



MERCER
COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

Course Number	Course Title	Credits
HIS 106	United States History from 1865	3
Hours: Lecture/Lab/Other	Co- or Pre-requisite	Implementation Semester & Year
3	None	Fall 2022

Catalog description:

Surveys American history since 1865 with emphasis on general concepts and processes. Examines Reconstruction, the Gilded Age, Progressivism, World Wars, the New Deal, the Cold War, civil rights, gender, social class, and 21st century issues.

General Education Category:

Goal 7: Historical Perspective

Goal 6: Humanities

Course coordinator:

Dr. Craig R. Coenen, x3533, coenenc@mccc.edu

Required texts & Other materials:

Foner, Eric, *Give Me Liberty*. Vol 2. 6th Edition, NY: W.W. Norton, 2020.

Foner, Eric, ed. *Voices of Freedom*. Vol 2. 6th Edition, NY: W.W. Norton, 2020.

Course Student Learning Outcomes (SLO):

- [***Upon successful completion of this course the student will be able to:***
1. to read primary and secondary historical sources critically, with an understanding of their validity, perspective bias, audience, and context. (ILG 1, 5, 6, 7, 8, 9, 10, 11)
 2. to use information technologies in acquiring new knowledge and perspective. (ILG 1, 5, 6, 7, 8, 9, 10, 11)
 3. to construct an historical essay that presents a clear thesis, a persuasive argument, and well-researched supporting data. (ILG 1, 5, 6, 7, 8, 9, 10, 11)
 4. to identify major personalities of American History. (ILG 1, 5, 6, 7, 8, 9, 10, 11)
 5. to describe major movements, trends, and developments of American History. (ILG 1, 5, 6, 7, 8, 9, 10, 11)
 6. to discuss with authority, either in writing or verbally, the historical forces (e.g., religion, economics, politics, social stratification, gender, individual actors, technology, nature, intellectual and aesthetic thought, etc.) behind the major movements, trends, and developments of American History. (ILG 1, 5, 6, 7, 8, 9, 10, 11)

7. to analyze other time periods and cultures with little or no ethnocentrism, thus displaying a sense of informed perspective and a deeper appreciation of the common threads of human nature. (ILG 1, 5, 6, 7, 8, 9, 10, 11)

Course-specific Institutional Learning Goals (ILG):

Institutional Learning Goal 1. Written and Oral Communication in English. Students will communicate effectively in both speech and writing.

Institutional Learning Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

Institutional Learning Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Institutional Learning Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

Institutional Learning Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples

Institutional Learning Goal 9. Ethical Reasoning and Action. Students will understand ethical frameworks, issues, and situations.

Institutional Learning Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Units of study in detail – Unit Student Learning Outcomes:

The units of study listed below do not correspond to chapters in a textbook. Rather, the broad units, and the student learning outcomes associated with each unit, are universal for Mercer’s United States history survey courses.

Unit I: The Gilded Age, 1865-1900 [SLO 1-7]

1. Reconstruction and Redemption, 1865-1877

Learning Objectives: *The student will be able to*

- Describe how the lives of African Americans changed after the Civil War.
- Compare and contrast Presidential and Congressional Reconstruction.
- Explain the Compromise of 1877.
- Analyze why Reconstruction turned so radical by 1867.
- Assess how well or poorly Reconstruction worked.
- Analyze why so many opposed Reconstruction and what they did to make it end.
- State the meaning and significance of Redeemers to the South and the nation.

2. The Frontier and the Rise of Big Business

Learning Objectives: *The student will be able to*

- Compare and contrast the treatment of immigrants to the West to African Americans and Native Americans.
- Explain women’s roles, rights, and responsibilities in the West.
- Evaluate whether or not the West was really wild.
- Analyze our government’s policy in regard to Native Americans and how it changed from 1865-1900.

- Describe the social, economic, and political reasons for the exploitation of the West and its resources.
- Understand how the westward movement helped give rise to big business.
- Assess why the government promoted big business after the Civil War and its impact on the nation.

3. Gilded-Age Politics, Society, and Urban Life

Learning Objectives: *The student will be able to*

- Explain the ideals and policies of the two main political parties of the Gilded Age.
- Define women's roles in society and how they were changing.
- Analyze the technological, social, and economic factors leading to the creation of the first suburbs.
- Describe a political machine and understand its role in the urban environment.
- Compare and contrast urban and suburban life in the Gilded Age
- Evaluate the meager social and political reforms for their effectiveness.
- Understand the rise of sports and leisure as diversions and important class-based activities.

4. Immigration, Labor, and Populism

Learning Objectives: *The student will be able to*

- Describe how management and government responded to working-class unrest.
- Compare and contrast immigrant life in their homeland and in the United States.
- Understand the origins and significance of the labor movement.
- Analyze the problems that many unions faced and why some were successful and most were not.
- Explain the role of women and minorities in the early labor movement.
- Define Populism.
- Assess how farmers responded to the agrarian crisis and their level of success
- Describe the problems facing farmers.

5. The New South and the American Empire

Learning Objectives: *The student will be able to*

- Define the New South and how it differed from the Old South.
- Compare and contrast the treatment of poor whites and African Americans in the New South.
- Evaluate how successful the New South was in modernizing the region.
- Understand why the United States assumed an expansionist foreign policy after 1867.
- Compare and contrast American expansionism with European imperialism.
- Describe the cause, course, and effects of the Spanish-American War.

Unit II: America in Transition: Isolation to World Power, 1900-1945 [SLO 1-7]

6. The Progressive Era

Learning Objectives: *The student will be able to*

- Describe the Progressive Era began and who led the reforms and why.
- Assess how Progressive reforms helped women and minorities.
- Compare and contrast Booker T. Washington's and W.E.B. Du Bois' ideas on race.
- Discuss how Progressive reform trickled up from private, local, and state reforms to the Federal level.
- Identify the New Freedom.

- Analyze the impact of Progressive reforms on people's lives, the stability of capitalism, and growth of democracy.

7. A Big Stick, World War I, and the Red Scare

Learning Objectives: *The student will be able to*

- Compare and contrast our leaders' words with their actions in foreign policy.
- Describe America's role in international affairs before World War I.
- Explain Dollar Diplomacy.
- Discuss the origins of World War I in Europe.
- Assess America's reaction to the European war.
- Understand why we entered the war and our role in ending the conflict.
- Explain how World War I changed the lives of women and minorities.
- Describe Wilson's peace settlement and why the European victors refused to accept it.
- Analyze why most Americans wanted to isolate the United States after World War I.

8. The Roaring Twenties and the Great Depression

Learning Objectives: *The student will be able to*

- Compare and Contrast the Roaring 1920s with the Traditional 1920s.
- Assess why the 1920s has often been called the age of heroes.
- Describe how the 1920s accelerated the homogenization of America.
- Evaluate the relationship of big business and the government in the 1920s.
- Discuss how and why the lives of women and minorities changed.
- Identify the concept of rugged individualism.
- Understand why the Great Depression started and the reasoning behind President Hoover's response to it.
- Explain Hoover's program to end the Depression.

9. The New Deal

Learning Objectives: *The student will be able to*

- Describe the New Deal and why it was enacted.
- Analyze how the New Deal was a series of programs to provide relief, recovery, and reform.
- Evaluate how well the New Deal did in ending the Great Depression.
- Explain who were the supporters of the New Deal and who were not and why.
- Assess the New Deal's record in addressing women and minorities.
- Understand why New Deal programs were rolled back or slowed down by the end of the 1930s.

10. World War II

Learning Objectives: *The student will be able to*

- Explain why the United States pursued a Good Neighbor policy in Latin America and an isolationist policy in dealing with the rest of the world during the 1930s.
- Discuss why we entered World War II, beyond simply stating, "Pearl Harbor."
- Assess our role in helping to win the European and Asian war.
- Describe how the war affected women and minorities.
- State and clearly defend their opinion on whether or not we should have dropped the Atomic Bomb on Japan.
- Compare and contrast American views and treatment of Japanese and Japanese-Americans with Germans and Italians.

11. The Origins of the Cold War and the 1950s Consensus

Learning Objectives: *The student will be able to*

- Explain the origins and escalation of the Cold War.
- Describe how the home front reacted to the Cold War.
- Analyze how we tried to make friends with other nations and ensure they remained outside Soviet influences.
- Understand bipolarism.
- Explain the meaning of consensus and how it shaped all aspects of America during the 1950s.
- Analyze how Americans dealt with critics of the consensus.
- Explain the stereotypes regarding gender, race, and class during the 1950s.

12. The Civil Rights Movement and the New Frontier

Learning Objectives: *The student will be able to*

- Discuss the origins of the Civil Rights movement.
- Identify Martin Luther King, Jr. and his organization, SCLC.
- Evaluate the successes and setbacks in regard to Civil Rights in the 1950s and early 1960s.
- Compare and contrast Eisenhower's presidency with American's expectations of John F. Kennedy.
- Describe the New Frontier and Kennedy's vision for the United States.
- Assess Kennedy's foreign and domestic policy record, especially on Civil Rights.

13. Vietnam, the Great Society, and the New Left

Learning Objectives: *The student will be able to*

- Analyze the Great Society's impact on the United States.
- Describe why the Great Society ended.
- Discuss the growing radicalism and fragmentation of the Civil Rights movement.
- Explain why the United States entered Vietnam
- Understand why the United States failed to win the Vietnam War.
- Assess the impact of the New Left and anti-war movement on American foreign and domestic policy.
- Compare and contrast the counterculture with the silent majority.
- Analyze how realistic were the ideals and ideas of the counterculture.

14. The Crisis in Confidence and the Reagan 80s

Learning Objectives: *The student will be able to*

- Explain Watergate and its impact on American politics.
- Identify Détente and its significance.
- Evaluate why there were so many foreign and domestic problems during the 1970s and what our leaders did to try fixing them.
- Assess the pros and cons of the unique Carter presidency.
- Understand why the New Right emerged in the 1970s and how it came to influence government at its highest levels.
- Compare and contrast Détente with Reagan's foreign policy
- Assess Reaganomics for how it helped America and hurt Americans.
- Understand how and why the Cold War ended.

15. America at the Crossroads: Making Sense of our Place in a Post-Cold War World

Learning Objectives: *The student will be able to*

- Describe how technology has improved the lives of many Americans and hurt others.
- Explain the lingering problems in America concerning race and minorities

- Evaluate how in a post-Cold War world, what is the United States role as international policeman.
- Discuss why there has been such a surge in partisan politics over the past decade.
- Understand why terrorists attack and how to, not only prevent further attacks, but change their minds.
- Discuss how much liberty we should surrender in exchange for security.

Evaluation of student learning:

Examinations and Required Work. Describe general guidelines for course work, assignments, tests. Explain how assignments (quizzes, tests, essays, projects, portfolios, practicums, etc.) are designed to evaluate the course objectives.

Instructors have some discretion in determining the format and content of required work. However, written and verbal assignments in any history course should be designed to help students develop the General Education skills (historical perspective, critical thinking, information literacy, writing, and public speaking) listed above. Instructors should emphasize these goals in their assignments and should state them in their written and verbal instructions to the students.

History courses must, therefore, utilize essay examinations, written reports and oral presentations as standard methods of assessing student learning. Below are the parameters within which instructors may operate:

Reading Assignments

- ♦ Textbook as well as primary documents should be clearly assigned to the students

Exams & Quizzes

- ♦ At least two (2), one-hour exams
- ♦ A Final Exam
- ♦ Exams must include an essay component.

Writing Assignments (to assess discipline specific knowledge, communication skills, and critical thinking skills). Students are expected to develop the ability to construct narratives—written or verbal or both—that clearly present their own thesis based on solid evidence that has been thoroughly and critically evaluated. Students are directed in developing competencies in accumulating evidence from a variety of sources, assessing the validity of the evidence, and extracting substantive generalizations from what they have discovered (Information Literacy).

- ♦ At least two (2), but preferably three (3), writing assignments
- ♦ At least one (1) essay should concentrate on the primary documents
- ♦ At least one (1) one assignment should incorporate library or internet research or both; this assignment may be a term paper or group presentation or some other type of project
- ♦ Length of the essays may be determined by the instructor; short (e.g., two-page) essays are acceptable

Course content related assessments should comprise at least 50% of graded assignments.