

# EASTERN ARIZONA COLLEGE

## U.S. History Since 1865

Course Design  
2018-2019

**Course Information**

**Division** Social Sciences  
**Course Number** HIS 102 (SUN# HIS 1132)  
**Title** U.S. History Since 1865  
**Credits** 3  
**Developed by** Dr. Patrick D. Lukens  
**Lecture/Lab Ratio** 3 Lecture/0 Lab

**Transfer Status**

ASU	NAU	UA
HST 110, Social-Behavioral Sciences (SB), Historical Awareness (H)	HIS 292; Social and Political Worlds [SPW]	HIST 150C3; Tier 1 Indv & Societies (INDV)

**Activity Course** No  
**CIP Code** 54.0101  
**Assessment Mode** Final Exam (65 Questions/65 Points)  
**Semester Taught** Fall and Spring  
**GE Category** Social Sciences  
**Separate Lab** No  
**Awareness Course** Yes (GIH)  
**Intensive Writing Course** No  
**Diversity and Inclusion Course** Yes

**Prerequisites**

ENG 091 with a grade of “C” or higher or reading placement test score as established by District policy

**Educational Value**

Transfer students, History or Social Science majors or any student wishing to broaden his or her knowledge of American History. Fulfills general education requirements. This course fulfills the Global/International/Historical Awareness (GIH) requirement. Meets Diversity and Inclusion (DI) requirement.

**Description**

The United States since 1865. This course of study includes units on industrialization, the development of the west, the progressive era, World War I, the depression, World War II, the Cold War and recent American history. Significant economic and social developments are placed in their historical context.

**Supplies**

None

## **Competencies and Performance Standards**

### **1. Apply theories of interdisciplinary social sciences to historical events and actors.**

#### **Learning objectives**

*What you will learn as you master the competency:*

- a. Describe theories historians develop to explain events and issues in history.
- b. Describe how historians use sociological theories to understand society.
- c. Describe how historians use political science to understand the history of government.

#### **Performance Standards**

*Competence will be demonstrated:*

- by objective exams
- by written assignments

*Criteria – Performance will be satisfactory when:*

- learner can describe theories historians develop to explain events and issues in history
- learner can describe how historians use sociological theories to understand society
- learner can describe how historians use political science to understand the history of government

### **2. Trace the development of the Age of Industry.**

#### **Learning objectives**

*What you will learn as you master the competency:*

- a. Assess the impact of railroads in the late 1800's.
- b. Analyze the immigrant experience in the United States during the late 1800s.
- c. List the key inventions in the development of the United States as an industrial giant.
- d. Describe the living and working conditions of laborers during the late 1800s.
- e. Describe the growth of cities in the late 1800s.

#### **Performance Standards**

*Competence will be demonstrated:*

- by written assignments
- by objective exams

*Criteria - Performance will be satisfactory when:*

- learner can assess the impact of the railroads in the late 1800's
- learner can analyze the immigrant experience in the United States during the late 1800s
- learner can list the impact of key inventions in the development of the United States as an industrial giant
- learner can describe the living and working conditions of laborers in the late 1800's
- learner can describe the growth of cities in the late 19<sup>th</sup> century

### **3. Examine the Western United States from 1865 to 1900.**

#### **Learning objectives**

*What you will learn as you master the competency:*

- a. Assess the impact of railroads in the late 1800's.
- b. Analyze the effects of mining on the American West.

- c. Analyze the effects of farming on the American West.
- d. Analyze the effects of ranching on the American West.
- e. Assess the effects of westward expansion and warfare on Native Peoples.

**Performance Standards**

*Competence will be demonstrated:*

- o by written assignments
- o by objective exams

*Criteria - Performance will be satisfactory when:*

- o learner can assess the impact of the railroads in the late 1800's
- o learner can analyze the effects of mining on the American West
- o learner can analyze the effects of farming on the American West
- o learner can analyze the effects of ranching on the American West
- o learner can assess the effects of westward expansion and warfare on Native Peoples

**4. Describe the politics of the Gilded Age.**

**Learning objectives**

*What you will learn as you master the competency:*

- a. Analyze resentments from the Civil War that influenced politics from 1865-1900.
- b. Assess political corruption from 1865-1900.
- c. Examine the effectiveness of Presidents Grant through McKinley.

**Performance Standards**

*Competence will be demonstrated:*

- o by written assignments
- o by objective exams

*Criteria - Performance will be satisfactory when:*

- o learner can analyze resentments from the Civil War that influenced politics from 1865-1900
- o learner can assess political corruption from 1865-1900
- o learner can examine the effectiveness of Presidents Grant through McKinley

**5. Analyze Manifest Destiny as it relates to the Spanish-American War and Pacific acquisitions.**

**Learning objectives**

*What you will learn as you master the competency:*

- a. Define the concept of Manifest Destiny.
- b. Analyze reasons behind American interest in Samoa, Hawaii and the Philippines.
- c. Describe events leading up to the Spanish-American War.
- d. Examine the rise of Theodore Roosevelt to national and international prominence.
- e. Assess the impact of "Gun Boat," "Big Stick," "Dollar" and "Missionary" Diplomacy in the early 1900s.

**Performance Standards**

*Competence will be demonstrated:*

- o by written assignments
- o by objective exam

*Criteria - Performance will be satisfactory when:*

- learner can define the concept of manifest Destiny
- learner can analyze reasons for American interest in Samoa, Hawaii and the Philippines
- learner can describe events leading up to the Spanish-American War
- learner can examine the rise of Theodore Roosevelt to national and international prominence
- learner can assess the impact of "Gun Boat," "Big Stick," "Dollar" and "Missionary" Diplomacy in the early 1900s

## **6. Describe the Progressive Era.**

### ***Learning objectives***

*What you will learn as you master the competency:*

- a. Identify the conditions of life in America in 1900 for the city dweller, the farmer, women and minorities.
- b. Describe the efforts of progressive activists and politicians to change those conditions.
- c. Describe the progressive presidencies of Theodore Roosevelt and Woodrow Wilson.
- d. Describe the changes that occurred in America between 1900 and 1916.

### ***Performance Standards***

*Competence will be demonstrated:*

- by written assignments
- by objective exams

*Criteria - Performance will be satisfactory when:*

- learner can identify the conditions of life in America in 1900 for the city dweller, the farmer, women and minorities
- learner can describe the efforts of progressive activists and politicians to change those conditions
- learner can describe the progressive presidencies of Theodore Roosevelt and Woodrow Wilson
- learner can describe the changes that occurred in America between 1900 and 1916

## **7. Analyze America's entry into World War I.**

### ***Learning objectives***

*What you will learn as you master the competency:*

- a. Analyze the U.S. role in Mexico's Revolution of 1911-1920.
- b. Analyze events leading up to World War I.
- c. Contrast American neutrality and interventionist sentiments.
- d. Describe America's role in victory in 1918.
- e. Describe America's role in the peace process after the war.

### ***Performance Standards***

*Competence will be demonstrated:*

- by written assignments
- by objective exams

*Criteria - Performance will be satisfactory when:*

- learner can analyze the U.S. role in Mexico's Revolution of 1911-1920
- learner can analyze events leading up to World War I
- learner can contrast American neutrality and interventionist sentiments
- learner can describe America's role in victory in 1918
- learner can describe America's role in the peace process after the war

## **8. Compare and contrast the roaring twenties and the depression.**

### ***Learning objectives***

*What you will learn as you master the competency:*

- a. Describe the cultural conflict that emerged in the 1920s.
- b. Describe the impact of prohibition.
- c. Summarize the economic conditions that lead to the stock market crash.
- d. Summarize President Franklin Roosevelt's New Deal and its impact on America.

### ***Performance Standards***

*Competence will be demonstrated:*

- by written assignments
- by objective exams

*Criteria - Performance will be satisfactory when:*

- learner can describe the cultural conflict that emerged in the 1920s
- learner can describe the impact of prohibition
- learner can summarize the economic conditions that lead to the stock market crash
- learner can summarize President Franklin Roosevelt's New Deal and its impact on America

## **9. Summarize America's entry into World War II.**

### ***Learning objectives***

*What you will learn as you master the competency:*

- a. Summarize events leading to World War II.
- b. Outline major events in the Atlantic and Pacific theatres.
- c. Describe totalitarianism as it existed in Nazi Germany.
- d. Illustrate how World War II led directly to the Cold War.

### ***Performance Standards***

*Competence will be demonstrated:*

- by written assignments
- by objective exams

*Criteria - Performance will be satisfactory when:*

- learner can summarize events leading to World War II
- learner can outline major events in the Atlantic and Pacific theatre
- learner can describe totalitarianism as it existed in Nazi Germany
- learner can illustrate how World War II led directly to the Cold War

**10. Describe the Early Cold War era.**

**Learning objectives**

*What you will learn as you master the competency:*

- a. Compare and contrast American goals in Europe, Korea, Cuba and Vietnam.
- b. Describe economic changes between 1945-1960.
- c. Assess the Civil Rights movement prior to 1960.
- d. Assess the "Red Scare" of the late 1950s.

**Performance Standards**

*Competence will be demonstrated:*

- o by written assignments
- o by objective exams
- o by completion of an assigned paper on a historical theme

*Criteria - Performance will be satisfactory when:*

- o learner can compare and contrast American goals in Europe, Korea, Cuba, and Vietnam
- o learner can describe economic changes between 1945-1960
- o learner can assess the Civil Rights movement prior to 1960
- o learner can assess the "Red Scare" of the late 1950s

**11. Describe the later Cold War era.**

**Learning objectives**

*What you will learn as you master the competency:*

- a. Compare and contrast American goals in Europe, Korea, Cuba and Vietnam.
- b. Assess the effectiveness of the "Great Society" and the "War on Poverty."
- c. Describe societal gains made by women, minorities, youth, and the handicapped since the 1950s.
- d. Describe the cultural changes that occurred in the 1960s.
- e. Assess the successes and failures of Presidents Nixon and Carter.
- f. Describe the melancholia of the 1970s.

**Performance Standards**

*Competence will be demonstrated:*

- o by written assignments
- o by objective exams
- o by completion of an assigned paper on a historical theme

*Criteria - Performance will be satisfactory when:*

- o learner can compare and contrast American goals in Europe, Korea, Cuba, and Vietnam
- o learner can assess the effectiveness of the "Great Society" and the "War on Poverty"
- o learner can describe societal gains made by women, minorities, youth and the handicapped since the 1950s
- o learner can describe the cultural changes that occurred in the 1960s
- o learner can assess the successes and failures of Presidents Nixon and Carter
- o learner can describe the melancholia of the 1970s

## 12. Describe the Reagan Era and the Post-Cold War era.

### **Learning objectives**

*What you will learn as you master the competency:*

- a. Describe the revival of pride in America during the 1980s.
- b. Assess the implications of the breakup of the Soviet Union, the unification of Germany, and the evolution of hostilities in the Balkans.
- c. Assess the presidencies of Reagan and George H.W. Bush (1988-1992).
- d. Propose scenarios for America's world role in the 21st century.

### **Performance Standards**

*Competence will be demonstrated:*

- o by written assignments
- o by objective exams
- o by completion of an assigned paper on a historical theme

*Criteria - Performance will be satisfactory when:*

- o learner can describe the revival of pride in America during the 1980s
- o learner can assess the implications of the breakup of the Soviet Union, the unification of Germany and the evolution of hostilities in the Balkans
- o learner can assess the presidencies of Reagan and George H.W. Bush (1988-1992)
- o learner can propose scenarios for America's world role in the 21st century

### **Types of Instruction**

Classroom Lecture

Discussion

Cooperative Learning Exercises

Video Presentations

Multi-Media Presentations

## **Grading Information**

### **Grading Rationale**

Each instructor has the flexibility to develop evaluative procedures and assignments using any combination of the following requirements and suggestions:

Requirements:

1 Pre Test = 0% weight

1 Post Test = 10% minimum weight - 20% maximum weight

3 classroom exams / EACH = 10% minimum weight - 20% maximum weight

Written Project or Projects (i.e. Book Review, Term Paper or Short Papers) totaling at least 1200 words = 10% minimum weight - 20% maximum weight

Instructor Options = 0% minimum weight - 50% maximum weight:

- Instructor may assign administrative points for such items as attendance or participation
- Instructor may assign additional assignments related to written projects (outline, bibliography, rough drafts, etc.)
- Instructor may assign Internet Resource Modules
- Instructor may assign short written assignments
- Instructor may distribute points to quizzes
- Instructor may insert a fourth classroom exam (must be weighted equally to the other three classroom exams)
- Instructor may assign book reviews and term paper
- Instructor may assign work from Primary Document Readers

### **Grading Scale**

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%