

HIST 112

History of the United States II

3 Credits

Community College of Baltimore County
Common Course Outline

Description

HIST 112 – History of the United States II: is an introductory survey course designed to acquaint students with the social, economic, political, and cultural forces that shaped American society from the end of the Civil War to the present. Selected ideas, individuals, institutions, and movements are examined from a variety of perspectives to understand the diverse and complex nature of American society, as well as the role that race, class, gender, religion, and ethnicity played in shaping domestic and foreign affairs.

Co-requisites: ACLT 053 or (ESOL 052 and ESOL 054)

Overall Course Objectives

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

1. critically examine primary source documents which may include books, diaries, letters, speeches, newspapers, political cartoons, artwork, photographs, speeches, poems, songs, films, and novels;
2. critically assess historical arguments contained in interpretive works by historians which may include scholarly books and articles, websites, documentaries, and podcasts;
3. construct a historical argument that is based on the logical presentation of specific historical evidence found in primary and/or secondary source materials;
4. identify ideologies, concepts, individuals, institutions, events, movements, and/or issues that shaped the history of the United States and defined its place in the global community since 1865;
5. determine the role that religion, race, class, gender, and ethnicity played in shaping American laws, institutions, and policies since 1865;
6. identify the role, condition, and contributions of marginalized peoples (women, the under-classes, ethnic and religious minorities) in shaping events in American history since 1865;
7. explain the causes and/or effects of historical events or processes;
8. interpret historical data presented in a variety of formats which may include tables, charts, graphs, maps, and statistical reports;
9. analyze the significance of specific historical events or movements to the evolution of American ideas, and/or the development of particular social, economic, and political structures;
10. find, evaluate, use, and cite academic resources that are relevant to historical research;
11. present historical research and analysis in keeping with established professional ethics governing the use of sources and attribution; and

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For more information, see your professor's syllabus.

12. use technology (which may include digital sources, on-line exhibits, blogs, podcasts, websites, oral histories, or social media platforms) to conduct or present historical research or analysis.

Major Topics

- I. Reconstruction
- II. Westward expansion
- III. The post-Civil War Industrial Revolution
- IV. Urbanization
- V. Gilded Age political and social changes
- VI. The Progressive Era
- VII. American expansionism
- VIII. The impact of World War I
- IX. The 1920s
- X. The Great Depression and the New Deal
- XI. The impact of World War II
- XII. The Cold War
- XIII. The Vietnam Conflict and the U.S. role in the world
- XIV. The Civil Rights Movement and the rise of feminism
- XV. The resurgence of conservatism

Course Requirements

Grading procedures and specific assignments will be determined by the individual faculty member, but shall include the following, at minimum:

- three reading assignments, beyond the textbook
- two exams that include an essay component
- three quizzes consisting of a combination of objective and critical thinking/analysis components
- participation in class discussion/learning activities
- written assignments totaling ten pages, at least one assignment must be completed outside of class and address at least 5 of the General Education Outcomes

Written assignments and research projects: Students are required to use appropriate academic resources in their research and cite sources according to the style selected by their professor.

Other Course Information

This course is an approved 3–credit General Education course in the Social and Behavioral Sciences.

One or more assignments will infuse CCBC General Education Program outcomes and will account for a minimum of 10% of the total course grade. The assignment(s) will allow students to demonstrate at least 5 of the 7 General Education program outcomes.

Date Revised: 4/2/2024

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