COMMON COURSE OUTLINE: Course discipline/number/title: HIST 1625: United States History from 1865 to Present

A. CATALOG DESCRIPTION
1. Credits: 3
2. Hours/Week: 3
3. Prerequisites (Course discipline/number): College level reading and writing
4. Co-requisites (Course discipline/number): None

Beginning with the period of Reconstruction, the course encompasses the Gilded Age, rapid industrialization, The Progressive reform era, World War I, the 1920’s and the Great Depression. The second half of the course concerns itself with the World War II, the Cold War, United States, containment policies, the turbulence of the 1960’s as well as events of 1970’s through the present day. In covering these topics the course will dwell on the major events and participants that made up these historical epochs.

B. DATE LAST REVISED (Month, year): March, 2006

C. OUTLINE OF MAJOR CONTENT AREAS:
UNIT ONE: Reconstruction through 1900
Section One-Reconstruction
Section Two-The End of the Frontier
Section Three-Urbanization, Industrialization, and the Rise of Big Business

UNIT TWO: 1900 through the World War One
Section Four-Expansion and Empire
Section Five-The Progressive Era
Section Six-World War One

UNIT THREE: The 1920s through the Cold War
Section Seven-The 1920s
Section Eight-The Great Depression
Section Nine-World War Two
Section Ten-The Cold War

UNIT FOUR: The 1950s to the Present
Section Eleven-The 1950s and Civil Rights
Section Twelve-The Vietnam War
Section Thirteen-Nixon through Reagan
Section Fourteen-The Bush and Clinton Years to the Present

D. LEARNING OUTCOMES (GENERAL): The student will be able to:

E. LEARNING OUTCOMES (MNTC):
Goal 2/Critical Thinking: Students will be able to:
1. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.
2. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives, which can give alternative meanings or solutions to given situations or problems.
3. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.
4. Recognize and articulate the value assumptions, which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.
E. LEARNING OUTCOMES (MNCT): Continued.
Goal 5/History and the Social and Behavioral Sciences: The student will be able to:
1. Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
2. Examine social institutions and processes across a range of historical periods and cultures.
3. Use and critique alternative explanatory systems or theories.
4. Develop and communicate alternative explanations or solutions for contemporary social issues.

Goal 7/Human Diversity: The student will be able to:
1. Understand the development of and the changing meanings of group identities in the United States’ history and culture.
2. Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.
3. Analyze their own attitudes, behaviors, concepts, and beliefs regarding diversity, racism, and bigotry.
4. Describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion. Demonstrate communication skills necessary for living and working effectively in a society with great population diversity.

F. METHODS FOR EVALUATION OF STUDENT LEARNING:
1. Essay and Objective tests
2. Written assignments
3. Classroom discussion
4. Attendance

G. SPECIAL INFORMATION (if any): None