

**College of San Mateo  
Official Course Outline**

**1. COURSE ID:** HIST 202    **TITLE:** United States History II    **C-ID:** HIST 140

**Units:** 3.0 units    **Hours/Semester:** 48.0-54.0 Lecture hours; and 96.0-108.0 Homework hours

**Method of Grading:** Letter Grade Only

**Recommended Preparation:**

Eligibility for ENGL 838, ENGL 848 or ESL 400.

**2. COURSE DESIGNATION:**

**Degree Credit**

**Transfer credit:** CSU; UC

**AA/AS Degree Requirements:**

CSM - GENERAL EDUCATION REQUIREMENTS: E1. Option 2- Group 1: American history and institution

CSM - GENERAL EDUCATION REQUIREMENTS: E5b. Social Science

CSM - GENERAL EDUCATION REQUIREMENTS: E5c. Humanities

**CSU GE:**

CSU GE Area C: ARTS AND HUMANITIES: C2 - Humanities (Literature, Philosophy, Languages Other than English)

CSU GE Area D: SOCIAL SCIENCES: US-1

**IGETC:**

IGETC Area 3: ARTS AND HUMANITIES: B: Humanities

IGETC Area 4: SOCIAL AND BEHAVIORAL SCIENCES: Social and Behavioral Sciences

**3. COURSE DESCRIPTIONS:**

**Catalog Description:**

This course explores United States history from the Reconstruction Era to the present. Through the analytical lenses of race, class, gender, ethnicity and sexuality, students examine the major forces that shaped, and continue to shape, the political, social, cultural, scientific, technological and environmental life of the nation. Specific attention is dedicated to examining the ways that the philosophical foundations of the U.S. Constitution and the government institutions it established evolved, and continue to evolve, in response to the ever-changing social, economic, and political rights and obligations of its inhabitants.

**4. STUDENT LEARNING OUTCOME(S) (SLO'S):**

Upon successful completion of this course, a student will meet the following outcomes:

1. Demonstrate a basic knowledge of U.S. History since 1877 through the lenses of gender, race, ethnicity, sexuality, and social class.
2. Analyze and interpret the U.S. Constitution and explain how its philosophical underpinnings shaped, and continue to shape, the nation's political institutions.
3. Analyze and interpret the major constitutional issues regarding the rights and obligations of United States citizens from 1865 to the present.
4. Use critical thinking and research skills in the interpretation, explanation, and communication of U.S. History through primary and secondary sources.

**5. SPECIFIC INSTRUCTIONAL OBJECTIVES:**

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

1. Demonstrate an understanding of U.S. History through the analytical lenses of race, class, gender, ethnicity and sexuality.
2. Identify and analyze the evolution of the nation's political institutions and explain the various forces that influenced change over time.
3. Demonstrate an understanding of America's growth in a global context.
4. Explain the various ways that the U.S. Constitution and political institutions have evolved since the late-18th century to accommodate the diverse needs of its citizens.
5. Explain the major social and cultural developments, their causes and effects, and their historical significance.
6. Analyze and interpret the U.S. Constitution and demonstrate an understanding of the evolution of the rights and obligations of citizens.
7. Identify and define the contributions of diverse racial, ethnic, religious, political, economic, cultural and

social groups to the evolution of the nation and its institutions; understand region diversity within the nation; understand the ways in which these historical legacies continue to inform the social, political, and economic fabric of the nation.

8. Demonstrate the ability to interpret primary and secondary sources and to compose an argument which uses them, as appropriate, for support.

## 6. COURSE CONTENT:

### Lecture Content:

1. Reconstruction
  - A. Road to Reunion: Political Philosophies of the Framers of the Constitution
  - B. Constitutional Foundations of Presidential Reconstruction
  - C. Redefining Citizenship
  - D. Battles for Political and Constitutional Inclusion
  - E. Constitutional and Institutional implications of Congressional Reconstruction
2. Limits of Legislation: Rise of Jim Crow
  - A. Extralegal Violence to Limit Constitutional Rights of Citizens
  - B. Racism and Racial Violence
  - C. Constitutional and Political Limits of Reconstruction
  - D. Sharecropping and Tenant Farming
  - E. Convict Labor and the Rise of the Industrial Prison Complex
  - F. Regional Challenges to Federal Authority
3. Westward Expansion
4. The Gilded Age
  - A. Urbanization and the Second Industrial Revolution
  - B. Immigration and Migrations
  - C. Social Darwinism and the Gospel of Wealth
  - D. Regionalism and Resistance: Populist Response to Economic and Regional Change
  - E. Imperial Expansion and the Global Influence of the United States
5. Progressivism
  - A. Reform Movements
  - B. Benevolence, Social Control, and Legal Rights
  - C. Expanding Citizenship: Suffragist Movement
  - D. Legislating Reform: The Expanding Role of State and Federal Power
6. World War I
  - A. U.S. Diplomacy
  - B. American Idealism
  - C. Repression and Reaction
  - D. The U.S. Homefront
  - E. Shifting Racial and Gender Expectations
  - F. Nativist Movements
7. Poverty and Prosperity in 1920s
  - A. The Price of Prosperity
  - B. "Gin and Jazz" Rise of Consumer Culture
  - C. The Great Migration and the Harlem Renaissance
  - D. Resistance to Change: Fundamentalism
8. The Great Depression and the New Deal
  - A. Expansion of the Federal Government
  - B. Legislating Political, Economic, and Social Change
  - C. Limits of Legislative Reform
9. World War II
  - A. U.S. Foreign Policy
  - B. Prejudice and Patriotism: Redefining citizenship
  - C. Japanese Internment
  - D. Anti-German Sentiments in the WWII era
  - E. African American Activism
  - F. Double V Campaign
  - G. Women's Rights Movement
10. The Cold War/McCarthyism
  - A. McCarthyism
  - B. Foreign Policy

- C. Korean War
- D. Domestic Policies in the Cold War Era
- 11. Civil Rights Movement
  - A. African American Civil Rights Movement
  - B. Native American Civil Rights Movement
  - C. Gay Rights Movement
  - D. Women's Rights Movement
  - E. Chicano/Chicana Civil Rights Movement
  - F. Asian American Civil Rights Movements
- 12. Vietnam War
  - A. U.S. Foreign Policy
  - B. European Imperialism
  - C. U.S. Homefront
  - D. Racial and Economic Inequality
  - E. Counter-Culture Movement
- 13. Cultural Revolutions
  - A. Limits of Reform: Social, Political, and Economic Disillusionment
  - B. The Conservative Turn
- 14. Environmentalism
- 15. Collapse of the Soviet Union
- 16. Globalization
- 17. Redefining the Rights and Obligations of Citizens
  - A. Welfare Reform
  - B. Human Rights Reform Movements
  - C. Marriage Equity
  - D. DACA
  - E. The United States Post-9/11: The Patriot Act
  - F. Rights of Refugees
  - G. Civil Discourse in the 21st century

**Lab Content:**

None

**7. REPRESENTATIVE METHODS OF INSTRUCTION:**

Typical methods of instruction may include:

- A. Lecture
- B. Activity
- C. Discussion
- D. Field Trips

**8. REPRESENTATIVE ASSIGNMENTS**

Representative assignments in this course may include, but are not limited to the following:

**Writing Assignments:**

Students will be required to write an 8-10 page analytical research paper based on primary sources, scholarly monographs and peer-reviewed academic journal articles.

In-class writing assignments such as essay exams, reflection essays, and Canvas discussion posts are also be required.

**Reading Assignments:**

Weekly reading assignments will be required throughout the semester and will include readings from the required textbook(s), scholarly monographs and/or articles as well as primary documents, including the U.S. Constitution and the Bill of Rights. Scholarly articles on the Constitution and Landmark Supreme Court Cases will also be required.

**Other Outside Assignments:**

Library and internet research included academic databases are required for research papers.

Group projects, historic site visits, community engagement projects, and campus events may be assigned as components of the course.

**9. REPRESENTATIVE METHODS OF EVALUATION**

Representative methods of evaluation may include:

- A. Class Participation
- B. Class Performance
- C. Class Work
- D. Exams/Tests
- E. Field Trips
- F. Group Projects
- G. Homework
- H. Oral Presentation
- I. Papers
- J. Projects
- K. Quizzes
- L. Research Projects
- M. Written examination
- N. An 8-10 page research paper that incorporates both primary material as well as scholarly monographs and peer-reviewed articles will be required. All student must submit a paper proposal and get their topic approved by the instructor before beginning their research. Instructors will use a variety of assessment methods to measure student learning. These methods may include but are not limited to class participation, class presentations, essay exams, quizzes, in-class writing assignments, blogs, wikis, individual and/or group projects and out-of-class writing assignments.

**10. REPRESENTATIVE TEXT(S):**

Possible textbooks include:

- A. Dailey, J.. *Building The American Republic, Vol. 2: A Narrative History from 1877*, ed. University of Chicago Press, 2018
- B. Roark, James L., Johnson, M.P., Cohen, P., Stage S, Hartmann, S.. *The American Promise: A Concise History, Volume II: From 1865*, 6th ed. ed. Bedford/St. Martin's Press, 2016
- C. Norton, M.B., Kamensky, J., Cheriff C, Blight, D., Chudacoff, H. . *A People and a Nation: A History of the United States, Volume II* , 10th ed. Wadsworth, 2014
- D. Schaller, M., Schulzinger, R., et. al.. *American Horizons: U.S. History in a Global Context, Vol.II: Since 1865*, 3rd ed. ed. Oxford University Press, 2017

**Origination Date:** November 2017

**Curriculum Committee Approval Date:** November 2017

**Effective Term:** Fall 2018

**Course Originator:** Judith Hunt