



El Camino College  
COURSE OUTLINE OF RECORD – Official

<b>Course Acronym:</b>	HIST
<b>Course Number:</b>	102H
<b>Descriptive Title:</b>	Honors United States History from 1877 to the Present
<b>Division:</b>	Behavioral and Social Sciences
<b>Department:</b>	History
<b>Course Disciplines:</b>	History
<b>Catalog Description:</b>	<p>This honors course, intended for students in the Honors Transfer Program, is a chronological survey of American history from 1877 to the present, focusing on American social, intellectual, political, economic, and diplomatic institutions. Major topics include culture, ethnic and racial diversity, and the role of the United States with the context of world history. This course is enriched through extensive, rigorous reading, writing, and research assignments.</p> <p>Note: Students may take either History 102H or History 102. Duplicate credit will not be awarded.</p>
<b>Prerequisite:</b>	
<b>Co-requisite:</b>	
<b>Recommended Preparation:</b>	Eligibility for English 1A/English C1000 or equivalent
<b>Enrollment Limitation:</b>	
<b>Hours Lecture (per week):</b>	54
<b>Hours Laboratory (per week):</b>	0
<b>Outside Study Hours:</b>	6
<b>Total Course Hours:</b>	54
<b>Course Units:</b>	3
<b>Grading Method:</b>	Letter Grade only
<b>Credit Status:</b>	Credit, degree applicable
<b>Transfer CSU:</b>	Yes
<b>Effective Date:</b>	Proposed
<b>Transfer UC:</b>	Yes
<b>Effective Date:</b>	Proposed
<b>General Education: ECC</b>	Area 2A - Social and Behavioral Science

<b>Term:</b>	
<b>Other:</b>	
<b>CSU GE:</b>	Area D - Social Sciences
<b>Term:</b>	
<b>Other:</b>	
<b>IGETC:</b>	Area 3B - Humanities, Area 4 - Social and Behavioral Sciences
<b>Term:</b>	
<b>Other:</b>	
<b>Student Learning Outcomes:</b>	<p><b>SLO #1 Developing and Arguing a Persuasive Historical Thesis</b></p> <p>Upon completion of United States History 1877 to the present, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in United States history from 1877 to the present and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.</p>
<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>1. Describe and assess the process by which the United States was economically transformed and modernized in the late 19th and 20th centuries.</li> <li>2. Evaluate major American political, religious, and cultural values for the 1877 to 1914 period.</li> <li>3. Compare and contrast the changing demography of America from 1877 to 1914 and from 1945 to the present.</li> <li>4. Determine the processes of assimilation and acculturation expected of immigrants to the United States from 1900 to the present.</li> <li>5. Discuss and evaluate the interaction of majority and minority groups from the 20th century to the present.</li> <li>6. Identify and analyze the causation, sequence of events, concepts, development, and impact of various American political reform movements, such as Populism, Progressivism, the New Deal, the Fair Deal, Civil Rights, and the Great Society.</li> <li>7. Conceptualize and discuss the meaning of conservatism, liberalism, and radicalism in American history from the post-World War II era to the present.</li> <li>8. Discuss the evolution of gender roles and evaluate the efforts and impact of feminists in the United States from 1877 through the contemporary period.</li> <li>9. Summarize and analyze the development of American foreign policy since 1890, including imperial expansion and the rise of the United States as a world power and leader among a large community of nations.</li> <li>10. Trace and evaluate United States diplomacy and armed conflict through isolationism, imperialism, and collective security policies from the 20th century to the present.</li> <li>11. Compare and contrast the core political and philosophical ideas and modes of expression in American culture from the 20th century to the present.</li> <li>12. Conduct scholarly research independently to enrich multiple reading and writing tasks.</li> </ol>
<b>Major Topics:</b>	<p><b>I. The Emergence of an Industrial Order (6 hours, lecture)</b></p> <p>A. Railroads, Steel, and Oil</p> <p>B. Big Business and Bureaucratization</p>

C. Social Darwinism, the Gospel of Wealth, and Laissez Faire Capitalism

**II. Politics during the Gilded Age, 1876-1896 (3 hours, lecture)**

A. Political Parties and Political Corruption

B. Gender and Racial Politics

C. Western Politics and Racial Minorities

**III. Demographic and Class Changes in America, 1877-1910 (6 hours, lecture)**

A. Immigration and the American Response

B. Rise of Cities and an Urban Working Class

C. Women and Children in the Urban Workforce

D. Unions and Labor Unrest

E. The Middle Class

1. White Collar Workers

2. Family and Gender Roles

3. Consumption

F. Cultural Developments

**IV. From Populism to Progressivism in American Political Life, 1880-1920 (3 hours, lecture)**

A. Agrarian Unrest: Farmers Revolt and the Populist Movement

B. Progressivism

1. From Local to National Reform

2. Women Reformers

3. Ethnic and Racial Minorities

**V. The Development of American Foreign Policy, 1898-1918 (6 hours, lecture)**

A. The Spanish American War and an American Global Empire

B. World War I

C. The Treaty of Versailles and the League of Nations

**VI. The 1920s (3 hours, lecture)**

- A. The Economy and Government
- B. Foreign Policy and Isolationism
- C. Mass Culture and Consumption
- D. Family and Gender Roles
- E. Racial and Ethnic Minorities in Rural and Urban America
- VII. The Great Depression and the New Deal, 1929-1945 (3 hours, lecture)**
- A. The Causes of the Great Depression
- B. Franklin Delano Roosevelt and the New Deal
- C. Life and Culture during the Depression Era
- VIII. The Second World War at Home and Abroad, 1941-1945 (3 hours, lecture)**
- A. Military Conflict in the Pacific and in Europe
- B. The Home Front
  - 1. The Economy and Industry
  - 2. Women
  - 3. Minorities
  - 4. Guest Workers
- C. Ending the War and the Birth of Atomic Warfare
- IX. Post War America, 1945-1960 (6 hours, lecture)**
- A. Economic Prosperity
- B. Political Consensus
- C. Ethnic and Racial Minorities and the Early Civil Rights Movement
- D. Family, Gender Roles, and the Baby Boom
- E. Suburbanization
- F. Consumer Culture
- X. The Cold War, 1945-1989 (6 hours, lecture)**
- A. The Causes of the Cold War
- B. Evolving Soviet-American Relations

	<p>C. Atomic, Hydrogen and Nuclear Weapons</p> <p>D. The Korean and Vietnam Wars</p> <p>E. The Search for a New International Order</p> <p>F. The United Nations and Methods of Collective Security</p> <p><b>XI. The 1960s (3 hours, lecture)</b></p> <p>A. Liberalism and the Welfare State</p> <p>B. Social and Political Protest</p> <ol style="list-style-type: none"> <li>1. The Student Movement</li> <li>2. Civil Rights</li> <li>3. Feminism</li> <li>4. The Anti-War Movement</li> </ol> <p>C. The Counter Culture</p> <p><b>XII. The Post-Cold War World and Globalization since 1989 (3 hours, lecture)</b></p> <p>A. The Failure of a New World Order</p> <p>B. Nationalism and Civil War around the World</p> <p>C. The United Nations and Methods of Collective Security</p> <p>D. Diplomacy and War in the Middle East</p> <p>E. The War on Terror</p> <p>F. Social, Cultural, Political and Economic Changes in 21st Century America</p>
<b>Total Lecture Hours:</b>	54
<b>Total Laboratory Hours:</b>	0
<b>Total Hours:</b>	54
<b>Primary Method of Evaluation:</b>	1) Substantial writing assignments
<b>Typical Assignment Using Primary Method of Evaluation:</b>	Drawing from the Howard Zinn and Tera Hunter books, write a 6-8 page essay that explores how and why work (paid and unpaid) evolved from 1877-1920. Based on your analysis, what feature of work was most important and why? Your essay must make an argument and be supported with evidence from the readings and course materials.

<b>Critical Thinking Assignment 1:</b>	In an eight-page essay, compare and contrast the Chicano Movement with the Black Power Movement in the 1960s and 1970s. Be sure to discuss the goals, strategies, and accomplishments in your essay. Your essay must make an argument and be supported with evidence from the readings and course materials.
<b>Critical Thinking Assignment 2:</b>	Using Howard Zinn's chapter on the Vietnam War and Bruce Shulman's chapter on the Vietnam War, as well as the primary sources from the Vietnam War in the back of Shulman's book, write a four-page take-home essay that compares the two historical interpretations in an answer to this question: Why did the U.S. government wage war against the Vietnamese people? Your essay must make an argument and be supported with evidence from the readings and, when relevant, course materials.
<b>Other Evaluation Methods:</b>	Essay Exams, Laboratory Reports, Matching Items, Multiple Choice, Reading Reports, Term or Other Papers, True/False, Written Homework
<b>Instructional Methods:</b>	Discussion, Lecture, Multimedia presentations
<b>If other:</b>	
<b>Work Outside of Class:</b>	Answer questions, Required reading, Study, Written work (such as essay/composition/report/analysis/research)
<b>If Other:</b>	
<b>Up-To-Date Representative Texts:</b>	David E. Shi, George Brown Tindall, <u>America: A Narrative History, Volume 2</u> , 12th ed., W.W. Norton & Company, 2022.
<b>Alternative Texts:</b>	
<b>Required Supplementary Readings:</b>	Thomas W. Zeller, <u>Jackie Robinson and Race in America</u> , Bedford/St. Martin's, 2014. Jules R. Benjamin, <u>A Student's Guide to History</u> , 13th ed., Bedford/St. Martin's, 2016.
<b>Other Required Materials:</b>	
<b>Requisite:</b>	
<b>Category:</b>	
<b>Requisite course(s): List both prerequisites and corequisites in this box.</b>	
<b>Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).</b>	
<b>Requisite Skill:</b>	
<b>Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable</b>	
<b>Requisite course:</b>	
<b>Requisite and Matching skill(s): Bold the requisite skill. List the corresponding</b>	

<b>course objective under each skill(s).</b>	
<b>Requisite Skill:</b>	Eligibility for English 1A/English C1000 or equivalent
<b>Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable</b>	<p><b>Students need reading skills in order to understand and interpret information in their textbooks and writing skills to develop essays and projects.</b></p> <p>Summarize, analyze, evaluate, and synthesize college-level texts.</p> <p>Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.</p>
<b>Enrollment Limitations and Category:</b>	
<b>Enrollment Limitations Impact:</b>	
<b>Course Created by:</b>	
<b>Date:</b>	
<b>Original Board Approval Date:</b>	12/18/2017
<b>Last Reviewed and/or Revised by:</b>	John Baranski
<b>Date:</b>	09/18/2024
<b>Last Board Approval Date:</b>	01/13/2025
<b>Effective Term:</b>	FA 2025