

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

HISTORY 109 – MODERN AMERICAN HISTORY

3 hours lecture, 3 units

Catalog Description

A historical survey of the political, social, economic and cultural development of the United States from 1865 to the present. Explores modern American institutions, ideals, ideologies, and laws, including explorations of the U.S. and California constitutions and interactions between federal, state, and local governments.

Prerequisite

None

Course Content

- 1) History and historiography
 - a. Primary and secondary sources
 - b. Changing historical interpretations of the past over time
- 2) Reconstruction and its aftermath
 - a. Failures of presidential and congressional Reconstruction
 - b. Difficulties in rebuilding: political, constitutional, social, and economic crises in the aftermath of the war
 - c. African-American needs, aspirations, and activism
 - d. Counter-reconstruction, white supremacy, and the rise of legal segregation (Black Codes and the rise of "Jim Crow" Laws)
 - e. 1876 presidential election, compromise, and the end of reconstruction
 - f. 19th and 20th-century consequences of reconstruction
 - g. The reconstruction amendments to the Constitution and their reinterpretation by the Supreme Court
- 3) Westward Expansion, urbanization, and industrialization
 - 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 Exclusion and California's impact on national politics
 - f. Working conditions and origins of national labor unions
 - g. Immigration and its effects
 - h. Life in urban industrial America: religion, literature, education, science, and life in the city
 - i. Growth of California cities and their impact on Native Americans, State law, and the economy
 - j. Impact of Anglo and international settlement on California law and politics in the later 19th century
 - k. California state constitution of 1879; social and economic reforms
- 4) Imperial expansion and the origins of modern foreign policy
 - a. U.S. Imperialism in global context: U.S. compared to European imperialism
 - b. McKinley and the Spanish American War
 - c. Territorial acquisition: Alaska, Hawaii, Puerto Rico, Guam, and the Philippines

- d. U.S. military occupations and economic interventions in Latin America - ethical and constitutional debates
 - e. Theodore Roosevelt, the Roosevelt Corollary, and “Gunboat Diplomacy”
 - f. Taft and “Dollar Diplomacy”
 - g. Woodrow Wilson
- 5) The Progressive Era and Reform
- a. Origins of an active federal government and its interaction with state governments
 - b. Immigration and the “new” immigrants
 - c. Effects of Progressivism upon business and labor
 - d. Progressivism and an active city government
 - e. 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)
 - f. Evolution of Constitutional thought in issues of race, labor, and corporations
 - 1. Plessy v. Ferguson
 - g. Women and Progressivism: Settlement houses and municipal housekeeping
 - 1. California settlement house: Neighborhood House in San Diego
 - h. Citizen activism for social justice (e.g., labor, women’s and civil rights), and social control (e.g., prohibition, Americanization programs)
 - i. Progressivism’s dark side: racism, eugenics, segregation, and lynching
 - j. 1890s economic depression; Populism
- 6) The United States and World War I
- a. Wilson and neutrality
 - b. The United States enters the war
 - c. Economics of war: bonds, banks loans at home and abroad
 - d. The war at home and abroad, with a focus on California
 - e. Women’s participation at home and abroad
 - f. Mexican and African American participation at home and abroad
 - 1. The Great Migration
 - g. Wilson and the Treaty of Versailles, U.S policy in global context
 - h. International peace movements: Women’s International League for Peace and Freedom (WILPF)
 - i. Era of post-war conservatism
- 7) Culture and politics of the 1920s
- a. Immigration and neo-nativism
 - b. Feminism and the 19th Amendment
 - c. Rise of modern business and modern city
 - d. Literature and religion; the film industry in California
 - e. Prohibition in San Diego vs. national politics, culture, and enforcement
 - f. Social and economic origins of the Great Depression
 - g. Foreign Policy of the 1920s
 - h. Herbert Hoover and the Great Depression
- 8) The Great Depression and the New Deal
- a. Franklin Roosevelt and the power of the presidency
 - b. “Broker state” economics, growth of the federal government and its relationship with state and local governments
 - c. Realities of Depression society, coping strategies, and public activism
 - d. The West and the Dust Bowl era
 - 1. Mexican repatriation and deportation
 - 2. Labor migration to California
 - e. 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

- f. Challenges to FDR in California
- g. Roosevelt and foreign relations in the 1930s and outbreak of World War II
- 9) World War II: Emergence of U.S. as a global power
 - a. Foreign policy: end of isolationism
 - b. Role of the U.S. in the Pacific and Europe
 - c. Mobilizing on the home front; wartime industries in California (aircraft, ship building, etc.)
 - d. Internment of Japanese Americans with special focus on the Japanese in California
 - e. Expanding role and size of the federal government
 - f. Women's participation at home and abroad
 - g. Mexican and African American participation at home and abroad
 - h. Long-term effects of the U.S. involvement in the war
 - i. 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
- 10) Cold War and the 1950s
 - a. Postwar economics and the rise of affluent middle class; suburbanization, especially in California
 - b. Cold War, conformity and McCarthyism
 - c. Containment in action: foreign policy and military actions
 - d. Civil Rights: The Constitution and origins of a movement
 - 1. Brown v. Board of Education
 - e. Kennedy and the Cold War
 - f. Origins of U.S. involvement in Vietnam
 - g. Eisenhower and the military industrial complex
 - h. Modern science, technology, and the space race
 - i. Bracero Program, especially in California
- 11) Civil Rights Movements, Vietnam, and Protest
 - a. Escalation of U.S. involvement, antiwar, and analysis of withdrawal
 - b. Student and LGBT movements
 - 1. Harvey Milk in California
 - c. Women's Rights, women's liberation movements
 - d. The Native American and Mexican American movements
 - 1. United Farm Workers in California
 - 2. American Indian Movement in California
 - e. African American Civil Rights movement
 - f. Civil Rights Movements shift toward militancy
 - g. The Warren Court and constitutional protections
 - h. 1968-70: assassinations, violence
 - i. California's influence on the New Left and evolving conservatism
 - j. Reagan Revolution in California and its impact on the rest of the nation
- 12) The 1970s
 - a. Nixon and Watergate
 - b. Domestic issues in the Nixon administration: Nixon's "new Federalism", new executive departments, economic issues and civil rights
 - c. Oil crisis and its impact on domestic and foreign policy
 - d. Burger Court
 - e. Environmentalism
 - f. Foreign policy under Nixon and Ford
 - g. The Carter years: idealism, foreign policy, and inflation
- 13) The Rise of Conservatism and the 1980s
 - a. Shifts in the Supreme Court and constitutional debates (e.g., Equal Rights Amendment, abortion, and gay rights)
 - b. End of the Cold War

- c. Poverty and prosperity: an acquisitive society, economic theory, corporate downsizing, feminization of poverty
 - d. "War on Drugs" and the rise of the prison industrial complex
 - e. The "New" Right vs. liberal and feminist critiques
- 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) The Bush Years (2001-2009)
- 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"
- 16) The Obama Years (2009-2017)
- a. Change?: The Affordable Care Act-"Obamacare", the Great Recession, and economic recovery
 - b. Continuity: war, backlash, racial politics
 - c. Immigration and refugees in a global context
 - d. The California DREAM Act and DACA
 - e. LGBT Civil Rights: marriage, gender-identity, bathrooms
 - f. America and the global society
 - g. Political polarization and obstruction

Course Objectives

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

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or a portfolio of course work.

- 1) Quizzes and/or exams and written essays that measure students' ability to:
 - a. Identify, recall, and evaluate major institutions, ideals, themes, events, figures, and interpretations in modern American history.
 - b. Identify and apply primary and secondary source evidence to interpretations of history.
 - c. Identify major regional developments and their significance to national history.
 - d. Analyze, describe, and explain the development and implementation of political processes under the California Constitution and state and local government.
- 2) In-class group activities and writing assignments that measure students' ability to identify, recall, and evaluate major institutions, ideals, themes, events, figures, and interpretations in modern American history.
- 3) Research papers and/or written homework that measure students' ability to analyze and demonstrate an understanding of the development of political institutions such as the Supreme Court, presidency, federal Congress, government bureaucracy, and debates concerning them.

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

- 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 assignments, reading response questions, reading journals
- 2) Map exercises
- 3) Field exercises including museum and library research and visits to historic sites

Texts and References

- 1) Required (representative examples):
 - a. Schaller, Michael, et al. *American Horizons: U.S. History in a Global Context, Volume II: Since 1865*. 3rd Edition. Oxford University Press, 2017.
 - b. Foner, Eric. *Give Me Liberty!: An American History, Volume II*. 5th Edition. W.W. Norton, 2016.
 - c. Brinkley, Alan. *The Unfinished Nation: A Concise History of the American People*. 8th edition. McGraw-Hill Education, 2016.
 - d. Berkin, Carol, et. al. *Making America: A History of the United States, Volume II: Since 1865*. 7th Edition. Wadsworth Publishing, 2015.
 - e. Kennedy, David and Lizabeth Cohen. *The American Pageant, Volume II*. 16th Edition. Wadsworth Publishing, 2015.

- f. Corbett, P. Scott, et al. *U.S. History*. A Free Open Resource Textbook reviewed by CSU, UC, and CCC faculty, last modified March 8, 2017. <http://cool4ed.org/reviews.html> and <https://www.merlot.org/merlot/viewMaterial.htm?id=925382>
 - g. Rolle, Andrew and Arthur C. Verge. *California: A History*. 8th edition. Wiley Blackwell, 2014.
- 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 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*.
 - c. Primary Source readers
 - 1. Schaller, Michael, et al. *Reading American Horizons: U.S. History in a Global Context, Volume II: Since 1865*. 1st Edition. Oxford University Press, 2012.
 - 2. Binders, Frederick and David Reimers. *The Way We Lived*. Volume II. 7th edition. Cengage, 2013.
 - 3. Brands, H.W., et al. *American Stories: A History of the United States*. Volume II. 2nd edition. Longman, 2012.
 - 4. Hartshorne, Thomas, et al. *The Social Fabric*. Volume II. 11th edition. Longman, 2009.

Student Learning Outcomes

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

- 1) Identify, recall, and evaluate major themes, events, cultures, ideologies, religions, and figures in modern American history.
- 2) Recognize and evaluate connections between the course of modern American history and geographical and climatic factors and identify locations of historical significance, regional differences, and changes in historical geography.
- 3) Evaluate, recognize, and interpret primary sources, art, and literature in historical context, and interpret modern American history through analytical categories of race, class, gender, and ethnicity.
- 4) Identify, recognize, and interpret the development of the United States and California constitutions, federal, state, and local governments, and the rights and responsibilities of citizens in an historical context.