



El Camino College
COURSE OUTLINE OF RECORD – Official

Course Acronym:	HIST
Course Number:	C1002
Descriptive Title:	United States History since 1865
Division:	Behavioral and Social Sciences
Department:	History
Course Disciplines:	History
Catalog 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. Note: Students may take either History C1002 or History C1002H. Students can take History C1002 or C1002H without having taken History C1001 or History C1001H. Duplicate credit will not be awarded.
Prerequisite:	
Co-requisite:	
Recommended Preparation:	Eligibility for English C1000 or equivalent
Enrollment Limitation:	
Hours Lecture (per week):	3
Hours Laboratory (per week):	0
Outside Study Hours:	6
Total Course Hours:	54
Course Units:	3
Grading Method:	Letter Grade only
Credit Status:	Credit, degree applicable
Transfer CSU:	Yes
Effective Date:	prior to fall 1992
Transfer UC:	Yes
Effective Date:	prior to fall 1992

General Education: ECC	Area 2A - Social and Behavioral Science
Term:	
Other:	
CSU GE:	Area C2 - Arts and Humanities - Humanities: Literature, Philosophy, Languages other than English, Area D - Social Sciences
Term:	
Other:	
IGETC:	Area 3B - Humanities, Area 4 - Social and Behavioral Sciences
Term:	
Other:	
CalGETC:	
Term:	
Other:	
Student Learning Outcomes:	SLO #1 Developing and Arguing a Persuasive Historical Thesis Students will develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural themes or patterns in United States history from 1877 to the present. SLO # 2 Applying Historical Methods to Source Analysis Students will apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis in an essay addressing issues in United States history from 1877 to the present.
Course Objectives:	<i>At the conclusion of this course, the student should be able to (Identical and Required):</i> 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.
Major 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.

Part 2:

I. The Emergence of an Industrial Order (6 hours, lecture)

- A. Railroads, Steel, and Oil
- B. Big Business and Bureaucratization
- C. Social Darwinism, the Gospel of Wealth, and Laissez Faire Capitalism
- D. United States Industry in the World Economy

II. The Emergence of an Industrial Order (6 hours, lecture)

- A. Railroads, Steel, and Oil
- B. Big Business and Bureaucratization
- C. Social Darwinism, the Gospel of Wealth, and Laissez Faire Capitalism
- D. United States Industry in the World Economy

III. Demographic and Class Changes in America, 1877-1910 (6 hours, lecture)

- 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

IV. From Populism to Progressivism in American Political Life, 1880-1920 (3 hours, lecture)

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

V. The Development of American Foreign Policy, 1898-1918 (6 hours, lecture)

A. The Spanish American War and an American Global Empire

B. World War I

C. The Treaty of Versailles and the League of Nations

VI. The 1920s (3 hours, lecture)

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

VII. The Great Depression and the New Deal, 1929-1945 (3 hours, lecture)

A. The Causes of the Great Depression

B. Franklin Delano Roosevelt and the New Deal

C. Life and Culture During the Depression Era

VIII. The Second World War at Home and Abroad, 1941-1945 (3 hours, lecture)

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

IX. Post War America, 1945-1960 (6 hours, lecture)

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

X. The Cold War, 1945-1989 (6 hours, lecture)

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

XI. The 1960s (3 hours, lecture)

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 XII. The New Conservatism: from Nixon to Bush, 1968-2004 (3 hours, lecture) A. Economic Fluctuation B. Presidential Programs and the Welfare State C. New Immigrants D. Status of Women, Racial and Ethnic Minorities XIII. The Post Cold War World and Globalization Since 1989 (3 hours, lecture) 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
A.1. Primary Methods of Evaluation (Part 1 - CCN courses only):	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.
A.2. Primary Method of Evaluation (Part 2 - all courses; choose one):	1) Substantial writing assignments
Typical Assignment Using Primary Method of Evaluation:	Drawing from your textbook, write a six-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.
Critical Thinking Assignment 1:	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.
Critical Thinking Assignment 2:	In a six-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.
Other Evaluation Methods:	Essay Exams, Matching Items, Multiple Choice, Presentations, Research papers and projects, True/False, exhibits, Written Homework and Quizzes
Instructional Methods:	Discussion, Lecture, Multimedia presentations, group work
If other:	
Work Outside of Class:	Do required reading, complete Canvas work and assignments (if Canvas is used), and assignments
If Other:	
Up-To-Date Representative Texts:	Representative Texts: Howard Zinn. 2016. <i>A People's History of the United States</i>. Harper Perennial. [Discipline standard] Carnes, Mark C. and John A. Garraty. 2021. <i>The American Nation</i>. Pearson. Corbett, P. Scott, Janssen Volker, John Lund "U.S. History. OpenStax Free Textbooks Online." (OER). 2024. Faragher, John Mack, Mari Jo Buhle, et al. 2021. <i>Out of Many: A History of the American People</i>. Pearson. Foner, Eric, Kathleen DuVal, and Lisa McGirr. 2022. <i>Give Me Liberty!</i> W.W. Norton Company. Goldfield, David, Carol Abbott, et al. 2021. <i>The American Journey</i>. Pearson. Kamensky, Jane, Carol Sheriff, et al. 2017. <i>A People and a Nation: A History of the United States</i>. Cengage. Kennedy, David M. and Lizabeth Cohen. 2024. <i>The American Pageant</i>. Cengage Learning. Locke, John and Ben Wright. American Yawp (OER). Stanford University Press. Murrin, John, Pekka Hämäläinen, et al. 2019. <i>Liberty, Equality, Power</i>. Cengage Learning.

	Nash, Gary, Julie Roy, et al. 2023. <i>The American People: Creating a Nation and a Society</i>. Pearson. Roark, James L., Michael P. Johnson , et al. 2022. <i>The American Promise</i>. Bedford/St. Martin's. Tindall, George Brown and David E. Shi 2022. <i>America: A Narrative History</i>. W.W. Norton & Company. U.S. History Open Stax.
Alternative Texts:	
Required Supplementary Readings:	
Other Required Materials:	
Requisite:	
Category:	
Requisite course(s): List both prerequisites and corequisites in this box.	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
Requisite Skill:	
Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable	
Requisite course:	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
Requisite Skill:	Eligibility for English C1000 or equivalent
Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable	This course involves reading college level textbooks, developing projects, and answering essay questions. A student's success in this class will be enhanced if they have these skills. Summarize, analyze, evaluate, and synthesize college-level texts.

	Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.
Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	Don Haydu/Alfred Wrobel
Date:	01/01/1988
Original Board Approval Date:	
Last Reviewed and/or Revised by:	John Baranski
Date:	09/26/2025
Last Board Approval Date:	12/16/2025
Effective Term:	FA 2026
Course Acronym:	HIST
Course Number:	C1001H
Descriptive Title:	United States History to 1877 - Honors
Division:	Behavioral and Social Sciences
Department:	History
Course Disciplines:	History
Catalog Description:	This course is a historical survey of the United States, from Indigenous North America to the end of Reconstruction. The course also introduces students to historical reasoning skills. This is an honors course. Note: Students may take either History C1001H or History C1001. Duplicate credit will not be awarded.
Prerequisite:	
Co-requisite:	
Recommended Preparation:	Eligibility for English C1000 or equivalent
Enrollment Limitation:	
Hours Lecture (per week):	3
Hours Laboratory (per week):	0
Outside Study Hours:	6
Total Course Hours:	54
Course Units:	3

Grading Method:	Letter Grade only
Credit Status:	Credit, degree applicable
Transfer CSU:	Yes
Effective Date:	fall 2018
Transfer UC:	Yes
Effective Date:	fall 2018
General Education: ECC	Area 2A - Social and Behavioral Science
Term:	
Other:	
CSU GE:	Area C2 - Arts and Humanities - Humanities: Literature, Philosophy, Languages other than English
Term:	
Other:	
IGETC:	Area 3B - Humanities, Area 4 - Social and Behavioral Sciences
Term:	
Other:	
CalGETC:	
Term:	
Other:	
Student Learning Outcomes:	SLO #1: Students will develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural themes or patterns in United States history to 1877. SLO #2: Students will apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis in an essay addressing issues in United States history to 1877.
Course Objectives:	<i>At the conclusion of this course, the student should be able to (Identical and Required):</i> 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, ethnicity. 3. Analyze economic, political, and cultural developments as well as social movements and assess their historical significance. 4. Analyze the relevance of Early American History to the present day.
Major 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. Indigenous peoples, cultures, and lands.

3. European colonization.
4. Indentured servitude, chattel slavery, and the evolution of colonial labor systems.
5. Establishment and maturation of diverse colonial settlements and populations.
6. Colonial policies and imperial rivalries in North America and their implication for settlements.
7. The American Revolution.
8. The formation of the United States government from the Articles of Confederation through the ratification of the Constitution and the Bill of Rights.
9. The Early Republic including the meanings of democracy; political parties; economic and territorial expansion.
10. Sectionalism, expansion of slavery, and the Market Revolution in Antebellum America.
11. Manifest Destiny, the War with Mexico and its aftermath, and Indigenous policy.
12. Second Great Awakening, Abolitionist Movement, Women's Rights and other Antebellum Revival and Reforms.
13. Crisis of the 1850s and the coming of the Civil War.
14. The Civil War.
15. Reconstruction.

Part 2:

I. Pre-Columbian Native American Society in North America (3 hours, lecture)

A. Cultural Patterns

B. Achievements

II. European Expansion into North America in the Age of Discovery (6 hours, lecture)

A. Motives for Expansion

B. Spanish Exploration and Conquest in the Americas

C. French Exploration in Canada and the Mississippi Valley

D. Early English Colonization of North America

III. Colonial English America (6 hours, lecture)

A. Types of Colonies

B. Economies of Agriculture and Commerce

C. Colonial Political Structures

D. Colonial Society and Culture

1. Religious Diversity

2. Ethnic Diversity

3. Women

4. Socioeconomic Stratification

IV. American Independence Movement, 1775-1783 (6 hours, lecture)

A. Causes

1. Conflict Over Political Philosophy and Systems

2. Economic Grievances

B. Declaration of Independence

C. The Revolutionary War

1. Military Campaigns

2. Role of Spain and France

3. Outcome of the War

V. The New Nation, 1783-1800 (3 hours, lecture)

A. Politics

1. Articles of Confederation

2. Political Debates: Federalists and Anti-Federalists

3. The Constitution

4. The Political Status of Racial and Ethnic Minorities

B. The Status of Women and Republican Motherhood

VI. The Young Nation (6 hours, lecture)

A. Politics

1. Federalism: Hamilton, Washington, and Adams

2. Thomas Jefferson, Jeffersonian Democracy and the Agrarian Nation

B. Foreign Policy

1. Foreign Relations with England and France

2. Westward Expansion and Native Americans

3. The War of 1812

4. The Monroe Doctrine

C. Early American Cultural Developments

D. Regionalism: Contrasting Social, Political and Economic Conditions

VII. Expansion and Reform, the Mid-1800s (6 hours, lecture)

A. Politics

1. Andrew Jackson and Jacksonian Democracy

2. Political Parties

B. Economic Growth: Manufacturing and Agriculture

C. Urbanization

D. European Immigration, Nativism and Assimilation

E. Reform Movements

F. Early Women's Movement

G. Cultural Developments

H. Indian Policy

VIII. Westward Expansion, 1845-1860 (6 hours, lecture)

A. Manifest Destiny and Ideologies of Expansion

B. The Acquisition of Territory in the West

1. Texas, Oregon and Florida

2. The Mexican American War

3. Indian Wars

C. Society in the West

1. Cultural, Racial and Ethnic Diversity

2. Mining, Agriculture and Cattle Ranching

3. The Railroad

4. The Impact of U.S. Conquest on Native Americans and Mexicans

IX. Slavery and the Old South (3 hours, lecture)

	A. The Rise of Cotton and the Southern Economy B. Slavery 1. The Expansion of Slavery 2. Slave Society 3. Slave Culture 4. Slave Resistance C. Southern White Society: Social Structure and Culture X. The American Civil War, 1861-1865 (6 hours, lecture) A. The Coming of the Civil War 1. Sectional Conflict of the 1850s 2. The Causes of the Civil War 3. Abraham Lincoln and the Outbreak of the War B. Military Campaigns C. The Outcome of the Civil War XI. Era of Reconstruction, 1865-1877 (3 hours. Lecture) A. Political Conflict and Competing Reconstruction Plans B. Federal Government Reconstruction C. State Government Reconstruction D. African Americans during Reconstruction E. Success and Failures of Reconstruction
Total Lecture Hours:	54
Total Laboratory Hours:	0
Total Hours:	54
A.1. Primary Methods of Evaluation (Part 1 - CCN courses only):	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.

A.2. Primary Method of Evaluation (Part 2 - all courses; choose one):	1) Substantial writing assignments
Typical Assignment Using Primary Method of Evaluation:	Drawing from your textbook, write a six-page essay that explores how and why work (free and unfree, paid and unpaid) evolved from 1800-1861. Based on your analysis of this era, 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 material.
Critical Thinking Assignment 1:	In an eight- to ten-page essay, compare and contrast the political goals of the north with those of the south in the period from 1820-1877. Be sure to discuss individuals, political parties, and legislative examples in your essay. Your essay must make an argument and be supported with evidence from the readings and course material.
Critical Thinking Assignment 2:	Using <i>The Devil in the Shape of a Woman: Witchcraft in Colonial New England</i> by Carol F. Karlsen and in <i>The Devil's Snare: The Salem Witchcraft Crisis of 1692</i> by Mary Beth Norton, write an eight-page take-home essay that compares the two historical interpretations in an answer to this question: Was the Salem witchcraft hysteria caused by a fear of women? Your essay must make an argument and be supported with evidence from the readings and, when relevant, course materials.
Other Evaluation Methods:	Essay Exams, Matching Items, Multiple Choice, Presentations, Research papers and projects, True/False, exhibits, Written Homework and Quizzes
Instructional Methods:	Discussion, Lecture, Multimedia presentations, group work
If other:	
Work Outside of Class:	Do required reading, complete Canvas work and assignments (if Canvas is used), and assignments
If Other:	
Up-To-Date Representative Texts:	Representative Texts: Howard Zinn. 2016. <i>A People's History of the United States</i>. Harper Perennial. [Discipline standard] Carnes, Mark C. and John A. Garraty. 2021. <i>The American Nation</i>. Pearson. Corbett, P. Scott, Janssen Volker, John Lund "U.S. History. OpenStax Free Textbooks Online." (OER). 2024. Faragher, John Mack, Mari Jo Buhle, et al. 2021. <i>Out of Many: A History of the American People</i>. Pearson. Foner, Eric, Kathleen DuVal, and Lisa McGirr. 2022. <i>Give Me Liberty!</i> W.W. Norton Company. Goldfield, David, Carol Abbott, et al. 2021. <i>The American Journey</i>. Pearson. Kamensky, Jane, Carol Sheriff, et al. 2017. <i>A People and a Nation: A History of the United States</i>. Cengage. Kennedy, David M. and Lizabeth Cohen. 2024. <i>The American Pageant</i>. Cengage Learning.

	Locke, John and Ben Wright. American Yawp (OER). Stanford University Press. Murrin, John, Pekka Hämäläinen, et al. 2019. <i>Liberty, Equality, Power</i>. Cengage Learning. Nash, Gary, Julie Roy, et al. 2023. <i>The American People: Creating a Nation and a Society</i>. Pearson. Roark, James L., Michael P. Johnson , et al. 2022. <i>The American Promise</i>. Bedford/St. Martin's. Tindall, George Brown and David E. Shi 2022. <i>America: A Narrative History</i>. W.W. Norton & Company.
Alternative Texts:	
Required Supplementary Readings:	
Other Required Materials:	
Requisite:	
Category:	
Requisite course(s): List both prerequisites and corequisites in this box.	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
Requisite Skill:	
Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable	
Requisite course:	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
Requisite Skill:	Eligibility for English C1000 or equivalent

Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable	This course involves reading college level textbooks, developing projects, and answering essay questions. A student's success in this class will be enhanced if they have these skills. Summarize, analyze, evaluate, and synthesize college-level texts. Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.
Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	
Date:	
Original Board Approval Date:	12/18/2017
Last Reviewed and/or Revised by:	John Baranski
Date:	09/26/2025
Last Board Approval Date:	12/16/2026
Effective Term:	FA 2026