



HIST-C1002: UNITED STATES HISTORY SINCE 1865

Also listed as: HIST-C1002H

Effective Term

Fall 2026

BOT Approval Date

06/12/2025

Discipline

HIST - History

Course Number

C1002

Course Title

United States History since 1865

Short Title

US History since 1865

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

3.00

Total Units

3.00

Hours

Lecture Contact Hours

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online

Does the DE also apply to the Honors section?

Yes



Honors component will meet synchronously (face-to-face or moderated through online technology such as Zoom)

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times. ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Honors / Non-honors

HIST-C1002H

C-ID (Admin Only)

C-ID HIST 140

CB 00

CCC000270629

Course Title

United States History since 1865 - Honors

Approved Cal-GETC Area

AREA-3B

Approved Second Cal-GETC Area

AREA-4

Approved Third Cal-GETC Area

C-ID (Admin Only)

C-ID HIST 140

Catalog 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.



Requisites

Recommended Preparation

Recommended Preparation (note that students can enroll in the class even if they haven't take the recommended course)

ENGL-C1000 or concurrent enrollment in ENGL-C1000.

Codes

TOP Code (CB 03)

2205.00 - History

CIP Code

54.0102 - American History (United States).

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
History (Masters Required)	End

GE Information

Check GE Types Requested

AA/AS B1 - Social & Behavioral Sciences

AA/AS B2 - Social & Behavioral Sciences

Cal-GETC Areas

Approved Cal-GETC Area

AREA-4

Learning Objectives

Learning Objectives

Learning Objective
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.

Honors Objectives

At the conclusion of this course, the student should be able to:

1. Develop advanced research and writing techniques using both primary and secondary sources. In addition to the regular course offering, the honors component will ask students to compose an original piece of research that will be an integrated and, in some cases, multi-disciplinary examination of the topic.
2. Scrutinize challenging primary and secondary source readings, research and writing problems.
3. Appraise the major issues and important interpretations in US history since 1865.
4. Utilize research and reading skills to produce original critical assessments of US history since 1865.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Student will demonstrate a breadth of knowledge of historical developments, cultural evolutions, and societal trends related to U.S. history from the late nineteenth century to the present.
2. Student will analyze the impact of class, gender, ethnicity, culture, and politics as they relate to U.S. history from the late nineteenth century to the present using historical data to form independent interpretations.
3. Student will demonstrate the ability to make connections and relations between the societal developments in two historical periods (or the present) as they relate to U.S. history from the late nineteenth century to the present.

Content

Course Lecture 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.

Honors Content

The honors component of HIST-C1002 will encourage students to work above the survey level to explore issues in US History after 1865 with greater depth and complexity. Students will engage in research that may involve working with both primary and secondary sources, studying major historiographical controversies and interpretive schools, and engaging in discussions with the instructor and other honors students about the discipline of history.

In addition to topics covered in the regular section of HIST-C1002, honors students will explore additional and more complex topics and themes with greater depth. Instructors are encouraged to select topics relevant to recent scholarship and their own specialties. Some possible topics are:

1. Role of historical memory and monuments of pivotal moments in American history.
2. Reconstruction, or the Second American Revolution, with a particular focus on the study of major interpretative schools.
3. Industrialization and Urbanization with an analysis and emphasis on the American role among world economies.
4. The impact on the migrations and movements of peoples at the turn of the twentieth century.
5. The development of American labor movements in the nineteenth and twentieth centuries.
6. The role of the U.S. and experiences of Americans in global conflicts, such as World War I, World War II, the Cold War, and War on Terrorism with an analysis of American foreign policy.
7. The changing nature and role of government after major reform movements or crises, such as Progressivism, the Great Depression, the New Deal, or 9/11.
8. The impact of discontent, protest, and dissent on politics and society from women, Native Americans, African Americans, Latinx, unions, immigrants, and other groups.

Methods of Instruction

Method

Discussion

Integration

Guided small group discussions will enable students to analyze and interpret the primary and secondary source readings or films to gain a deeper understanding of historical developments surrounding the post-Civil War periods through the Cold War into the early years of the twentieth-century. Multimedia components (photos, illustrations, maps, videotaped materials, websites, etc.) may be utilized and will include alternative texts for all images and transcripts or closed captioning for all video components.

DE Adaptations for MOI

The instructor will use the CMS to create weekly threaded discussions on subjects that require students to analyze, interpret, and discuss primary source documents and questions and controversies surrounding major developments in U.S. history from the post-Civil War periods through the Cold War into the early years of the twentieth-century. Multimedia components (photos, illustrations, maps, videotaped materials, websites, etc.) may be utilized and will include alternative texts for all images and transcripts or closed captioning for all video components.

Method

Film/video Viewing and Discussion

Integration

Lectures may be supplemented with accessible (closed-captions and transcripts) movies, documentaries, or film footage that offer visual impressions of American history from the post-Civil War periods through the Cold War into the early years of the twentieth-century.

DE Adaptations for MOI

Lectures may be supplemented with accessible films (closed-captions and transcripts) intended to offer visual impressions of American culture, politics, and foreign policy after the Civil War until the early twentieth-century history to stimulate class discussion. These could include documentaries and feature-length films that provide closed-captions or transcripts.

Method

Lecture

Integration

Lectures will introduce key concepts and interpretive approaches to understanding American history, expand upon information provided in the assigned reading and visual materials, and provide the students with an organizational scheme with which to analyze the development of US history post-1865. Accessible multimedia components may include PowerPoint presentations and other digitally-generated images such as maps, charts, diagrams, photos, or film clips.

DE Adaptations for MOI

Lecture materials will introduce key concepts and interpretive approaches that provide the students with an organizational scheme with which to analyze United States history from Reconstruction to the present. They will be made available through the Course Management System (CMS) in a variety of electronic formats that may include text-based lectures enhanced by digital formats such as PowerPoint, Camtasia, or Studio recordings. Accessible multimedia components (photos, illustrations, maps, videotaped materials, websites, etc.) should also be utilized and will include alternative texts for all images and transcripts or closed captioning and transcripts for all video components.

Method

Projects

Integration

The instructor will explain the methods, sources, and goals for a research project through which students will acquire additional knowledge about a select topic in US history, and to analyze and interpret the material researched in the form of an extended essay or multimedia presentation.

DE Adaptations for MOI

The instructor will use the CMS to provide the students with accessible materials that describe the methods, sources, and selection of a topic for a project through which students will acquire additional knowledge about a select topic in the history of the US from Reconstruction to the present. The instructor will also explain the requirements for the assignment, the need for analysis and critical thinking, and the importance of research and bibliographical work. Web links will be provided to various resources.

Method

Reading

Integration

Instruction will be provided in how to analyze and interpret the chapters in the course text and the primary and secondary source materials to assist the students in gaining a deeper understanding of influential ideas, people, and events in American history post-1865.

DE Adaptations for MOI

Instruction will be provided through the Course Management System (CMS) in various formats such as text-based pages, audio files with transcripts, closed-captioned videos, and digital presentations (e.g., PowerPoint or Camtasia). These instructional materials will guide students on how to analyze and interpret the chapters in the course text, as well as primary and secondary source materials. The goal is to help students gain a deeper understanding of the influential ideas, people, and events in early American history.

Method

Role Playing/Simulation

Integration

Role play and simulation assignments may be utilized to immerse students in historical periods, readings, and major problems to enhance student appreciation for, and understanding of significant people, events, and decisions from America's past.

DE Adaptations for MOI

The instructor will use the Course Management System (CMS) and provide fully accessible materials to immerse students in historical periods, readings, and major problems to enhance student appreciation for, and understanding of significant people, events, and decisions from America's past. They will be made available through the Course Management System (CMS) in a variety of electronic formats that may include text-based lectures enhanced by digital formats such as PowerPoint, Camtasia, or Studio recordings. Accessible multimedia components (photos, illustrations, maps, videotaped materials, websites, etc.) should also be utilized and will include alternative texts for all images and transcripts or closed captioning and transcripts for all video components.

Method

Observation and Demonstration

Integration

In preparation of students producing an extended essay or multimedia presentation that requires research into academic databases and resources, the instructor may demonstrate how to use a variety of the college's databases/resources and/or other appropriate archival material, such as the Library of Congress. Instructors may demonstrate how to design topics, research questions, and required citation styles, such as but not limited to, the Chicago Style. These types of demonstrations may be performed in-class or recorded and provided to students within the CMS. Multimedia components (photos, illustrations, maps, videotaped materials, websites, etc.) may be utilized and will include alternative texts for all images and transcripts or closed captioning for all video components.

DE Adaptations for MOI

In preparation of students producing an extended essay or multimedia presentation that requires research into academic databases and resources, the instructor may demonstrate through detailed, written models and examples or recorded presentations within the CMS how to use a variety of the college's databases/resources and/or other appropriate archival material, such as the Library of Congress. Instructors may demonstrate how to design topics, research questions, and required citation styles, such as but not limited to, the Chicago Style. These types of recorded demonstrations or written models may be performed synchronously via platforms that provide real time interactions or recorded with closed-captioning and provided to students within the CMS. Multimedia components (photos, illustrations, maps, videotaped materials, websites, etc.) may be utilized and will include alternative texts for all images and transcripts or closed captioning for all video components.

Additional Methods of Instruction for Honors

Method: Small-Group Discussion of Assigned Readings, Research Practices, or Films

Integration: Guided small group discussions in the honors course will enable students to analyze and interpret assigned readings or films to gain a deeper understanding of key concepts, people, and events that have shaped American history post-1865. Students will meet in small group discussions at a minimum of three times. These discussions can also cover student progress on research projects and peer-reviews of assignments related to the research project.

Method: Museum Visits

Integration: Instructors are encouraged to utilize museum visits connected to student research or to offer further depth to the themes presented in the honors discussions and additional readings. These types of trips permit the instructors and students to explore the field of public history as well.

Methods of Evaluation

Method

Research Projects

Integration

Students will research a subject in US history post-1865 using both primary and secondary sources. Such assignments will require students to synthesize information from more than one source, evaluate the sources, and develop a thoughtful, analytical conclusion at the end of the paper. Essays, annotations, and projects will be graded based on presentation of evidence, organization, and the quality of analysis in the argument. Web links to the college's online library resources will be provided.

DE Adaptations for MOE

The instructor will provide written instructions via the CMS explaining the methods, sources, and goals for a research project through which students will acquire additional knowledge about a select topic in U.S. history post-1865, and to analyze and interpret the material researched in the form of an extended essay or multimedia presentation submitted via the CMS assignment editor. Feedback may be provided with scored rubrics and individualized comments within the timeframe specified in the syllabus and/or assignment instructions.

Method

Exams/Tests

Integration

Students are required to complete essay exams on questions designed to measure the student's ability to analyze, evaluate, and synthesize information in response to subjects, questions, or problems that demonstrate knowledge of course readings, evaluating major historical interpretations, connecting past events and decisions to current topics and issues from Reconstruction to the 21st century. Students will be graded on organization, construction of a defensible argument, use of relevant evidence, and the quality of analysis in the conclusion. Exams may also consist of short answer, identifications of key people and events, multiple choice or true/false questions requiring students to demonstrate competence with factual knowledge.

DE Adaptations for MOE

Using the CMS testing or assignment features, students are required to complete essay exams on questions designed to measure the student's ability to analyze, evaluate, and synthesize information in response to subjects, questions, or problems that demonstrate knowledge of course readings, evaluating major historical interpretations, connecting past events and decisions to current topics and issues from Reconstruction to the 21st century. Students will be graded on organization, construction of a defensible argument, use of relevant evidence, and the quality of analysis in the conclusion. Exams may also consist of short answer, identifications of key people and events, multiple choice or true/false questions requiring students to demonstrate competence with factual knowledge. Student feedback may consist of scored rubrics and individualized comments within a timely manner as specified within the syllabus and/or assignment instructions.

Method

Other

Integration

Students will read and analyze a variety of primary and secondary sources from Reconstruction to the 21st century. Class discussions, exams, and writing assignments will require students to establish historical context for the source, identification of primary and sub-arguments, and an evaluation of bias.

DE Adaptations for MOE

Students will read and analyze a variety of primary sources from Reconstruction to the 21st century. Through threaded class discussions or written exams and writing assignments submitted within the testing/assignment features of the CMS, students will assess and analyze the historical context of the source, identify the primary and sub-arguments, and evaluate the presence of bias. Feedback may be provided with scored rubrics and individualized comments within the timeframe specified in the syllabus and/or assignment instructions.

Method

Quizzes

Integration

Students may be quizzed with multiple choice, true/false, or short answers about assigned readings, film presentations and other course materials. Feedback will be provided immediately when automatically scored and/or within a reasonable time frame.

DE Adaptations for MOE

Instructors will use the assignment/testing features of the CMS to create quizzes consisting of multiple choice, true/false, or short answers about assigned readings, films, or other course materials. Feedback will be provided immediately when automatically scored and/or within a reasonable time frame.

Method

Class Participation

Integration

Students will be asked to contribute to class discussions by demonstrating knowledge of course readings, evaluating major historical interpretations, connecting past events and decisions to current topics and issues from Reconstruction to the 21st century. Class participation will be evaluated on the quality of analysis from a variety of source materials and communication of ideas and analysis.

DE Adaptations for MOE

For the weekly threaded discussions within the CMS, each student will be required to post a response to the discussion topic demonstrating knowledge of course readings, evaluating major historical interpretations, connecting past events and decisions to current topics and issues from Reconstruction to the 21st century and make subsequent posts that engage the views of other students. Instructor will make comments to further the discussion or make corrections and/or post a summary of the debate that reviews the issues raised by the students and adds the instructor's perspective to the debate and other historical interpretations or applications. Student responses will be evaluated on the quality of analysis from a variety of source materials, and communication of ideas and analysis in written, recorded, or other digital formats. Feedback may be in the form of scored rubrics or individual comments within the timeframe specified within the syllabus and/or assignment instructions.

CCN Methods of Evaluation

Methods of formative and summative evaluation used to observe or measure students' achievement of course outcomes and objectives must include academic writing and research. 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.

Evaluation of Honors assignments

Honors students must successfully complete the regular course and honors assignments to receive honors credit.

Research papers will be assessed on clarity of argument, supporting evidence, the number and types of references consulted, depth of analysis, and historical accuracy. Oral presentations will be evaluated based on lucidity, organization, critical thinking, and originality of argument. Honors class discussions of supplemental readings will be judged based on student preparedness as well as the student's ability to summarize, critically analyze, and provide their own perspective on the assigned readings. Journal writings and field trips will be assessed based on organization, quality, and accuracy of student work.



Assignments

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Write an argumentative essay that does not exceed 750 words in response to the following prompt. Essays will be graded on organization, construction of a defensible argument, use of relevant evidence, and the quality of analysis in the conclusion.

1. Compare and contrast the impact of new technologies on American political discourse and trust in the United States' government from the Great Depression to the present.

How assignment will be adapted in online format

Students will use the CMS assignment feature to submit exam essays. Instructor feedback will be provided via scored rubrics, grading comments in the grade book, or via private messages to individual students.

Example: Before the specified deadline, submit an argumentative essay that does not exceed 750 words in response to the following prompt. You may use the text editor box to type your work or attach a document. Review the grading rubric and consider visiting one of the campus writing centers to review the organization, grammar, thesis development, and citations. Join me during student hours for individualized assistance.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Discussion Topic: Confederate Monuments and Historical Memory

Using the assigned readings and materials completed before coming to class, work within small groups to discuss the reasons used to justify the construction and on-going display of Confederate Monuments and the reasons used to support the removal and/or destruction of the Confederate Monuments. Decide as a group the best solution for the Confederate Monuments. Be prepared to share your key "take-aways" with the larger group.

How assignment will be adapted in online format

Using the CMS and threaded, discussion feature, submit an initial response for peer comments in written or recorded form on what should be done with Confederate Monuments. Be sure to use evidence from the assigned readings, lecture materials, and video supplements. Then, complete two peer comments in written or recorded form. The instructor will use the CMS grading features and rubrics to provide feedback to students within the timeframe specified in the syllabus and/or assignment instructions.

Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Read and analyze Chapter One in *At the Dark End of the Street* and come prepared to discuss how the historian, Danielle McGuire, challenges the traditional telling of civil rights history with the lives of Rosa Parks and Recy Taylor. Bullet point out specific examples and significant quotes. Be prepared to share at least five, specific examples.

How assignment will be adapted in online format

Students will submit reading reflections through the CMS assignment editor that permits the attachment of documents in a variety of formats or through text editor. The instructor will provide feedback within the CMS via rubrics, typed comments in the grade book, or via private messages to the individual student. Feedback will be provided within the timeframe specified in the syllabus and/or assignment instructions.

Example: Read and analyze Chapter One in *At the Dark End of the Street* and write 2-3 paragraphs in response to the following prompt. Use the text editor box or attach your reflections as a document before the deadline. Please review the grading rubric that will be used to score your assignment. Reading reflections will be graded within one week of the deadline.

Honors Assignments

Assignment

HIST-C1002H students are expected to complete all of the HIST-C1002 assignments. In addition, students are expected to complete Assignments 1 and 2. Assignments 3, 4, and 5 are optional.

1. A research project on a topic that the student selects in consultation with the instructor. For example, students could produce a 9-12 page paper that utilizes a minimum of three, primary sources and five, peer-reviewed, secondary sources. This should expand upon the research project required of non-honors students with increased pages of writing and additional primary and secondary sources. Research should be conducted in a university library or the equivalent and should be based on the following: primary sources, secondary sources, major interpretive books, and articles. As part of this project, students may peer review one another's work. Possible topics could include the myths of American history, role of white women in the Jim Crow South or KKK, the role of media on the elections of Barack Obama or Donald Trump, the January 6th insurrection, or recent laws, policies and Supreme Court decisions related to gun ownership, affirmative action, DOMA, DACA, or the reversal of *Roe v. Wade*.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Engagement

Inclusivity

Positive Transgressive Behavior (as evidenced by creativity, innovation, risk taking, challenging norms and standard narratives)

Justify how the assignment reflects the Academic Rigor and Research Core Value

Students will be challenged with additional, scholarly readings from the recent historiography. The collection of sources from a variety of academic and government databases requires more advanced research skills and discernment of valid, sound sources versus popular materials.

Justify how the assignment reflects the Engagement Core Value

Students select topics of personal interest from recent historiography and engage in an extensive process of analysis, writing, and revision with the instructor and peers. Students may present their findings in the honors group or general class.

Justify how the assignment reflects the Inclusivity Core Value

Recent scholarship in American history emphasizes themes of race, gender, class, ethnicity, sexual identity, etc..and are a regular focus in the research students are exposed through readings, topic selections, and interpretive methodologies.

Justify how the assignment reflects the Positive Transgressive Behavior Core Value

Students are exposed to contradictory interpretations of historical events and people to develop a richer appreciation for the historical profession and scholarship. More recent scholarship tends to challenge and debunk master narratives.

Assignment

2. Assigned readings beyond the scope of the regular section of History 112. Additional primary documents, journal articles, or books will be assigned for reading, summary, and review. Contradictory readings on the same topic will be analyzed to encourage critical thinking on the various perspectives of history. Students will engage in discussion of assigned readings during meetings outside regular class lectures with the instructor. Example readings could include "The Second Coming of the KKK: The Ku Klux Klan of the 1920s and the American Political Tradition" by Linda Gordon, "Embers of War: The Fall of an Empire and the Making of America's Vietnam" by Fredrik Logevall, "Hitler in Los Angeles: How Jews Foiled Nazi Plots Against Hollywood and America" by Steven Ross, or "Rereading Sex: Battles Over Sexual Knowledge and Suppression in Nineteenth-Century America" by Helen Lefkowitz Horowitz.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Positive Transgressive Behavior (as evidenced by creativity, innovation, risk taking, challenging norms and standard narratives)

Justify how the assignment reflects the Academic Rigor and Research Core Value

Students will be challenged with additional, scholarly readings from the recent historiography. The collection of sources from a variety of academic and government databases requires more advanced research skills and discernment of valid, sound sources versus popular materials.

Justify how the assignment reflects the Positive Transgressive Behavior Core Value

Students are exposed to contradictory interpretations of historical events and people to develop a richer appreciation for the historical profession and scholarship. More recent scholarship tends to challenge and debunk master narratives.

Assignment

3. Presentation of final research project to fellow honors students or to the entire class. For example, students could prepare a 10-15 minute presentation with a variety of accessible, multimedia formats and platforms, such as PowerPoint and Studio recording with closed captions.

Required or Optional

Optional

Honors Core Values

Engagement

Justify how the assignment reflects the Engagement Core Value

Student presentations permit students to engage with their scholarship in a different manner and opens the student to peer/instructor comments or questions.

Assignment

4. A journal on assigned readings, films, documentaries, and writing assignments. Journal writing will help students deepen their understanding and reflection on important subjects of the course and will help students organize their own questions, connections, and comments that may be used in class discussions.

Required or Optional

Optional

Honors Core Values

Engagement

Justify how the assignment reflects the Engagement Core Value

Students will engage with and experience history through a variety of media beyond the classroom.

Assignment

5. A project outside normal class time designed by the instructor. For example, instructors may lead a field trip to a museum exhibition and complete a project associated with the exhibition. Possible museums could include the New American's Museum, California Surf Museum, Women's Museum of California, or the Veteran's Museum. Students could also watch films like *The Post* or view documentaries, such as *4 Little Girls* or *Slavery By Another Name*. Students could write a 1-2 page, response paper based on reactions to the film and subsequent small group discussion. These kinds of activities will encourage students to draw parallels between the past and contemporary society and to experience history through a variety of media beyond the classroom.

Required or Optional

Optional

Honors Core Values

Engagement

Justify how the assignment reflects the Engagement Core Value

Students will engage with and experience history through a variety of media beyond the classroom.

Course Materials

Textbooks

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

Representative Texts:

- Carnes, Mark C. and John A. Garraty. 2021. *The American Nation*. Pearson.
- Corbett, P. Scott, Janssen Volker, John Lund "U.S. History. OpenStax Free Textbooks Online." (OER). 2024.
- Faragher, John Mack, Mari Jo Buhle, et al. 2021. *Out of Many: A History of the American People*. Pearson.
- Foner, Eric, Kathleen DuVal, and Lisa McGirr. 2022. *Give Me Liberty!* W.W. Norton Company.
- Goldfield, David, Carol Abbott, et al. 2021. *The American Journey*. Pearson.
- Kamensky, Jane, Carol Sheriff, et al. 2017. *A People and a Nation: A History of the United States*. Cengage.
- Kennedy, David M. and Lizabeth Cohen. 2024. *The American Pageant*. Cengage Learning.
- Locke, John and Ben Wright. *American Yawp* (OER). Stanford University Press.
- Murrin, John, Pekka Hämäläinen, et al. 2019. *Liberty, Equality, Power*. Cengage Learning.
- Nash, Gary, Julie Roy, et al. 2023. *The American People: Creating a Nation and a Society*. Pearson.
- Roark, James L., Michael P. Johnson, et al. 2022. *The American Promise*. Bedford/St. Martin's.
- Tindall, George Brown and David E. Shi 2022. *America: A Narrative History*. W.W. Norton & Company.
- U.S. History Open Stax.

Supplemental Options:

- Calloway, Colin G. 2024. *First Peoples: A Documentary Survey of Native American History*. Bedford/St. Martin's.
- Brown, Leslie, Jacqueline Castledine, et al. 2017. *U.S. Women's History: Untangling the Threads of Sisterhood*. Rutgers University Press.
- DuBois, Ellen and Lynn Dumenil. 2024. *Through Women's Eyes, Combined Volume: An American History with Documents*. Macmillan Learning.
- White, Deborah Gray, Mia Bay, et al. 2020. *Freedom on My Mind: A History of African Americans, with Documents*. Macmillan Learning.
- Kendi, Ibram X. Christopher Dontrell Piper, et al. 2017. *Stamped from the Beginning: The Definitive History of Racist Ideas in America*. Bold Type Books.
- Choy, Catherine Ceniza, Cindy Kay, et al. 2023. *Asian American Histories of the United States*. Beacon Press.
- Ling, Huping. 2023. *Asian American History*. Rutgers University Press.
- Gonzales, Manuel G. 2019. *Mexicanos, Third Edition: A History of Mexicans in the United States*. Indiana University Press.

Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

HIST-C1002 has a CLO dedicated to race, gender, class, ethnicity since these elements are critical for understanding how a multicultural nation developed and provides contextualization for the justifications and ramifications of excluding many from the American promise of liberty, freedom, and equality. These themes and topics challenge the master narrative, or traditional history, that focused on those in power with the implications of their decisions on the rest of society. Throughout each time period covered in the course, the voices, contributions and experiences of indigenous peoples, the enslaved, women, and immigrants are provided as a counter narrative to establish the complexity and richness of the American mosaic.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Information will be offered in a variety of modalities (visual, audio, verbal, and tactile when working with artifacts) to accommodate diverse learners. Formative activities through class discussions, quizzes, and progressive steps within research projects provide foundational learning opportunities before summative assignments requiring a combination of skills and content mastery is measured in exams or project essays and presentations. Students are provided a variety of means to interact with instructors outside of class time to accommodate their preferences or limited availability due to other life, work, or academic obligations.

Interactions**Explain how the course will incorporate student-to-student interaction.**

Students will interact during synchronous and asynchronous discussions, collaborations in small-group activities or projects in person and online, and open discussion forums on a variety of topics and themes from the post-Civil War period through the Cold War into the twenty-first century.

Explain how the course will incorporate instructor-to-student interaction.

Students may interact with instructors through synchronous student hours on campus or accessible, video conferencing on a variety of topics and themes from the post-Civil War period through the Cold War into the twenty-first century. In-person or recorded lectures model a variety of skills utilized to interpret the past, construct sound arguments, and demonstrate the skills needed to conduct academic research. Feedback on assignments and activities provide additional insights and tools for student growth and acquisition of skills. Asynchronous exchanges via email and MSJC approved communication tools provide additional opportunities outside the classroom.

Explain how the course will incorporate student-to-content interaction.

Students will interact with assigned readings, course lectures and other instructor-generated materials in a variety of formats and combinations of visual, auditory, and verbal modalities regarding a variety of topics and themes from the post-Civil War period through

the Cold War into the twenty-first century. Skills and content mastery are measured through student completion of assignments, exams, quizzes, research for projects and discussions or small-group activities.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Students will be encouraged to engage in reflective practices, providing them with opportunities to connect historical events from the Reconstruction era through the Cold War and into the early twenty-first century with their own experiences and the current state of the United States. This metacognitive approach will allow students to examine how historical developments—such as "change over time" and "cause and effect" relationships—have shaped both the nation's memory and their own perspectives. By reflecting on these connections, students will gain a deeper understanding of how history influences their present circumstances and will be better equipped to analyze how past events continue to affect the world today.

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