



HIST 196 Explorations in U.S. History

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Prerequisite: None

3 class hours

0 lab hour

3 credits

**HIST 196 Explorations in U.S. History
SYLLABUS OF RECORD**

I. Catalog Description

HIST 196 Explorations in U.S. History

3 class hours

0 lab hour

Prerequisite: None

3 credits

(3c-01-3cr)

Interprets and analyzes the development of U.S. History through a chronological survey of a

historical era or a topical theme central to U.S. History. Examines, where appropriate, the

impact of race, class, and ethnicity on the development of the nation. Emphasizes the recognition of historical

patterns, the interconnectedness of historical events, and the incorporation of various sub-fields in the discipline of history.

II. Course Outcomes and Assessment (Expected Undergraduate Student Learning Outcomes)

interpretations of U.S. history. (EUSLO 2)

Objective 4:

Integrate analyses of race, ethnicity, class, and gender into the historical narrative about the United States.

Rationale:

III. Course Outline

All courses should cover significant epochs and developments in U.S. history. These can be presented in

1. Colonial Period (1600-1775) 2. Revolutionary War (1775-1789) 3. Early National Period (1789-1840) 4. Antebellum Period (1840-1860) 5. Civil War (1860-1865) 6. Reconstruction (1865-1877) 7. Gilded Age (1877-1900) 8. Progressive Era (1900-1914) 9. World War I (1914-1918) 10. Interwar Period (1918-1939) 11. World War II (1939-1945) 12. Postwar Period (1945-1960) 13. Cold War (1960-1980) 14. Contemporary Period (1980-Present)

3. From Depression to War to World Power, 1929-1945

A. State and Society in Hard Economic Times (3 hours)

Causes of the Crisis

Surviving Hard Times

FDR, the New Deal and its Impact on Society

B. Global Conflict (2 hours)

Mobilizing for War

Pearl Harbor

The Home Front

C. Cold War and Hot War, 1945-1960 (1 hour)

Truman and the Policy of Containment

Containment in the Postcolonial World

National Security State

EXAM 3 (1 hour)

4. The Age of Cold War Liberalism, 1945-1980

A. Cold War America (2 hours)

Politics of Fear

Living with the Bomb

5. A Divided Nation in a Disordered World, 1980-2008

A. The Reagan Revolution and the Triumph of Conservatism (2 hours)

Rise of Conservatism
Ronald Reagan and the New Right
Reaganomics and its Implications
The End of the Cold War

B. A Dynamic Economy, A Divided People, 1980-2000 (2 hours)

The Clinton Presidency, 1993-2001
The New Social Pyramid
Science and Technology

V. Grading Scale

A: 90% and above (450-500) B: 80-89% (400-499) C: 70-79% (350-399) D: 60-69% (300-

VI. Attendance Policy

Students are expected to attend class. Individual circumstances may be considered.

Gaddis, John L. 2005. *The Cold War: A New History* New York: Penguin Press.

Princeton University Press.

Greenberg, David. 2006. *Calvin Coolidge* New York: Times Books.

Hemingway, Ernest. 2001. *America's Longest War: The United States and Vietnam, 1950-1975* 4th

Course Analysis Questionnaire

1. COURSE TITLE

A1. This course is designed to fulfill the Humanities: History course in the Liberal Studies

designee(s) will ensure basic equivalency among the various sections with regards to such

Sample Assignment for Liberal Studies Course
Group Project and Presentation: Contemporary Concerns and Historical Antecedents

This assignment requires you to examine a contemporary issue in historical perspective. create and

present a 15-minute PowerPoint presentation with your group, and write an individual response.

Objectives of the assignment:

a) Analyze a contemporary issue/topic in a historical perspective.

- b) Synthesize material and create a coherent presentation.
- c) Present material orally in front of a group.
- d) Work with peers in a collaborative fashion.

Topics

No more than TWO groups may pick the same topic.

have selected?

Procedure

1. Forming Groups (3 Points)

- Submit a list of names of members of your group and contact information to the professor.
- This should be done no later than the end of Week 2 of the semester.

2. Picking a Topic (5 Points)

- Your group needs to “meet” through the discussion board on D2L to choose a topic for your group project. I will monitor your discussions. Every member of the group is expected to contribute at least twice to this initial discussion.
- Use the textbook as your guide.

[REDACTED]

PowerPoint and Oral Presentation

Categories	Points	Elements the Professor Looks for
Content	40	Introduces the overall topic to the audience clearly and concisely

... rather than being tailored to the contemporary issue the group has chosen