

BUTTE COLLEGE

COURSE OUTLINE

I. CATALOG DESCRIPTION

HIST 10 - United States History-1877 to Present

3 Unit(s)

Prerequisite(s): NONE

Recommended Prep: Reading Level V; English Level IV

Transfer Status: CSU/UC

51 hours Lecture

A survey of the history of the United States, from the end of Reconstruction to the Present, that addresses important political, economic, social, and cultural developments. Themes may include but are not limited to aspects of class, race, and gender; systems of labor; intellectual, technological, social, and cultural history; the role of geography; and foreign relations. The course also introduces students to the historical reasoning skills necessary to form their own understanding of the past, and of contemporary society. (C-ID HIST 140).

II. OBJECTIVES

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

- A. identify important political, economic, technological, social, and cultural developments in the American past.
- B. explain historical events and developments in chronological and contextual relation to one another.
- C. recognize the diversity of historical experiences, and the contributions of major social and ethnic groups.
- D. find, study, evaluate, and interpret primary and secondary sources, synthesize information, and compose arguments grounded in knowledge of the past.
- E. employ his/her knowledge of the past and ability to analyze information to develop a critical consciousness of self, society, and the world.

III. COURSE CONTENT

A. Unit Titles/Suggested Time Schedule

| | | Lecture | |
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| <u>Topics</u> | | | <u>Hours</u> |
| 1. Introduction to the Study of History | | | 3.00 |
| 2. Reconstruction | | | 3.00 |
| 3. Continental and Commercial Expansion | | | 6.00 |
| A. The Trans-Mississippi West | | | |
| B. The Rise of Industry | | | |
| C. Immigration | | | |
| D. The New Urban America | | | |
| E. Imperialism | | | |
| 4. Reform | | | 3.00 |
| A. Populism | | | |
| B. Progressivism | | | |
| 5. The First World War and Its Aftermath | | | 3.00 |
| 6. The Twenties | | | 3.00 |
| 7. The Great Depression and the New Deal | | | 6.00 |

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| 8. The Second World War | 3.00 |
| 9. Cold War America | 6.00 |
| 10. The Civil Rights Era | 6.00 |
| 11. The Vietnam War: At Home and Abroad | 3.00 |
| 12. The Conservative Ascendancy | 3.00 |
| 13. The U. S. in a Global Era | 3.00 |
| Total Hours | 51.00 |

IV. METHODS OF INSTRUCTION

- A. Lecture
- B. Group Discussions
- C. Guest Speakers
- D. Collaborative Group Work
- E. Class Activities
- F. Multimedia Presentations
- G. Homework: Students are expected to complete two hours of outside-of-class homework for each hour of lecture. 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.

V. METHODS OF EVALUATION

- A. Exams/Tests
- B. Quizzes
- C. Research Projects
- D. Oral Presentation
- E. Written Assignments
- F. Class Discussion
- G. This course has a 2500 word writing requirement. Methods of Evaluation must include essay exams and written essays/research projects.

VI. EXAMPLES OF ASSIGNMENTS

- A. Reading Assignments
 1. From *Profiles in Leadership*, read the essay "Chief Joseph and the Challenge of Indian Leadership." Arrive in class ready to identify the author's thesis, and to provide examples of how he supports his thesis.
 2. 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.
- B. Writing Assignments
 1. Write an essay in which you explore some of the major themes of Progressivism. Begin by identifying the term, Progressive Era (who, what, where, when, why, how). Then, describe three important themes of the movement, using specific examples to illustrate and explain each theme. Finally, conclude with commentary on the historical significance of the era.
 2. Throughout our reading of *The Murder of the Century*, we have identified and discussed several themes in the history of Gilded Age America (e.g. the new urban America, yellow journalism, criminal investigation, city government, the use of primary sources). Write an essay in which you summarize your new knowledge and understanding of one of the themes. Include and explain at least three specific examples from the book that have shaped your thinking.

C. Out-of-Class Assignments

1. Pick any topic in United States History Since 1877. Using whatever method that you normally use, spend a few minutes looking for primary sources on the Internet for your topic. In a paragraph, summarize your experience. (What was your process? Were you able to find any primary sources? If yes, was it fairly easy, or was it difficult? If you did not find any primary sources, what kinds of results did you get from your search?) Next, follow the link provided by the instructor to the webpage "How To Find Primary Sources From the Internet." Using some of the suggested techniques, try your search again. In a paragraph, describe the results. (Were they improved? How so? If not, why might that be?)
2. Follow the link, provided by the instructor, to a useful tutorial on evaluating websites. Read through and study the entire tutorial. Next, find a website on any topic relevant to United States History Since 1877. Write a critique of your website that is organized around the five steps used in the Berkeley tutorial.

VII. **RECOMMENDED MATERIALS OF INSTRUCTION**

Textbooks:

- A. Foner, E. Give Me Liberty!: An American History (Volume 2). 4th Edition. W. W. Norton & Company, 2013.
- B. Isaacson, W. Profiles in Leadership: Historians on the Elusive Quality of Greatness. W. W. Norton & Company, 2011.
- C. Brown, V.B. & Shannon, T.J. Going to the Source: The Bedford Reader in American History (Volume II: Since 1865). Fourth Edition. Bedford St. Martin's, 2016.
- D. Collins, P. The Murder of the Century: The Gilded Age Crime That Scandalized a City & Sparked the Tabloid Wars. Broadway Books, 2012.

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Date: 04/18/2016