

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• **AREA Dh: American Institutions – History**
See GE Handbook for information on each section of this form

ABSTRACT

Course Abbreviation and Number: History 131	Course Title: U.S. History 1865 to Present	
Number of Units: 3		
College or Program: XCHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____	Desired term of implementation: XFall <input type="checkbox"/> Spring <input type="checkbox"/> Summer Year:2014	Mode of Delivery: Xface to face <input checked="" type="checkbox"/> hybrid Xfully on-line
Course Proposer (please print): Jill Watts	Email: jwatts@csusm.edu	Submission Date:

1. Course Catalog Description: A survey of the development and the changing historical interpretation of institutions and society in the United States from Reconstruction to the present. Special attention to the interplay between races and cultural diversity and conflict. Themes include immigration, constitutional development, politics, economics, religion, reform, the growth of the United States as a world power, status of women, westward expansion, and urbanization. May not be taken for credit by students who have received credit for HIST 231.

2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

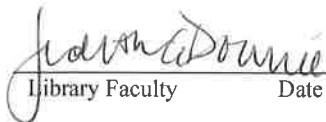
x	Course description, course title and course number
	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
x	Topics or subjects covered in the course
x	Registration conditions
x	Specifics relating to how assignments meet the writing requirement
x	Tentative course schedule including readings
x	Grading components including relative weight of assignments

SIGNATURES

 _____
Course Proposer Date 2/17/14

 _____
Department Chair date 2/17/14

Please note that the department will be required to report assessment data to the GEC annually. _____
DC Initial

 _____
Library Faculty Date 3/13/14

Support Do not support* Support Do not support*

_____ Date _____
Impacted Date
Discipline Chair

Support Do not Support* Approve Do not Approve

_____ Date _____ Date
Impacted Discipline GEC Chair Date
Chair

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*** If the proposal is not supported, a memo describing the nature of the objection must be provided.**

Course Coordinator: Jill Watts Phone: x4114 Email: jwatts@csusm.edu

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Part A: Dh American Institutions – History General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]

History GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
Dh 1. Students will be able to identify and discuss connections between the national past and present.	Course will explore change over time between 1865 and present. Main themes include exploration of the US political system/the broadening of Democratic participation and inclusion of marginalized groups, the emergence of the United States as an international power, and the tension over governmental regulation of the economy	Students will answer a questions the explore change over time in relationship to the political process, diversity, US as a global power and the economy and explain the reasons for the connections between past and present
Dh 2. Students will evaluate differences and changes in interpretations of U.S. history as a discipline, and the U.S. government as a system.	Course will explore the concept of “historiography” and how it relates to changing perceptions of the U.S. government	Students will answer a question on how different schools of historical thought interpret history and US government and why these schools offer differing interpretations
Dh 3. Students will demonstrate an ability to analyze, synthesize, compare, and critically evaluate multiple types of evidence about the past.	Students will be introduced to the concept of primary sources and required to explore the analysis and use of such sources in the study of the nation’s past	Students will complete an assignment in which they will explore primary sources to understand the past and assess the strengths and weaknesses of these sources
Dh 4. Students will recognize different cultural practices, economic structures, and political institutions and be able to explain why they have changed over time.	Topics to be covered in course: cultural practices— music/film/literature as manifestations of cultural change, the changes in the structure of the American economy as introduced by the New Deal and cycles of prosperity and depression/recession, and the tensions within the federal government between executive power	Students will answer questions on cultural change, the history of cycles of prosperity and recession/depression, and comparing the changes in political power at the national level and discuss forces which have lead to change.
Dh 5. Students will critically evaluate the varieties of experience found in the historical record, exploring diversity as a component of history.	Topics include: women, African Americans, Chicanos, Asian Americans, and other marginalized groups contributions to the American past	Students will answer questions on the inclusion and/or exclusion of marginalized Americans and changes and persistence over time— they will be challenged to explain how Americans from differing backgrounds contributed to the national experience and the impact of the

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Dh 6. Students will recognize the influence of global forces and identify their connections to local and national developments.	Topics include: US foreign policy and the US economy as situated within the global society.	Civil Rights movement Students will answer questions on global political and economic policy and trace the relationship between local, national, and international developments and their interrelationship in terms of global conflict and the emergence of the US's participation in the international economy.
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Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of <u>all</u> Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively in writing to various audiences. (writing)	Students will have a variety of assignments in which they are required to write—topics covered in the survey course will require written responses	Students are required to provide well written answers in their assignments
Students will think critically and analytically about an issue, idea or problem. (critical thinking)	Students will be required to compose position papers and to analyze primary source documents, they will be expected to engage in historical debate (historiography)	Students will be expected to demonstrate on course exercises the ability to analyze documents and sources
Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)	Students will be introduced to the methods of historical research	Students will complete an assignment that demonstrates their ability to find and use historical information

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Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All Dh courses must meet at least one of the LEAP Goals.

GE Programmatic Goals	Course addresses this LEAP Goal:
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): This course covers the period in the United States History when marginalized groups carried out campaigns for inclusion within American society. Specifically Civil Rights and resistance to discrimination and oppression are covered.
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): This course requires students to explore the relationships between different American communities as well as immigration. Additionally, since the United States emerges as a major world power, this course explores the country's relationship with other foreign nations.

Part D: Course requirements to be met by the instructor.

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required for 3+ unit courses.	Through short papers and essay questions on examinations
Instructors will include an evaluation of students' written work which assesses both content and writing proficiency. Writing assignments in courses meeting the Dc, Dg, and/or the Dh requirement shall be analytical in nature.	Writing assignments require that students advance an argument and support with historical evidence
Writing assignments in courses meeting the Dh requirement will require students to address historical issues.	All writing assignments will ask students to either assess change over time or the forces acting at a particular historical moment. I can resist asking what else would students in a history class be writing about except "historical issues?"
As per EO 1061 , the course content must include: 1. Significant events covering a minimum time span of approximately one hundred years and occurring in the entire area now included in the United States of America, including the relationships of regions within that area and with external regions and powers as appropriate to the understanding of those events within the United States during the period under study.	This course covers the years from 1865 to present. That would be at least 150 years as of 2015. The topics covered would explore the ongoing tensions between the north and the south, the development of the western United States and expansion into Native American lands, the World Wars, and other international conflicts
2. The role of major ethnic and social groups in such events and the contexts in which the events have occurred.	The topics covered include immigration both from Europe and Asia as well as from Latin American countries.
3. The events presented within a framework that	The framework for this course of course includes a

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<p>illustrates the continuity of the American experience and its derivation from other cultures, including consideration of three or more of the following: politics, economics, social movements, and geography.</p>	<p>continuity as the students explore the story of the American past through all of the topics listed. Specific content related to this category would be political contests and the tension between local, state, and national politics, the shifts in the economy, the rise of various social movements like suffrage, Civil Rights, countercultural protest, and the Chicano movement. To understand many topics like national voting patterns, the expansion into native American lands, the US relationship with foreign powers, requires some geography.</p>
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History 131
Professor Jill Watts

Office: 240 Markstein
Office Hours: Tuesday and Thursday, 1-2:30 or by appointment
Office Phone: (760) 750-4114
Email: jwatts@csusm.edu

United States History 1877 to Present

Sample Syllabus

Course Catalog Description:

A survey of the development and the changing historical interpretation of institutions and society in the United States from Reconstruction to the present. Special attention to the interplay between races and cultural diversity and conflict. Themes include immigration, constitutional development, politics, economics, religion, reform, the growth of the United States as a world power, status of women, westward expansion, and urbanization. May not be taken for credit by students who have received credit for HIST 231.

Course Overview:

This course is an introductory survey of the history of the United States from the end of the Civil War to through the present time. We will explore the rich political, economic, and social components of the American past and examine the roles played by diverse groups of Americans who contributed to the shaping of the United States since the Civil War. During this era, the United States went through a time of rapid growth and change, cycling through periods of reform, emerging as an international player, and experiencing economic booms and downturns.

We will explore these trends by examining several components of the American experience, including the construction of identity by Americans from diverse backgrounds, the role that culture plays in reflecting and shaping American society, and the notion of the American Dream.

Course objectives:

1. To gain an understanding of the American past from 1877 to present by investigating change and continuity over time
2. To explore the contributions to and struggles of diverse populations in the United States
3. To understand the changes in U.S. political, economic, and foreign policy

4. To practice critical thinking skills through writing and speaking
5. To practice the analysis of primary and secondary sources as gateways to understanding the American past

Please note:

1. I am always willing to help students who are struggling. Please see me in office hours or make an appointment.
2. I am happy to accommodate students with disabilities and to work with DSS. Please let me know ahead of time what accommodations are required.
3. During class, please turn off and put away your cell phones. You may use a computer but you must use it for class needs. Surfing the internet, answering emails or engaging in activity on social networking sites is not acceptable.

General Education Student Learning Outcomes:

This course will meet the student learning outcomes for the lower division general education area Dh: American Institutions/History. The university requires that these outcomes be included in each lower division general education course. Those learning outcomes are as follows:

Dh 1. Students will be able to identify and discuss connections between the national past and present.

Dh 2. Students will evaluate differences and changes in interpretations of U.S. history as a discipline, and the U.S. government as a system.

Dh 3. Students will demonstrate an ability to analyze, synthesize, compare, and critically evaluate multiple types of evidence about the past.

Dh 4. Students will recognize different cultural practices, economic structures, and political institutions and be able to explain why they have changed over time.

Dh 5. Students will critically evaluate the varieties of experience found in the historical record, exploring diversity as a component of history.

Dh 6. Students will recognize the influence of global forces and identify their connections to local and national developments.

Required Texts:

Mary Beth Norton et. al.: *A People and A Nation*

Steven Crane, *Maggie: Girl of the Streets*

John Hershey, *Hiroshima*

John Hollitz, *Thinking Through the Past*

Grading Policy:

Class Participation and Attendance: 10%

First Mid-Term: 20%

Second Mid-Term: 20%

Final Examination: 20%

Reading and Writing Responses/Quizzes: 30%

(Note: All reading must be done before class begins for the week.)

Class Participation and Attendance: Class attendance is mandatory. All students should strive to attend all classes and must arrive on time and not leave early. Those who arrive chronically late and/or leave regularly early will be counted as absent. Frequent short breaks during class are disruptive and should be kept to a minimum. Please make note: More than four absences, regardless of the reason, will result in a lowering of the overall participation grade an **entire grade** for each additional absence. It will likely result in the failure of this portion of the grade since the only way to participate is to attend.

A note on participation: We will have class discussions and group work in class. Students must come to class ready to participate and with the readings completed. To earn a good grade, you need to demonstrate that you have done and thought about the reading and the course materials. During discussion, all opinions should be respected and conduct should be professional.

First and Second Midterms: These will be in-class examinations covering the readings, lectures, and discussions. You will receive a study guide and the tests will be a combination of short answer and essay questions.

Final Examination: This will be an in-class comprehensive examination covering course material from the entire semester. You will receive a study guide and it will be a combination of short answer and essay questions.

Reading and Writing Responses/Quizzes: During the semester, you will receive prompts for five reading and writing responses. They will involve the following:

- a. A book review
- b. Three primary document assessments
- c. A short research assignment based on primary source research in one of the library's historical databases.

Please note:

1. Class sessions are a combination of lecture and discussion. You should come to class prepared to discuss the assigned readings for the week.
2. You must attend class. While four absences are the minimal acceptable absences, the more you are present the better your grad will be.
3. All students are expected to conduct themselves politely and with courtesy toward all present.
4. The assignments in this course, which include a book review, three primary document responses, and a short library assignment, will require ten pages of writing. The mid-term and final will also require short essay responses and thus will total between 10 and 15 pages depending on student performance.
5. You must do your own work. Plagiarism, which is the use of someone else's words or ideas, is a violation of the student conduct code and will result in official action. For the Academic Honesty code, which offers an excellent definition of plagiarism please see:
<http://www.csusm.edu/dos/studres/cheating11.html>

Course Outline:

Week One

Thinking Historically: A Civil War Prologue

Case Study for the Week: What kinds of sources do historians use to explore the past?

Week Two:

Reconstruction and the Aftermath of the Civil War

Norton, Chapter 16

Hollitz, Chapter 1

Case Study for the week: What is historiography and why does it even matter?
Several Different Ways of Looking at Reconstruction

Week Three:

Change and Response: The West and White Expansion

Norton, Chapter 17

Hollitz, Chapter 3

Case Study for the Week: What Happened in Virginia City? Murder in the Wild West

Week Four:

The Rise of Industrialism and the American Dream

Norton, Chapter 18, 19

Crane, *Maggie* Girl of the Streets

Case Study for the week: What was urban life like during the late nineteenth century?

Week Five:

Gilded Age Politics and Imperialism

Norton, Chapter 20

Hollitz, Chapter 4

First Midterm

Case Study for the Week: What role does the press play in politics and foreign affairs?

Week Six:

Progressivism and Reforming America

Norton, Chapter 21

Hollitz, Chapter 5

Case Study for the week: How did progressivism impact architecture and daily life?

Week Seven:

WWI: The War to End All Wars

Norton, Chapter 22, 23

Online: "Covering the War: Pictures as Propaganda"

<http://memory.loc.gov/ammem/collections/rotogravures/rotoprop.html>

Case Study for the week: What is propaganda and how did the U.S. government rally Americans to fight a war in Europe?

Week Eight:

The Roaring Twenties: A Society in Transition

Norton, Chapter 24

Online:

"Why I bobbed my hair," <http://historymatters.gmu.edu/d/5117/>

"Prosperity and Thrift: The Coolidge Era,"

<http://memory.loc.gov/ammem/coolhtml/coolhome.html>

Case Study for the week: How did Women's roles and images change? Or did they?

Week Nine:

The Great Depression and the New Deal

Norton, Chapter 25

Hollitz, Chapter 8

Case Study for the Week: Was Eleanor Roosevelt a feminist?

Week Ten

The Impact of WWII

Norton, Chapter 26, 27

Hollitz, Chapter 9

Second Midterm

Case Study for the week: How united was the "Greatest Generation" at the time of the war?

Week Eleven

The Bomb and the Cold War

Norton, Chapter 28

Hershey, Hiroshima

Case Study: Why did the U.S. drop the bomb? What were the consequences?

Week Twelve

The Rise of the Civil Rights Movement: Hope for a Second Reconstruction

Norton, Chapter 29

Reading packet: Martin Luther King and Malcolm X

Case Study for the Week: How did the philosophies of King and X differ?

Week Thirteen

Turbulence and Change: The 1960s

Norton, Chapter 30

(Happy Thanksgiving)

Week Fourteen

The 1970s: The Decade that Wouldn't Die

Norton, Chapter 31

Hollitz, Chapter 11

Case Study for the Week: Doves vs. Hawks: Should America have fought in Vietnam?

Week Fifteen

The 1980s and the Resurgence of Conservatism

Norton, Chapter 32

Hollitz, Chapter 13

Case Study for the week: How revolutionary was the "Reagan Revolution?"

Week Sixteen

Final Examination