

## FLORIDA STATE COLLEGE AT JACKSONVILLE

## COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER:	AMH 2020
COURSE TITLE:	United States History from 1865 to the Present
PREREQUISITE(S):	Satisfactory score on reading and writing placement tests. (placement into ENC 1101)
COREQUISITE(S):	None
CREDIT HOURS:	3
CONTACT HOURS/WEEK:	3
CONTACT HOUR BREAKDOWN:	
Lecture/Discussion:	3
Laboratory:	
Other _____:	
FACULTY WORKLOAD POINTS:	3
STANDARDIZED CLASS SIZE ALLOCATION:	35

## CATALOG COURSE DESCRIPTION:

This course includes the Reconstruction, growth of big business, the Agrarian Revolt, Latin American affairs, the progressive movement, the 1920s, World War I, the Great Depression, World War II, the Cold War, minority rights and civil liberties.

SUGGESTED TEXT(S):	Brinkley, Alan.: <u>American History: A Survey</u> . Latest Edition. 2 Volumes, Columbus, Ohio: McGraw Hill, 2003.
	Garraty, John and Mark Carnes. <u>The American Nation</u> . Latest Edition. 2 Volumes. New York: Longman, 2006.

SUGGESTED TEXT(S): (continued)

Conlin, Joseph R. The American Past. Latest Edition. 2 Volumes. Belmont, CA: Wadsworth, 2004.

Goldfield, David, et al. The American Journey; Latest Edition. 2 Volumes. Upper Saddle River, NJ: Prentice-Hall, 2004.

Jones, Jacqueline, et al. Created Equal. Latest Edition. 2 Volumes. New York: AB Longman, 2006

Kennedy, David M., Cohen, Lizabeth, and Bailey, Thomas A., The American Pageant. Latest Edition. 2 Volumes. Boston, Mass.: Houghton Mifflin, 2006.

Nash, Gary B., Jeffrey, Julie Roy, et al. The American People. Latest edition. 2 Volumes. New York: Longman, 2004.

Roark, James, et al. The American Promise. Latest Edition. 2 Volumes. Boston, MA: Bedford St. Martins, 2005.

STUDY GUIDE:

Trickel, John. Telecourse Guide for The American Adventure.

IMPLEMENTATION DATE:

November 14, 1987

REVIEW OR MODIFICATION DATE:

Fall Term, 2002 (20031)

Fall Term, 2006 (20071)

Spring Term, 2007 (20072) - Gordon Rule Removed

Fall Term, 2007 (20081) - prerequisite

While the following outline notes the major themes of the course, each instructor may establish more specific goals and utilize teaching strategies relevant to his/her expertise in meeting course objectives.

COURSE TOPICS	CONTACT HOURS <u>PER TOPIC</u>
<p>I. Late 19<sup>th</sup> Century (from Reconstruction to Progressive Era)</p> <p style="margin-left: 20px;">A. Reconstructing the Union</p> <p style="margin-left: 40px;">1. Presidential and Congressional Plans</p> <p style="margin-left: 40px;">2. Civil Rights and Constitutional Amendments</p> <p style="margin-left: 40px;">3. Compromise of 1877</p> <p style="margin-left: 20px;">B. New South</p> <p style="margin-left: 40px;">1. Redeemers</p> <p style="margin-left: 40px;">2. Jim Crow</p> <p style="margin-left: 40px;">3. Economic Development</p> <p style="margin-left: 20px;">C. Conquest of the Great West</p> <p style="margin-left: 40px;">1. Agriculture, Cattle Kingdom, Mining</p> <p style="margin-left: 40px;">2. Subordination of the Native American</p> <p style="margin-left: 20px;">D. Industrialization</p> <p style="margin-left: 40px;">1. Corporate Growth</p> <p style="margin-left: 40px;">2. Laissez-Faire Conservatism</p> <p style="margin-left: 40px;">3. Labor Movements</p> <p style="margin-left: 40px;">4. Urbanization and Immigration</p> <p style="margin-left: 20px;">E. Politics in the Gilded Age</p> <p style="margin-left: 40px;">1. Major Issues</p> <p style="margin-left: 40px;">2. Political Party System and Nature of the Presidency</p> <p style="margin-left: 40px;">3. Populism</p> <p style="margin-left: 20px;">F. Imperialism</p>	<p>9-19</p>
<p>II. Early 20th Century (From Progressive Era To Pre-World War II)</p> <p style="margin-left: 20px;">A. Progressivism</p> <p style="margin-left: 40px;">1. Municipal, State and National Reforms</p> <p style="margin-left: 40px;">2. Presidential Domestic Agenda</p> <p style="margin-left: 40px;">3. Minority Rights</p> <p style="margin-left: 20px;">B. The United States and The Great War</p> <p style="margin-left: 40px;">1. Causes</p> <p style="margin-left: 40px;">2. Mobilization</p> <p style="margin-left: 40px;">3. Wilson's 14 Points and the <i>Treaty of Versailles</i></p> <p style="margin-left: 40px;">4. Post-War Mobilization</p> <p style="margin-left: 20px;">C. The Twenties</p> <p style="margin-left: 40px;">1. Economic Impact</p> <p style="margin-left: 40px;">2. Tradition vs. Change</p>	<p>10-12</p>

## COURSE TOPICS (CONTINUED)

CONTACT HOURS  
PER TOPIC

3.	Politics of Isolation and Normalcy	
D.	The Depression	
1.	Causes	
2.	Hoover's Response	
3.	Election of 1932	
E.	The New Deal	
1.	Program Philosophy	
2.	Challenges and Critics	
III.	Late 20 <sup>th</sup> Century (World War II to Post-Vietnam)	10
A.	World War II	
1.	Pre-war Diplomacy	
2.	Mobilization	
3.	Wartime Diplomacy	
4.	Post-war Plans	
B.	Post-War America	
1.	Cold War Diplomacy and Containment	
2.	Fair Deal	
3.	Conservative Backlash	
C.	Eisenhower - Politics of Moderation	
1.	Containment of the Home Front	
2.	Modern Civil Rights Movement Begins	
3.	Consumer Culture	
D.	Camelot and The Great Society	
1.	War on Poverty	
2.	Minority Rights and Civil Liberties	
E.	The Cold War Continues	
1.	Bay of Pigs	
2.	Cuban Missile Crisis	
3.	Vietnam	
F.	Post-Vietnam America	
1.	Conservative Backlash	

**STUDENT OUTCOMES:**

Students will analyze, organize, interpret and revise hypotheses about historical data.

Students will understand how the search for an American identity has affected the social, political and economic development of the United States.

Students will draw parallels between historical issues/events and current-day issues/events.

Students will develop an understanding of the expanding role (economic, political, social) of the federal government during the 20<sup>th</sup> Century.



Course Prefix and Number: AMH 2020	Semester Credit Hours: 3
Course Title: United States History From 1865 to the Present	

**Discipline Area for the Course:**

<input type="checkbox"/> Communication	<input type="checkbox"/> Mathematics	<input checked="" type="checkbox"/> Social & Behavioral Sciences
<input type="checkbox"/> Humanities & Visual/Performing Arts	<input type="checkbox"/> Natural Sciences	<input type="checkbox"/> Other-Designated Option

**INTELLECTUAL COMPETENCIES:**

<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Speaking	<input checked="" type="checkbox"/> Critical Analysis	<input checked="" type="checkbox"/> Ethical Judgment	<input type="checkbox"/> Working Collaboratively
<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Listening	<input checked="" type="checkbox"/> Information Literacy		

KNOWLEDGE	Primary	Secondary	N/A	VALUE	Primary	Secondary	N/A
Global and Historical Knowledge & Understanding				Intellectual honesty	X		
Comprehends a general knowledge of the nature, origins and contributions of major civilizations	X			Curiosity and openness to new ideas	X		
Comprehends the workings and interrelations of personal, business and government economies	X			Recognition of one's own creative potential	X		
Comprehends political, social and economic systems and their effects upon society	X			Acceptance of and respect for differences among people and cultures	X		
Cultural and Aesthetic Knowledge and Understanding							
Comprehends the contributions of the arts and humanities to the human experience on a personal, national or global level	X			Civic Engagement	X		
Comprehends the historical development of the arts and sciences	X			Lifelong Learning	X		
Comprehends religious and cultural systems and their effects upon society	X						
Human Awareness and Understanding							
Comprehends the dynamics of human behavior and the process of increasing self-awareness, growth and development		X					
Comprehends the stages of human development and the dynamics of human relationships in diverse cultures		X					
Comprehends the factors that promote physical, mental and social well-being		X					
Mathematics, Science and Technology							
Comprehends the basic concepts and investigative processes of the natural sciences			X				
Comprehends the breadth, significance and development of the mathematical sciences			X				
Comprehends the ways science and technology have shaped and continue to reshape human cultures and the environment	X						

Name of Person Completing This Form: Steve Piscitelli and JoAnn Carpenter

Signature: \_\_\_\_\_ Date: November 28, 2005  
GERCkSht.ks Rev 12/10/02



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<b>Discipline Area for the Course:</b>		
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<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Listening	<input checked="" type="checkbox"/> Information Literacy			

	Learning Outcomes	Method Of Assessment
1	Students will analyze, organize, interpret and revise hypotheses about historical data	Students will demonstrate mastery of outcomes by:
2	Students will draw parallels between historical issues/events and current-day issues/events	Completing written assignments
3	Students will develop an understanding of the expanding role (economic, political, social) of the federal government during the 20th Century.	Engaging in class discussions
4	Students will learn to integrate United States history into world history	Successfully completing content-based examinations
5		
6		
7		
8		
9		
10		

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