HIST 17C: HISTORY OF THE
UNITED STATES FROM 1914
TO THE PRESENT

Foothill College Course Outline of Record

<table>
<thead>
<tr>
<th>Heading</th>
<th>Value</th>
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<tbody>
<tr>
<td>Effective Term:</td>
<td>Summer 2023</td>
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<tr>
<td>Units:</td>
<td>4</td>
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<tr>
<td>Hours:</td>
<td>4 lecture per week (48 total per quarter)</td>
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Advisory: Demonstrated proficiency in English by placement via multiple measures OR through an equivalent placement process OR completion of ESLL 125 & ESLL 249; not open to students with credit in HIST 17CH.

Degree & Credit Status: Degree-Applicable Credit Course

Foothill GE: Area IV: Social & Behavioral Sciences

Transferable: CSU/UC

Grade Type: Letter Grade (Request for Pass/No Pass)

Repeatability: Not Repeatable

Student Learning Outcomes

- Demonstrate factual knowledge of important public figures, social, economic, cultural, political and intellectual developments in modern United States history.
- Develop a historical analysis and support it using details and examples.
- Relate important historical events and patterns to current events and patterns and identify significant similarities and differences.
- Sophisticated critical comparison of past to present conditions requires considerable analytical thinking.

Description

History of the United States from 1914 to the present. Survey of the political, economic, social, and cultural development of the United States with emphasis on the country’s evolving involvement in world affairs and increasing struggle to achieve civil rights for all Americans.

Course Objectives

The student will be able to:

a. Demonstrate a broad factual knowledge of important social, economic, cultural, political, and intellectual movements in modern American history
b. Analyze issues which have a direct bearing and influence on American life today
c. Explain the principal historical debates and problems within the field of American historiography concerning the sources and verification of historical evidence
d. Recognize the impact of different ethnic groups and other minorities on the evolution of American society in the 20th and 21st centuries
e. Utilize the skills of historiographical analysis and interpretative exposition to explain and evaluate important developments in American history
f. Use primary and secondary sources effectively to articulate sound historical analysis

g. Global aspects of World War II
   i. Global aggression and U.S. response
   ii. Mobilization and U.S. entry into war
   iii. Economic and social impact of the war on the home front
   iv. Assessment of long-term impact of the war on American society
   v. Analysis of Allied success and eventual victory
   vi. Causes and impact of the Holocaust on U.S. and the world
   vii. Evaluation of America’s use of atomic weapons

h. Development of Cold War ideology and its impact at home and abroad
   i. Assessment of the efficacy of Cold War policies in Europe and Asia
   ii. Origins of the concept of national security and its impact on civil rights and international law
   iii. Covert operations and American foreign policy
   iv. The Cold War

i. The civil rights revolution
   i. Evolution of the African American civil rights movement
   ii. Evaluation of the impact of nonviolent action in the South
   iii. Assessment of the rise of militancy in the movement
   iv. Government and social reaction to the civil rights movement
   v. Social and political upheaval in the 1960s and 1970s
i. Containment in Asia and the Vietnam War  
ii. Assessment of America’s increasing involvement in Vietnam  
iii. Impact of liberal policies under Presidents Kennedy and Johnson  
iv. Causes and impact of social activism among minorities and youth  
v. Evaluation of the counterculture and its impact on American society  
j. The rise of conservatism in the 1970s and 1980s  
i. Conservative foreign and domestic policy under President Nixon  
ii. Watergate and abuse of presidential power  
iii. Analysis of increasingly conservative reaction to liberal government policies  
iv. Assessment of social and economic revolutions under President Reagan  
k. The United States in the post-Cold War world  
i. Identify causes of the collapse of the Soviet Union  
ii. Trace conflict and change in the Middle East  
iii. Evaluate continuing liberal social change in American society  
l. The United States in the 21st century  
i. Analysis of the origins and continuing threat of terrorism  
ii. Assess the impact of globalization on American society  
iii. Evaluate the U.S. role in a post-Cold War world  
iv. Evaluate the continuing struggle for civil rights among minority groups in America  
v. Identify other current economic, political, and environmental challenges faced by the United States and the world, and the value of historical perspective in formulating solutions to those problems

**Lab Content**

Not applicable.

**Special Facilities and/or Equipment**

1. When taught on campus, none.  
2. When taught as an online distance learning section, students and faculty need ongoing and continuous internet and email access.

**Method(s) of Evaluation**

Methods of Evaluation may include but are not limited to the following:

- Midterm exams featuring written essays  
- Final examination featuring written essays  
- Research paper based on analysis of primary and secondary historical sources  
- Class discussion and participation  
- In-class written assignments and quizzes

**Method(s) of Instruction**

Methods of Instruction may include but are not limited to the following:

- Lecture  
- Discussion  
- Guided research  
- Electronic discussions  
- Multimedia presentations

**Representative Text(s) and Other Materials**


Additional wide-ranging use of web-based primary sources.

**Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments**

- a. Midterm exams consisting of objective questions requiring understanding and assessment of important people, events, and concepts, and written essays asking for explanation and analysis of major themes and periods  
- b. One two-hour long final examination with written and objective questions in the style noted above  
- c. Research paper requiring development of a thesis, collection and analysis of primary and/or secondary sources, and organization and presentation of a quality written product  
- d. Class discussion and participation focusing on understanding content, analyzing point of view and competency of sources, and identifying important thematic connections to present day topics and events  
- e. Written questions and assignments requiring evaluation of particular documents, ideas, or incidents from the period

**Historical Program Learning Objective:** Students will be able to critically analyze a variety of primary and secondary sources and draw valid historical interpretations from them.

**Discipline(s)**

History