

**HIST C1002 Course Outline as of Fall 2026****CATALOG INFORMATION**

Dept and Nbr: HIST C1002 Title: U S HIST 1865 TO PRESENT

Full Title: United States History since 1865

Last Reviewed: 5/5/2025

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	6	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly: HIST 17.2

**Catalog Description:**

This course is a historical survey of the United States from the end of the Civil War to the present. The course also introduces students to historical reasoning skills.

**Prerequisites/Corequisites:****Recommended Preparation:**

Eligibility for ENGL C1000 (formerly ENGL 1A) or EMLS 10 (formerly ESL 10) or equivalent or appropriate placement based on AB705 mandates

**Limits on Enrollment:****Schedule of Classes Information:**

Description: This course is a historical survey of the United States from the end of the Civil War

to the present. The course also introduces students to historical reasoning skills.

(Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Eligibility for ENGL C1000 (formerly ENGL 1A) or EMLS 10 (formerly ESL 10) or equivalent or appropriate placement based on AB705 mandates

Limits on Enrollment:

Transfer Credit: UC.

Repeatability: Two Repeats if Grade was D, F, NC, or NP

**ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>		<b>Effective:</b>	<b>Inactive:</b>
	D	Social and Behavioral Sciences	Fall 2025	
	F	American Institutions		
	L3	Arts and Humanities		
	L4	Social and Behavioral Sciences		
	L7	American Institutions		
	D	Social and Behavioral Sciences	Fall 1981	Fall 2025
	F	American Institutions		
<b>CSU GE:</b>	<b>Transfer Area</b>		<b>Effective:</b>	<b>Inactive:</b>
	D	Social Science	Fall 2011	
	D6	History		
	X1	U.S. History		
	D	Social Science	Fall 2010	Fall 2011
	D1	Anthropology and Archeology		
	D2	Economics		
	D3	Ethnic Studies		
	D5	Geography		
	D6	History		
	X1	U.S. History		
	D	Social Science	Fall 1981	Fall 2010
	D1	Anthropology and Archeology		
	D2	Economics		
	D3	Ethnic Studies		
	D5	Geography		
	X1	U.S. History		
<b>IGETC:</b>	<b>Transfer Area</b>		<b>Effective:</b>	<b>Inactive:</b>
	4	Social and Behavioral Science	Fall 1981	
	4F	History		
	XA	U.S. History		
<b>CSU Transfer:</b>			<b>Effective:</b>	<b>Inactive:</b>
<b>UC Transfer:</b>	Transferable		<b>Effective:</b>	<b>Inactive:</b>
			Fall 1981	
<b>CID:</b>				
CID Descriptor:	HIST 140	United States History from 1865		
SRJC Equivalent Course(s):		HISTC1002		

## **Certificate/Major Applicable:**

Major Applicable Course

## **COURSE CONTENT**

### **Student Learning Outcomes:**

At the conclusion of this course, the student should be able to:

1. Analyze the political, economic, cultural, and social developments in the United States from 1865 to the present.
2. Evaluate the causes and effects of historical events of both the United States and abroad.
3. Analyze and distinguish between primary and secondary sources as historical evidence.

### **Objectives:**

Statewide Required Objectives/Outcomes:

At the conclusion of this course, the student should be able to (Identical and Required):

1. Demonstrate the ability to interpret primary and secondary sources and to compose an argument which uses supportive evidence.
2. Demonstrate an understanding of U.S. History through analytical categories such as race, class, gender, sexuality, and ethnicity.
3. Analyze economic, political, and cultural developments as well as social movements and assess their historical significance.
4. Analyze the relevance of Modern American History to the present day.

Statewide Required Objectives/Outcomes:

At the conclusion of this course, the student should be able to:

1. Integrate geographical knowledge with historical study.
2. Question their own values and assumptions about American history.
3. Assess the claim that the heritage and institutions of the United States are to some degree unique and explore the rationale that supports this “uniqueness.”

### **Topics and Scope:**

Statewide Required Topics:

Themes may include but are not limited to class, race, gender, and ethnicity; immigration; systems of labor; intellectual, technological, environmental, social, and cultural history; and foreign relations.

1. Introduction to basic methods of historical research and analysis.
2. Reconstruction and the New South.
3. Immigration, industrialization, and urbanization in the Gilded Age.
4. Closing of the frontier and Resistance of Indigenous Peoples.
5. Progressive Era Reform Movements.
6. Imperialist expansion and emergence of the United States as a world power.
7. World War I.
8. Post-War America and the 1920s.
9. The Great Depression and the New Deal.
10. World War II and Its Aftermath.
11. Cold War Era.
12. Civil Rights Movements.

13. Vietnam, the Great Society, and the Transformation of America.
14. From Nixon to Reagan.
15. Entering the New Millennium.
16. Twenty-first century and the recent past.

Expanded and Additional Local Topics:

I. Reconstruction

A. Presidential Reconstruction

B. Radical Reconstruction

1. Thirteenth, Fourteenth, and Fifteenth Amendments
2. Freedmen's Bureau
3. Election of 1877 and the End of Reconstruction

C. Segregation Re-instated

1. Violence
2. Legal segregation: Plessy v. Ferguson
3. Sharecropping and Disenfranchisement

II. The West

A. Reservations

1. Forced Removal
2. Assimilation

B. Chinese Immigration

III. Industrialization and the Corporation

A. Gilded Age

B. European Immigration

C. Unionization

D. Populism

IV. Imperialism

A. Hawaii

B. Spanish American War

V. Progressivism - Challenge to Social Darwinism

A. Women's challenges

1. Settlement houses
2. Women's clubs
3. Suffrage

B. African American Challenges

1. Anti-lynching Movement
2. DuBois and Washington

VI. World War I

A. Competition in Europe and the Balance of Power

B. U.S. Involvement

1. Committee for Public Information (CPI)
2. Armistice
3. Treaty of Versailles

C. U.S. Post-war isolation

VII. 1920s

A. Economic Boom

B. Jazz Age

C. Red Scare

D. Causes of the Great Depression

VIII. The Great Depression

A. Immediate Effects

- B. Hoover's Response
- IX. Franklin Delano Roosevelt and the New Deal
  - A. Relief
  - B. Reform
- X. World War II
  - A. Rise of Fascism in Europe and Asia
  - B. U.S. Role in Europe and Asia
- XI. Cold War
  - A. Growing Tensions between the U.S. and Soviet Union
  - B. Containment
  - C. Domestic Policies
- XII. The Fifties
  - A. Economic Growth
  - B. The Suburbs
  - C. Consumerism
- XIII. Civil Rights Movement
  - A. Effects of WW II
  - B. Brown v. Board of Education
  - C. Southern Christian Leadership Conference (SCLC) and Student Nonviolent Coordinating Committee (SNCC)
  - D. Civil Rights Acts of 1964 and 1965
  - E. Radical Voices
  - F. Other Liberation Movements
    - 1. Women
    - 2. Latinos
    - 3. Native Americans
    - 4. Gay Rights
- XIV. Cold War in the 1960s
  - A. Cuba
    - 1. Bay of Pigs Crisis
    - 2. Cuban Missile Crisis
  - B. Vietnam
    - 1. France's Role
    - 2. Gulf of Tonkin
    - 3. Credibility Gap
    - 4. Counterculture and Anti-War Movement
    - 5. Backlash of 1968
    - 6. Nixon and the Silent Majority
- XV. 1970s
  - A. Watergate
  - B. Energy Crisis
  - C. Environmentalism
  - D. Iranian Hostage Crisis
- XVI. 1980s
  - A. Reagan and Reaganomics
  - B. The Rise of the Religious Right
  - C. Fall of Soviet Union
- XVII. 1990s
  - A. Gulf War I
  - B. Rodney King Riots
  - C. Clinton Administration
  - D. Third Wave of Feminism

## XVIII. 2000s

- A. Latino Immigration
- B. 9/11
- C. Gulf War II
- D. Obama Years
- E. Election of Donald Trump

### Assignment:

1. Reading Assignments consist of either primary or secondary sources (30 to 50 pages per week)
2. A research component will be assigned, such as a project, a paper, or presentation.
3. Writing Assignments (2000-4000 total words) that will critically interpret primary and secondary sources, such as:
  - a. Analytical essays
  - b. Research papers
  - c. Reaction papers
4. Exam(s) (1-2) and a final. All exams must include writing (essays or short answers) with optional objective questions. Face-to-face classes will have a minimum two in-class exams; online classes will have a minimum two timed exams.
5. Participation in discussions
6. Note taking (ungraded)
7. Additional assignments as determined by instructor may include:
  - a. Objective quizzes
  - b. Group work
  - c. Presentations
  - d. Journals
8. Online sections; additional writing assignments of 500-1000 words may be assigned

### Statewide Required Methods of Evaluation:

Methods of formative and summative evaluation used to observe or measure students' achievement of course outcomes and objectives must include academic writing and research. Additional methods of evaluation are encouraged and at the discretion of local faculty and may incorporate assessments and exercises such as journals, quizzes, discussions, group work, and presentations.

Expanded and Additional Local Methods of Evaluation: See table below.

### Methods of Evaluation/Basis of Grade:

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Reaction papers, analytical essays, and/or research papers (including primary and secondary sources)
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Writing 30 - 50%
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**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving  
0 - 0%

**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None

Skill Demonstrations  
0 - 0%

**Exams:** All forms of formal testing, other than skill performance exams.

Exam(s) and a final exam

Exams  
40 - 50%

**Other:** Includes any assessment tools that do not logically fit into the above categories.

Attendance and participation, quizzes, possible research project or presentation, additional assignments (if assigned)

Other Category  
0 - 30%

**Representative Textbooks and Materials:**

Statewide Representative Textbooks:

Instructor discretion to choose scholarly and primary sources that enable an academic interrogation of history. Types of Course Materials: textbook; classics; document reader; scholarly articles; and/or monograph  
Representative Texts:

Carnes, Mark C. and John A. Garraty. 2021. The American Nation. Pearson.

Corbett, P. Scott, Janssen Volker, John Lund “U.S. History. OpenStax Free Textbooks Online.” (OER). 2024.

Faragher, John Mack, Mari Jo Buhle, et al. 2021. Out of Many: A History of the American People. Pearson.

Foner, Eric, Kathleen DuVal, and Lisa McGirr. 2022. Give Me Liberty! W.W. Norton Company.

Goldfield, David, Carol Abbott, et al. 2021. The American Journey. Pearson.

Kamensky, Jane, Carol Sheriff, et al. 2017. A People and a Nation: A History of the United States. Cengage.

Kennedy, David M. and Lizabeth Cohen. 2024. The American Pageant. Cengage Learning.

Locke, John and Ben Wright. American Yawp (OER). Stanford University Press.

Murrin, John, Pekka Hämäläinen, et al. 2019. Liberty, Equality, Power. Cengage Learning.

Nash, Gary, Julie Roy, et al. 2023. The American People: Creating a Nation and a Society. Pearson.

Roark, James L., Michael P. Johnson , et al. 2022. The American Promise. Bedford/St. Martin’s.

Tindall, George Brown and David E. Shi 2022. America: A Narrative History. W.W. Norton & Company.

U.S. History Open Stax.

Supplemental Options:

Calloway, Colin G. 2024. First Peoples: A Documentary Survey of Native American History. Bedford/St. Martin's.

Brown, Leslie, Jacqueline Castledine, et al. 2017. U.S. Women’s History: Untangling the Threads of Sisterhood. Rutgers University Press.

DuBois, Ellen and Lynn Dumenil. 2024. Through Women’s Eyes, Combined Volume: An

American History with Documents. Macmillan Learning.

White, Deborah Gray, Mia Bay, et al. 2020. Freedom on My Mind: A History of African Americans, with Documents. Macmillan Learning.

Kendi, Ibram X. Christopher Dontrell Piper, et al. 2017. Stamped from the Beginning: The Definitive History of Racist Ideas in America. Bold Type Books.

Choy, Catherine Ceniza, Cindy Kay, et al. 2023. Asian American Histories of the United States. Beacon Press.

Ling, Huping. 2023. Asian American History. Rutgers University Press.

Gonzales, Manuel G. 2019. Mexicanos, Third Edition: A History of Mexicans in the United States. Indiana University Press.

#### Additional Local Representative Textbooks:

A Red Record: Tabulated Statistics and Alleged Causes of Lynchings in the United States, 1892-1893-1894. Wells, Ida B. Schomburg Center for Research in Black Culture. 2010. (classic).

America: A Concise History, vol. 2. 6th ed. Henretta, James A., et al. Bedford St.Martins. 2015. (classic).

American Passages, vol 2. 4th ed. Ayers, Edward L. Harcourt College Publishers. 2011. (classic).

The Feminine Mystique. Friedan, Betty. Norton & Co. 2001. (classic).

Unfinished Nation, vol. 2. 6th ed. Brinkley, Alan. McGraw Hill. 2012. (classic).