**Outline of Instruction**

<table>
<thead>
<tr>
<th>Division:</th>
<th>Social Sciences</th>
<th>Area:</th>
<th>History</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number:</td>
<td>155</td>
<td>Course Name:</td>
<td>History of the United States, 1877-Present</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>NONE</td>
<td>Corequisite:</td>
<td>NONE</td>
</tr>
<tr>
<td>Hours Required:</td>
<td>Class: 45</td>
<td>Lab: 0</td>
<td>Credits: 3</td>
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**Course Description/Purpose**

This course is a survey of American history from the end of Reconstruction to the present. It will examine industrialization; urbanization; ethnic and racial diversity; economic conditions; political, social, cultural and intellectual trends; the growth of America as a world power; the Cold War; and the growth of the federal government. The purpose of this course is to have the student understand the historical roots of modern America.

**Major Units**

- Americans Migrate, 1860-1900
- Business and Politics, 1877-1895
- Nineteenth Century Workers
- Turbulent Nineties
- Progressive Reform
- “Great War”
- Roaring Twenties
- Great Depression and New Deal
- Second World War
- Truman and the Cold War
- Fifties
- Sixties, Reform and Rebellion
- Vietnam
- Decline of Trust and Confidence
- Reagan-Bush Conservatism
- Clinton Center

**Educational/Course Outcomes**

Student learning will be assessed by a variety of methods, including, but not limited to, quizzes and tests, journals, essays, papers, projects, laboratory/clinical exercises and examinations, presentations, simulations, portfolios, homework assignments, and instructor observations.

**Cognitive**

Each student will be expected to *Identify/Recognize*. . .

- the essential content of the course outline
- archival and manuscript materials
- the historical roots of current advantages/problems
- differing historical interpretations

**Performance**

Each student will be expected to *Demonstrate/Practice*. . .

- the ability to Perform acceptably on essay tests and higher-level identification questions which require the student state clearly the significance of the item in question.
From the following list each student will complete one or more of the following projects:

- complete an informant biographical data sheet and tape, transcribe, and evaluate a thirty minute interview with a person at least 65 years of age.

- critically assess in a two-page paper a documentary American history video covering the time period after 1877. This will include comparing the treatment of the subject in the video to written materials on the same topic.

- the ability to write, at the instructor’s option, a research paper in prescribed format or a critique of an historical non-fiction book or a first person essay describing life in a specific time period (capstone project).

JD/pf—6/04