



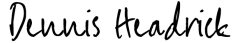



Syllabus
HIST2020
American History II
2020

Committee Members:

Jerry Becker, Central Community College
Jerry Bartels, Little Priest Tribal College
Bonnie Fitzgerald, Metropolitan Community College
Glynn Wolar, Mid-Plains Community College
Ezechiel "Zeke" Brummels, Nebraska Indian Community College
Gary Timm, Northeast Community College
No representative, Southeast Community College
Royce Ammon, Western Nebraska Community College
Eric Reed, Nebraska College of Technical Agriculture
Facilitator: Dr. Glynn Wolar

The Institution agrees to the contents in this syllabus including course prefix, number, course description and other contents of this syllabus.

 Chief Academic Officer, Central Community College	03/23/2020	Adopt
 Chief Academic Officer, Little Priest Tribal College	03/20/2020	Adopt
 Chief Academic Officer, Metropolitan Community College	04/01/2020	Decline
 Chief Academic Officer, Mid-Plains Community College	03/20/2020	Adopt
 Chief Academic Officer, Nebraska Indian Community College	03/30/2020	Adopt
 Chief Academic Officer, Northeast Community College	03/20/2020	Adopt
 Chief Academic Officer, Southeast Community College	03/21/2020	Adopt
 Chief Academic Officer, Western Nebraska Community College	03/20/2020	Adopt



I. CATALOG DESCRIPTION

Course Number: HIST 2020
Course Title: American History II
Prerequisite: None

Catalog Description:

A survey of American history from the end of the Civil War era to the present. Emphasis is on the political, economic, cultural, social, and technological issues that arise in America's development as a global power.

Semester Hours/Quarter Hours: 3/ 4.5
Lecture/Classroom Hours: 45
Contact Hours per Week: 3

II. COURSE OBJECTIVES/COMPETENCIES: Course will

- A. Explore the fundamental themes of American history from 1865 to the present
- B. Demonstrate how geography influenced the course of American history
- C. Introduce and explain the major time periods in American history
- D. Explain the interaction of various forces in American history and how these influenced the future
- E. Evaluate historiography to recognize changing viewpoints and historical interpretations
- F. Conduct original historical research/writing by interpreting and drawing conclusions from primary and/or secondary sources

III. STUDENT LEARNING OUTCOMES: Student will be able to

- A. Increase knowledge of the basic periodization and central themes in United States history
- B. Develop their ability to critique historical issues and interpretations from a variety of perspectives
- C. Analyze historical data reach informed conclusions
- D. Understand the history of the United States in a global context
- E. Understand the difference between primary and secondary sources
- F. Strengthen verbal and written communication skills

IV. COURSE CONTENT/TOPICAL OUTLINE

- A. Introduction to History
- B. Reconstruction and the New South
- C. The Gilded Age
- D. Industrialization and Urbanization

- E. The New West and Agrarian Protest
- F. American Imperialism
- G. The Progressive Era
- H. The Great War: World War I
- I. The Roaring Twenties
- J. The Great Depression and the New Deal
- K. America and World War II
- L. The Cold War and Rise to Globalism
- M. The 1950s and the Rise of the Civil Rights Movement
- N. The Stormy Sixties
- O. The Unsettling Seventies
- P. Conservative Response
- Q. In the New Millennium

V. INSTRUCTIONAL MATERIALS

Required Text(s): Select from the most **current** edition of one or more of the following **textbooks**.

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| 1. <i>America: A Narrative History</i> | by Shi |
| 2. <i>The American Journey</i> | by Goldfield, et al. |
| 3. <i>America: A Concise History</i> | by Henretta, et al. |
| 4. <i>The American Past</i> | by Conlin, et al. |
| 5. <i>The American People</i> | by Nash, et al. |
| 6. <i>Created Equal</i> | by Jones, et al. |
| 7. <i>Experience History</i> | by Davidson, et al. |
| 8. <i>Making America</i> | by Berkin, et al. |
| 9. <i>The American Promise</i> | by Roark, et al. |
| 10. <i>Visions of America</i> | by Keene, et al. |
| 11. <i>A People and a Nation</i> | by Kamensky, et al. |

Open Education Resource:

Locke and Wright, [The American Yawp](http://www.americanyawp.com/) [http://www.americanyawp.com/]

Watson and Dailey, [Building the American Republic](https://press.uchicago.edu/sites/buildingtheamericanrepubic.index.html)
[https://press.uchicago.edu/sites/buildingtheamericanrepubic.index.html]

Corbett, et al. [U.S. History](https://openstax.org/details/books/us-history) [https://openstax.org/details/books/us-history]

VI. METHODS OF PRESENTATION

Instructors are encouraged to make use of various pedagogical techniques, including several of the following: lectures, group discussions, collaborative projects, research, essays, technology-based instruction, multi-media presentations, and field trips.

VII. METHODS OF EVALUATION

Course grades, at the determination of the instructor, will be based on class and group presentations, daily work, exams, projects, papers, and/or portfolios. The instructor will distribute and discuss evaluation and grading policies with students at the beginning of each term.

VIII. SPECIFIC COURSE REQUIREMENTS

Content, order, and schedule determined by the instructor.