



# ILLINOIS VALLEY COMMUNITY COLLEGE

## COURSE OUTLINE

**DIVISION:** Humanities, Fine Arts and Social Science (HFASS)

**COURSE:** HIS 2001 United States History from 1865

**Effective Date:** Spring 2025

**Submitted Date:** Oct-24

**Credit Hours:** 3.0

**IAI Number (if applicable):** S2901

*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"/> <b>Lecture</b>	<b>3 Contact Hours</b> (1 contact = 1 credit hour)
<input type="checkbox"/> <b>Seminar</b>	<b>0 Contact Hours</b> (1 contact = 1 credit hour)
<input type="checkbox"/> <b>Lab</b>	<b>0 Contact Hours</b> (2-3 contact = 1 credit hour)
<input type="checkbox"/> <b>Clinical</b>	<b>0 Contact Hours</b> (3 contact = 1 credit hour)
<input type="checkbox"/> <b>Practicum</b>	<b>0 Contact Hours</b> (2-4 contact = 1 credit hour)
<input type="checkbox"/> <b>Internship</b>	<b>0 Contact Hours</b> (5-10 contact = 1 credit hour)

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

### CATALOG DESCRIPTION:

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, Post-Cold War America, including the Clinton and Bush Administrations. **IAI: S2901**

**ACCREDITATION STATEMENTS AND COURSE NOTES:**

Course content should include U.S. history within 20 years of the current date.

**COURSE TOPICS AND CONTENT REQUIREMENTS:**

Course content should include U.S. history within 20 years of the current date.

The following course topics are aligned to the *Visions in America* textbook.

- I. Reconstruction and the New South
- II. The Transformation of the West (1860-1900)
  - a. Natives and Newcomers
  - b. The Economic Transformation of the West
  - c. Native Americans under Siege
- III. The Rise of Industrial America (1865-1900)
  - a. The Emergence of Big Business
  - b. Creating a Mass Market
  - c. The World of Work Transformed
  - d. Conflicting Visions of Industrial Capitalism
- IV. The Gilded Age (1877-1900)
- V. The Progressive Era (1895-1915)
  - a. The Progressive Impulse
  - b. Reining in Big Business
  - c. Transforming the Workplace
  - d. Protecting Women and Children
- VI. The United States Before World War I (1890-1914)
  - a. Becoming a World Power
  - b. The Spanish-American War
  - c. Creating an American Empire
  - d. America and East Asia
  - e. In America's Backyard
- VII. World War I (1914-1918)
- VIII. The Twenties
  - a. Cars and Planes: The Promise of the Twenties
  - b. Cultural Unrest
  - c. Racial Violence and Civil Rights
  - d. The New Woman
  - e. Ensuring Peace: Diplomacy in the Twenties
- IX. The Great Depression (1929-1940)
  - a. The Early Days of the Depression
  - b. A New President and a New Deal
  - c. Recovering from the Depression
  - d. A New Deal for Farmers

- e. Reforms to Ensure Social Justice
- X. World War II (1939-1945)
- XI. The Early Cold War (1945-1963)
- XII. Contentment and Discord (1945-1960)
  - a. Securing the New Deal Legacy
  - b. A Middle-Class America
  - c. Popular Culture in the Fifties
  - d. Freedom Now: The Civil Rights Movement
- XIII. The Vietnam War (1945-1975)
- XIV. The Challenge of the 1960s
  - a. The Liberal Moment
  - b. The Civil Rights Movement, 1960-1965
- XV. The 1970s and 1980s
  - a. Downturn and Scandal
  - b. A Crisis of Presidential Leadership
  - c. The Rights Revolution
  - d. The Rise of the Right
- XVI. 1990s to 2015

**INSTRUCTIONAL METHODS:**

- Lectures
- In-Class and Online Discussions
- Assigned Readings
- Online and In-Class Videos
- eBook Activities

**EVALUATION OF STUDENT ACHIEVEMENT:**

- Exams and Quizzes
- Papers, Written Assignments, Research Papers
- Discussions
- Presentations
- Daily Homework
- In-Class and Online Participation

**INSTRUCTIONAL MATERIALS:**

**Textbooks**

IVCC instructors may select the textbook for each course section. Part-Time and Dual Credit instructors should discuss their textbook selection with the division dean and consider the textbooks used by full-time faculty.

**Recommended Textbooks include:**

- *Visions of America: A History of the United States* (Vol. 2). Pearson, most recent edition.
- *Global Americans: A History of the United States* (Vol. 2). Cengage, most recent edition.
- Another textbook or OER published by a major academic publisher.

**Resources**

## Classroom Maps

**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**

1. Students will be able to identify significant events, people, ideas, and historical trends that have shaped United States History, socially, culturally, and politically.
  - 1.1. Students will learn to identify key historical trends.
  - 1.2. Students will learn how individual actions and historical trends are inter-related.
  - 1.3. Students will understand and appreciate the multiple-cause and effect relationships of historical trends and events.
  - 1.4. Students will learn to critically examine and place historical events, people, ideas, and trends into a larger historical context.
  - 1.5. Students will be able to demonstrate their understanding of how the past influences the present.
2. Students will be able to examine historical ideals and concepts both through writing and orally.
  - 2.1. Students will be required to use and develop critical thinking skills.
  - 2.2. Students will gain an understanding of historical analysis.
  - 2.3. Students will be required to evaluate circumstances and events within the context of the times and the present.
  - 2.4. Students will gain an ability to organize historical concepts.

3. Students will learn to understand and appreciate the pluralism of American society both historically and in the present.
  - 3.1. Students will come to realize that non-native people who lived in the United States were immigrants or are decedents of immigrants.
  - 3.2. Students will recognize and understand how diverse groups have been treated and perceived throughout history.
  - 3.3. Students will recognize how and why cultural attitudes toward different groups have changed over time.
  - 3.4. Students will gain an awareness of the historical roots and problems of intolerance, racism, and bigotry.
  - 3.5. Students will gain a historical appreciation for the contributions and perspectives of diverse members of society.
  - 3.6. Student will be able to place their own lives within the context of the cultural diversity and history of the United States.
4. Students will be introduced to various perspectives of United States history.
  - 4.1. Students will understand the idea that history is a scholarly interpretation of the past.
  - 4.2. Students will realize historical interpretations change over time.
  - 4.3. Students will understand why historical interpretations change.