



ILLINOIS VALLEY COMMUNITY COLLEGE

COURSE OUTLINE

DIVISION: Humanities, Fine Arts and Social Sciences

COURSE: HIS 2001 United States History from 1865

Date: Spring 2023

Credit Hours: 3

Complete all that apply or mark "None" where appropriate:

Prerequisite(s): None

Enrollment by assessment or other measure? Yes No

If yes, please describe:

Corequisite(s): None

Pre- or Corequisite(s): None

Consent of Instructor: Yes No

Delivery Method:	<input checked="" type="checkbox"/> Lecture	3 Contact Hours (1 contact = 1 credit hour)
	<input type="checkbox"/> Seminar	0 Contact Hours (1 contact = 1 credit hour)
	<input type="checkbox"/> Lab	0 Contact Hours (2-3 contact = 1 credit hour)
	<input type="checkbox"/> Clinical	0 Contact Hours (3 contact = 1 credit hour)

Offered: **Fall** **Spring** **Summer**

CATALOG DESCRIPTION and IAI NUMBER (if applicable):

This course is designed to give students an understanding of the history of the United States from 1865 to the present. It does this through a consideration of: Reconstruction, Western Expansion, the Gilded Age, the Progressive Era, American Expansionism, World War I, the Roaring 20s, the Great Migration, the Harlem Renaissance, the Great Depression, World War II, the Cold War, the Civil Rights Movement, the Vietnam War Era, Peace Movements and Protest, Women's and LGBTQIA+ Movements, the Nixon, Carter and Reagan Years, and Post-Cold War America. **IAI Equivalent: S2901**

ACCREDITATION STATEMENTS AND COURSE NOTES:

None

COURSE TOPICS AND CONTENT REQUIREMENTS:

War-time origins or Reconstruction, Lincoln vs Congress, Emancipation, White Resistance, Reconstruction Plans, Freedmen, The Failure of Reconstruction, Transcontinental Railroad, Chinese Immigration, Settlement and Resettlement, Broken Promises, The Sioux and other Native Americans, Steel, Technology, Manufacturing, Immigration, Industrialization, Wealth Inequality, Labor Unions, Reform, Women and Reform, Teddy Roosevelt, Progressivism, Trust Busting, The Spanish American War, American Imperialism, U.S. Neutrality, World War I, The Great Migration, Race and Racism, Communism and the First Red Scare, Racial Tensions, Harlem Renaissance, Environmental Catastrophe, Unregulated Capitalism, Economic Crash, Unemployment, Poverty, Racial Tensions, The New Deal, The Black Cabinet, Causes of WWII, Alliances, U.S. Neutrality, Pearl Harbor, The U.S. at War, Racial Reckoning, Berlin Airlift, the rise of the Soviet Union, Chinese Civil War, Korean War, Bay of Pigs, The Cuban Missile Crisis, The Domino Theory, Containment, Jim Crow Segregation, Dismantling Desegregation in Schools and Higher Education, Dismantling Segregation in Public, Dr. King, SNCC, Malcom X, NOI, Black Panthers, Voting Rights and Civil Rights Acts, The War at Home and Abroad, The Women's and Gay Rights Movement, Nixon through Reagan, post-Cold War America.

INSTRUCTIONAL METHODS:

Lecture, Discussion, Discussion Board, Written Exams, Research Papers, Oral Presentations

EVALUATION OF STUDENT ACHIEVEMENT:

Exams, Papers, Discussions, Presentations

INSTRUCTIONAL MATERIALS:

Textbooks

Global Americans, by Maria Montoya

Resources

Supplemental Readings and Videos

LEARNING OUTCOMES AND GOALS:

Institutional Learning Outcomes

- 1) Communication – to communicate effectively;
- 2) Inquiry – to apply critical, logical, creative, aesthetic, or quantitative analytical reasoning to formulate a judgement or conclusion;
- 3) Social Consciousness – to understand what it means to be a socially conscious person, locally and globally;
- 4) Responsibility – to recognize how personal choices affect self and society.

Course Outcomes and Competencies

Outcome #1: Students will be able to identify significant events, people, ideas and historical trends that have shaped United States History, socially, culturally and politically.

Competency 1.1: Students will learn to identify key historical trends.

Competency 1.2: Students will learn how individual actions and historical trends are inter-related.

Competency 1.3: Students will understand and appreciate the multiple- cause and effect relationships of historical trends and events.

Competency 1.4: Students will learn to critically examine and place historical events, people, ideas and trends into a larger historical context.

Competency 1.5: Students will be able to demonstrate their understanding of how the past influences the present.

Outcome #2: Students will be able to examine historical ideals and concepts both through writing and orally.

Competency 2.1: Students will be required to use and develop critical thinking skills.

Competency 2.2: Students will gain an understanding of historical analysis.

Competency 2.3: Students will be required to evaluate circumstances and events within the context of the times and the present.

Competency 2.4: Students will gain an ability to organize historical concepts.

Outcome #3: Students will learn to understand and appreciate the pluralism of American society both historically and in the present.

Competency 3.1: Students will come to realize that non-native people who lived in the United States were immigrants or are decedents of immigrants.

Competency 3.2: Students will recognize and understand how diverse groups have been treated and perceived throughout history.

Competency 3.3: Students will recognize how and why cultural attitudes toward different groups have changed over time.

Competency 3.4: Students will gain an awareness of the historical roots and problems of intolerance, racism and bigotry.

Competency 3.5: Students will gain a historical appreciation for the contributions and perspectives of diverse members of society.

Competency 3.6: Student will be able to place their own lives within the context of the cultural diversity and history of the United States.

Outcome #4: Students will be introduced to various perspectives of United States history.

Competency 4.1: Students will understand the idea that history is a scholarly interpretation of the past.

Competency 4.2: Students will realize historical interpretations change over time.

Competency 4.3: Students will understand why historical interpretations change.