

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

History C1002 – United States History since 1865

3 hours lecture, 3 units

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.

Students will explore the political, social, economic and cultural development of the United States, as well as modern American institutions, ideals, ideologies, and laws, including explorations of the U.S. and California constitutions and interactions between federal, state, and local governments. Formerly HIST 109. Not open to students with credit in HIST 109.

Prerequisite

None

Course Content

Part 1: Required Topics (Identical):

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

Part 2: Optional Expanded or Additional Topics (optional):

- 1) Introduction to basic methods of historical research and analysis
 - a. Measurements of time
 - b. Historical empathy, presentism, and bias
 - c. Primary and secondary sources
 - d. Historical thinking skills
 - e. Historical methods and theory
 - f. Introduction to historiography
 - g. Information literacy and research
- 2) Reconstruction and the New South
 - a. Differing visions of Reconstruction

1. Lincoln vs. Johnson
 2. Congressional Reconstruction
 - (1) 13th Amendment
 - (2) 14th Amendment
 - (3) 15th Amendment
 3. Use of federal troops
 - b. African American aspirations and activism
 1. Reuniting with family
 2. Moving out of the South
 3. Freedman's Bureau
 - (1) Education
 - (2) Worker's Rights
 4. Black politicians
 - c. Efforts to maintain pre-Civil War systems
 1. Slave Codes to Black Codes
 2. Chattel slavery to tenant farming
 3. Voter suppression, "Grandfather Clause"
 4. White supremacy and racialized violence
 - d. 1876 presidential election, the removal of federal troops, and the end of Reconstruction
 - e. 19th and 20th-century consequences of reconstruction
- 3) Immigration, industrialization, and urbanization in the Gilded Age
- a. Exploitation and industrialization
 1. Monopolies, robber barons, and wealth disparities
 2. Mark Twain and the "Gilded Age"
 - b. Working conditions and origins of national labor unions
 - c. Immigration and its effects
 1. Jewish immigrants and anti-semitism
 2. Irish and Italian immigrants and anti-Catholic sentiment
 3. Southern and Eastern European immigrants
 4. Southwest Asian (Middle Eastern) immigrants
 5. Latin American immigrants
 - d. "Nativism," anti-immigrant sentiment, and immigration legislation
 - e. Life in urban industrial America: religion, literature, education, science, and life in the city
- 4) The "Closing" of the frontier and Resistance of Indigenous Peoples
- a. The "Closing" of the frontier
 - b. "Indian Wars" of the far west
 1. U.S. Native American policy, reservation system, boarding schools
 2. Impact on Native nations and individuals; assimilation and Native cultural resistance
 - c. The changing roles of women
 - d. Influence of Californios on California
 - e. Chinese American communities and anti-Chinese sentiment
 - f. Chinese Exclusion and California's impact on national politics
 - g. Growth of California cities and their impact on Native Americans, State law, and the economy
 - h. Impact of Anglo and international settlement on California law and politics in the later 19th century
 - i. California state constitution of 1879; social and economic reforms
- 5) Imperialist expansion and emergence of the United States as a world power
- a. U.S. Domestic Imperialism and U.S. Global Imperialism
 - b. U.S. compared to European imperialism
 - c. Capitalism, religion, and territorial expansion
 1. Creating new markets
 2. Gaining access to raw goods
 3. U.S. missionaries

- d. Hawaiian sovereignty and the American takeover of Hawaii
 - 1. Queen Liliuokalani and Hawaiian sovereignty
 - 2. U.S. businesses and the Provisional Government Coup
 - 3. Dole Pineapple Company
 - 4. Attempted assimilation and outlawing of Hawaiian culture, religion, etc.
 - e. McKinley and the Spanish American War
 - f. Philippine American War
 - 1. Aguinaldo
 - 2. Black soldiers in the Philippines
 - g. Territorial acquisition: Alaska, Hawaii, Puerto Rico, Guam, and the Philippines
 - h. U.S. military occupations and economic interventions in Latin America
 - 1. Ethical debates
 - 2. Constitutional debates
 - i. Theodore Roosevelt, the Roosevelt Corollary, and “Gunboat Diplomacy”
 - 1. Review Monroe Doctrine
 - j. Taft and “Dollar Diplomacy”
 - k. Woodrow Wilson
- 6) Progressive Era Reform Movements
- a. What is progressivism? What is reform? Who decides?
 - b. Origins of an active federal government and its interaction with state governments
 - c. Immigration and the “new” immigrants
 - d. Effects of Progressivism upon business and labor
 - e. Labor movements, worker suppression, and violence
 - f. Progressivism and an active city government
 - g. California progressive activism and government
 - 1. Citizen access, initiative, referendum, Workmen’s Compensation
 - 2. Interaction with federal progressive reforms
 - 3. State and local politics - San Diego’s Panama-California Exposition (1915-17)
 - h. Evolution of Constitutional thought in issues of race, labor, and corporations
 - 1. Plessy v. Ferguson
 - i. Advancement, racial uplift, and the formation of the NAACP
 - j. Women and Progressivism: Settlement houses and municipal housekeeping
 - 1. California settlement house: Neighborhood House in San Diego
 - k. Citizen activism for social justice (e.g., labor, women’s and civil rights), and social control (e.g., prohibition, Americanization programs)
 - l. Racism and Progressivism
 - 1. Eugenics
 - 2. Segregation
 - 3. Racialized violence and lynching
 - m. 1890s economic depression; Populism
- 7) World War I
- a. Wilson and neutrality
 - b. Zimmerman Telegram
 - c. The United States enters the war
 - d. Industrialized warfare and the horrors of modern war
 - 1. Trench warfare, PTSD, chemical weapons
 - 2. Bombing, civilian casualties, and the beginnings of “Total War”
 - e. Women’s participation at home and abroad
 - f. Mexican American and African American participation at home and abroad
 - 1. The Great Migration
 - g. Economics of war: bonds, banks loans at home and abroad
 - h. The war at home and abroad, with a focus on California
 - i. Spanish Flu pandemic
 - j. International peace movements

1. Women's International League for Peace and Freedom (WILPF)
 - k. Wilson and the Treaty of Versailles
 1. Starvation as a war tactic
 2. U.S policy in global context
 - l. League of Nations and the failure of the treaty process
 1. Scapegoating Germany
 2. Prelude to WWII
 - m. Era of post-war conservatism
- 8) Post-War America and the 1920s
- a. Immigration and neo-nativism
 - b. White supremacy, "Birth of a Nation," and racialized violence
 1. Revival of the KKK
 2. Black Wallstreet and the Tulsa Massacre
 - c. Feminism and the 19th Amendment
 - d. Rise of modern business and modern city
 - e. Harlem Renaissance
 - f. Blues and Jazz
 - g. Literature and religion; the film industry in California
 - h. Prohibition in San Diego vs. national politics, culture, and enforcement
 1. 18th Amendment
 2. 21st Amendment
 - i. Social and economic origins of the Great Depression
 - j. Foreign Policy of the 1920s
 - k. Herbert Hoover and the Great Depression
- 9) The Great Depression and the New Deal
- a. Franklin Roosevelt and the power of the presidency
 - b. New Deal programs, legislation, and executive orders
 - c. Realities of Depression society, coping strategies, and public activism
 - d. High unemployment and anti-immigrant sentiment
 - e. The West and the Dust Bowl
 1. Labor migration to California and other western states
 - f. Mexican mass deportation
 - g. Impact of the New Deal on the West, especially in relation to California
 1. Alvarez v. the Board of Trustees of the Lemon Grove School District (1931) as a federal precedent
 - h. Challenges to FDR, especially in California
 - i. Rise of fascism and the causes of World War II
 1. Treaty of Versailles terms and economic depression
 2. Fascism and Nationalism
 - (1) Germany
 - (2) Italy
 - (3) Japan
 3. Eugenics and internment of the "Other"
- 10) World War II and Its Aftermath
- a. Foreign policy: end of isolationism
 - b. Role of the U.S. in the Pacific and Europe
 - c. Expanding role and size of the federal government
 - d. Mobilizing on the home front
 1. Wartime industries in California (aircraft, ship building, etc.)
 - e. Internment of Japanese Americans with special focus on the Japanese in California
 - f. Impact of WWII on California such as population growth, economic development, and racism
 1. War Industry
 2. Zoot Suit Riots

- 3. Mendez, et al v. Westminster (1947) as a federal precedent
- g. Fighting for the Double V at home and abroad
 - 1. Women
 - 2. African Americans
 - 3. Mexican Americans
 - 4. Japanese Americans
- h. Total War
 - 1. Increased use of airplanes, tanks, submarines, etc.
 - 2. Bombing, mass civilian casualties, and the realization of "Total War"
 - (1) Atomic warfare
- i. Development of Atomic weapons and the Manhattan Project
 - 1. New Mexico
 - 2. Hiroshima and Nagasaki
 - 3. Marshall Islands
 - (1) Bikini Atoll
 - 4. Current-day impact on people and land
- j. Long-term effects of the U.S. involvement in the war
- 11) Cold War Era
 - a. Containment in action: foreign policy and military actions
 - b. U.S. Occupation of Japan
 - 1. Censorship
 - 2. New Constitution
 - c. Proxy wars
 - 1. Korean War
 - 2. Vietnam Wars
 - d. Consequences of nuclear war, testing, and radiation
 - 1. Japan
 - (1) Hibakusha
 - (2) Atomic Bomb Casualty Commission (ABCC) and human testing
 - 2. Marshall Islands
 - (1) Radiation poisoning
 - (2) Relocation
 - 3. Ecological impacts
 - 4. Demands for reparations
 - e. Eisenhower and the military industrial complex
 - f. 1960s Cold War
 - 1. Bay of Pigs and the Cuban Missile Crisis
 - 2. Creation of the Berlin Wall
 - 3. U-2 Spy Plane
 - g. Modern science, technology, and the space race
 - h. Cold War, conformity and McCarthyism
 - i. Postwar economics and the rise of affluent middle class; suburbanization, especially in California
 - 1. Rise of car culture
 - j. 1950s and 1960s popular culture
 - 1. Music, radio, and records
 - (1) African American musicians and influence on rock and roll, pop, etc.
 - 2. Television and movies
 - k. Feminine mystique, the real housewives of the 1950s, and the beginnings of the 2nd wave feminist movement
 - l. Bracero Program, especially in California
- 12) Civil Rights Movements
 - a. The Warren Court (1953-1969) and constitutional protections

1. Brown v. Board of Education
 - b. Anti-war movement and withdrawal from Vietnam
 - c. Student movements
 - d. African American movements
 1. Non-violent resistance
 - (1) Student Nonviolent Coordinating Committee (SNCC)
 - (2) Southern Christian Leadership Conference
 - (3) Boycotting, marches, and protest
 2. Black Nationalism
 - (1) Nation of Islam
 3. Black Panthers
 4. Civil Rights Act and Voting Rights Act
 5. Role of women in the movements
 - e. Mexican American/Chicano movements
 1. Chicano as a political identity
 2. Workers' rights
 - (1) United Farm Workers in California
 - (a) Filipino and Mexican leadership
 3. Land rights
 4. Education
 - (1) East L.A. Walkouts
 5. Brown Berets
 6. Role of women in the movements
 - f. Native American movements
 1. American Indian Movement (AIM)
 2. Land rights and education
 3. Wounded Knee
 4. Occupation of Alcatraz
 5. American Indian Religious Freedom Act
 6. Role of women in the movements
 - g. Women's movements
 1. Women's liberation
 - (1) The Personal is Political
 2. Political, economic, and labor rights
 3. Family and marriage laws and rights
 4. Intersectionality
 - (1) Women of Color feminisms
 - (2) Queer feminisms
 - h. LGBTQ+ movements
 1. Stonewall Riot
 2. Harvey Milk in California
 - i. 1965-70: assassinations, violence
 - j. California's influence on the New Left and evolving conservatism
 - k. Reagan Revolution in California and its impact on the rest of the nation
- 13) The 1970s and the 1980s
- a. Nixon and Watergate
 - b. Oil crisis and its impact on domestic and foreign policy
 - c. The Carter years: idealism, foreign policy, and inflation
 - d. Supreme Court and constitutional debates (e.g., Equal Rights Amendment, abortion, and gay rights)
 - e. AIDS crisis
 - f. End of the Cold War

- g. Poverty and prosperity: an acquisitive society, economic theory, corporate downsizing, feminization of poverty
 - 1. “Reaganomics” and trickle-down theory
 - h. “War on Drugs,” racism, and the rise of the prison industrial complex
 - i. CIA and U.S. coups and destabilization of Latin America (Chile, Guatemala, El Salvador, Nicaragua, Honduras)
 - 1. Human rights
 - 2. Refugees and immigration
 - 3. Iran-Contra
 - 4. Long-term impacts
 - j. The “New” Right vs. liberal and feminist critiques
 - k. Environmentalism
- 14) Globalization and the 1990s
- a. Collapse of the Soviet Union and the U.S. as sole global power
 - b. The Gulf War
 - c. Bush and domestic issues
 - d. Clinton and the economy: NAFTA
 - e. L.A. riots and Proposition 187 in California
 - f. Globalization and trade liberalization
 - g. New patterns of immigration and demographic change
 - h. Feminism: the third wave
- 15) Twenty-First Century and the recent past
- a. September 11th and the “War on Terror”
 - b. The wars in Afghanistan and Iraq
 - c. U.S. responses: Homeland Security, the Patriot Act, Guantanamo Bay, and religious and ethnic profiling
 - d. The “Culture wars”
 - e. 2008 Great Recession and economic recovery
 - f. The Affordable Care Act aka “Obamacare”
 - g. Obama, backlash and racial politics
 - h. Immigration and refugees in a global context
 - i. The California DREAM Act and DACA
 - j. LGBTQ+ Civil Rights: marriage, gender identity, bathrooms, athletics, military
 - k. Political polarization and obstruction
 - l. Impact of social media and influencers on society and politics
 - m. 2020 presidential election and the January 6th insurrection
 - n. Covid-19, the global pandemic, and mental health
 - o. Robert’s Supreme Court: partisan politics, impartiality, and bias in an unbalanced court
 - p. Women’s reproductive rights, “trad wives,” and efforts to repeal the 19th Amendment
 - q. Project 2025
 - r. Expansion of Executive Branch powers
 - s. The American Dream? Inflation, housing shortages, and massive student debt
 - t. Racial profiling, targeted immigration enforcement, and the expansion of ICE
 - u. Gaza and Ukraine: genocide, fights for independence, and the specter of World War III

Course Objectives

Part 1: (Identical and Required):

At the conclusion of this course, the student should 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.

Part 2: Optional objectives/outcomes (optional):

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

Students will be able to:

- 1) Describe and explain the basic principles of historiography relevant to the study of American, California, and local history.
- 2) Identify and recall major institutions, themes, events, and figures in modern American political, social, and economic history and apply them to the present.
- 3) Recognize significant geographical areas and changes in political geography and be able to explain their importance to historical developments, especially when comparing and contrasting California and the nation.
- 4) Evaluate economic and social change, cultural and intellectual movements, and the importance of science and technology in America's development.
- 5) Evaluate significant theories of historical development and draw conclusions based on their analysis of these theories.
- 6) Describe how women and various ethnic, racial, and socio-economic groups, influenced modern American history.
- 7) Analyze the relationships between regions of the U.S. in the context of major events as well as America's growth in a global context.
- 8) Analyze the evolution of Constitutional thought in modern issues, noting the political and legal policies affecting the constitutions of the U.S. and California.
- 9) Examine modern political institutions and processes under the U.S. Constitution and political trends and attitudes, such as legislative debates, power of the presidency, growth of the federal government and citizens' demands for rights.
- 10) Examine modern political institutions and processes under the California Constitution.
- 11) Evaluate the relationships of state and local governments with the federal government in the context of major events.
- 12) Describe the rights, obligations and activism of citizens under the U.S. Constitution and the changing nature of U.S. democratic ideals.
- 13) Analyze and interpret both primary and secondary sources as part of achieving objectives 1-12.
- 14) Analyze the relevancy of history in today's world.

Method of Evaluation

Part 1:

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.

Part 2:

Grades are based on demonstrated proficiency in the subject matter and related skills and are determined by multiple measurements of evaluation. Assessment frameworks may include equity-minded approaches to evaluation, such as ungrading, labor-based grading, contract-based grading, etc. The instructor routinely evaluates students' performance and provides regular, timely, and strengths-based feedback so students can improve their skills and address any concerns related to attendance and assignment outcomes. Methods of evaluation may include: journals, reflections, quizzes, discussions, exams, group work, presentations, research, projects, and hands-on learning methods of evaluation will be used to measure students' ability to:

- 1) Analyze, evaluate, and interpret primary and secondary sources.
- 2) Analyze and apply historical patterns and current events to students' own lives and experiences.
- 3) Analyze how power operates in society, through the categories of race, class, gender, ethnicity, and sexuality.
- 4) Develop and support an argument or thesis statement with historical evidence.

Special Materials Required of Student

None

Minimum Instructional Facilities

- 1) Smart classroom with writing boards, overhead projector
- 2) Library with adequate collections in modern American history

Method of Instruction

Instructors use culturally relevant and equity-minded approaches to teaching and learning to support equitable learning experiences and outcomes for students. These approaches center student identities, values, experiences, and goals; demonstrate the relevance of the subject matter to both students' lives and current events, use strengths-based approaches to teaching and learning that convey growth-minded faculty mindsets about student potential; and provide individualized support when needed. On assignments, instructors will provide comments that address students' strengths and areas for improvement, enabling students to revise their work. Methods of instruction may include:

- 1) Lecture and discussion
- 2) Small and large group discussion
- 3) Multimedia presentations
- 4) Individual and group projects, structured in-class exercises
- 5) Library materials and Internet exploration
- 6) Auxiliary use of study groups, peer tutoring and/or instructional office hours

Out-of-Class Assignments

- 1) **Reading:** course materials, response questions, journals, content on websites, and more
- 2) **Writing:** reflections, quizzes, discussion posts, exams, group work, content for projects and presentations
- 3) **Other:** map exercises, field exercises including museum and library research, visits to historic sites, group work, projects, presentations, and more

Representative Texts, Manuals, OER, and Other Support Materials:

Part 1: (Identical and Required):

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.

Part 2: List Sample Textbooks, Manuals, or Other Support Materials (optional):**1) Required (representative examples):**

- a. Locke, Joseph and Ben Wright. *The American Yawp: A Massively Collaborative Open U.S. History Textbook*. Stanford University Press, 2022-2023. <https://www.americanyawp.com/>
- b. Schaller, Michael, et al. *American Horizons: U.S. History in a Global Context, Volume II: Since 1865* 5th Edition. Oxford University Press, 2025.
- c. Foner, Eric. *Give Me Liberty!: An American History, Volume 2*. 8th Edition. W.W. Norton, 2025.
- d. Brinkley, Alan. *The Unfinished Nation: A Concise History of the American People*. 10th edition. McGraw-Hill Education, 2025.

2) Supplemental:

- a. California
 1. HoSang, Daniel Martinez. *Racial Propositions: Ballot Initiatives and the Making of Postwar California*. University of California Press, 2010.
- b. Primary Source readers
 1. Locke, Joseph and Ben Wright. *The American Yawp Reader: A Documentary Companion to the American Yawp*. Stanford University Press, 2022-2023. <https://www.americanyawp.com/reader/>
 2. Schaller, Michael, et al. *Reading American Horizons: U.S. History in a Global Context, Volume II: Since 1865*. 5th Edition. Oxford University Press, 2024.
- c. Primary Source books
 1. Du Bois, W.E.B. *Souls of Black Folk*.
 2. Kennedy, Robert. *Thirteen Days*.
 3. Friedan, Betty. *The Feminine Mystique*.
 4. Kerouac, Jack. *On the Road*.
 5. Moody, Anne. *Coming of Age in Mississippi*.
 6. Riis, Jacob. *How the Other Half Lives*.
 7. Dayton Duncan. *Out West*.

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1) Analyze, evaluate, and interpret primary and secondary sources.
- 2) Analyze and apply historical patterns and current events to students' own lives and experiences.
- 3) Analyze how power operates in society, through the categories of race, class, gender, ethnicity, and sexuality.
- 4) Develop and support an argument or thesis statement with historical evidence.