

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; 96.0-108.0 Homework hours; 144.0-162.0 Total Student Learning hours
Method of Grading: Letter Grade Only
Recommended Preparation:
 Completion of or concurrent enrollment in ENGL 100 or ENGL 105.

2. **COURSE DESIGNATION:**
Degree Credit
Transfer credit: CSU; UC
AA/AS Degree Requirements:
 CSM - GENERAL EDUCATION REQUIREMENTS: E1a. American History and Institutions
 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
 CSU GE Area D: SOCIAL SCIENCES: US-2
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 1877 to the present. Using 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, religious, scientific, technological and environmental life of the nation. Specific attention is dedicated to examining the ways that the U.S. Constitution and government institutions evolved in response to the ever-changing social, economic, and political demands of its diverse inhabitants. Emphasis is given to the voices of marginalized communities traditionally excluded from the narratives of U.S. History.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**
 Upon successful completion of this course, a student will meet the following outcomes:
 1. Demonstrate knowledge of U.S. History since 1877 through the lenses of gender, race, ethnicity, sexuality, and social class.
 2. Analyze and interpret the major constitutional issues regarding the rights and obligations of United States citizens from 1877 to the present.
 3. Analyze and interpret the ways that the U.S. Constitution and the nation's legal and political institutions have shaped, and continue to shape, power, privilege, and access since 1877.
 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 modern U.S. History through the analytical lenses of race, class, gender, ethnicity and sexuality.
 2. Explain the various ways that the U.S. Constitution and political institutions have evolved since the late-19th century to accommodate the diverse needs of its citizens.
 3. Identify and analyze the evolution of the nation's political institutions and explain the various forces that influenced change since 1877.
 4. Demonstrate an understanding of the expansion of the nation's economic and political power since 1877 in a global context and assess the impact of the nation's imperialist tendencies at home and abroad.
 5. Analyze and interpret the U.S. Constitution and demonstrate an understanding of the evolution of the rights and obligations of citizens.

6. Identify and analyze the ways that diverse racial, ethnic, religious, political, economic, cultural and social groups contributed to the evolution of the nation and its institutions.
7. Demonstrate the ability to interpret primary and scholarly secondary sources and to compose an argument which uses them, as appropriate, for support.
8. Identify and analyze the historical roots and legacies of inequity and oppression in modern America.
9. Analyze the impact of late-19th century and 20th century reform movements on the nation and its diverse inhabitants.

6. COURSE CONTENT:

Lecture Content:

1. Reconstruction and Its Legacies
 - A. Road to reunion: political philosophies
 - B. Constitutional and institutional implications of presidential and congressional Reconstruction
 - C. Limits of constitutional and political change
2. Rise of Jim Crow
 - A. Extralegal violence to curtail constitutional inclusions
 - B. Racism and racial violence
 - C. Challenges to racial violence: Anti-Lynching activism
 - D. Economic oppression: sharecropping and tenant farming
 - E. Limits of reform: Convict labor and the rise of the prison-industrial complex
 - F. Regional challenges to federal authority
3. The Gilded Age
 - A. Urbanization and the Second Industrial Revolution
 - B. Corporate power in politics
 - C. Immigrations and migrations
 - D. Social Darwinism and the Gospel of Wealth
 - E. Regionalism and resistance: Populist response to economic and regional change
 - F. Environmental consequences of industrialization and urbanization
 - G. Technological innovate: Liberation and oppression
4. Populists & Progressives
 - A. Social reform movements
 - B. Benevolence, social control, and legal rights
 - C. Expanding citizenship: Suffragist movements
 - D. Legislating reform: The expanding role of state and federal power
 - E. 17th, 18th, 19th Amendments
5. U.S. Imperial Ambitions
 - A. Case studies: Hawaii, the Philippines and Puerto Rico
 - B. Models of U.S. imperialism: "Big Stick," "Dollar Diplomacy" and "Moral Imperialism"
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. Conflicting views of U.S. involvement in WWI
 - G. Nativist movements
7. Poverty and Prosperity in 1920s
 - A. The price of prosperity: Growing inequalities in the land of plenty
 - B. "Gin and Jazz": Rise of consumer culture
 - C. Technological innovation and the rise of pop culture
 - D. Prohibition
 - E. Red Scare
 - F. The Great Migration and the Harlem Renaissance
 - G. Resistance to change: Fundamentalism and the Scopes Trial
8. The Great Depression and the New Deal
 - A. Expansion of the federal government
 - B. Legislating political, economic, and social change: New Deal Reform
 - C. Limits of legislative reform: Impact of Great Depression and New Deal legislation on marginalized communities
 - D. Global consequence of the Great Depression: Rise of extremism

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. Activism in a Pan-American Context
 - F. Double V Campaign
 - G. Women's Rights Movement
10. The Cold War/McCarthyism
 - A. McCarthyism: Second Red Scare
 - B. Foreign policy
 - C. Korean War
 - D. Domestic policies in the Cold War era
 - E. Cold War culture in the United States and abroad
11. Civil Rights Movements in the Cold War Era
 - A. Black civil rights movements
 - B. Indigenous American civil rights movements
 - C. Gay rights movements
 - D. Women's rights movements
 - E. Latino/Latina civil rights movements
 - F. Asian American civil rights movements
 - G. Student movements
 - H. Movements for food justice, educational equity, and housing justice
12. Vietnam War Era
 - A. U.S. foreign policy
 - B. imperialism in the 20th century
 - C. U.S. homefront
 - D. Counter-culture movements
 - E. The conservative turn
13. Globalization in the post-Cold War era
14. Redefining the rights and obligations in the 21st century
 - 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. Land recognition and reparation movements
 - H. Climate change

Lab Content:

None

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Activity
- C. Discussion
- D. Field Trips
- E. Guest Speakers

8. REPRESENTATIVE ASSIGNMENTS

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

Writing Assignments:

Writing assignments are part of the overall evaluation for the course. Writing assignment may include research essays, discussion boards, experiential learning reflection essays, essay exams and primary text analysis. Students are expected to write the equivalent of 12-15 pages/per semester.

Reading Assignments:

Regular reading assignments from required textbook(s), assigned scholarly articles from academic journals and primary documents as indicated on the instructor's syllabus and/or District-approved LMS.

Collectively, required readings will reflect the historical diversity of the nation, emphasize previously

marginalized histories, offer multiple historical perspectives and include diverse authorship. Students will read approximately 35-45 pages per week.

The History Program is dedicated to the equity and accessibility Zero Cost initiative. All faculty are strongly encouraged to use open source/zero-cost course materials. Faculty unfamiliar with OER/ZCT resources should seek assistance from a CSM Library faculty member or the CSM OER Liaison.

Other Outside Assignments:

Additional assignments may include field trips, experiential learning projects, library/archival visits, discussion boards, presentations, and digital humanities projects.

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. Instructors will use a variety of assessment methods to measure student learning. These methods may include but are not limited to class participation, research essays that incorporate both primary sources and scholarly secondary sources, class presentations, essay exams, quizzes, in-class writing assignments, blogs, wikis, individual and/or group projects.

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- A. Multi-authored documents. *The American Yawp Reader: A Documentary Companion to the American Yawp*, On-line ed. Stanford University Press, 2023
- B. Locke, Joseph L., Ben Wright, editors. *The American Yawp: A Massively Collaborative Open U.S. History Textbook, Vol. II: Since 1877*, Online Edition ed. Stanford University Press, 2023
- C. Foner, Eric. *Give Me Liberty! An American History, Volume II*, 8th ed. MacMillan Learning, 2020

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Course Originator: Judith Hunt