

# ILLINOIS VALLEY COMMUNITY COLLEGE



## COURSE OUTLINE

**DIVISION:** Humanities, Fine Arts Social Sciences

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

Date: 12/01/10

Credit Hours: 3

Prerequisite(s): None

Delivery Method:  **Lecture**                    **3 Contact Hours** (1 contact = 1 credit hour)  
 **Seminar**                    **0 Contact Hours** (1 contact = 1 credit hour)  
 **Lab**                                **0 Contact Hours** (2 contact = 1 credit hour)  
 **Clinical**                    **0 Contact Hours** (3 contact = 1 credit hour)  
 **Online**  
 **Blended**

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

IAI Equivalent –**Only for Transfer Courses**–go to <http://www.itransfer.org>: H29905

### 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, the Period 1876 to 1900, American Imperialism, the Progressive Era, Woodrow Wilson and World War I, the Roaring Twenties, the New Deal, World War II and 1945 to the present.

### GENERAL EDUCATION GOALS ADDRESSED

*[See the last page of this form for more information.]*

#### Upon completion of the course, the student will be able:

*[Choose those goals that apply to this course.]*

- To apply analytical and problem solving skills to personal, social and professional issues and situations.
- To communicate orally and in writing, socially and interpersonally.
- To develop an awareness of the contributions made to civilization by the diverse cultures of the world.
- To understand and use contemporary technology effectively and to

- understand its impact on the individual and society.
- To work and study effectively both individually and in collaboration with others.
- To understand what it means to act ethically and responsibly as an individual in one's career and as a member of society.
- To develop and maintain a healthy lifestyle physically, mentally, and spiritually.
- To appreciate the ongoing values of learning, self-improvement, and career planning.

**EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:**

*[Outcomes related to course specific goals.]*

**Upon completion of the course, the student will be able to:**

**Outcome #1: Students will be able to identify significant events, people, ideas and historical trends that have shaped United States History, socially, culturally and politically.**

Competency 1.1: Students will learn to identify key historical trends.

Competency 1.2: Students will learn how individual actions and historical trends are inter-related.

Competency 1.3: Students will understand and appreciate the multiple- cause and effect relationships of historical trends and events.

Competency 1.4: Students will learn to critically examine and place historical events, people, ideas and trends into a larger historical context.

Competency 1.5: Students will be able to demonstrate their understanding of how the past influences the present.

**Outcome #2: Students will be able to examine historical ideals and concepts both through writing and orally.**

Competency 2.1: Students will be required to use and develop critical thinking skills.

Competency 2.2: Students will gain an understanding of historical analysis.

Competency 2.3: Students will be required to evaluate circumstances and events within the context of the times and the present.

Competency 2.4: Students will gain an ability to organize historical concepts.

**Outcome #3: Students will learn to understand and appreciate the cultural diversity of American society both historically and in the present.**

Competency 3.1: Students will come to realize that people who lived in the United States, for the most part, were immigrants or are decedents of immigrants.

Competency 3.2: Students will recognize and understand how diverse groups have been treated and perceived throughout history.

Competency 3.3: Students will recognize how and why cultural attitudes toward different groups have changed over time.

Competency 3.4: Students will gain an awareness of the historical roots and problems of intolerance, racism and bigotry.

Competency 3.5: Students will gain a historical appreciation for the contributions and perspectives of diverse members of society.

Competency 3.6: Student will be able to place their own lives within the context of the cultural diversity and history of the United States.

**Outcome #4: Students will be introduced to various perspectives of United States history.**

Competency 4.1: Students will understand the idea that history is a scholarly interpretation of the past.

Competency 4.2: Students will realize historical interpretations change over time.

Competency 4.3: Students will understand why historical interpretations change.

Competency 4.4: Students will be to think critically and explain why some historical interpretations are more convincing than others.

**Outcome #5: Students will be introduced to scholarly historical sources.**

Competency 5.1: Students will be able to explain the difference between primary and secondary historical sources.

Competency 5.2: Students will be able to identify a diversity of important historical sources.

Competency 5.3: Students will be able to historically analyze documents.

Competency 5.4: Students will be able to recognize the historical bias of some documents.

**COURSE TOPICS AND CONTENT REQUIREMENTS:**

-What is History & Thinking Historically  
Reconstruction and the New South  
The New South  
Transformation of the West  
The Emergence of Big Business  
Working in this New World  
The Rise of the City  
Challenging the Gilded Age  
The Progressive Umbrella  
A Transformative War  
Becoming an Empire  
The Road to War  
Moving away from Isolationism: WWI  
Winning the War/Losing the Peace  
A New Era—the 1920s/Conservative Backlash  
Prosperity to Depression  
FDR & the New Deal  
“Fighting the Good War”  
Beginnings of the Cold War  
Fighting Communism-Korea  
Paranoia & the Fifties  
Deterrence and Escalation  
Domestic Agendas: Truman and Eisenhower  
Middle-Class America  
The Civil Rights Movement Part I  
The Long Road to Vietnam  
The New Frontier & the Great Society  
The Civil Rights Movement II  
Counter Cultures  
The “Fractured Left”  
America in the 70s  
The Reagan Years  
A History of Your Childhood

**INSTRUCTIONAL METHODS:**

Lecture  
Discussion  
Videos  
Question and answer sessions  
Simulations & Debates  
Group Work  
Individual instruction and counseling  
In class writing  
Out of class writing

**INSTRUCTIONAL MATERIALS:**

Keene, Jennifer D., et. al., *Visions of America: A History of the United States*. Vol. II Since 1877, (Prentice Hall, 2010).

**STUDENT REQUIREMENTS AND METHODS OF EVALUATION:**

Written Exams  
Quizzes  
Papers  
Class attendance  
Graded Class participation and discussion  
Simulations  
Group/Individual Projects

**OTHER REFERENCES**

## Course Competency/Assessment Methods Matrix

HIS 2001 – United States History from 1865	Assessment Options																															
For each competency/outcome place an “X” below the method of assessment to be used.	Assessment of Student Learning	Article Review	Case Studies	Group Projects	Lab Work	Oral Presentations	Pre-Post Tests	Quizzes	Written Exams	Artifact Self Reflection of Growth	Capstone Projects	Comprehensive Written Exit Exam	Course Embedded Questions	Multi-Media Projects	Observation	Writing Samples	Portfolio Evaluation	Real World Projects	Reflective Journals	Applied Application (skills) Test	Oral Exit Interviews	Accreditation Reviews/Reports	Advisory Council Feedback	Employer Surveys	Graduate Surveys	Internship/Practicum /Site Supervisor Evaluation	Licensing Exam	In Class Feedback	Simulation	Interview	Written Report	Assignment
Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.	Direct/ Indirect	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	I	I	I	I	D	D							
Outcome #1: Students will be able to identify significant events, people, ideas and historical trends that have shaped United States History, socially, culturally and politically.			X				X	X						X														X	X		X	X
Competency 1.1: Students will learn to identify key historical trends.			X				X	X						X														X	X		X	X
Competency 1.2: Students will learn how individual actions and historical trends are inter-related.			X				X	X						X														X	X		X	X
Competency 1.3: Students will understand and appreciate the multiple- cause and effect relationships of historical trends and events.			X				X	X						X														X	X		X	X
Competency 1.4: Students will learn to critically examine and place historical events, people, ideas and trends into a larger historical context.			X				X	X						X													X	X		X	X	
Competency 1.5: Students will be able to demonstrate their understanding of how the past influences the present.			X				X	X						X													X	X		X	X	
Outcome #2: Students will be able to examine historical ideals and concepts both through writing and orally.			X				X	X						X													X	X		X	X	

HIS 2001 – United States History from 1865	Assessment Options																															
For each competency/outcome place an “X” below the method of assessment to be used.	Assessment of Student Learning																															
	Article Review	Case Studies	Group Projects	Lab Work	Oral Presentations	Pre-Post Tests	Quizzes	Written Exams	Artifact Self Reflection of Growth	Capstone Projects	Comprehensive Written Exit Exam	Course Embedded Questions	Multi-Media Projects	Observation	Writing Samples	Portfolio Evaluation	Real World Projects	Reflective Journals	Applied Application (skills) Test	Oral Exit Interviews	Accreditation Reviews/Reports	Advisory Council Feedback	Employer Surveys	Graduate Surveys	Internship/Practicum /Site Supervisor Evaluation	Licensing Exam	In Class Feedback	Simulation	Interview	Written Report	Assignment	
Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.	Direct/ Indirect	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	I	I	I	I	D	D									
Competency 2.1: Students will be required to use and develop critical thinking skills.			X			X	X					X															X	X		X	X	
Competency 2.2: Students will gain an understanding of historical analysis.			X			X	X					X															X	X		X	X	
Competency 2.3: Students will be required to evaluate circumstances and events within the context of the times and the present.			X			X	X					X															X	X		X	X	
Competency 2.4: Students will gain an ability to organize historical concepts.			X			X	X					X															X	X		X	X	
Outcome #3: Students will learn to understand and appreciate the cultural diversity of American society both historically and in the present.			X			X	X					X															X	X		X	X	
Competency 3.1: Students will come to realize that people who lived in the United States, for the most part, were immigrants or are decedents of immigrants.			X			X	X					X															X	X		X	X	
Competency 3.2: Students will recognize and understand how diverse groups have been treated and perceived throughout history.			X			X	X					X															X	X		X	X	
Competency 3.3: Students will recognize how and why cultural attitudes toward different groups have changed over time.			X			X	X					X															X	X		X	X	
Competency 3.4: Students will gain an			X			X	X					X														X	X		X	X		

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awareness of the historical roots and problems of intolerance, racism and bigotry.																																
Competency 3.5: Students will gain a historical appreciation for the contributions and perspectives of diverse members of society.			X				X	X					X															X	X		X	X
Competency 3.6: Student will be able to place their own lives within the context of the cultural diversity and history of the United States.			X				X	X					X															X	X		X	X
Outcome #4: Students will be introduced to various perspectives of United States history.			X				X	X					X														X	X		X	X	
Competency 4.1: Students will understand the idea that history is a scholarly interpretation of the past.			X				X	X					X														X	X		X	X	
Competency 4.2: Students will realize historical interpretations change over time.			X				X	X					X														X	X		X	X	
Competency 4.3: Students will understand why historical interpretations change.			X				X	X					X														X	X		X	X	
Competency 4.4: Students will be to think critically and explain why some historical interpretations are more convincing than others.			X				X	X					X														X	X		X	X	
Outcome #5: Students will be introduced to scholarly historical sources.			X				X	X					X														X	X		X	X	
Competency 5.1: Students will be able to explain			X				X	X					X														X	X		X	X	



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Competency 5.2: Students will be able to identify a diversity of important historical sources.			X				X	X					X														X	X		X	X	
Competency 5.3: Students will be able to historically analyze documents.			X				X	X					X														X	X		X	X	
Competency 5.4: Students will be able to recognize the historical bias of documents.			X				X	X					X													X	X		X	X		