Arrive in class prepared to discuss the reading and your thoughts.
2. Read excerpts from Langston Hughes and Zora Neale Hurston. Write notes identifying how each author expresses ideas about race, identity, and modern America and be prepared to discuss in class.
3. ~~Read Chapter 5 in *Going to the Source*. As you read, make a list of both the advantages and disadvantages of using advertisements as evidence of the past. Arrive in class ready to hand in your list, and to participate in an activity analyzing historical advertisements.~~

Writing Assignments

1. ~~Compose a 750-1000 word essay in response to the question: Was the decision to use atomic bombs against Japan the right one? Or, should the U. S. have pursued some other course of action to end the war? The essay should include specific references to primary sources. It should also reflect accurate knowledge of the issues/circumstances surrounding the bombings.~~
2. ~~The article, "The Bakke Case" asks, "Is Affirmative Action Necessary and Legal, or does it violate the U. S. Constitution?" Write a 750-1000 word essay on the article in which you summarize key arguments presented by supporters of affirmative action and key arguments presented by critics of affirmative action. This should be an informative/descriptive history essay written in a scholarly tone. The overarching question will then be considered in classroom discussion.~~
1. The meaning of citizenship in the United States has evolved significantly since the end of the Civil War. In a 750-1000-word essay, analyze how definitions of citizenship and the rights of citizens have changed from Reconstruction through the early 21st century.
2. In a 750-1000-word essay, explain ways in which American industrial growth, social structures, and urban life during the Gilded Age were shaped by influences from other cultures.

Out-of-Class Assignments

1. ~~Go to the "How to Use Primary Sources" page of the *Primary Source Village* website. Read through each page of the tutorial, examining the examples as you read. Then search online for a primary source on something specific that you encountered in this week's assigned reading.~~
 1. ~~Write a full description of your primary source, following the steps outlined in the tutorial.~~
 2. ~~Briefly describe how the primary source adds to your understanding of the topic.~~
 3. ~~Provide a source citation for where you found the primary source, as well as citations for any other materials used to complete the assignment.~~
2. ~~From the *History Skills* website, study the tutorial on "The Difference Between Opinion and Perspective." Then, read the *Newsweek* opinion piece, "Why the Supreme Court Has Nine Judges." In a 500-word essay, identify the author and his perspective, and explain his key ideas regarding the number of Supreme Court justices.~~

1. Analyze a monument, memorial, or mural (Native American, World War II, etc.). In a 1-2 page paper, explain the historical message it communicates and whose perspectives are emphasized or omitted.
2. Search the Living New Deal website to locate 4-6 different works of New Deal art. In a 1-2 page paper, analyze each work for its artistic style, connection of subject matter to location, and message (e.g., dignity of the American worker, American ideals, civic pride, etc.).

Recommended Materials of Instruction

Gonzales, Manuel G. (2019). *Mexicanos, Third Edition: A History of Mexicans in the United States*. Indiana University Press, 3rd. 978-0253041722.

Ling, H. (2023). *Asian American History*. Rutgers University Press, 1st. 978-1978826236.

Choy, C., et al. (2023). *Asian American Histories of the United States*. Beacon Press, 1st. 978-0807012710.

Kendi, I., et al. (2017). *Stamped from the Beginning: The Definitive History of Racist Ideas in America*. Bold Type Books, 1st. 978-1568584645.

White, D., et al. (2020). *Freedom on My Mind: A History of African Americans, with Documents*. Macmillan, 3rd. 9781319210151.

DuBois, E., & Lynn D. (2024). *Through Women's Eyes, Combined Volume: An American History with Documents*. Macmillan, 6th. 9781319244569.

Brown, L., et al. (2017). *U.S. Women's History: Untangling the Threads of Sisterhood*. Rutgers University Press, 1st. 978-0813575841.

Calloway, C. (2024). *First Peoples: A Documentary Survey of Native American History*. Macmillan, 6th. 9781319244576.

Shi, D. (2022). *America: A Narrative History*. W. W. Norton & Company, 13th. 9781324084280.

Roark, J., et al. (2022). *The American Promise*. Macmillan, 1st. 9781319329914.

Nash, G., et al. (2019). *The American People: Creating a Nation and a Society*. Pearson, 8th. 9780135571019.

Murrin, J., et al. (2020). *Liberty, Equality, Power: A History of the American People*. Cengage, 7th. 9781305492899.

Kennedy, D., et al. (2025). *The American Pageant*. Cengage, 18th. 9780357898864.

Kamensky, Jane., et al. (2019). *A People and a Nation: A History of the United States*. Cengage, 11th. 9781337402712.

Goldfield, D., et al. (2019). *The American Journey: A History of the United States*. Pearson, 8th. 9780135496794.

Foner, E., et al. (2025). *Give Me Liberty!*. W. W. Norton Company, 8th. 9781324103943.

Faragher, J., et al. (2021). *Out of Many: A History of the American People*. Pearson, 9th. 9780135179550.

Carnes, M. C. and Garraty, J. A. (2021). *The American Nation*. Pearson, 15th. 9780135570791.

Zero Cost Textbook

Corbett, P., et al. (2025). *U.S. History*. (OER). <https://openstax.org/details/books/us-history>

Locke, J. and Wright, B. (2019). *American Yawp*. Stanford University Press, 1st ed.

https://www.americanyawp.com/text/wp-content/uploads/Locke_American-Yawp_V1.pdf

Other Learning Materials

Instructor discretion to choose scholarly and primary sources that enable an academic interrogation of history. Types of Course Materials: textbook; classics; document reader; scholarly articles; and/or monograph

Other Recommended Materials

Hurston, Z. N. (2020). *Their Eyes Were Watching God*. Salem Press, Reprint. 9780060838676. \$17.99

Wister, O. (2025). *The Virginian*. Independent, Reprint. 9798284268520. \$18.99

Fitzgerald, F. S. (2021). *The Great Gatsby*. Reader's Library Classics, Reprint. 9781954839243. \$7.99

Kerouac, J. (1960). *On the Road*. Pearson, Reprint. 9780582402652. \$19.99

X, Malcolm, & Haley, A. (2015). *The Autobiography of Malcom X*. Ishi Press, Reprint. 9784871877626. \$29.50

Minimum Qualifications

History (Masters Required)

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