



Los Angeles Community College District

COURSE OUTLINE

(Replaces PNCR and Course Outline)

SECTION I: BASIC COURSE INFORMATION

- 1. COLLEGE: Los Angeles Southwest College
2. SUBJECT (DISCIPLINE) NAME (40 characters, no abbreviations): History
3. COURSE NUMBER: 12
4. COURSE TITLE: POLITICAL AND SOCIAL HISTORY OF THE UNITED STATES II
5. UNITS: 3
6. CATALOG COURSE DESCRIPTION -- Provide a description of the course, including an overview of the topics covered:

This is a survey of the political, social, economic, and constitutional history of the United States from the Reconstruction Era to the present. The course covers the chronology of the nation from the second half of the nineteenth century to the present and is designed to present ideas, events, people, and forces that have significantly contributed to the present.

- 7. CLASS SCHEDULE COURSE DESCRIPTION -- Provide a brief description of the course, including an overview of the topics covered:

This is a survey of the political, social, economic and constitutional history of the United States from the Reconstruction Era to the present.

- 8. COLLEGE APPROVAL DATE:

- 9. UPDATES (check all applicable boxes):

- Content Last Update:
Objectives Last Update:
College Specific Course Attributes/Data Elements Last Update:
Districtwide Course Attributes/Data Elements Last Update:
Other (describe) Last Update:

[Empty rectangular box]

- 10. CLASS HOURS:

Table with 4 columns: Activity, Hours per week (based on 18 weeks), Total Hours per term (hrs per week x 18), Units. Rows include Lecture (3, 54, 54), Lab/activity (w/ homework), and Lab/activity (w/o homework).

1 Underlined course attributes are the same for the course throughout the LACCD; all other course attributes are college specific.

Total:	3	54	54
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Note: The Carnegie Rule and Title 5, section 55002 sets forth the following minimum standards: 1 unit = 1 hour lecture per week, 2 hours homework per week; **OR** 2 hours per week of lab with homework; **OR** 3 hours of lab per week without homework. The hours per week are based on a standard 18-week calendar. Lecture also includes discussion and/or demonstration hours, laboratory includes activity and/or studio hours.

11. PREREQUISITES, COREQUISITES, ADVISORIES ON RECOMMENDED PREPARATION, and LIMITATION ON ENROLLMENT

Note: The LACCD's *Policy on Prerequisites, Corequisites and Advisories* requires that the curriculum committee take a separate action verifying that a course's prerequisite, corequisite or advisory is an "appropriate and rational measure of a student's readiness to enter the course or program" and that the prerequisite, corequisite or advisory meets the level of scrutiny delineated in the policy.

Prerequisites: **None** (If yes, complete information below)

Subject	Number	Course Title	Units	Validation Approval Date (for official use only)
either				
either				
either				

Corequisite: **None** (If yes, complete information below)

Subject	Number	Course Title	Units	Validation Approval Date (for official use only)
either				
either				
either				

Advisories: **None** (If yes, complete information below)

Subject	Number	Course Title	Units	Validation Approval Date (for official use only)
either				
either				
either				

12. OTHER LIMITATIONS ON ENROLLMENT (see Title 5, section 58106 and Board Rule 6803 for policy on allowable limitations. Other appropriate statutory or regulatory requirements may also apply):

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SECTION II: COURSE CONTENT AND OBJECTIVES

1. COURSE CONTENT AND OBJECTIVES:

COURSE CONTENT AND SCOPE – Lecture: If applicable, outline the topics included in the lecture portion of the course (<i>Outline reflects course description, all topics covered in class</i>).	Hours per topic	COURSE OBJECTIVES - Lecture (<i>If applicable</i>): upon successful completion of this course, the student will be able to... (<i>Use action verbs – see Bloom’s Taxonomy below for “action verbs requiring cognitive outcomes.”</i>)
1.The Reconstruction Era	3	1. Recognize, name the principal participants and differentiate and assess the impact of Reconstruction.
2.The New Industrialism to 1990: Railroads, Steel Oil, and Labor Problems	3	2. Describe, interpret compare and appraise different aspects of the New Industrialism and its fallout.
3.The Great West and Agricultural Revolution	3	3. Identify, examine, and appraise elements of the growth of the west.
4.Changing Political Institutions and Ideals	3	4. Discuss, interpret, analyze, and judge the new political institutions.
5.Path to Empire-Imperial Expansion	3	5. Recognize, examine, and evaluate conflicting views of Imperialism.
6.Walk Softly T. Roosevelt and the Progressive Era	4	6.Relate, formulate, and assess the impact of the Progressive Era.
7.W.Wilson-New Freedoms and WW I-Peace in our Time-After the War	5	7. Describe and compare changing motives and attitudes as a result of WWI and its immediate aftermath.
8.Roaring Twenties-Economic Boom and Bust	5	8. Describe and judge the impact of the new prosperity and its impact on class, ethnicity, gender, and race.
9.The Great Depression and the New Deal	2	9. Discuss and relate the role of the Great Depression to politics and culture.
10.Coming of WWII–Fascism: World War II-World Leadership	5	10.Relate, interpret, compare,and appraise the impact of WWII on American institutions.
11.Truman and Cold War America	5	11. Define, discuss, criticize and compare elements of the Cold War.
12. Quest for Consensus	4	12. Identify, describe, contrast, and assess the dynamics of changing political and social attitudes.
13. America under Stress	4	

14. New Limits and a New Century	4	13. Define, explain, organize, and appraise the impact of social programs, the Civil Rights Movement and Viet Nam. 14. Analyze, identify, and prioritize forces contributing to economic, political and social change or lack thereof over the period of time covered in the course.
	4	
	4	
Total lecture hours*		54

COURSE CONTENT AND SCOPE -- Laboratory: If applicable, outline the topics included in the laboratory portion of the course (<i>Outline reflects course description, all topics covered in class</i>).	Hours per topic	COURSE OBJECTIVES - Laboratory (If applicable): Upon successful completion of this course, the student will be able to... (<i>Use action verbs – see Bloom’s Taxonomy below for “action verbs requiring cognitive outcomes.”</i>) ²
Total lab hours*		

*Total lecture and laboratory hours (which includes the final examination) must equal totals on page 1.

Bloom’s Taxonomy

SIMPLE SKILLS <<----->> COMPLEX SKILLS					
			Critical Thinking		
<u>Knowledge</u>	<u>Comprehension</u>	<u>Application</u>	<u>Analysis</u>	<u>Synthesis</u>	<u>Evaluation</u>
define repeat record list recall name relate underline	translate restate discuss describe recognize explain express identify locate report review tell	interpret apply employ use demonstrate dramatize practice illustrate operate schedule shop sketch	distinguish analyze differentiate appraise calculate experiment test compare contrast criticize diagram inspect debate inventory question relate solve examine categorize	compose plan propose design formulate arrange assemble collect construct create set up organize prepare	judge appraise evaluate rate compare value revise score select choose assess estimate measure

² In general “activity” courses or portions of courses are classified a “laboratory.”

2. REQUIRED TEXTS:

Provide a representative list of textbooks and other required reading; include author, title and date of publication:

Berkin, et. al., Making America: A History of the United States, Volume II: Since 1865, Houghton Mifflin Company, Third Edition 2003

3. SUPPLEMENTARY READINGS:

Reading assignments may include, but are not limited to the following:

Eleanor Flexner, Century of Struggle: The Woman's Rights Movement, Juan Gómez Quinones, Roots of Chicano Politics, Jane Addams, Twenty Years at Hull House, Nancy S. Dye, eds., Gender, Class, Race and Reform in the Progressive Era, Upton Sinclair, The Jungle, Studs Terkel, The Good War: An Oral History of World War Two, Bob Woodward and Carl Bernstein, All the President's Men

4. WRITING ASSIGNMENTS:

Title 5, section 55002 requires grades to be "based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students." Writing assignments in this course may include, but are not limited to the following:

Students will write essay examinations in class that analyze cause and effect of major events since Reconstruction. Identification questions on exams, study questions and map analysis will be required. Reasoning, clarity, the ability to draw conclusions and form judgments from historical events are elements required for inclusion in the essays and exercises.

5. REPRESENTATIVE OUTSIDE ASSIGNMENTS:

Out of class assignments may include, but are not limited to the following:

Students will complete a term paper or papers with an aggregate length of ten (10) to fifteen (15) pages. Assignments may include but not be limited to book review(s), biographical studies and research papers on significant historical events.

6. REPRESENTATIVE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:

Title 5, section 55002(a) requires that a degree applicable course have a level of rigor that includes "critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level". Critical thinking may include, but is not limited to analysis, synthesis, and evaluation. Provide examples of assignments that demonstrate critical thinking.

Students will look at all of the material (including the textbook) with a critical eye. Does the account presented, for example, gloss events to present protagonist in a favorable light? When doing research on an event, e.g., Manifest Destiny or Organized Labor, students will evaluate the event in terms of the beneficiaries, the consequences for individuals and specific groups (women, the poor, the wealthy) and short and long term impact. Similarly when doing research on individuals students will identify potential motives, personal benefits and negative consequences that result from specific actions.

Examples of possible topics for research papers:

Reconstruction: Positive or Negative?

The New Industrial Age

Manifest Destiny: Its source and its impact.

Organized Labor: A social movement?

The Civil Rights Movement

Viet Nam and the Social Movements it Engendered

Examples of possible biographical studies:

William Jennings Bryan
Theodore Roosevelt
Andrew Carnegie
Martin Luther King Jr.
Cesar Chavez
Sandra Cisneros
Dolores Huerta
Emilio Aguinaldo

7. METHODS OF EVALUATION:

Title 5, section 55002 requires grades to be “based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.” Methods of evaluation may include, but are not limited to the following (please note that evaluation should measure the outcomes detailed “Course Objectives” at the beginning of Section II):

Three or more of the following will be used to evaluate the students ability to identify, define, analyze, organize, and evaluate the material covered:

Essay examinations
Problem solving exercises
Objective tests
Homework assignments
Term paper

8. METHODS OF INSTRUCTION:

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

- Lecture
- Discussion
- Laboratory
- Activity
- Field Experience
- Independent Study
- Other (explain)

9. SUPPLIES:

List of supplies the student must provide.

Writing materials: pen, pencil, and paper.

10. COMPUTER/INFORMATION COMPETENCY:

If applicable, explain how computer/information competency is included in the course.

Each section of the course will have a web site. The syllabus and all instructor generated handouts will be posted on the site. In addition, study questions for examinations will also be posted prior to each exam. Students are aggressively encouraged to use the web site to share questions and issues related to the course. Additionally, students are encouraged to form cyber-study groups to facilitate success in the course.

11. DIVERSITY:

If applicable, explain how diversity (e.g., cultural, gender, etc.) is included in the course.

The course includes discourse on a distinct cultural groups within the greater society. The role and contributions of different racial and religious groups, distinct immigrant the Americas, Europe and Asia, gays and lesbians, Native Americans, organized labor and women are integrated throughout the course. For example, the impact of late 19th and early 20th century European migrations on social and politica institutions is critical for understanding that period. , In addition, the role of women and other cultural groups (African and Mexican Americans) is an important ingredient in the late 20th century. The relationship between Mexican American social, economic, and political activities and that of Africans Americans is emphasized, especially during the civil rights era.

12. SCANS COMPETENCIES (required for all courses with vocational TOP Codes; recommended for all courses):

SCANS (**S**ecretary's **C**ommission on **N**ecessary **S**kills) are skills the Department of Labor identified, in consultation with business and industry leaders, which reflect the skills necessary for success in the workplace. Check the appropriate boxes to indicate the areas where students will develop the following skills (please note that all SCANS competencies do not apply to all courses):

RESOURCES

- Managing Time:** Selecting relevant goal-related activities, ranks them in order of importance, allocating time to activities, and understanding, preparing and following schedules.
- Managing Money:** Using or preparing budgets, including making cost and revenue forecasts; keeping detailed records to track budget performance, and making appropriate adjustments.
- Managing Material and Facility Resources:** Acquiring, storing, allocating, and distributing materials, supplies, parts, equipment, space or final products in order to make the best use of them.

INTERPERSONAL

- Participating as Member of a Team:** Working cooperatively with others and contributing to group's efforts with ideas, suggestions and effort.
- Teaching Others New Skills:** Helping others learn needed knowledge and skills.
- Exercising Leadership:** Communicating thoughts, feelings, and ideas to justify a position, encouraging, persuading, convincing or otherwise motivating an individual or group, including responsibly challenging existing procedures, policies or authority.
- Negotiating:** Working toward agreement that may involve exchanging specific resources or resolving divergent interests.
- Working with Cultural Diversity:** Working well with men and women and with people from a variety of ethnic, social, or educational backgrounds.

INFORMATION

- Acquiring and Evaluating Information:** Identifying a need for data, obtaining the data from existing sources or creating them, and evaluating their relevance and accuracy.
- Organizing and Maintaining Information:** Organizing, processing and maintaining written or computerized records and other forms of information in a systematic fashion.
- Interpreting and Communicating Information:** Selecting and analyzing information and communicating the results of others, using oral, written, graphic, pictorial, or multimedia methods.
- Using Computers to Process Information:** Employing computers to acquire, organize, analyze and communicate information.

SYSTEMS

- Understanding Systems:** Knowing how social, organizational and technological systems work and operating effectively with them.
- Monitoring and Correcting Performance:** Distinguishing trends, predicting impacts of actions on system operations, diagnosing deviations in the functioning of a system/organization, and taking necessary steps to correct performance.
- Improving or Designs Systems:** Making suggestions to modify existing systems in order to improve the quality of products or services and developing new or alternative systems.

TECHNOLOGY

- Selecting Technology:** Judging which sets of procedures, tools or machines, including computers and their programs, will produce the desired results.
- Applying Technology to Tasks:** Understanding overall intent and proper procedures for setting up and operating machines, including computers and their reprogramming systems.
- Maintaining and Troubleshooting Equipment:** Preventing, identifying, or solving problems with equipment, including computers and other technologies.

Section III: RELATIONSHIP TO COLLEGE PROGRAMS

1. THIS COURSE WILL BE AN APPROVED REQUIREMENT³ FOR AN APPROVED ASSOCIATE DEGREE OR CERTIFICATE PROGRAM: **Yes**

If yes, the course will be a **program requirement** portion of the "approved program" listed on the State Chancellor's Inventory of Approved Programs (approved programs can be found on the State Chancellor's Office website at <http://misweb.cccco.edu/esed/webproginv/prod/invmenu.htm>).

Note: In order for a course to be approved as a requirement for an associate degree or certificate program, the program must be listed on the State Chancellor's Office *Inventory of Approved Programs* AND the course must be listed in the college catalog as either a requirement or an elective for the program. If course is not part of an approved program at the college adopting the course, it will be considered to be a "stand-alone" course, and is subject to the State Chancellor's approval criteria and the college must complete and submit the Chancellor's Office "APPLICATION FOR APPROVAL OF CREDIT" form. Certain courses are granted "blanket approval" by the State Chancellor's Office and do not require approval. See the Chancellor's Office *Program and Course Approval Handbook* for details. LACCD Skills Certificates are **not State** approved programs listed on the Chancellor's Office *Inventory of Approved Programs*.

2. GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE DEGREE STATUS:

Area requested: **b(2) Social Science** **Approval** date:

If applicable, provide an explanation of how the course meets the General Education parameters for one of the five general education areas – *Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education* -- contained in Board Rule 6201.14 -General Education Requirements http://marlin.laccd.edu/district/BoardRules_AdmsRegs/boardrules.htm

2nd Area requested: **none** **Approval** date:

If applicable, provide an explanation of how the course meets General Education parameters for an additional general education area – *Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education* -- contained in Board Rule 6201.14 -General Education Requirements http://marlin.laccd.edu/district/BoardRules_AdmsRegs/boardrules.htm

Section IV: ARTICULATION INFORMATION

(Complete in consultation with College Articulation Officer)

1. TRANSFER STATUS:

University of California:

UC approval date: Before 1996

California State University:

College approval date: Before 1996

2. GENERAL EDUCATION FOR TRANSFER:

IGETC Certification:

Area requested: 4: Social Behavioral Sciences

Date requested:

IGETC approval date: 1991

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.

CSU Certification:

Area requested: D: Social, Political, Economic Institutions

Date requested:

CSU approval date: Before 1996

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.

2nd Area Requested: none

Date requested:

IGETC approval date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.

2nd Area requested: none

Date requested:

CSU approval date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.

3. MAJOR REQUIREMENT FOR TRANSFER – Will this course be articulated to meet lower division major requirements?

YES

CAN NUMBER: HIST 10 CAN SEQUENCE NUMBER: HIST SEQ B, when taken with History 11

CAN Approval -- Date requested: Before 1996 Date approved: **Before 1996**

Section V: SUPPLEMENTAL COURSE INFORMATION

1. **DEPARTMENT/DIVISION NAME:** Social and Behavioral Sciences
2. **DEPARTMENT/DIVISION CODE:** 2
3. **SUBJECT CODE** -- 3 characters, assigned by District Office: 498
4. **SUBJECT ABBREVIATION** -- 7 characters, assigned by District Office: HISTORY
5. **SPC CODE** -- 3 characters, assigned by District Office:
6. **ABBREVIATION FOR TRANSCRIPTS** -- 20 characters, assigned by District Office: HISTORY
7. **DEGREE CREDIT:** Degree Applicable
8. **CREDIT/NO CREDIT GRADING:** No
9. **REPETITIONS** -- Number of times course may be repeated for credit (three maximum): 0

How does the repetition of this course meet Title 5, section 58161 requirements? A course may be repeatable when, "course content differs each time it is offered, and that the student who repeats it is gaining an expanded educational experience for one of the following reasons: (A) Skills or proficiencies are enhanced by supervised repetition and practice within class periods; or (B) Active participatory experience in individual study or group assignments is the basic means by which learning objectives are obtained."

10. **PRIOR TO TRANSFERABLE LEVEL** – This course attribute applies to *English, writing, ESL, reading* and *mathematics* courses ONLY. If applicable, indicate how many levels below the transferable level this course should be placed:

Not applicable

11. **CREDIT BASIC SKILLS** -- Title 5, section 55502(d) defines basic skills as "courses in reading, writing, computation, and English as a Second Language, which are designated as non-degree credit courses pursuant to Title 5, section 55002(b)."

No If yes, course must be non-degree applicable

12. **CROSS REFERENCE** -- Is this course listed as equivalent in content to existing College/District courses in another discipline?

No If yes, list courses: (documentation of cross-discipline agreement must be provided)

13. **COURSE SPECIFICALLY DESIGNED FOR STUDENTS WITH DISABILITIES** -- Title 5, section 56029 allows a course to be repeatable when continuing success of the students with disabilities is dependent on additional repetitions of a specific class. Is this course designated as an "approved special class" for students with disabilities?

No

If yes, provide an explanation of how this course meets the requirements of Title 5, section 56029.

14. COOPERATIVE EDUCATION STATUS -- Title 5, section 55252 allows for two types of Cooperative Education: 1) General Work Experience Education -- i.e., supervised employment, which is intended to assist students in acquiring desirable work habits, attitudes and career awareness, which need not be related to the students' educational goals; or 2) Occupational Work Experience Education -- i.e., supervised employment, extending classroom based occupational learning at an on-the-job learning station, which is related to the students' educational or occupational goal. Is this course part of the college's approved cooperative work experience education program, according to?

No

15. COURSE CLASSIFICATION:

Liberal Arts and Sciences

Note: A course's Classification, TOP Code and SAM code must be aligned – e.g., Courses with an "Occupational" Course Classification must have an "Occupational" TOP Code **and** a SAM Code of A, B, C, or D; courses that do not have an "Occupational" Course Classification cannot have an Occupational TOP Code **and** must have an "E" SAM Code.

16. TOP CODE – (6 digits XXXX.XX) 2205.0

Course content should match discipline description in Taxonomy of Programs found at www.cccco.edu/cccco/esed/curric/curriculum.htm.

17. SAM CODE (Student Accountability Model)

E – Non-Occupational

SAM Codes (see CCC Chancellor's Office *Student Accountability Model Operations Manual*, 1984) should be assigned as follows:

Priority "A" – Apprenticeship: Courses designed for an indentured apprentice must have the approval of the State of California, Department of Industrial Relations Department, Division of Apprenticeship Standards.

Priority "B" – Advanced Occupational: Courses taken by students in the advanced stages of their occupational programs. Courses should be offered in one specific occupational area only. Priority letter "B" should be assigned sparingly; in most cases, no more than two courses in any one program should be labeled "B." "B"-level courses must have Priority "C" prerequisites in the same program area.

Priority "C" – Clearly Occupational: Courses generally taken by students in the middle stages of their programs should have a difficulty level sufficient to detract "drop-ins." Courses may be offered in several occupational programs within a broad area. The "C" priority, however, should also be used for courses within a specific program area when the criteria for "B" classification are not met. A "C"-level course should provide the student with entry-level job skills.

Priority "D" -- Possibly Occupational: "D" courses are those taken by students in the beginning stages of their occupational programs. The "D" priority can also be used for service (or survey) courses for other occupational programs.

Priority "E" -- Non-occupational.

SECTION VI: APPROVAL STATUS

1. APPROVAL STATUS:

- | | | |
|---|------------------------|---------------------|
| <input type="checkbox"/> New Course | Board Approval Date: | Effective Semester: |
| <input type="checkbox"/> Addition of Existing District Course | College Approval Date: | Effective Semester: |
| <input type="checkbox"/> Course Change* | College Approval Date: | |
| <input checked="" type="checkbox"/> Outline Update | College Approval Date: | |

* Changes to a course require the completion of a "Course Change Request" form and approval by the Curriculum Committee. In some cases districtwide approval is also required; see, Administrative Regulation E-65, section 3(c) for details.

SECTION VII: APPROVAL INFORMATION FOR NEW OR ADDED COURSES

(Complete in consultation with Department Chair and the appropriate Academic Administrator)

1. IF THIS IS A NEW COURSE, INDICATE HOW THE COLLEGE PLANS TO MEET THE EXPENSE OF THIS COURSE:

By additional funds. Describe:

By deleting courses from the college catalog and course database. List specific courses to be deleted:

By deleting sections of existing courses: List courses and number of sections to be deleted:

First year: Second year: Third year:

By rotating sections of existing courses. List courses and number of sections to be rotated, as well as the semesters in which they will be offered:

2. IMPACT -- Will this course directly impact other course offerings and/or associate degree or certificate programs on campus?

No (If yes, briefly explain how)

3. METHOD OF SUPPORT -- Indicate how the college plans to support the proposed course:

Additional staff- List additional staff needed:

Classroom- List classroom type needed:

Equipment- List new equipment needed and indicate funding source for any new equipment:

Supplies- List supplies and indicate dollar value:

Library/Learning Resources- List Library and Learning Resources needed, including the cost and funding source for needed resources: