

# HIST-C1002: UNITED STATES HISTORY SINCE 1865

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**Effective Term**

Fall 2026

**CC Approval**

10/03/2025

**AS Approval**

10/09/2025

**BOT Approval**

10/16/2025

**COCI Approval**

12/10/2025

## SECTION A - Course Data Elements

**CB04 Credit Status**

Credit - Degree Applicable

**Discipline**

Minimum Qualifications	And/Or
History (Master's Degree)	

**Subject Code**

HIST - History

**Course Number**

C1002

**Department**

History

**Division**

Social Sciences (SOCS)

**Full Course Title**

United States History Since 1865

**Short Title**

U.S. History Since 1865

**CB03 TOP Code**

2205.00 - History

**CB08 Basic Skills Status**

NBS - Not Basic Skills

**CB09 SAM Code**

E - Non-Occupational

**Rationale**

Aligning with CCN template.

## SECTION B - Course Description

**Catalog Course Description**

This course is a historical survey of the United States from the end of the Civil War to the present. The course also introduces students to historical reasoning skills.

**SECTION C - Conditions on Enrollment****Open Entry/Open Exit**

No

**Repeatability**

Not Repeatable

**Grading Options**

Letter Grade or Pass/No Pass

**Allow Audit**

Yes

**Requisites****SECTION D - Course Standards****Is this course variable unit?**

No

**Units**

3.00

**Lecture Hours**

54.00

**Outside of Class Hours**

108

**Total Contact Hours**

54

**Total Student Hours**

162

**Distance Education Approval****Is this course offered through Distance Education?**

Yes

**Online Delivery Methods**

<b>DE Modalities</b>	<b>Permanent or Emergency Only?</b>
Entirely Online	Permanent
Hybrid	Permanent

**SECTION E - Course Content****Student Learning Outcomes**

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

1. Critically analyze primary source evidence and evaluate that evidence in the context of broader historical themes and developments.
2. Argue a historical thesis that explains the development of social, political, economic and/or cultural patterns in U.S. history, and use primary and/or secondary sources to support that thesis.

**Course Objectives**

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

1. Demonstrate the ability to interpret primary and secondary sources and to compose an argument which uses supportive evidence.

2.	Demonstrate an understanding of U.S. History through analytical categories such as race, class, gender, sexuality, and ethnicity.
3.	Analyze economic, political, and cultural developments as well as social movements and assess their historical significance.
4.	Analyze the relevance of Modern American History to the present day.

### Course Content

Themes may include but are not limited to class, race, gender, and ethnicity; immigration; systems of labor; intellectual, technological, environmental, social, and cultural history; and foreign relations.

1. Introduction to basic methods of historical research and analysis.
2. Reconstruction and the New South.
3. Immigration, industrialization, and urbanization in the Gilded Age.
4. Closing of the frontier and Resistance of Indigenous Peoples.
5. Progressive Era Reform Movements.
6. Imperialist expansion and emergence of the United States as a world power.
7. World War I.
8. Post-War America and the 1920s.
9. The Great Depression and the New Deal.
10. World War II and Its Aftermath.
11. Cold War Era.
12. Civil Rights Movements.
13. Vietnam, the Great Society, and the Transformation of America.
14. From Nixon to Reagan.
15. Entering the New Millennium.
16. Twenty-first century and the recent past.

### Methods of Instruction

#### Methods of Instruction

Types	Examples of learning activities
Discussion	In-class analysis and discussion of primary sources.
Lecture	Lecture supplemented by multimedia presentations (outlines, images, etc.) and discussions of major topics as needed.

#### Online Adaptation

Types	Examples of learning activities
Directed Study	Reading Assignments.
Discussion	Discussion boards based on primary source readings.
Lecture	Live lectures (Zoom) or prerecorded presentations.

#### Instructor-Initiated Online Contact Types

Announcements/Bulletin Boards  
 Discussion Boards  
 E-mail Communication

#### Student-Initiated Online Contact Types

Discussions

#### Course design is accessible

Yes

## Methods of Evaluation

### Methods of Evaluation

Types	Examples of classroom assessments
Exams/Tests	<p>Methods of formative and summative evaluation used to observe or measure students' achievement of course outcomes and objectives must include academic writing and research.</p> <p>Additional methods of evaluation are encouraged and at the discretion of local faculty and may incorporate assessments and exercises such as journals, quizzes, discussions, group work, and presentations.</p>

## Assignments

### Reading Assignments

Instructor discretion to choose scholarly and primary sources that enable an academic interrogation of history.

Types of Course Materials: textbook; classics; document reader; scholarly articles; and/or monograph.

Course textbook

Primary Source readings, such as:

Plessy v. Ferguson

Carnegie, Wealth

Washington, Atlanta Address

DuBois, The Talented Tenth

Sinclair, The Jungle

Wilson, War Speech

Mencken, Account of the Scopes Trial

Potter, SDS Washington Speech

Selections from Primary Source Readers such as:

Wheeler, Discovering the American Past

Marcus, America Firsthand

Foner, Voices of Freedom

Davidson, After the Fact

### Writing Assignments

Out-of-class writing assignments may include any/all of the following: analytical essays, research projects, book reports, and historical journals.

Examples of Analytical Essays:

Example 1: "In a five-page essay, compare and contrast the reform movements known as Populism and Progressivism. In what ways were these movements similar and in what ways did they diverge?"

Example 2: "In a three-page essay, describe how American ideas about race influenced the debate over the Philippines, 1898-1901?"

Example 3: "In a four-page essay, describe how the Cold War shaped American society during the 1950s in one of the following: gender roles, race relations, or popular culture."

## SECTION F - Textbooks and Instructional Materials

### Material Type

Textbook

### Author

Carnes, Mark C. and John A. Garraty

### Title

The American Nation

### Publisher

Pearson

### Year

2021

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**Material Type**

Open Educational Resource (OER)

**Author**

Corbett, P. Scott, Janssen Volker, John Lund

**Title**

"U.S. History. OpenStax Free Textbooks Online."

**Publisher**

OER

**Year**

2024

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**Material Type**

Textbook

**Author**

Faragher, John Mack, Mari Jo Buhle, et al.

**Title**

Out of Many: A History of the American People

**Publisher**

Pearson

**Year**

2021

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**Material Type**

Textbook

**Author**

Foner, Eric, Kathleen DuVal, and Lisa McGirr

**Title**

Give Me Liberty!

**Publisher**

W.W. Norton Company

**Year**

2022

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**Material Type**

Textbook

**Author**

Goldfield, David, Carol Abbott, et al.

**Title**

The American Journey

**Publisher**

Pearson

**Year**

2021

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**Material Type**

Textbook

**Author**

Kamensky, Jane, Carol Sheriff, et al.

**Title**

A People and a Nation: A History of the United States

**Publisher**

Cengage

**Year**

2017

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**Material Type**

Textbook

**Author**

Kennedy, David M. and Lizabeth Cohen

**Title**

The American Pageat

**Publisher**

Cengage Learning

**Year**

2024

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**Material Type**

Open Educational Resource (OER)

**Author**

Locke, John and Ben Wright

**Title**

American Yawp (OER)

**Publisher**

Stanford University Press

**Year**

n/a

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**Material Type**

Textbook

**Author**

Murrin, John, Pekka Hämäläinen, et al.

**Title**

Liberty, Equality, Power

**Publisher**

Cengage Learning

**Year**

2019

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**Material Type**

Textbook

**Author**

Nash, Gary, Julie Roy, et al.

**Title**

The American People: Creating a Nation and a Society

**Publisher**

Pearson

**Year**

2023

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**Material Type**

Textbook

**Author**

Roark, James L., Michael P. Johnson , et al.

**Title**

The American Promise

**Publisher**

Bedford/St. Martin's

**Year**

2022

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**Material Type**

Textbook

**Author**

Tindall, George Brown and David E. Shi

**Title**

America: A Narrative History

**Publisher**

W.W. Norton & Company

**Year**

2022

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**Material Type**

Open Educational Resource (OER)

**Author**

n/a

**Title**

U.S. History Open Stax

**Publisher**

OpenStax

**Year**

n/a

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**Material Type**

Textbook

**Author**

Calloway, Colin G.

**Title**

First Peoples: A Documentary Survey of Native American History

**Publisher**

Bedford/St. Martin's

**Year**

2024

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**Material Type**

Textbook

**Author**

Brown, Leslie, Jacqueline Castledine, et al.

**Title**

U.S. Women's History: Untangling the Threads of Sisterhood

**Publisher**

Rutgers University Press

**Year**

2017

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**Material Type**

Textbook

**Author**

DuBois, Ellen and Lynn Dumenil

**Title**

Through Women's Eyes, Combined Volume: An American History with Documents

**Publisher**

Macmillan Learning

**Year**

2024

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**Material Type**

Textbook

**Author**

White, Deborah Gray, Mia Bay, et al.

**Title**

Freedom on My Mind: A History of African Americans, with Documents

**Publisher**

Macmillan Learning

**Year**

2020

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**Material Type**

Textbook

**Author**

Kendi, Ibram X. Christopher Dontrell Piper, et al.

**Title**

Stamped from the Beginning: The Definitive History of Racist Ideas in America

**Publisher**

Bold Type Books

**Year**

2017

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**Material Type**

Textbook

**Author**

Choy, Catherine Ceniza, Cindy Kay, et al.

**Title**

Asian American Histories of the United States

**Publisher**

Beacon Press

**Year**

2023

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**Material Type**

Textbook

**Author**

Ling, Huping

**Title**

Asian American History

**Publisher**

Rutgers University Press

**Year**

2023

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**Material Type**

Textbook

**Author**

Gonzales, Manuel G.

**Title**

Mexicanos, Third Edition: A History of Mexicans in the United States

**Publisher**

Indiana University Press

**Year**

2019

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**SECTION G - Diversity, Equity and Inclusivity**

**How does your course and/or course outline of record reflect strategies for accommodating and engaging diverse student populations, advancing equitable outcomes, and fostering inclusion for all students?**

The course includes the perspectives and experiences of historically marginalized groups—such as Indigenous peoples, African Americans, Latinx communities, Asian Americans, women, LGBTQ+ individuals, immigrants, and laborers. By highlighting their contributions and struggles, the course helps all students see themselves in the nation’s history, fostering a more inclusive understanding of the past.

**Course Codes (Admin Only)**

**CB00 State ID**

CCC000316053

**CB10 Cooperative Work Experience Status**

N - Is Not Part of a Cooperative Work Experience Education Program

**CB11 Course Classification Status**

Y - Credit Course

**CB13 Special Class Status**

N - The Course is Not an Approved Special Class

**CB23 Funding Agency Category**

Y - Not Applicable (Funding Not Used)

**CB24 Program Course Status**

Program Applicable

**Allow Pass/No Pass**

Yes

**Only Pass/No Pass**

No