



# HIST C1002: US HISTORY SINCE 1865

**Proposer:**

Name:	Email:
Sarah Harris	sarahha@cos.edu

**Effective Term:**

Fall 2026

**Does this course use a CA Common Course Number**

Yes

**Credit Status:**

Credit - Degree Applicable

**Subject:**

HIST - History

**Course Number:**

C1002

**CA Common Course Number**

HIST C1002

**Discipline:**

And/Or	(	Discipline	)
History			

**Catalog Title**

United States History since 1865

**COS Course Description**

Common 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. COS Description: Historical survey of the United States from the end of the Civil War to the present.

**Method of Instruction:**

Distance Education  
Lecture and/or Discussion

**Course Units/Hours:**

**Course Units Minimum:**

3

**Lecture Hours Minimum (week)**

3

**Total Contact Hours Minimum (semester)**

52.5

**Total Outside Hours Minimum (semester)**

105

**Total Student Learning Minimum Hours (semester)**

157.5

**Repeatability:**

No

**Open Entry/Exit:**

No

**Field Trips:**

Not Required

**Grade Mode:**

Standard Letter

**TOP Code:**

220500 - History

**SAM Code:**

E - Non-Occupational

**Course Content****Common Method 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.

**COS Methods of Evaluation:**

Essay quizzes or exams

Oral presentations

Problem solving assignments or activities

Problem solving quizzes or exams

Short answer quizzes or exams

Written essays or extended papers

**Common Course Topics:**

	<b>Course Topics</b>
1	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.
2	Introduction to basic methods of historical research and analysis.
3	Reconstruction and the New South.
4	Immigration, industrialization, and urbanization in the Gilded Age.
5	Closing of the frontier and Resistance of Indigenous Peoples.
6	Progressive Era Reform Movements.
7	Imperialist expansion and emergence of the United States as a world power.
8	World War I.
9	Post-War America and the 1920s.
10	The Great Depression and the New Deal.
11	World War II and Its Aftermath.
12	Cold War Era.
13	Civil Rights Movements.
14	Vietnam, the Great Society, and the Transformation of America.
15	From Nixon to Reagan.
16	Entering the New Millennium.
17	Twenty-first century and the recent past.

**COS Course Topics:**

COS Course Topics	
1	<p>Reconstruction and the New South 1865 – 1877</p> <p>a. Impact of the Reconstruction era on the relationship between state and federal governments, civil rights, and between the individual and the government. Lincoln, Grant, and the political philosophies of the framers of the Constitution. Institutions of government during Reconstruction; Congressional Reconstruction, the executive branch and the judicial branch</p> <p>b. Major social and cultural developments of the post-Civil War era, segregated South; industrializing North, and developing West, as well as the causes and effects of these changes [within their contemporary, historical and geographical settings], and their historical significance. Local and state government institutions and segregation.</p>
2	<p>Expansion, immigration, industrialization, and urbanization.</p> <p>a. Competing developing economic systems and competing interests throughout the United States during the phase of industrialization, urbanization, and western development,</p> <p>b. Transition from rural, subsistence living to urban, wage-labor, in an increasingly consumer-driven economy.</p> <p>c. The interactions between Congress, the Supreme Court, and the Presidency when dealing with industrialization and immigration</p>
3	<p>Reform: Populism, Progressivism, and others.</p> <p>a. the mechanisms of industrial centralization and their impact upon the work-force;</p> <p>b. the causal connections between economic values/leaders/organizational principles and social/economic/labor criticisms and organizations;</p> <p>c. contributions of economic reformers [idealists and labor organizations] within the context of citizenship; with special attention to an analysis of the role of protest in improving society,</p> <p>d. Impact of new technologies upon manufacturing; urbanization; class structure; gender values and cultural/racial policies within the U.S.A.</p> <p>e. Constitutional issues and progressivism; challenges to the founding ideals from progressive intellectuals and politicians</p>
4	<p>Imperialism, expansion, and the emergence of the United States as a world power.</p> <p>a. The impact of westward expansion upon diverse cultural; economic; social and religious sectors of U.S. society.</p> <p>b. The major peoples and events involved in U.S. Westward expansion, the relationships between them and the events that unfolded.</p> <p>c. American Imperialism, the main intellectual justifications for said movement, and the relative strengths/weaknesses of said ideas.</p> <p>d. Role of the major figures in perpetrating American expansion.</p> <p>e. Constitutional issues arising from imperialism</p>
5	<p>World War I (1914 – 1920)</p> <p>a. The course of the Great War, as well as the economic and social impacts upon the political, social and cultural life of all humans living in the U.S.</p> <p>b. U.S. Government foreign and domestic policy; in terms of contributing to an internationalist viewpoint.</p> <p>c. Causal relationships between ideas; events; individuals and social groups that were involved in the Great War.</p> <p>d. impact of the Great War upon America and the world at large</p>
6	<p>1920s.</p> <p>a. Industrialization and the challenge of modernity</p> <p>b. Major themes in art, literature, film and their relationship to political ideas</p> <p>c. Fascism, socialism, communism, and the transition from Progressivism to modern American liberalism</p> <p>d. Taft, Harding, Coolidge, Hoover, the Constitution, and challenges of modernity</p> <p>e. The resurgence of reactionary racism and the second Klan</p>
7	<p>The Great Depression and the New Deal (1929 – 1941)</p> <p>a. origins of the Great Depression; major contributing factors and the role of business and government in causing/perpetrating said factors.</p> <p>b. impact of the Great Depression upon the daily lives of diverse groups of Americans and diverse ways American culture [intellectual; political; social; artistic; entertainment] changed due to the Depression</p> <p>c. values and actions of Americans of all backgrounds in the 1920s with special attention to the rise of consumer society; banking; and buying stocks on the margin.</p> <p>d. actions that comprise the New Deal and its efficacy in resolving the financial crisis of the 1930s.</p> <p>e. major figures involved in the political and social activities associated with the New Deal.</p> <p>f. legacy and limitations of the reforms of the New Deal era.</p>



8	<p>World War II. (1933 – 1945)</p> <p>a. Factors contributing to WWII, including hardships of a worldwide depression, authoritarian leaders, and impacts from World War I.</p> <p>b. Strengths and weaknesses of American policy</p> <p>c. The role of historical figures in furthering the best interests of their constituents</p> <p>d. Contributions of Native Americans, Mexican-Americans, and Japanese Americans to allied victory in the war.</p> <p>e. Characteristics of the war's impact upon the U.S. civilian population: across multiple cultural; ethnic; gender; economic and religious groups</p> <p>f. Reaction to the war in the fields of art, literature, philosophy, intellectual innovation.</p>
9	<p>The Cold War. (1945 – 1989)</p> <p>a. economic and ideological tensions between the United States and the Soviet Union.</p> <p>b. major figures and events that played a significant role in starting the Cold War</p> <p>c. Impact of the war on new technologies and economic developments in the late 1940s and the 1950s.</p> <p>d. Reaction to the war in the fields of art, literature, philosophy, intellectual innovation will be examined.</p>
10	<p>Civil Rights Movement. (1960s and 1970s)</p> <p>a. major figures; events and movements of the era; and the relationships between the rising liberal state of the 1960s; the transcendent Civil Rights Movement; and the specter of war in Vietnam.</p> <p>b. causal relationships between events domestically; internationally; economically and the path toward war in S.E. Asia.</p> <p>c. art, literature, philosophy, and intellectual innovation of the Civil Rights Movement</p>
11	<p>Vietnam War era.</p> <p>a. Values of anti-war and pro-war and anti- and pro-poverty relief constituencies, as well reasons for the differences in attitudes and values of those in between.</p> <p>b. the lives and contributions of women and working-class peoples to the culture of protest and activism of this era.</p>
12	<p>The Conservative Turn.</p> <p>a. causes, course and impact of conservatism in the U.S. from the 1960s through the early 1990s;</p> <p>b. the individuals and events of the 1970s and 1980s related to the political and social changes of said era;</p> <p>c. the Reagan Presidency, its impact on social classes; economic groups; and international relationships.</p>
13	<p>Globalization.</p> <p>a. Major technological and economic developments in the rise of a global society;</p> <p>b. impact of globalization upon different cultural; ethnic; gender and religious groups within the U.S.;</p> <p>c. impact of globalization upon the peoples of the world: and upon the planet.</p>
14	<p>Twenty first century and global change.</p> <p>a. Terrorism, government institutional change, and the Constitution</p> <p>b. Foreign policy after the Cold War</p> <p>c. Political parties</p> <p>d. Institutional changes within each branch of government.</p> <p>e. Reactionary populism</p> <p>f. Rights and the Supreme Court</p>

#### Common Course Objectives:

Course Objectives	
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.

**COS Course Objectives:**

COS Course Objectives	
1	Demonstrate the ability to interpret primary and secondary sources and to compose an argument which uses them, as appropriate, for support.
2	Demonstrate an understanding of U.S. History through various historical analytical categories.
3	Demonstrate an understanding of America's growth in a global context.
4	Explain the major economic, technological, and scientific developments and their historical significance.
5	Analyze major political trends, attitudes, conflicts, and events and explain their historical significance.
6	Explain the major social and cultural developments, their causes and effects, and their historical significance.
7	Demonstrate the relevancy of history in today's world.
8	Study U.S. History through the use of evidence in an ongoing search for truth
9	Demonstrate a working knowledge of the research and writing habits of historians.

**Course Outcomes:**

Course Outcomes	
1	Constructive Diversity of Viewpoints: In a written assignment, students will engage a diversity of viewpoints in a civil and constructive fashion.
2	Source Evaluation: In a written assignment, students will demonstrate an ability to evaluate sources for credibility and perspective.
3	Sources, Narrative, and Argument: In a written assignment, students will properly use both primary and secondary sources as part of a historical narrative or argument.

**Assignments:**

Assignment Type:	Details
Reading	Students will read 1-2 chapters from the college level text per week as well as primary sources.
Writing	Both in class essays and research papers will be assigned. Students will complete formal research essays, write a minimum of 2,000 words in formal essay style following the Chicago Manual of Style.
Homework	Students will read the text and take weekly quizzes over materials therein. Students will read supplementary primary and secondary sources and prepare for in-class discussions and exams.

**Representative Texts, Manuals, and/or OER that is equivalent, Other Support Materials:**

**Common Textbooks or other support materials**

Resource Type	Details
	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:
Books	Carnes, Mark C. and John A. Garraty. 2021. The American Nation. Pearson.
Zero Textbook Cost	Corbett, P. Scott, Janssen Volker, John Lund "U.S. History. OpenStax Free Textbooks Online." (OER). 2024.
Books	Faragher, John Mack, Mari Jo Buhle, et al. 2021. Out of Many: A History of the American People. Pearson.
Books	Foner, Eric, Kathleen DuVal, and Lisa McGirr. 2022. Give Me Liberty! W.W. Norton Company.
Books	Goldfield, David, Carol Abbott, et al. 2021. The American Journey. Pearson.
Books	Kamensky, Jane, Carol Sheriff, et al. 2017. A People and a Nation: A History of the United States. Cengage.
Books	Kennedy, David M. and Lizabeth Cohen. 2024. The American Pageant. Cengage Learning.
Zero Textbook Cost	Locke, John and Ben Wright. American Yawp (OER). Stanford University Press.

Books	Murrin, John, Pekka Hämäläinen, et al. 2019. Liberty, Equality, Power. Cengage Learning.
Books	Nash, Gary, Julie Roy, et al. 2023. The American People: Creating a Nation and a Society. Pearson.
Books	Roark, James L., Michael P. Johnson, et al. 2022. The American Promise. Bedford/St. Martin's.
Books	Tindall, George Brown and David E. Shi 2022. America: A Narrative History. W.W. Norton & Company.
Zero Textbook Cost	U.S. History Open Stax.
	Supplemental Options:
Books	Calloway, Colin G. 2024. First Peoples: A Documentary Survey of Native American History. Bedford/St. Martin's.
Books	Brown, Leslie, Jacqueline Castledine, et al. 2017. U.S. Women's History: Untangling the Threads of Sisterhood. Rutgers University Press.
Books	DuBois, Ellen and Lynn Dumenil. 2024. Through Women's Eyes, Combined Volume: An American History with Documents. Macmillan Learning.
Books	White, Deborah Gray, Mia Bay, et al. 2020. Freedom on My Mind: A History of African Americans, with Documents. Macmillan Learning.
Books	Kendi, Ibram X. Christopher Dontrell Piper, et al. 2017. Stamped from the Beginning: The Definitive History of Racist Ideas in America. Bold Type Books.
Books	Choy, Catherine Ceniza, Cindy Kay, et al. 2023. Asian American Histories of the United States. Beacon Press.
Books	Ling, Huping. 2023. Asian American History. Rutgers University Press.
Books	Gonzales, Manuel G. 2019. Mexicanos, Third Edition: A History of Mexicans in the United States. Indiana University Press.

Texts used by individual institutions and even individual sections will vary. The list of representative texts must include at least one text with a publication date within five (5) years of the course outline approval date.

#### COS Textbooks or other support materials

Resource Type:	Details
Books	A Pocket Guide to Writing in History Mary Lynn Rampolla Macmillan Ninth ed 2018 9781319113025
Books	Firsthand America Burner, David Blackwell 8th 2015 1881089339
Books	Land of Hope: An Invitation to the Great American Story Wilfred M. McClay 2019
Web/Other	Other: Primary and secondary source documents relating to themes and topics in History 18. Typical sources might include (but are not limited to) autobiographies, governmental documents, sermons, diaries, film, letters, scholarly articles. These sources may be found in peer-reviewed journals, in online databases, in publisher websites, or in books.

#### Transferable to CSU

Yes - Approved

#### Transferable to UC

Yes - Proposed

#### Cal-GETC General Education

Cal-GETC GE Area 3B: Humanities

Cal-GETC GE Area 4: Social & Behavioral Sciences

Transferable to UC

IGETC 4: Social & Behavioral Sciences

IGETC 3B: Humanities

#### COS General Education

COS GE Area 3: Arts & Humanities

COS GE Area 4: Social & Behavioral Sciences

COS GE D: Social & Behavioral Science

COS GE C: Humanities

#### Other Degree Attributes

Degree Applicable



Not a Basic Skills Course

**Distance Learning Addendum**

HIST C1002 DLA.pdf

**Additional Attachment**

ccn-course-template-hist-c1002-united-states-since-1865-jan2025-v2-a11y.pdf

**Banner Title:**

US History since 1865

**Curriculum Committee Approval Date:**

04/02/2025

**Academic Senate Approval Date:**

04/09/2025

**District Governing Board Approval Date:**

04/21/2025

**Course Control Number:**

CCC000333129

**C-ID:**

HIST140

Equity Review

Select elements of the COR that were reviewed for equity. Must select at least one:

Methods of Evaluation

Topics