HST 1115: United States History II, since 1877

A. COURSE DESCRIPTION

Credits: 3
Lecture Hours/Week: 0
Lab Hours/Week: 0
OJT Hours/Week: *.*
Prerequisites: None
Corequisites: None


This is a survey of United States history since the Civil War. It covers social, economic, and cultural changes during the Gilded Age; Populism and Progressivism; internationalism and imperialism; World War One; 1920s America; the 1929 Crash and Great Depression; the New Deal; World War Two; the Cold War; the Great Society; the Vietnam War; the New Right and Reagan Era; Globalization, and contemporary society. It includes discussions of the increasingly diverse makeup of the American population and emphasizes the development of analytical skills focusing on reading, oral presentation, and writing. [Core Curriculum Goal Area(s) 5 & 7]

B. COURSE EFFECTIVE DATES: 09/03/2002 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Reconstruction
2. The Gilded Age
3. Progressive America
4. Second Industrial Revolution and Urbanization
5. Imperialism
6. World War One
7. 1920s America
8. Great Depression
9. New Deal
10. World War Two
11. 1950s America
12. The Civil Rights Movement and Second Wave Feminism
13. The Vietnam Era
14. The New Right and the Reagan Era
15. Globalization

D. LEARNING OUTCOMES (General)

1. recognize and examine the key people, events, and social processes that shaped American history beginning with the Reconstruction Era. In doing so, students will empathize with the diverse perspectives of the cultural groups that have shaped American history, especially those groups that were marginalized by historical social structures and institutions.
2. develop critical thinking, speaking, reading, and writing skills. They will analyze and evaluate the interpretations of past events found in primary and secondary sources and formulate their own interpretations in writing and discussion. In doing so, the students will both evaluate historical significance and create their own explanations of historical causation.

3. In both writing and discussion, students will describe and compare the cultural identities and experiences of the diverse peoples who have shaped American history. In doing so, students will examine how and why these cultural perspectives have both changed over time and contributed to America's political, social, and economic systems.

4. construct sound historical arguments. They will learn the research and argumentation skills that historians use to interpret the past.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

Goal 05 - Hist/Soc/Behav Sci
1. Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.

Goal 07 - Human Diversity
1. Understand the development of and the changing meanings of group identities in the United States' history and culture.

Goal 05 - Hist/Soc/Behav Sci
1. Examine social institutions and processes across a range of historical periods and cultures.

Goal 07 - Human Diversity
1. Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.
2. Describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.
3. Demonstrate communication skills necessary for living and working effectively in a society with great population diversity.

Goal 05 - Hist/Soc/Behav Sci
1. Develop and communicate alternative explanations or solutions for contemporary social issues.

Goal 07 - Human Diversity
1. Analyze their own attitudes, behaviors, concepts and beliefs regarding diversity, racism, and bigotry.

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted