DATE OF LAST REVIEW: 02/2013  
CIP CODE: 24.0101  
SEMESTER: Departmental Syllabus  
COURSE TITLE: United States Since 1877  
COURSE NUMBER: HIST-0105  
CREDIT HOURS: 3  
INSTRUCTOR: Departmental Syllabus.  
OFFICE LOCATION: Departmental Syllabus  
OFFICE HOURS: Departmental Syllabus  
TELEPHONE: Departmental Syllabus  
EMAIL: KCKCC- “issued email accounts are the official means for electronically communicating with our students.”  
PREREQUISITE(S): None  
REQUIRED TEXT AND MATERIALS: Please check with the KCKCC bookstore, http://www.kckccbookstore.com/, for the required texts for your particular class.

You will be expected to read regularly in this textbook. You will be responsible for the material presented in the textbook. It is your responsibility to be familiar with this material and raise questions about items you want clarified.

COURSE DESCRIPTION:  
Major trends and events of American history since Reconstruction are examined. Emphasized are the social, political, and economic developments of the twentieth century. Stressed are present problems and events in the light of their historical background. Historical interpretations from the dominant professional schools of thought on leading controversial issues are examined and compared.

METHOD OF INSTRUCTION: A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

CORE OUTCOMES MISSION STATEMENT: The Core Outcomes Project is an academic initiative of the Kansas Board of Regents that brings together faculty for the purpose of developing core outcomes and competencies for general education courses from the state’s universities, community colleges, and technical colleges. Common core outcomes and competencies contribute to the state’s system of higher education by creating a seamless pathway for students by improving articulation and transfer between state institutions, facilitating communication within disciplines among the state’s faculty, and communicating to the state’s secondary schools the expectations of college-level curriculum that could result in improvements in college preparedness of students.
CORE OUTCOMES SYLLABI: The learning outcomes and competencies detailed in this syllabus meet or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Project for this course, as sanctioned by the Kansas Board of Regents.

COURSE OUTLINE:
I. Historiography
   A. Theories on the nature and philosophy of History
   B. Stages of American historical interpretation
   C. Professional historical schools of thought
II. Industrialism
    A. The New Business World
    B. Conquest of the Plains
    C. Diversity in American, Asian, African, Native Americans, and European Americans
    D. The Railroads
III. The Response to Industrialism
     A. The Labor Movement
     B. The “New” Immigration
     C. Urban Problems
     D. A Religious Response
     E. The Social and Legislative Response
IV. Intellectual Trends: From the Gilded Age through the Progressive Age
    A. Social Darwinism
    B. The Educational System
    C. John Dewey
    D. Pragmatism and William James
V. National Politics
    A. The Presidents: 1877-1900
    B. Political Issues: 1877-1900
    C. The Agrarian Revolt
VI. Beginnings of Expansion and Imperialism
    A. Social Darwinism and the “New Manifest Destiny”
    B. Advocates of Imperialism
    C. Spanish-American War
       a. Caribbean area
       b. Far East
       c. Results
    D. Latin American and Far East Diplomacy
VII. The Progressive Era
     A. Background of the Progressive Movement
     B. Progressives: Jane Addams; Theodore Roosevelt; Robert La Follette, and W.E.B. DuBois
     C. Revived Interest in the Race Question: Jim Crow and the NAACP
     D. The Roosevelt Administration to Wilson Administration
VIII. The War Years
      A. Wilson and World War I
      B. The Home Front to Revolution – Focus Latin America
      C. Peace at Home and Abroad
      D. The Senate and the Treaty of Versilles
IX. The Roaring 20s: Myth and Reality
    A. Radicalism and the Red Scare
    B. Religious Fundamentalism
    C. The Ku Klux Klan vs. Marcus Garvey
    D. The Era of “Normaley”
X. The Great Depression – 1920-1940
A. Herbert Hoover and the Depression
B. Franklin D. Roosevelt and New Deal
C. Life During the Depression: Rural and Urban
D. Minorities during the Thirties
E. Labor and Depression

XI. America and the World, 1920-1941
A. The Good Neighbor Policy
B. The Rise of Fascism
C. The Road to Pearl Harbor
D. World War II: the Atlantic and the Pacific Front

XII. The Emergence of America as a superpower
A. The Cold War
B. The Cold War at Home
C. Korea, Cuba, and Vietnam

A. The Truman Administration
B. The Eisenhower Administration
C. The Kennedy Administration
D. The Johnson Administration

XIV. The Transformation of American Culture and Society
A. The Black Revolution
B. Women and the Demand for Equality
C. The Counterculture
D. The Environmental Movement

XV. Changes, Retrenchment, and Reaction
A. The Nixon-Ford Years
B. A Democratic Interlude
C. The Reagan-Bush Revolution

XVI. America in the Nineties
A. Foreign Policy: The New World Order
B. Domestic Policies: Ideological Battleground
C. America Approaches the Twenty-First Century

EXPECTED LEARNER OUTCOMES:

A. The student will be able to discuss the nature of the discipline of history.
B. The student will be able to discuss the various professional schools of historical interpretation.
C. The student will be able to examine the settlement and development of the Western Frontier in the 19th Century.
D. The student will be able to review the Populist and Progressive Movements in the 19th and 20th Centuries.
E. The student will be able to discuss the causes of World War I, results, and American involvement in this event.
F. The student will be able to discuss the Twenties, Great Depression, and the New Deal era.
G. The student will be able to understand the causes of World War II and its results.
H. The student will be able to examine the Cold War years particularly the Vietnam War from Truman through Reagan.
I. The student will be able to discuss the Civil Rights Movement, Black Power Movement, Feminist Movement, and student unrest.
J. The student will be able to examine the Watergate, Iran-Contra, and Clinton scandals.
K. The student will be able to discuss the New World Order in the Post Cold War era.

COURSE COMPETENCIES:
The student will be able to discuss the various professional schools of historical interpretation.

1. The student will be able to name the stages and schools of American historians and discuss the unique interpretations of each.

The student will be able to discuss the nature of the discipline of history.

2. The student will be able to distinguish the discipline of history within the liberal arts, discuss the nature of the discipline, and be able to distinguish “history” from the “past”.
3. The student will be able to demonstrate the ability to analyze, synthesize, and evaluate change over time.
4. The student will be able to demonstrate research skills, including the ability to a) utilize primary and secondary sources; b) evaluate the validity of sources; and c) analyze historical perspectives.
5. The student will be able to demonstrate written and oral communication skills.
6. The student will be able to incorporate an awareness that historical perspectives influenced by race, class, and gender.

The student will be able to examine the settlement and development of the Western Frontier in the 19th Century.

7. The student will be able to describe the nation's shift of interest to westward expansion and industrialization in the aftermath of the Reconstruction.
8. The student will be able to describe the nation's vast human resources resulting from population patterns and new immigration.

The student will be able to review the Populist and Progressive Movements in the 19th and 20th Centuries.

9. The student will be able to describe and analyze the significant political, social, economic, and diplomatic developments, including reform movements, of modern industrial America.
10. The student will be able to describe on the ideology of capitalism and creation of a climate for political and financial development.
11. The student will be able to describe the mass immigration and the reaction of nativism during the last quarter of the 1800s.
12. The student will be able to describe and analyze the causes, course, and impact of American imperialism.
13. The student will be able to review voices for reform on local and state levels, progressivism on the national level, and Theodore Roosevelt's role as a trust buster.
14. The student will be able to distinguish between Taft's quiet progressivism and the moral progressivism of Wilson's presidency.

The student will be able to discuss the causes of World War I, results, and American involvement in this event.

15. The student will be able to trace and evaluate the causes, course, and consequences of World War I.
16. The student will be able to describe the initial stance of American neutrality, the preparedness campaign, financing World War I, and selling the crusade.
17. The student will be able to describe the defeat of Germany and the fourteen points in the Treaty of Versailles.

The student will be able to discuss the Twenties, Great Depression, and the New Deal era.

18. The student will be able to describe and analyze the significant political, social, economic, and diplomatic developments of the interwar years.
19. The student will be able to describe the consumers' society as reflected by the automobile and appliances, the lost generation, urban growth, and the new waves of immigration.
20. The student will be able to describe the traditionalist revolt and clash of values, prohibition and other reforms, and the great stock market crash of October 1929.

21. The student will be able to describe the causes, course, and consequences of the Great Depression and New Deal and evaluate their impact.

22. The student will be able to review the aspects of the economic depression including unemployment, loss of income, and bank closure.

23. The student will be able to describe the elections of 1932, the first New Deal, and the second New Deal.

**The student will be able to understand the causes of World War II and its results.**

24. The student will be able to explain how isolationism in America ended with the coming of WWII.

25. The student will be able to trace and evaluate the causes, course, and consequences of World War II.

26. The student will be able to assess American participation in the war in Europe and in the Pacific.

**The student will be able to examine the Cold War years particularly the Vietnam War from Truman through Reagan.**

27. The student will be able to describe and analyze the significant political, social, economic developments of postwar America.

28. The student will be able to describe how ideology divided the world during the cold war.

29. The student will be able to describe and analyze the international role of the United States in the postwar world.

30. The student will be able to describe American cold war policies and practices in Europe and Korea.

31. The student will be able to review the effects in the US of the cold war, including the rise and fall of Joseph McCarthy.

**The student will be able to discuss the Civil Rights Movement, Black Power Movement, Feminist Movement, and student unrest.**

32. The student will be able to describe and analyze the significant political, social, economic, and diplomatic developments that transformed America from the modern Civil Rights movements through the Vietnam conflict.

33. The student will be able to review the emergence of the Black Movement, integration of schools, and the Montgomery, Alabama boycott.

34. The student will be able to describe the spirit of the Kennedy administration and Vietnam as the longest war.

35. The student will be able to evaluate LBJ’s Great Society and the struggle for racial justice.

**The student will be able to examine the Watergate, Iran-Contra, and Clinton scandals.**

36. The student will be able to describe the Watergate scandal and compare with the Iran-Contra scandal.

**The student will be able to discuss the New World Order in the Post Cold War era.**

37. The student will be able to describe the George Bush presidency and the collapse of communism in Eastern Europe.

38. The student will be able to review the Persian Gulf war, and the dissolution of the Soviet Union.

39. The student will be able to describe the Clinton administration’s domestic and foreign policy initiatives.

40. The student will be able to describe the Republican Revolution of 1994.

41. The student will be able to discuss the controversial issue of America’s decline in the 1980’s and its recovery in the 1990’s.

42. The student will be able to discuss how history can prepare one for the future.

43. The student will be able to describe and analyze recent political, social, economic, and diplomatic developments.
ASSESSMENT OF LEARNER OUTCOMES:
Student progress is evaluated by means of classroom participation, out-of-class written assignments, Internet assignments, a minimum of three in class one-hour examinations, and a final examination.

SPECIAL NOTES:
This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.

Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact Director of Academic Resource Center, in Room 3344 or call (913) 288-7670.
Learning Outcomes
Discipline knowledge and content mastery is expected of all graduates. More specifically, KCKCC is committed to the Learning Outcomes listed below. We believe that competence in the Learning Outcomes is essential for the success of graduates and will enhance their ability to become contributing members of our increasingly complex world. These areas of knowledge and skills are equally valid for all KCKCC graduates, whether they transfer to a four-year college or pursue a career after leaving college.

General Education Learning Outcomes

Communication Learning Outcomes
The learner will have the ability to express, interpret, and modify ideas/information effectively (both written and oral), including but not limited to reading text accurately and correctly; writing with a clear purpose and effective organization; speaking effectively using appropriate styles that suit the message, purpose, and content; and employing active listening techniques.

Computation Learning Outcomes
The learner will have the ability to understand and apply mathematical concepts and reasoning using numerical data.

Critical Reasoning Learning Outcomes
The learner will understand inductive and deductive reasoning and have the ability to define problems and use data (qualitative and quantitative) to make complex decisions utilizing analysis, synthesis, and evaluation skills.

Technology and Information Management Learning Outcomes
The learner will have the ability to define, collect, organize, analyze, and evaluate information from a variety of sources. The learner will also have the ability to understand basic technology concepts and functionality in order to use technology as a tool to locate and retrieve information.

Community and Civil Responsibility Learning Outcomes
The learner will demonstrate knowledge, awareness, and understanding of diverse ideas, values, and perspectives of a culturally diverse world; an understanding of the ethical issues and values that are prerequisites for making sound judgments and decisions; a recognition of the obligation to become actively involved as a contributing member of the community; and a sensitivity to the awareness of aesthetic expression.

Personal and interpersonal Skills Learning Outcomes
The learner will have the ability to work cooperatively and productively with others; to understand and evaluate his/her capabilities; to manage his/her personal growth by setting realistic and appropriate goals.
SOCIAL AND BEHAVIORAL SCIENCES
STUDENT SUCCESS STRATEGIES

Know your teacher’s name.

Turn off your electronic devices in class/make paying attention to the work of the class your only concern.

Miss class only when you cannot attend/acquire missed information and materials ASAP.

Know your syllabus.

Know the attendance policy.

Know the requirements for tests and assignments.

Know information about final exam and make-up exams.

Know instructor’s position on use of Wikipedia or other online sources.

Know the instructor’s preferred writing style (APA, MLA, etc.).

Always know your grade.

Contact your teacher ASAP with concerns or questions.

Know the benefits of the academic resource center.

Know if your course has a practicum, service learning component, or other exception.

Use an academic planner.

Know the course withdrawal policy.

Know your instructor’s office hours and make appointments when necessary.

Know the school’s scholastic honesty policy.

Be familiar with the course learning objectives, course competencies, and the college’s 21st century learning outcomes for general education.