

# Glendale College

## Course Outline of Record Report

Course ID 010347  
Revision - November 2026

### HISTC1002H : United States History since 1865 - Honors

#### General Information

Author:	<ul style="list-style-type: none"> <li>Nancy Traynor</li> <li>Stonis, Michelle</li> <li>Ramos, Hazel</li> </ul>
Attachments:	<p>HISTC1002H_HIST118H_Part2.docx</p> <p>HISTC1002H_HIST118H_Template1_withPart2info.pdf</p>
Course Code (CB01) :	HISTC1002H
Course Title (CB02) :	United States History since 1865 - Honors
Department:	HIST
Proposal Start:	Fall 2026
TOP Code (CB03) :	(2205.00) History
CIP Code:	(54.0101) History, General.
SAM Code (CB09) :	E - Non-Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	Yes
Course Control Number (CB00) :	CCC000596759
Curriculum Committee Approval Date:	11/26/2025
Board of Trustees Approval Date:	03/10/2026
Last Cyclical Review Date:	11/26/2025
Course Description and Course Note:	<p>This course is a historical survey of the United States from the end of the Civil War to the present. The course also introduces students to historical reasoning skills. Students explore the political, cultural, social, and economic development of the United States and consider how race, class, gender, and ethnicity shaped modern American History through topics such as the Gilded Age, Populism and Progressivism, Imperialism, the Great Depression and New Deal, World War II, the Cold War, Vietnam, Watergate, and the Carter, Reagan, Bush, and Obama eras, as well as contemporary issues. The honors course is enhanced in one or more of the following ways: 1. Students have an increased responsibility for leading class discussions and facilitating group activities inside and outside the classroom. 2. Writing assignments are focused on critical thinking, the interpretation of primary sources, and the application of historical concepts. Note: This course was previously HIST 118H.</p>
Justification:	Mandatory Revision
Academic Career:	<ul style="list-style-type: none"> <li>Credit</li> </ul>
Mode of Delivery:	<ul style="list-style-type: none"> <li>In-Person</li> <li>Remote</li> <li>Hybrid</li> <li>Online</li> </ul>
Author:	No value
Course Family:	No value

### Academic Senate Discipline

Primary Discipline: 

- History

Alternate Discipline: No value

Alternate Discipline: No value

### Course Development

<b>Basic Skill Status (CB08)</b> Course is not a basic skills course. <input type="checkbox"/> Allow Students to Gain Credit by Exam/Challenge	<b>Course Special Class Status (CB13)</b> Course is not a special class.	<b>Grading Basis</b> <ul style="list-style-type: none"><li>Grade with Pass / No-Pass Option</li></ul>
	<b>Pre-Collegiate Level (CB21)</b> Not applicable.	<b>Course Support Course Status (CB26)</b> Course is not a support course

### General Education and C-ID

**General Education Status (CB25)**

Not Applicable

**Transferability**

Transferable to both UC and CSU

**Transferability Status**

Approved

**Cal-GETC**

Area	Status	Approval Date	Comparable Course
Area 3B: Humanities	Approved	09/02/2025	No Comparable Course defined.
Area 4: Social and Behavioral Sciences	Approved	09/02/2025	

**GCC General Education Requirements**

Area	Status	Approval Date	Comparable Course
Area 3: Arts and Humanities	Approved	09/02/2025	No Comparable Course defined.
Area 4: Social and Behavioral Sciences	Approved	09/02/2025	
Area 7: American Institutions	Approved	09/02/2025	

C-ID	Area	Status	Approval Date	Comparable Course
HIST	History	Approved	08/27/2018	HIST 140 - United States History from 1865

## Units and Hours

### Summary

<b>Minimum Credit Units (CB07)</b>	3
<b>Maximum Credit Units (CB06)</b>	3
<b>Total Course In-Class (Contact) Hours</b>	54
<b>Total Course Out-of-Class Hours</b>	108
<b>Total Student Learning Hours</b>	162

### Credit / Non-Credit Options

**Course Type (CB04)**

Credit - Degree Applicable

**Noncredit Course Category (CB22)**

Credit Course.

**Noncredit Special Characteristics**

No Value

**Course Classification Code (CB11)**

Credit Course.

Variable Credit Course

**Funding Agency Category (CB23)**

Not Applicable.

Cooperative Work Experience Education Status (CB10)

### Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Studio Hours	0	0

### Course Student Hours

<b>Course Duration (Weeks)</b>	18
<b>Hours per unit divisor</b>	54
<b>Course In-Class (Contact) Hours</b>	
Lecture	54
Laboratory	0
Studio	0
<b>Total</b>	54
<b>Course Out-of-Class Hours</b>	
Lecture	108
Laboratory	0
Studio	0
<b>Total</b>	108

### Time Commitment Notes for Students

No value

## Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

## Prerequisites, Corequisites, Recommended Corequisites, and Recommended Preparation

### Advisory

#### ENGLC1000 - Academic Reading and Writing

##### Objectives

- Analyze stylistic choices in their own writing and the writing of others.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

OR

### Advisory

#### ENGLC1000E - Academic Reading and Writing

##### Objectives

- Analyze stylistic choices in their own writing and the writing of others.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

OR

### Advisory

#### ENGLC1000H - Academic Reading and Writing - Honors

##### Objectives

- Analyze stylistic choices in their own writing and the writing of others.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

## Entry Standards

Entry Standards	Description
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No value

No value

## Course Limitations

Cross Listed or Equivalent Course	Description
HIST118 United States History, 1865-Present	previous course
HIST C1002 United States History since 1865	No Value

## Requisite Validation

### Upload Statistical Validation and/or other documents (if necessary)

No Value

## Specifications

### Methods of Instruction

Methods of Instruction	Lecture
Methods of Instruction	Discussion
Methods of Instruction	Collaborative Learning
Methods of Instruction	Demonstrations
Methods of Instruction	Presentations
Methods of Instruction	Multimedia

### Out of Class Assignments

- Group project (e.g., develop poster talks on the achievements of the Progressives using primary and secondary sources)
- Outside reading of reserve books and articles from scholarly journals
- Essay (e.g., an argumentative essay on the costs and benefits of the rise of conservatism in the Reagan and Bush years)

- Research paper featuring independent research (e.g., students identify a historical question; investigate primary and secondary source materials; and write a paper describing their original interpretation of the information)

**Methods of Evaluation**

**Description of Activity/Interaction**

Exam/Quiz/Test	Three to five one-hour in-class examinations
Activity (answering journal prompt, group activity)	Peer review of student work (e.g., evaluate another student's written paper regarding historical agency in one manuscript-length primary source and two complementary primary sources)
Activity (answering journal prompt, group activity)	In-class assignments (e.g., evaluate students' demonstration of course content mastery and reflection on historical relevancy through student journals)
Activity (answering journal prompt, group activity)	Individual and group discussions (e.g., groups are assigned to identify and discuss the themes of the course and their relevance to contemporary students)
Project/Portfolio	Group projects (e.g., teams compose multimedia presentations examining the relevance of an event or controversy from post-Civil War)
Exam/Quiz/Test	Final examination requiring demonstration
Writing Assignment	Write an essay using primary and secondary sources on topics such as analyzing the politics of fear under McCarthyism during the Cold War.
Writing Assignment	(Honors Enhancement) Write a 10-12 page research paper with historiography using primary and secondary sources (e.g., a critical analysis of the causes of the Civil Rights Movement and the historical agency demonstrated by Black Americans and allied activists in their struggle for civil rights and racial justice.
Other	Methods of formative and summative evaluation used to observe or measure students' achievement of course outcomes and objectives must include academic writing and research. Additional methods of evaluation are encouraged and at the discretion of local faculty and may incorporate assessments and exercises such as journals, quizzes, discussions, group work, and presentations.

**Textbook Rationale**

No Value

**Textbooks**

Author	Title	Publisher	Date	ISBN
Carnes, Mark C. and John A. Garraty.	The American Nation	Pearson	2021	978-0205790449
Faragher, John Mack, Mari Jo Buhle, et al.	Out of Many: A History of the American People	Pearson	2021	978-0134123462

Foner, Eric, Kathleen DuVal, and Lisa McGirr.	Give Me Liberty!	W.W. Norton Company	2022	978-1324041344
Goldfield, David, Carol Abbott, et al.	The American Journey	Pearson	2021	978-0135150894
Kamensky, Jane, Carol Sheriff, et al.	A People and a Nation: A History of the United States	Cengage	2017	978-1337671682
Kennedy, David M. and Lizabeth Cohen.	The American Pageant	Cengage Learning	2024	978-1337915571
Murrin, John, Pekka Hämmäläinen, et al.	Liberty, Equality, Power	Cengage Learning	2019	978-0357040409
Nash, Gary, Julie Roy, et al.	The American People: Creating a Nation and a Society	Pearson	2023	978-0134584096
Roark, James L., Michael P. Johnson , et al.	The American Promise	Bedford/St. Martin's	2022	978-1319329914
Tindall, George Brown and David E. Shi	America: A Narrative History	W.W. Norton & Company	2022	978-0393882506
Calloway, Colin G.	First Peoples: A Documentary Survey of Native American History	Bedford/St. Martin's	2024	978-1319244576
Brown, Leslie, Jacqueline Castledine, et al.	U.S. Women's History: Untangling the Threads of Sisterhood	Rutgers University Press	2017	978-0813575858
DuBois, Ellen and Lynn Dumenil.	Through Women's Eyes, Combined Volume: An American History with Documents	Macmillan Learning	2024	978-1319244569
White, Deborah Gray, Mia Bay, et al.	Freedom on My Mind: A History of African Americans, with Documents	Macmillan Learning	2020	978-1319210151

Kendi, Ibram X. Christopher Dontrell Piper, et al.	Stamped from the Beginning: The Definitive History of Racist Ideas in America	Bold Type Books	2017	978-1645030393
Choy, Catherine Ceniza, Cindy Kay, et al.	Asian American Histories of the United States	Beacon Press	2023	978-0807012710
Ling, Huping.	Asian American History	Rutgers University Press	2023	978-1978826236
Gonzales, Manuel G.	Mexicanos, Third Edition: A History of Mexicans in the United States	Indiana University Press	2019	978-0253041722

### Other Instructional Materials (i.e. OER, handouts)

<b>Description</b>	"U.S. History OpenStax Free Textbooks Online." (OER)
<b>Author</b>	Corbett, P. Scott, Janssen Volker, John Lund
<b>Citation</b>	No value
<b>Online Resource(s)</b>	No value

<b>Description</b>	American Yawp (OER). Stanford University Press.
<b>Author</b>	Locke, John and Ben Wright.
<b>Citation</b>	No value
<b>Online Resource(s)</b>	No value

## Learning Outcomes

### Course Objectives

Demonstrate the ability to interpret primary and secondary sources and to compose an argument which uses supportive evidence.

Demonstrate an understanding of U.S. History through analytical categories such as race, class, gender, sexuality, and ethnicity.

Analyze economic, political, and cultural developments as well as social movements and assess their historical significance.

Analyze the relevance of Modern American History to the present day.

## SLOs

**Compare and contrast various historical concepts and different interpretations of the history of the United States from Reconstruction to the present.** Expected Outcome Performance: 70.0

<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
<i>ST DV</i> Liberal Arts: Social and Behavioral Sciences Emphasis A.A. Degree	Analyze how people act and have acted in response to their societies. Apply social science research methodology and effectively communicate research results and conclusions. Describe the principles, perspectives, and methods of inquiry used by the social and behavioral sciences.
<i>ST DV</i> Liberal Arts: Arts and Humanities Emphasis A.A. Degree	Analyze works of philosophical, historical, literary, aesthetic, and cultural importance. Describe the art, literature, ideas, movements, and individuals that have helped to define values, civilizations, and the human condition.
<i>ESL</i> Upon completion of this program students will:	Apply content knowledge of chosen electives in order to select a degree and/or career pathway. Use English reading, writing, listening, and speaking skills at an advanced level of academic proficiency.
<i>POL S</i> Political Science AA-T Degree	Critically analyze and evaluate political institutions and processes in their state, national, and international environments.
<i>SOC S</i> Social Sciences	Developed a broad and critical understanding of the complex interconnections between the human and environmental forces in their world
<i>HIST</i> History AA-T Degree	Engage with the past in order to promote critical thinking, develop information competency, improve communication, and foster global awareness. Learn how to analyze sources using historical thinking skills to discover facts, weigh interpretations, and draw conclusions to understand how historical knowledge is created.
<i>SOC</i> Social Work and Human Services AA-T Degree	Explain the qualities and characteristics of effective human service professionals who view clients as whole persons in the context of their family, culture, and community using a biopsychosocial perspective.

**Differentiate the impact of race, ethnicity, gender and class on American society.** Expected Outcome Performance: 70.0

<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas. Reflect and act upon personal responsibility as local and global citizens; respect and appreciate social and cultural diversity and recognize the complexity of the world; value and articulate the significance of environmental sustainability and social justice.
<i>ST DV</i> Liberal Arts: Social and Behavioral Sciences Emphasis A.A. Degree	Analyze how people act and have acted in response to their societies. Apply social science research methodology and effectively communicate research results and conclusions. Describe the principles, perspectives, and methods of inquiry used by the social and behavioral sciences.
<i>ST DV</i> Liberal Arts: Arts and Humanities Emphasis A.A. Degree	Analyze works of philosophical, historical, literary, aesthetic, and cultural importance. Describe the art, literature, ideas, movements, and individuals that have helped to define values, civilizations, and the human condition.
<i>ESL</i> Upon completion of this program students will:	Apply content knowledge of chosen electives in order to select a degree and/or career pathway. Use English reading, writing, listening, and speaking skills at an advanced level of academic proficiency.

<i>POL S</i> Political Science AA-T Degree	Critically analyze and evaluate political institutions and processes in their state, national, and international environments.
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<i>SOC S</i> Social Sciences	Developed a broad and critical understanding of the complex interconnections between the human and environmental forces in their world
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<i>HIST</i> History AA-T Degree	Engage with the past in order to promote critical thinking, develop information competency, improve communication, and foster global awareness.  Learn how to analyze sources using historical thinking skills to discover facts, weigh interpretations, and draw conclusions to understand how historical knowledge is created.
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<i>SOC</i> Social Work and Human Services AA-T Degree	Explain the qualities and characteristics of effective human service professionals who view clients as whole persons in the context of their family, culture, and community using a biopsychosocial perspective.
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**Critique various political, economic and social forces that have been key to the nation's development and its influence on global affairs.**

Expected Outcome Performance: 70.0

<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.  Reflect and act upon personal responsibility as local and global citizens; respect and appreciate social and cultural diversity and recognize the complexity of the world; value and articulate the significance of environmental sustainability and social justice.
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<i>ST DV</i> Liberal Arts: Social and Behavioral Sciences Emphasis A.A. Degree	Analyze how people act and have acted in response to their societies.  Apply social science research methodology and effectively communicate research results and conclusions.  Describe the principles, perspectives, and methods of inquiry used by the social and behavioral sciences.
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<i>ST DV</i> Liberal Arts: Arts and Humanities Emphasis A.A. Degree	Analyze works of philosophical, historical, literary, aesthetic, and cultural importance.  Describe the art, literature, ideas, movements, and individuals that have helped to define values, civilizations, and the human condition.
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<i>ESL</i> Upon completion of this program students will:	Apply content knowledge of chosen electives in order to select a degree and/or career pathway.  Use English reading, writing, listening, and speaking skills at an advanced level of academic proficiency.
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<i>POL S</i> Political Science AA-T Degree	Critically analyze and evaluate political institutions and processes in their state, national, and international environments.
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<i>SOC S</i> Social Sciences	Developed a broad and critical understanding of the complex interconnections between the human and environmental forces in their world
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<i>HIST</i> History AA-T Degree	Engage with the past in order to promote critical thinking, develop information competency, improve communication, and foster global awareness.  Learn how to analyze sources using historical thinking skills to discover facts, weigh interpretations, and draw conclusions to understand how historical knowledge is created.
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<i>SOC</i> Social Work and Human Services AA-T Degree	Explain the qualities and characteristics of effective human service professionals who view clients as whole persons in the context of their family, culture, and community using a biopsychosocial perspective.
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## Additional SLO Information

**Does this proposal include revisions that might improve student attainment of course learning outcomes?**

No

**Is this proposal submitted in response to learning outcomes assessment data?**

No

**If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.**

No Value

**SLO Evidence**

No Value

## Course Content

Lecture Content

### Part 1: Required Topics

Themes may include but are not limited to class, race, gender, and ethnicity; immigration; systems of labor; intellectual, technological, environmental, social, and cultural history; and foreign relations.

1. Introduction to basic methods of historical research and analysis.
2. Reconstruction and the New South.
3. Immigration, industrialization, and urbanization in the Gilded Age.
4. Closing of the frontier and Resistance of Indigenous Peoples.
5. Progressive Era Reform Movements.
6. Imperialist expansion and emergence of the United States as a world power.
7. World War I.
8. Post-War America and the 1920s.
9. The Great Depression and the New Deal.
10. World War II and Its Aftermath.
11. Cold War Era.
12. Civil Rights Movements.
13. Vietnam, the Great Society, and the Transformation of America.
14. From Nixon to Reagan.
15. Entering the New Millennium.
16. Twenty-first century and the recent past.

## Additional Information

Repeatability

Not Repeatable

Justification (if repeatable was chosen above)

No Value

Is it possible this course will have a material fee?

No

**I have contacted my library liaison (<https://campusguides.glendale.edu/faculty/liaisons>):**

No Value

**What term(s) will this course be offered?**

No Value

**Will any additional resources be needed for this course? (Click all that apply)**

No Value

**If additional resources are needed, add a brief description and cost in the box provided.**

No Value