History 2020 (Section 07)

U.S. History, 1877 to the Present

Syllabus Fall 2018
Cal State University Los Angeles,
History Department

Instructor: Dr. Dennis
Classroom Location: KH B4015
Semester Dates: 21 August to 20 December 15 2018
Time: Tuesday and Thursday, 8-9:15 am
Office Hours: King Hall Floor 1. #1059. 7am-7:50am; Tuesdays and Thursdays, and by email.
Email: ddennis3@calstatela.edu

Course Description:

Political, economic, social, and cultural development of the United States and its diverse peoples since 1877. Students in History 2020 are partnering with the Autry Museum through a project-based learning program for students called *Autry Classroom Curators*. During the semester, students will work closely with Dr. Dennis, classmates, and Autry staff to implement a project-based learning unit that ties to the history of the American West and incorporates social action. Through this program, students will become a researcher, scholar, problem solver, and so much more. Students will learn important knowledge and 21st century skills as he/she works with other students to create a meaningful and authentic project. The knowledge and skills acquired through this program will help prepare you for higher learning and the job market.

Course Textbooks and Using Moodle

Required Text(s):

1. Eric Foner. Give Me Liberty!: An American History (4th Edition: Brief) Volume Two.
2. Eric Foner, Voices of Freedom: A Documentary History. Primary Source Reader (4th Edition.) Volume Two. (This is a primary source reader, and students will be required to use this reader for exams and writing requirements.)

Moodle: Students are responsible for information obtained from the course management system used in this course.

- Instructor will post course articles, documents, assignments, and study guides to course Moodle site.
- Students will utilize course articles, media, and primary sources posted on Moodle during group-work.

- Information obtained from online scholarly sources, which includes secondary and primary sources, will appear on exams and course writing requirements.
- Instructor reserves the right to make changes to the syllabus, and will notify students via Moodle and during the class period.

Course Requirements & Assignments

There are no make-up exams. Late assignments will not be accepted. Students are not permitted to take the final exam early. Instructor is not obligated to accept written and/or oral excuses for missing class, exams and assignment submissions.

Writing Exam #1 =	100 points
Final Writing Exam =	100 points
Participation: Moodle=	50 points
Group Work=	50 points
Total Points Possible=	300

Grading Policy: The instructor will use a minus/plus system for total course grades.

- A- to A 270-300 points
- B- to B+ 240-269
- C- to C+ 210-239
- D 180-209
- F 179- below

Explanation of Course Requirements

Project-Based Learning with the Autry Museum

I am the West: Documenting Community and Identity in the 21st Century

History 2020 Photo Exhibition at the Autry Museum
Opening Day is January 24th

The West is not a time period that begins and ends at a specific point in history; rather the West is a place in which Americans disrupted indigenous time and space through industrialization and war to establish towns and cities thousands of miles away from the federal government. Yet, following the Civil War, historians have noted that Americans continued to move out West with the assistance of the federal government, finalizing the decimation of many indigenous communities and landscapes, to establish cities. Buffalo Bill's minstrel performances portrayed the West as a wild, untamed place, while others, like Gloria Anzaldúa have proven that the West is a contested border; and yet the West is a place in constant movement, changing and expanding to reflect the experiences of diverse people that formed distinct communities and identity. As historian Patricia Limerick suggests, the West is an urban space, an idea that challenges our understanding that this landscape was only farming, ranching and cowboys. Romanticized accounts of the West have dominated the cinema, and has created assumptions and stereotypes about

the indigenous, Black, Chinese, European immigrant, and Latino communities in the West.

Working in collaboration, students groups will become urban historians, and photograph people, landmarks, parks, streets, religious space, and buildings that represent community and identity. Students will answer the larger social-action question of how do images shape the understanding of communities in the West?

Step #1: **Week Three September 4th**
Defining community and identity. (25 points)

Step #2: **Beginning Week Four September 11th**
Photographing My Community (25 points)

Step #3: **Week Seven October 4th**
Collaborative "Midterm" Essay Due (100 points)

Step #4 **Week Nine October 16th**
Interpretation and Arrangement of Photos (25 points)

Step #5: **Week Ten October 23rd**
Writing for an Audience (25 points)

Step #6: **Week Thirteen November 13th**
Final Arrangement of Exhibit

Dates: Autry Staff Visits/Autry Classroom Curators

Autry staff will visit the class to work with students on specific aspects of the exhibition.

Month	History 2020 ACC Events
August	· **Aug. 30 (8–9:15 AM):** The Entry Event at Cal State LA will introduce the students to the Autry Museum, ACC PBL unit, & photography.
September	· None
October	· **Oct. 16 (8–9:15 AM):** Curator Workshop at Cal State LA. · **Oct. 23 (8–9:15 AM):** Label Workshop at Cal State LA.
November	· **Nov. 13 (8–9:15 AM):** Feedback Forum at Cal State LA.
December	· None
January	· **Jan. 24 (5:30-7:00 PM):** ACC Opening at the Autry Museum.
May	· **May 11**: Social Action Symposium at the Autry Museum.

Attendance/Dialogue: (50 points) Students are required to attend each class session to learn and engage about history. Students are responsible for adhering to the attendance policy set by the instructor. It is the students' responsibility to make themselves aware of each faculty member's guidelines by carefully reading the syllabus. Faculty members

may require students to provide documentation for excuses absences. Weekly writing exercises about specific topics and themes lead to student dialogue, and are a graded component of this course.

Final Exam Essay: (100 points) The final exam in this course is take-home and will be due at the scheduled final exam date/time. Students will receive a final exam prompt prior to the due date.

Structure of Course

The Learning Community: This course is an active learning community that moves beyond the lecture format to facilitate student engagement and dialogue of history, while maintaining the standards and requirements of the discipline of history, the department and college.

Group work is a graded component of this course. For this large course, students will work in groups throughout the semester to learn history, interpret primary sources, and enable dialogue. Students will work together in learning groups on assignments, writing exercises, dialogue/discussion questions, and exams throughout the course of the semester.

Group Work Guidelines: Students will organize into their respective groups upon entering the classroom. The class period will begin with a brief lecture and/or featured historical question or media. Student groups will work collaboratively on tasks, assignments, and writing exercises. Student dialogue will occur at the end of the class meeting, and students are expected to participate. Resources are posted on Moodle for student use.

Members of each group will have assigned roles determined by instructor and group members. It is strongly encouraged that each learning community utilizes *Google Docs* to take collaborative notes on the information learned during the class meetings and from the course readings and primary sources. One document can be shared via email with each member of the learning community. A successful student learning community will work cohesively in collaboration with each other, offer motivation, support and constructive criticism to each community member, listen to each other and keep an open-mind, assign tasks and responsibilities, and maintain student accountability regarding the requirements of this course.

The Importance of Primary Sources in History: In addition to the selected course reading, the analysis of primary sources is essential to understanding the dynamics of class, gender, and race/ethnicity in history. Primary source material will include political speeches, activist manifestos, government law and court rulings, and works of mixed-media, including art, statues/monuments, cartoons, paintings, poetry, and music. Using the analytical tools of the historical method, which emphasizes context, contingency, and change over time, students will learn how to examine and interpret these sources to gain an understanding of the evolving nature of lived experiences, identities, and institutions in U.S. history.

The primary source documents are posted on Moodle. Students are not expected to read every primary source listed; select two primary sources to read each week prior to the class sessions. During group work, students will provide *historical context and an analysis* of selected primary sources each week. There is a "primary sources," worksheet available on Moodle to assist in the analysis of the document. Group work is a graded component of this course.

Writing Requirements: Exams and Essay
Writing is a college requirement. Writing is also a craft, which is altered, challenged, and fine-tuned over the course of your academic career. Course requirements consist of written exams and an essay. There are no multiple-choice exams in this course. Students are expected to write at a college-level, using appropriate sentence structure, grammar, primary sources, and citations. As the college offers resources to strengthen academic skills, it is strongly encouraged that students take initiative and seek assistance to improve on English and writing skills. If you are aware that individual writing skills needs improvement, then please address this issue now by utilizing appropriate resources offered by the college. Grading rubrics for assignments, essays, and exams are provided for students to use as a writing guide.

Plagiarism Check: TurnItIn:
Students agree that by taking this course all required papers will be subject to submission for textual similarity review to http://www.turnitin.comfor the detection of plagiarism. All submitted papers will be included as source documents in the http://www.turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You may submit essays in such a way that no identifying information about you is included. The instructor reserves the right to utilize methods in detecting plagiarism. Assignments that are not submitted to www.turnitin.com will not be accepted by the instructor. Students are encouraged to verify all submissions uploaded to TurnItin by obtaining a system receipt that is sent to email on file with the college, or capturing a "successful upload," screen-shot image. Re-submissions of assignments, essays, and/or exams are not permitted.

Grading Policy: The instructor will use a minus/plus system for total course grades.

- A- to A 315-350 points
- B- to B+ 280-314
- C- to C+ 245-279
- D 210-207
- F 206- below

Grading system: Students are expected to write papers that are balanced, well-written, organized, and analytical. Although students may be unfamiliar with history as a discipline, the course will emphasize the importance of incorporating a historical perspective and analytical tools. Papers, then, should demonstrate that students are able to identify arguments and theses, understand historical change, and relate case studies to larger historical themes. Only peer-reviewed articles, academic text, and primary sources are acceptable references in a history paper, so please do not use or cite unreliable websites. The use of other people's arguments and ideas without proper citation, as well as failure to include quotation marks and references are considered plagiarism; students

who commit plagiarism will receive a failing grade in the paper and/or the class.

Student Learning Outcomes For History 2020

Upon completing this course, students should be able to:

1. Demonstrate ability to read and interpret both primary sources (historical documents) and secondary sources (scholarship written by historians). Demonstrate ability to draw evidence from both types of sources and build generalizations from different forms of evidence.
2. Construct and defend original arguments with clear and persuasive writing, effective public speaking and listening, and careful use of evidence.
3. Demonstrate ability to understand and construct arguments using the analytical tools of the historical method, which emphasizes context, contingency, and change over time as to study the evolving nature of lived experiences, identities, and institutions in U.S. history.
4. Demonstrate an understanding of how Americans' diverse lived experiences, especially differences relating to race, ethnicity, gender, sexuality, and socio-economic class, have influenced and been influenced by government and citizenship in the United States.

Diversity Learning Outcomes for History 2020

Upon completing this course, students should be able to:

1. Demonstrate understanding of theoretical and practical factors of race, ethnicity, gender, gender identity, sexuality, religion, and socioeconomic class, and religion, using the tools of historical analysis to explore the evolving and historically contingent nature of collective identity.
2. Demonstrate understanding of the intersectionality of these factors, with particular attention paid to race, ethnicity, gender, and socioeconomic class, and with special attention to moments of historical transition and conflict that reveal intersectionality as a core feature of the U.S. national experience.
3. Demonstrate understanding of the diversity of intercultural and intracultural relationships.
4. Demonstrate civic literacy and awareness of social justice that would enable effective participation in a diverse society, particularly by drawing connections between historical patterns and present-day conditions.

Course Itinerary: Exams, Reading Guide and Writing Assignments

Listed below are class topics, course reading, assignments, and exam dates. The required reading assignments are listed and should be completed prior to attending class. Students are encouraged to be prepared for each course meeting, which includes exam review sessions.

You are expected to keep current with all of the reading assignments and to participate in class discussions about the reading and lecture materials. Please be responsible for all

class handouts, either in paper or electronic form. In addition, you are responsible for obtaining any course handouts, should you miss a class period. Instructor will post additional course readings on the course website. Lastly, you are responsible for confirming with the professor, the dates of all exams.

Course Itinerary **Exams, Reading, and Writing Assignments**
Part One: Toward a Global Presence: 1870-1920
Week One: 21 August The Civil War: 1861-1865 Syllabus: Course Expectations, Standards, and Requirements Organization of Groups Overview of the Civil War: Why the need to "reconstruct," the Union. **Dialogue:** What is Historical Thinking? Who Owns the Historical Narrative? Does History Matter? What are Sources in History? Is this nation historically and racially literate?
Week Two: 28 August. The Reconstruction Period Course Reading: Chapter 15: "What is Freedom? ": Reconstruction, 1865-1877 Primary Sources: Chapter 15: "What is Freedom? ": Reconstruction, 1865-1877 Media: Media: Public History: The Confederate flag and monuments. *13th* (Documentary: Ava DuVernay) **Dialogue:** Who determines freedom? What happened to the South following the Civil War?
Week Three: 4 September. The Gilded Age, 1870-1890 Course Reading: Chapter 16: America's Gilded Age, 1870-1890. Primary Sources: Chapter 16: America's Gilded Age, 1780-1890 Moodle: Please print learning exercise and bring to class. **Dialogue:** What is the significance of the Lost Cause Movement? How is life different in the various geographical regions of the nation?
Week Four: 11 September. Empire, Race, and Americanization: 1890-1900 Course Reading: Chapter 17: Freedom's Boundaries, At Home and Abroad, 1890-1900 Primary Sources: Chapter 17:Freedom's Boundaries, At Home and Abroad, 1890-1900 Media: *Understanding Jim Crow.* Moodle: Please print learning exercise and bring to class. **Dialogue:** How does imperialism impact indigenous communities in the world? The World Fair: Chicago and the "Other," in history.
Week Five: 18 September. Progressive Reform in a Nation of Immigrants Course Reading: Chapter 18: The Progressive Era, 1900-1916 Primary Sources: Chapter 18: The Progressive Era, 1900-1916 Moodle: Please print learning exercise and bring to class. **Dialogue:** How progressive was "progressive reform"? What are the limits to reform?

Week Six: 25 September. WWI: 1916-1920 Course Reading Chapter 19: Safe for Democracy: WWI, 1916-1920 Primary Sources Chapter 19: Safe for Democracy: WWI, 1916-1920 Moodle: Please print learning exercise and bring to class. **Dialogue:** What is the impact of war on the landscape? What is the impact of war on society? How is WWI remembered in history?
Part Two: Depression and Wars- 1920-1945
Week Seven: 2 October. The 'Roaring' Twenties. Course Reading: Chapter 20: From Business Culture to Great Depression, 1920-1932 Primary Sources: Chapter 20: From Business Culture to Great Depression, 1920-1932 Media: *The Origins of Lynching Culture in the United States.* Moodle: Please print learning exercise and bring to class. **Dialogue:** What are the distinct factors of the 'roaring twenties'?
Week Eight: 9 October. Diverse Experiences During the Great Depression and New Deal Course Reading: Chapter 21: The New Deal, 1932-1940 Primary Sources: Chapter 21: The New Deal, 1932-1940 Moodle: Please print learning exercise and bring to class. **Dialogue:** How did people adapt or not adapt to the Depression? How did race play a factor in the Great Depression?
Week Nine: 16 October The West and the Depression Years. *Selected articles posted on Moodle
Week Ten: 23 October. WWII: 1941-1945: Militarization, Social Equality, and Grassroots Activism Course Reading : Chapter 22: WWII, 1941-1945 Primary Sources: Chapter 22: WWII Media: *The Bracero Program and WWII; Manzanar* Moodle: Please print learning exercise and bring to class. **Dialogue:** How is WWII remembered in history?
Part Three: The Cold War Period: 1945-1991
Week Eleven: 30 October. The Cold War, Part One Course Reading: Chapter 23: The United States and the Cold War, 1945-1953 Primary Sources: Chapter 23: The United States and the Cold War Moodle: Please print learning exercise and bring to class. **Dialogue:** How did the Cold War impact the Global South, (Africa, Latin America, and the Middle East)
Week Twelve: 6 November. Engineering the "Good Life:" Creating Suburbs, Shopping Malls, and Impoverishment Course Reading: Chapter 24: An Affluent Society, 1953-1960

Primary Sources: Chapter 24: An Affluent Society, 1953-1960 Moodle: Please print learning exercise and bring to class. **Dialogue:** The 'other' 1950s: Representations of Discrimination, Segregation, and Violence in Public Space.
Week Thirteen: 13 November The 1960s Course Reading: Chapter 25: The Sixties, 1960-1968 Primary Sources: Chapter 25: The Sixties, 1960-1968 Moodle: Please print learning exercise and bring to class. **Dialogue:** A World on Fire: The Dynamics of the 1960s. **Fall Break: November 19th – November 23rd.**
Part Four: A Post Cold War World
Week Fourteen: 27 November. The U.S. and the Global South Course Reading: Chapter 26: The Triumph of Conservatism, 1969-1988. Primary Sources: Chapter 26: The Triumph of Conservatism, 1969-1988. **Dialogue:** What led to the shift towards conservatism? What is the appeal of conservatism, and Ronald Reagan?
Week Fifteen 4 December. Toward a New Gilded Age: Globalization and Inequality since the 1980s Course Reading: Chapter 27: Globalization and Its Discontents, 1989-2000 Primary Sources: Chapter 27: Globalization and Its Discontents, 1989-2000 Course Reading: Chapter 28: September 11 and the Next American Century Primary Sources: Chapter 28: September 11 and the Next American Century Media: *The 1992 Uprising* **Dialogue:** What is our responsibility to the historical narrative?
Week Sixteen: Final Exams Week **Date and Time:** _____ Final Exam: Cumulative, Moodle Content, and Eric Foner, Chapters 21-28

Important Semester Dates

Monday	September 3	Labor Day; University Closed
Monday	November 12	Veterans Day (in lieu); University Closed
Mon. - Wed.	Nov. 19-21	Fall Recess - No Classes, Campus Open
Thurs. - Sat.	Nov. 22-24	Thanksgiving Holiday, Campus Closed

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Students should be aware of the current deadlines and penalties

for adding and dropping classes: https://get.calstatela.edu/Registrar.htm.

Class Protocol

This course is a learning community. Students are expected to abide by the student code of conduct set by the college. Students are expected to maintain high standards of academic conduct and honesty, contribute to a positive learning environment, and maintain diplomacy when dealing with the opinions of other students or content material of the class. Enrollment in a class may be terminated due to unsatisfactory student conduct, undue disrespect toward an instructor or administrator, or academic dishonesty. Students are expected to participate in group-work, and discussions on selected topics in the American narrative.

- **Class conduct and engagement:** This includes your participation in class discussions and your collegial behavior in class. Diplomacy will be exercised in the learning community. Do not argue with the instructor about course requirements and due dates.
- **In class Writing Assignments:** Students may submit brief written summary answers on chapter questions or a critical analysis of primary sources. This includes group-work exercises as well.
- **Attendance:** Students are expected to be on time for each class session. Tardiness is a disruption. If you are tardy, do not walk in front of the instructor to find a seat, as this is a disruption to the lecture.
- **Materials:** You need to be prepared each time for class; which means that you bring your course textbook, writing instruments, and applicable documents to each class session.
- **Staying the Entire Class Period:** Students are expected to stay the entire class period. Failure to do so will be noted by the instructor and can severely hinder your grade. Do not ask me to end class early.
- Should you miss more than two class meetings, it may be difficult to pass this course. In addition, you may be dropped from this course. It is your responsibility to obtain missed information and handouts.

University Policies

Student Handbook:

1. Information on student standards of conduct can be found at http://www.calstatela.edu/sites/default/files/groups/Judicial%20Affairs/Docs/student_code_conduct.pdf

Academic Honesty Policy:

1. Information about student academic honesty can be found at http://www.calstatela.edu/sites/default/files/groups/Judicial%20Affairs/Docs/academic_honesty.pdf

2. Please refer to the academic honesty policy regarding cheating, plagiarism, misrepresentation, collusion and consequences and sanctions at Cal State University Los Angeles. http://www.calstatela.edu/academicsenate/handbook/ch5a

- The use of other people's arguments and ideas without proper citation, as well as failure to include quotation marks and references are considered plagiarism; students who commit plagiarism will receive a failing grade in the paper and/or the class.
- Violations of standards of conduct and academic honesty will be reported to the Assistant Dean for Student Conduct.

Department Policy in Classroom: Section 78097 of the California Education Code prohibits the use of any electronic audio or video recording devices, without prior consent of the instructor, (including cell phones, laptops, MP3 players and more…) Students are ONLY permitted to use a laptop during course lectures. All other forms of electronic equipment are prohibited.

American with Disabilities Act (ADA)
Reasonable accommodation will be provided to any student who is registered with the Office of Students with Disabilities and requests needed accommodation**.** Students are encouraged to meet with the OSD early in the semester, and not wait until after receiving a grade on exams and writing requirements.

Makeup Assignments and Exams: There are no make-up opportunities regarding assignments and exams for this course.

****APPEALS POLICY****: If you feel there is a grading error, email me with a written explanation of your position and we can set up an appointment. I will only discuss grade appeals in office hours. This is non-negotiable. I will gladly review and re-grade an exam or assignment, but be aware that the ENTIRE EXAM or ASSIGNMENT WILL BE RE-GRADED, and the grade could possibly lower the second time around.

COLLEGE AND UNIVERSITY ADVISING RESOURCES:

FOR UNDECLARED MAJORS
University Academic Advisement Center (UAAC)
Library Palmer Wing (PW) Room 1040A
(323) 343-3150 http://www.calstatela.edu/academicadvisementcenter

FOR MAJORS IN NSS (e.g., History)
College Advisement Center
Natural and Social Sciences
King Hall (KH) D-1051
(323) 343-5284
http://web.calstatela.edu/academic/nssd/AdvisementCenter/StudentServices.php

FOR OTHER MAJORS:

Every college has its own advisement center. If you don't know the college in which your major is housed, ask your major department or the faculty who teach your major courses.

Arts & Letters: http://www.calstatela.edu/academic/al/academic-advisement
Business & Economics:
http://www.calstatela.edu/business/advisement
Charter College of Education:
http://www.calstatela.edu/academic/ccoe/advisement
Engineering, Computer Science, & Technology:
http://www.calstatela.edu/ecst/success/advisement
Health & Human Services:
http://www.calstatela.edu/hhs/ac