



El Camino College
COURSE OUTLINE OF RECORD – Approved

I. GENERAL COURSE INFORMATION

Subject and Number: History 102H
Descriptive Title: Honors United States History from 1877 to the Present
Course Disciplines: History
Division: Behavioral and Social Sciences

Catalog Description:

This honors course, intended for students in the Honors Transfer Program, is a chronological survey of American history from 1877 to the present, focusing on American social, intellectual, political, economic, and diplomatic institutions. Major topics include culture, ethnic and racial diversity, and the role of the United States with the context of world history. This course is enriched through extensive, rigorous reading, writing, and research assignments.

Note: Students may take either History 102 or History 102H. Duplicate credit will not be awarded.

Conditions of Enrollment:

Recommended Preparation: Eligibility for English 1A

Course Length: X Full Term Other (Specify number of weeks):
Hours Lecture: 3.00 hours per week TBA
Hours Laboratory: 0 hours per week TBA
Course Units: 3.00

Grading Method: Letter

Credit Status: Associate Degree Credit

Transfer CSU: X **Effective Date:** Proposed

Transfer UC: X **Effective Date:** Proposed

General Education:

El Camino College:

2A – Social and Behavioral Sciences – American Society and History

Term: Other:

CSU GE:

C2 - Humanities

Term: Other:

D6 - History

Term: Other:

IGETC:

3B - Humanities

Term: Other:

4F - History

Term: Other:

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

1. Developing and Arguing a Persuasive Historical Thesis

Upon completion of United States History 1877 to the Present, students will be able to develop and persuasively argue an historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in United States history from 1877 to the present and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Describe and assess the process by which the United States was economically transformed and modernized in the late 19th and 20th centuries.
 - Other (specify) Essay Exams, Written Homework, Term or Other Papers, Multiple Choice
2. Evaluate major American political, religious, and cultural values for the 1877 to 1914 period.
 - Other (specify) Essay Exams, Written Homework, Term or Other Papers, Multiple Choice
3. Compare and contrast the changing demography of America from 1877 to 1914 and from 1945 to the present.
 - Other (specify) Essay Exams, Written Homework, Term or Other Papers, Multiple Choice
4. Determine the processes of assimilation and acculturation expected of immigrants to the United States from 1900 to the present.
 - Other (specify) Essay Exams, Written Homework, Term or Other Papers, Multiple Choice
5. Discuss and evaluate the interaction of majority and minority groups from the 20th century to the present.
 - Other (specify) Essay Exams, Written Homework, Term or Other Papers, Multiple Choice
6. Identify and analyze the causation, sequence of events, concepts, development, and impact of various American political reform movements, such as Populism, Progressivism, the New Deal, the Fair Deal, Civil Rights, and the Great Society.
 - Other (specify) Essay Exams, Written Homework, Term or Other Papers, Multiple Choice
7. Conceptualize and discuss the meaning of conservatism, liberalism, and radicalism in American history from the post-World War II era to the present.
 - Other (specify) Essay Exams, Written Homework, Term or Other Papers, Multiple Choice
8. Discuss the evolution of gender roles and evaluate the efforts and impact of feminists in the United States from 1877 through the contemporary period.
 - Other (specify) Essay Exams, Written Homework, Term or Other Papers, Multiple Choice
9. Summarize and analyze the development of American foreign policy since 1890, including imperial expansion and the rise of the United States as a world power and leader among a large community of nations.

- Other (specify) Essay Exams, Written Homework, Term or Other Papers, Multiple Choice
10. Trace and evaluate United States diplomacy and armed conflict through isolationism, imperialism, and collective security policies from the 20th century to the present.
- Other (specify)
 - Essay Exams, Written Homework, Term or Other Papers, Multiple Choice
11. Compare and contrast the core political and philosophical ideas and modes of expression in American culture from the 20th century to the present.
- Other (specify)
 - Essay Exams, Written Homework, Term or Other Papers, Multiple Choice
12. Conduct scholarly research independently to enrich multiple reading and writing tasks.
- Other (specify)
 - Essay Exams, Written Homework, Term or Other Papers

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	6	I	The Emergence of an Industrial Order A. Railroads, Steel, and Oil B. Big Business and Bureaucratization C. Social Darwinism, the Gospel of Wealth, and Laissez Faire Capitalism
Lecture	3	II	Politics during the Gilded Age, 1876-1896 A. Political Parties and Political Corruption B. Gender and Racial Politics C. Western Politics and Racial Minorities
Lecture	6	III	Demographic and Class Changes in America, 1877-1910 A. Immigration and the American Response B. Rise of Cities and an Urban Working Class C. Women and Children in the Urban Workforce D. Unions and Labor Unrest E. The Middle Class 1. White Collar Workers 2. Family and Gender Roles 3. Consumption F. Cultural Developments
Lecture	3	IV	From Populism to Progressivism in American Political Life, 1880-1920 A. Agrarian Unrest: Farmers Revolt and the Populist Movement B. Progressivism 1. From Local to National Reform 2. Women Reformers 3. Ethnic and Racial Minorities

Lecture	6	V	The Development of American Foreign Policy, 1898-1918 A. The Spanish American War and an American Global Empire B. World War I C. The Treaty of Versailles and the League of Nations
Lecture	3	VI	The 1920s A. The Economy and Government B. Foreign Policy and Isolationism C. Mass Culture and Consumption D. Family and Gender Roles E. Racial and Ethnic Minorities in Rural and Urban America
Lecture	3	VII	The Great Depression and the New Deal, 1929-1945 A. The Causes of the Great Depression B. Franklin Delano Roosevelt and the New Deal C. Life and Culture during the Depression Era
Lecture	3	VIII	The Second World War at Home and Abroad, 1941-1945 A. Military Conflict in the Pacific and in Europe B. The Home Front 1. The Economy and Industry 2. Women 3. Minorities 4. Guest Workers C. Ending the War and the Birth of Atomic Warfare
Lecture	6	IX	Post War America, 1945-1960 A. Economic Prosperity B. Political Consensus C. Ethnic and Racial Minorities and the Early Civil Rights Movement D. Family, Gender Roles, and the Baby Boom E. Suburbanization F. Consumer Culture
Lecture	6	X	The Cold War, 1945-1989 A. The Causes of the Cold War B. Evolving Soviet-American Relations C. Atomic, Hydrogen and Nuclear Weapons D. The Korean and Vietnam Wars E. The Search for a New International Order F. The United Nations and Methods of Collective Security
Lecture	3	XI	The 1960s A. Liberalism and the Welfare State B. Social and Political Protest 1. The Student Movement 2. Civil Rights 3. Feminism 4. The Anti-War Movement C. The Counter Culture

Lecture	3	XII	The New Conservatism: from Nixon to Bush, 1968-2004 A. Economic Fluctuation B. Presidential Programs and the Welfare State C. New Immigrants D. Status of Women, Racial and Ethnic Minorities
Lecture	3	XIII	The Post-Cold War World and Globalization since 1989 A. The Failure of a New World Order B. Nationalism and Civil War around the World C. The United Nations and Methods of Collective Security D. Diplomacy and War in the Middle East E. The War on Terror F. Social, Cultural, Political and Economic Changes in 21st Century America
Total Lecture Hours	54		
Total Laboratory Hours	0		
Total Hours	54		

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Drawing from the Howard Zinn and Tera Hunter books, write a 6-8 page essay that explores how and why work (paid and unpaid) evolved from 1877-1920. Based on your analysis, what feature of work was most important and why? Your essay must make an argument and be supported with evidence from the readings and course materials.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. In an eight-page essay, compare and contrast the Chicano Movement with the Black Power Movement in the 1960s and 1970s. Be sure to discuss the goals, strategies, and accomplishments in your essay. Your essay must make an argument and be supported with evidence from the readings and course materials.
2. Using Howard Zinn's chapter on the Vietnam War and Bruce Shulman's chapter on the Vietnam War, as well as the primary sources from the Vietnam War in the back of Shulman's book, write a four-page take-home essay that compares the two historical interpretations in an answer to this question: Why did the U.S. government wage war against the Vietnamese people? Your essay must make an argument and be supported with evidence from the readings and, when relevant, course materials.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Essay exams
Reading reports
Written homework
Term or other papers
Multiple Choice
Completion
Matching Items
True/False

V. INSTRUCTIONAL METHODS

Discussion
Lecture
Multimedia presentations

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

Study
Answer questions
Required reading
Written work

Estimated Independent Study Hours per Week: 6

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

David E. Shi, George Brown Tindall. America: A Narrative History, Volume 2. 10th ed. W.W. Norton & Company, 2016.

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

Thomas W. Zeller. Jackie Robinson and Race in America, Bedford/St. Martin's, 2014.
Jules R. Benjamin. A Student's Guide to History, 13th ed. Bedford/St. Martin's, 2016.

D. OTHER REQUIRED MATERIALS

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification

B. Requisite Skills

Requisite Skills

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
Non-Course Recommended Preparation	Eligibility for English 1A Students need to be able to read and effectively analyze college level texts, and they need to be able to write a paper that persuasively proves an original thesis.

D. Recommended Skills

Recommended Skills
<p>Ability to read a college-level text and ability to write a college-level persuasive essay.</p> <p>ENGL A - Read and apply critical thinking skills to college-level expository prose for the purposes of writing and discussion.</p> <p>ENGL 84 - Select and employ reading strategies to interpret the content of a college-level textbook, with special focus on constructing a thesis statement and providing valid support.</p> <p>ENGL A - Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques.</p> <p>ENGL 84 - Identify an implied main idea (thesis), and support with major and minor details, from a longer text or novel.</p>

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact

Course created Arthur Verge on 10/11/2017.

BOARD APPROVAL DATE: 12/18/2017

LAST BOARD APPROVAL DATE: 10/16/2018

Last Reviewed and/or Revised by: John Baranski

Date: 4/16/2018