

Course Outline for HIST 8

US HISTORY POST-RECONSTRUCTION

Effective: Fall 2017

I. CATALOG DESCRIPTION:

HIST 8 — US HISTORY POST-RECONSTRUCTION — 3.00 units

History of the United States from the post-Civil War period to the present. Emphasis on (1) distinctively American patterns of political, economic, social, intellectual and geographic developments, (2) the framework of California state and local government, and the relationship between state/local government and the federal government.

3.00 Units Lecture

Grading Methods:

Letter Grade

Discipline:

	<u>MIN</u>
Lecture Hours:	54.00
Total Hours:	54.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:

IV. MEASURABLE OBJECTIVES:

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

- A. Discuss and explain the history of the United States from 1877 to the present
 1. Analyze the rise and expansion of industrial capitalism and the economic transformations of the 20th and early 21st centuries
 2. Evaluate the impact of economic developments on women, gender roles, class relations, racial and ethnic minority groups, and U.S. foreign affairs
- B. Define and critically evaluate the impact of cultural, economic, and social change on United States and California political institutions, laws, and electoral politics
 1. Discuss the political philosophies of the framers of the U.S. Constitution and the role of these ideas in modern American politics
 2. Explain the ways in which economic, social, and political developments affected different geographic regions of the United States
- C. Identify and discuss the contributions and experiences of women and different racial and ethnic minority populations to the political, economic, social and intellectual development of the United States
 1. Identify and explain the interactions, collaborations, and conflicts among these groups
- D. Distinguish between primary and secondary sources in the construction of the historical narrative
 1. Explain and critically evaluate the role of ideology in historical interpretation
- E. Trace the development and nature of United States foreign policy from the Gilded Age through the era of Globalization and identify its economic and ideological roots and significant features, including change and continuity
 1. Discuss and explain post-Civil War U.S. expansionism, wars, and geo-political influence; evaluate the impact of U.S. foreign policy both domestically and internationally
- F. Identify and analyze the nature and context of post-Civil War and 20th century amendments to the United States and California State constitutions
 1. Discuss and evaluate the ways in which these amendments, as well as key federal court decisions of the era, addressed the rights and obligations of citizens under the U.S. Constitution
- G. Discuss and explain the impact of California state legislation, court decisions, and political ideology on national and state political and social developments
 1. Define and critically evaluate the nature and processes of California state and local government
 2. Identify and discuss the relationships between and among state, local, and federal government

V. CONTENT:

- A. The Rise of Modern America, 1877-1900
 1. Reconstruction constitutional amendments and their legacy; from classical to modern liberalism; federal power over state's rights;
 2. The post-Reconstruction South; African American disfranchisement and Jim Crow policies; the "New South."
 3. California Constitution of 1879; anti-Chinese movement and Exclusion Act.
 4. Native American resistance in the West.
 5. Industrial capitalism and corporate America; age of the "Robber Barons"; experiences of industrial working class; plight of the farmers; class conflict; Populist revolt.
 6. Immigration: experiences and contributions of diverse European groups.

7. Rise of the city: national urban culture and machine politics.
8. U.S. imperialism; Spanish-American-Cuban-Filipino War; anti-imperialist movement.
- B. The Progressive Era, 1900-1920
 1. Progressive reformers and reforms; government regulations; women's suffrage movement; California and Progressive politics, city and state; California and U.S. Constitutional Amendments;
 2. Movements for racial and class justice: African American civil rights and NAACP; Socialist Party and the IWW;
 3. World War I abroad and at home; Woodrow Wilson and 14 Points; postwar Red Scare;
- C. The 1920s and the Great Depression, 1920-1939
 1. Consumer culture and "Roaring" Twenties; the "New Woman";
 2. African American Great Migration and Harlem Renaissance;
 3. Immigration reform; xenophobia and KKK; clash of cultures;
 4. Stock market mania and Great Crash of 1929;
 5. Onset of Great Depression; unemployment and dislocation; Dust Bowl migration to California; Bonus Army; election of FDR;
 6. The New Deal and its challengers: Communist Party, Upton Sinclair's gubernatorial campaign in California, Huey Long, business opposition;
 7. Rise of Imperial Japan and Nazi Germany; isolationism in America;
- D. World War II and Early Cold War, 1940-1953
 1. Arsenal of Democracy; mobilizing for war;
 2. U.S. in a two-theater war: the war in Europe and the war in the Pacific;
 3. The war at home: federal government power, migration, economic change; California and defense industries; experiences of women and racial/ethnic minorities in the war and the homefront: Japanese internment, Bracero program, Double-V campaign;
 4. Planning a postwar world: United Nations, Bretton Woods, Yalta Conference;
 5. Atomic bombs, peace, and division of Europe and Asia.
 6. Containment policy and interventionism abroad, anti-Communism at home;
 7. Cold War mobilization and Korean War; military-industrial complex;
- E. Post-World War II America, 1953-1974
 1. Social and cultural trends: economic growth and consumerism, baby boom, suburbanization, conformity; California and the sunbelt migration;
 2. African American civil rights movement: Brown v. Board; 1964 Civil Rights Act; persistent inequality and rise of black power and black nationalism;
 3. Kennedy and the Cold War: Cuban revolution and missile crisis
 4. The Vietnam war and anti-war movement; the New Left; the counter culture;
 5. Johnson and the Great Society;
 6. Second-wave feminism, "feminine mystique," "the personal is political"; Griswold v. Connecticut;
 7. Cesar Chavez and the farm workers movement; Chicano movement;
 8. Native American movement; AIM; Alcatraz occupation;
 9. Gay rights movement; Asian American movement; Attica riot and prisoner's rights; environmental movement;
 10. The Nixon presidency: detente, relations with China; end of Vietnam War; Watergate
- F. 1970s and 1980s
 1. New economic realities; deindustrialization, energy crises, decline of unions, widening gap between rich and poor;
 2. Tax revolt and new conservatism: California's Proposition 13, anti-ERA and rise of religious right,
 3. Carter presidency and foreign affairs: Iran hostage crisis, Olympic Games politics, Soviet invasion of Afghanistan;
 4. The Reagan "Revolution": "Reaganomics," neo-conservatism and revival of Cold War, Iran-Contra scandal; end of Cold War;
- G. Post-Cold War America, 1990-present
 1. Persian Gulf War;
 2. Clinton presidency: globalization, the tech boom and the "new economy"; impeachment crisis; rise of terrorism at home and abroad;
 3. Election of 2000; 9/11 and the "War on Terror"; wars in Iraq and Afghanistan;
 4. America's increasing racial and ethnic diversity; "culture wars" in academia and society; the advance of LGBT rights in California and the nation;
 5. The Great Recession;
 6. The Obama presidency.

VI. METHODS OF INSTRUCTION:

- A. **Lecture** - on major themes, events, and personalities
- B. **Discussion** - of significant issues, especially those of contemporary relevance
- C. Readings from the text or supplementary materials on Reserve in the Library
- D. **Audio-visual Activity** - In-class and home use of appropriate audio-visual materials
- E. Written assignments

VII. TYPICAL ASSIGNMENTS:

- A. Reading:
 1. "America's Rise to Globalism." After reading this chapter, identify the factors that led to United States imperialism. Explain the response of the American people and other nations to this development.
 2. Primary source readings including John Marshall Harlan, Dissent in Plessy v. Ferguson; Bartolomeo Vanzetti's Last Statement in Court; Allen Ginsberg, "Howl;" The National Organization for Women 1966 Statement of Purpose.
- B. Small-group discussion of written assignments and lectures:
 1. Students will discuss Ronald Reagan's campaign for governor of California in 1966 and how his focus on "the mess at Berkeley" (the Free Speech and anti-Vietnam War movements) helped to shape a new cultural conservatism in late-20th century American political discourse.
- C. Writing, problem-solving or performance:
 1. Research and write a term paper (five to seven pages) pertaining to one of the areas discussed in this course (e.g. the effect of the Roosevelt Corollary on American foreign policy, the decision to drop the Atomic Bomb, the end of the Cold War, California's historic role in shaping national politics). Cite your references in proper MLA or APA format.

VIII. EVALUATION:

A. Methods

1. Exams/Tests
2. Quizzes
3. Research Projects
4. Papers
5. Class Participation
6. Class Work

B. Frequency

1. Mid-Term and Final Examinations
2. Weekly or Bi-weekly short-answer or mini-essay quizzes

3. Mid-term and Final map quizzes
4. Daily class attendance and participation
5. Weekly small-group discussion
6. End of term paper

IX. TYPICAL TEXTS:

1. Griffin, JH (2010). *Black Like Me*. New York, New York: Penguin Group.
2. Zinn, H. (2005). *A People's History of the United States, 1492-Present* (Updated ed.). New York, NY : Harper Collins.
3. Foner, E. (2017). *Give Me Liberty! An American History, Vol. 2* (5th ed.). New York, NY: W. W. Norton.
4. Boyer, P., et. al., . (2018). *The Enduring Vision, Vol. 2: Since 1865* (9th ed.). New York, NY: Cengage Learning.
5. Kaskla, E. (2007). *California Politics: the Fault Lines of Power, Wealth, and Diversity* (New ed.). Washington, DC: Congressional Quarterly, Inc..

X. OTHER MATERIALS REQUIRED OF STUDENTS:

- A. Outline notes, study guides prepared by instructors and sold in the campus bookstore.
- B. Required readings also include a variety of supplemental materials including primary sources such as Executive Order 9066 and Martin Luther King's I Have a Dream speech and secondary sources such as articles on the impact of Agent Orange on Vietnam Veterans. Some of the required text books such as *Voices of Freedom* are comprised of primary source documents.