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## Course Outline for HIST 8

### US HISTORY POST-RECONSTRUCT

Effective: Fall

#### I. CATALOG DESCRIPTION:

HIST 8 — US HISTORY POST-RECONSTRUCT — 3.00 units

History of the United States from the post-Civil War period to the present. Emphasis on distinctively American patterns of political, economic, social, intellectual and geographic developments.

3.00 Units Lecture

#### Grading Methods:

Letter Grade

#### Discipline:

	MIN
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:**

1. analyze, interpret, and explain the history of the United States from the rise of industry (1860) to the present;
2. demonstrate critical thinking by evaluating and defining issues in the interaction of economic, social, cultural and political order in response to changing historical circumstances;
3. research and critically analyze a topic selected from a provided list of topics for this course, and present the results in written form.

#### V. CONTENT:

##### A. Industrialization

1. Causes and Results With the Civil War and Reconstruction, the combined impact of technological changes underway before and during the war, postwar importation of innovation and homegrown inventions transformed the American economy. . Enlarged business organizations with enormous power impacted American culture, politics and social relationships.

##### B. Impact of Immigration and Assimilation

1. Enormous numbers of immigrants poured into America; big-city political machines provided the little assistance that immigrants received. Corruption, patronage, bitter partisanship marked the politics of the period. Immigrants often remained closely immersed in immigrant communities, only slowly integrating into American society, which frequently did not welcome them. Native Americans and African-Americans were not effectively assimilated.

##### C. Settlement of the West

1. Hucksterism sold the dream of independence based on a piece of land out West. Few recognized or cared that others already lived on the land they took. Violent conflicts with only one possible outcome were repeated in a pattern that eventually subdued the Plains.

##### D. Reform Movements

1. Social strivings were expressed in reform movements running the gamut from food fads to phrenology; medical reform to medical quackery; social and political movements ran from funny-money schemes to class warfare. The Populists were very angry, and although they sought fundamental change, their era was marked by the appearance of legally-mandated segregation.

##### E. The Progressive Era

1. Starting first at the state and local level, this movement aimed at cleaning up the cities; cleansing politics and weakening the political parties; outlawing child labor, prostitution, booze; attacking monopolies; eventually instituting reform at the national level. The War to end all Wars also ended the Progressive Crusade. Racial problems continued unresolved.

##### F. Rise to World Power and Involvement Internationally

1. Our experiment with imperialism and making our mark internationally were fundamental to this period. We saw ourselves as "exceptional", different, having a message of morality to carry to the rest of the world.

##### G. World War I

1. The crusading spirit that involved us in reform at home was not as successful internationally. We stayed aloof from the war for two and a half years, and when we finally participated, fundamental and permanent transformations occurred in our society. The breakup of the old imperial system and the rise of the Soviet Union led to a Red Scare that deeply affected American outlooks.

##### H. The Twenties

1. The "era of wonderful nonsense" was of wonderful nonsense~ loosened the old puritanical culture in the back of a Ford.

Increased urbanization parallels the struggle between a newer, more pragmatic and urban culture and the fundamentalist-dominated small-town life. The loosening of cultural ties and the business ethic brought about a worship of wealth that contributed to the Crash, as did the teetering international financial structure, long-term imbalance between supply and demand.

I. The New Deal

1. Brought into existence by the Depression which followed the Crash, this was an era of government attempts to stimulate the economy, often with modest success. The upshot was that the relationship between government and the governed entered a new era with different rules.

J. The Second World War

1. "The last good war was one which we only reluctantly entered, but fought with almost total commitment. We follow the conduct of the war and study the politics of the period. Ending the war with the use of the atomic bomb set the stage for new type of diplomacy and a deep and an abiding conflict over ends and means in war.

K. The Cold War and American Politics

1. The Cold War grew directly out of W.W.II. Our alliance with the Soviet Union had been very tenuous at best during the war, and it quickly broke down. The impact of foreign policy on domestic policy led to McCarthyism and a second Red Scare.

L. Reform and Conflict: Civil Rights, Conformism, Direct Action

1. Conformism of the fifties began to crack as groups demanded attention. These groups ranged from the frivolous to the beat, the youth culture to anti-government activism. A widespread conviction emerged that the "establishment" ran things for their own benefit, and some very tense confrontations resulted. The civil rights movement roared into society, both north and south.

M. Vietnam and the Watergate Era

1. The system was under attack. In a startlingly quick turnaround, large sections of society no longer accepted all of the assumptions of the Cold War. Chaos in politics resulted in the election of Richard Nixon, whose contribution to politics included our opening to China, selling vast quantities of wheat to the Soviet Union, the SALT treaty and Watergate.

N. 1990s

1. The post-Cold War era seems more rife with conflict than the deadly threats of that confrontation. Some hope we are approaching a new progressive era; in any case, politics and culture are anything but dull.

VI. METHODS OF INSTRUCTION:

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

VII. TYPICAL ASSIGNMENTS:

A. Reading: 1. "America's Rise to Globalism", Chapter 28, Davidson, pp. 1022-1074. After reading this chapter, identify the various factors that led to the expansion of interest in the United States in imperialism, in the world at large and in expressing our power overseas. Explain the response of the American people to this expansion of interest as well as the responses of other nations. 2. "The Age of Limits", Chapter 33, Davidson, pp. 1230-1264. After reading this chapter, identify who led the political movement announcing that we faced limits. Were the leaders of this movement conservatives? Evaluate the sources of the movement, its impact on American society and the extent to which its remnants remain with us today. B. Oral discussion of written assignments and lectures: 1. Be prepared to discuss in class, based on the last lecture and your short written assignment, what changed between the 1930s and the period after World War II, especially with regard to the American rise to global power. What factors encouraged us to assume responsibilities in the post-World War II era that we would never have dreamed of assuming in the 1930s? 2. Since you have all turned in your research papers, we are now going to discuss the topics that were chosen. C. Writing, problem solving or performance: 1. Research and write a term paper 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). Cite your references in proper MLA format, and footnote your sources. 2. After viewing the video on the Cuban Missile Crisis, write a two to three page paper describe how the relationship between the United States and the Soviet Union had changed since Sputnik in 1957. What other factors may have been involved in Khrushchev's unprecedented actions in sending nuclear missiles and warheads outside the USSR for the first time? What were the most important factors in Kennedy's successful facing-off against Khrushchev?

VIII. EVALUATION:

A. **Methods**

1. Papers
2. Class Participation

B. **Frequency**

1. Frequency of evaluation
  - a. Daily attendance monitored
  - b. Quizzes follow concepts presented in class
  - c. Two papers required
  - d. One final examination

IX. TYPICAL TEXTS:

1. Davidson et al *Nation of Nations: A Narrative History of the American Republic, Volume II*, . 3rd ed., McGraw Hill, 1997.
2. Boyer et al. *The Enduring Vision, Volume II*, . 3rd ed., D.C. Heath and Company, 1996.

X. OTHER MATERIALS REQUIRED OF STUDENTS:

- A. Outline notes, study guides prepared by instructors and sold in the campus bookstore.