

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

**NEW COURSE PROPOSAL**

PROGRAM AREA           HISTORY          

**1. Catalog Description of the Course.**

HIST 271 THE UNITED STATES SINCE 1877 (3)

Three hours of lecture per week

Survey of the political, social, economic as well as cultural institutions of the United States from reconstruction to the present. Meets Title V U.S History Requirement

**2. Mode of Instruction.**

	<b>Units</b>	<b>Hours per Unit</b>	<b>Benchmark Enrollment</b>
Lecture	<u>  3  </u>	<u>  1  </u>	<u> 35 </u>
Seminar	<u>      </u>	<u>      </u>	<u>      </u>
Laboratory	<u>      </u>	<u>      </u>	<u>      </u>
Activity	<u>      </u>	<u>      </u>	<u>      </u>

**3. Justification and Learning Objectives for the Course.** Fulfills the North American category of the History major.

Meets Title V requirement

Students will:

1. Evaluate corporate and technological growth in the United States.
2. Consider the co-relation between economic growth and the rise of immigration.
3. Explain the social and political complexities of ethnic urban communities
4. Compare and contrast labor unions.
5. Demonstrate the varieties of Progressive social reform.
6. Organize and express clearly the different approaches of Progressive political reform

**4. Is this a General Education Course**                      **NO**

**If Yes, indicate GE category:**

<b>A (English Language, Communication, Critical Thinking)</b>	
<b>B (Life Sciences)</b>	
<b>C (Fine Arts, Literature, Languages &amp; Cultures)</b>	
<b>D (Social Perspectives)</b>	
<b>E (Human Psychological and Physiological Perspectives)</b>	

**5. Course Content in Outline Form.** *[Be as brief as possible, but use as much space as necessary]*

- A.** Sources of Economic Growth
- B.** The Rise of Robber Barons
- C.** New Immigration
- D.** Building Ethnic Communities
- E.** African American Labor and Community
- F.** Muckragers, Magazines, and the Protestant Spirit
- G.** Settlement Houses and Women’s Activism
- H.** The Administrations of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson.
- I.** The U.S. Becomes a World Power

**6. References.** *[Provide 3 - 5 references on which this course is based and/or support it.]*

Bernard Bailyn et. Al., *The Great Republic: A History of the American People*. Vol. II, D.C. Heath & Co., 2000  
John M. Faragher et. Al., *Out of Many One: A History of the American People*. Vol. II, Prentice Hall, 2002  
John M. Murrin et. Al., *Liberty, Equality, Power: A History of the American People*. Vol. II, Wadsworth, 2001

**7. List Faculty Qualified to Teach This Course.**

**Frank Barajas**  
**Ranier Buschmann**

**8. Frequency.**

a. Projected semesters to be offered: Fall \_\_\_\_\_ Spring \_\_x\_\_ Summer \_\_\_\_\_

**9. New Resources Required.**

- a. Computer (data processing), audio visual, broadcasting needs, other equipment
- b. Library needs
- c. Facility/space needs

**10. Consultation.**

Attach consultation sheet from all program areas, Library, and others (if necessary)

**11. If this new course will alter any degree, credential, certificate, or minor in your program, attach a program modification.**

\_\_\_\_\_  
Frank Barajas  
Proposer of Course

\_\_\_\_\_  
3/7/03  
Date