

# Bemidji State University

## HST 1115: United States History II, since 1877

### A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: \*.\*

Lab Hours/Week: \*.\*

OJT Hours/Week: \*.\*

Prerequisites: None

Corequisites: None

MnTC Goals: Goal 05 - Hist/Soc/Behav Sci, Goal 07 - Human Diversity, Goal 05 - Hist/Soc/Behav Sci, Goal 07 - Human Diversity

A survey of United States history since Reconstruction, including social, economic, and cultural changes of the Gilded Age; Populism and Progressivism; internationalism and imperialism; 1920s Normalcy; 1929 Crash and 1930s Depression; New Deal; Cold War; conservative renaissance, Fair Deal; New Frontier and Great Society; and contemporary society and conditions. Includes discussions of the increasingly diverse make up of the American population (male and female) and emphasizes the development of analytical skills focusing on reading, oral presentation, and writing. Liberal Education Goal Areas 5 & 7.

**B. COURSE EFFECTIVE DATES:** 09/03/2002 - Present

### C. OUTLINE OF MAJOR CONTENT AREAS

1. Introduction
2. Centennial America
3. Legacy of Sectional Compromise
4. Development of the West
5. Expansion & Empire
6. Industrial America
7. Wilson's America
8. 1920's
9. Great Depression
10. New Deal
11. World War II
12. Civil Rights & Social Protest
13. Reagan Revolution:  
Creating a New Reality
14. Wars & Rumors of Wars
15. War on Terror

## **D. LEARNING OUTCOMES (General)**

1. become familiar with basic trends in United States history since 1877, also in critical thinking using historical methods.
2. become acquainted with the general themes, issues, and events of the period so they can analyze and evaluate the shape of American development.
3. develop reading, writing, and analytical skills.
4. read for comprehension of an argument rather than merely for information, i.e., how to understand an argument (thesis), how to recognize evidence, and how the two are related.
5. work on constructing an argument (thesis) and organizing evidence effectively to support that idea.
6. recognize how visual material, such as photos, paintings, and maps, can be used as evidence for historical analysis.
7. will learn to recognize five characteristics that define historical thinking:
  - 1) Change over time--the world of your grandparents differs from yours.
  - 2) Context--to place people, along with their actions and ideas, within a larger framework that shapes and defines their view of the world.
  - 3) Causality--the reason(s) something happened.
  - 4) Contingency--nothing in history is predetermined; people make decisions that cause something to happen, producing results that might be good, bad, or ugly; thus, the future is up for grabs.
  - 5) Complexity--life is messy!

## **E. Minnesota Transfer Curriculum Goal Area(s) and Competencies**

### Goal 05 - Hist/Soc/Behav Sci

1. Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.

### Goal 07 - Human Diversity

1. Understand the development of and the changing meanings of group identities in the United States' history and culture.

### Goal 05 - Hist/Soc/Behav Sci

1. Examine social institutions and processes across a range of historical periods and cultures.
2. Use and critique alternative explanatory systems or theories.

### Goal 07 - Human Diversity

1. Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.
2. Describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.
3. Demonstrate communication skills necessary for living and working effectively in a society with great population diversity.

## **F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

## **G. SPECIAL INFORMATION**

None noted