

History 102: United States History 1877 to Present

El Camino College: Fall 2015

Instructor: Hong Herrera Thomas

Course: #2377, T/Th: 2:00 PM-3:25 PM, SOCS 206
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Office hours: T/Th: 10:00 AM – 1:00 PM
M: 2:30 PM – 3:00 PM & by Appointment

Introduction:

Welcome to History 102! I have prepared an engaging semester for you. This semester our course centers on the theme of identity and in particular racial identity formation. In this class, I seek to give students a different perspective of history that challenges the master narrative. My training as a social and cultural historian informs my teaching pedagogy and approach to teaching history. We will work together to uncover the hidden stories of history from the bottom up. Thank you for allowing me to lead you on this journey into American history.

Course Description:

This course is a chronological survey of American history from 1877 to the present, focusing on American social, intellectual, political, economic, and diplomatic institutions. Major topics include culture, ethnic and racial diversity and the role of the United States within the context of world history.

Course Goals

This is your education and your space to learn. I expect you to complete your reading assignments before the start of class and complete your assignments on time. I encourage you to push yourself and contribute to class discussions and ask questions. The quality of the course is dependent on how much time and effort you contribute.

Course Objectives:

1. Describe and assess the process by which the United States was economically transformed and modernized in the late 19th and early 20th centuries.
2. Evaluate major American political, religious, and cultural values for the 1877 to 1914 period.
3. Compare and contrast the changing demography of America from 1877 to 1914 and from 1945 to the present.
4. Determine the processes of assimilation and acculturation expected of immigrants to the United States from 1900 to the present.
5. Discuss and evaluate the interaction of majority and minority groups during the 20th century.
6. Identify and analyze the causation, sequence of events, concepts, development, and impact of various American political reform movements, such as Populism, Progressivism, the New Deal, the Fair Deal, Civil Rights, and the Great Society.
7. Conceptualize and discuss the meaning of conservatism, liberalism, and radicalism in American history from the post-World War II era to the present.
8. Discuss the evolution of gender roles and evaluate the efforts and impact of feminists in the United States from 1877 through the contemporary period.

9. Summarize and analyze the development of American foreign policy since 1890, including imperial expansion and the rise of the United States as a world power and leader among a large community of nations.
10. Trace and evaluate United States diplomacy and armed conflict through isolationism, imperialism, and collective security policies of the 20th century.
11. Compare and contrast the core political and philosophical ideas and modes of expression in American culture in the 20th century.

Student Learning Outcomes:

Upon completion of United States History 1877 to the present, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in United States history from 1877 to the present and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.

Required Readings:

Alan Brinkley, *The Unfinished Nation: A Concise History of the American People*, vol 2, 7th edition. ISBN # 978-0-07-741230-2

Lizabeth Cohen, *A Consumers' Republic: The Politics of Mass Consumption in Postwar America*. ISBN#0-375-70737-9.

Howard Zinn and Anthony Arnove eds., *Voices of a People's History of the United States*.

Supplemental materials, lectures, handouts, and course syllabi will be posted on **myetudes.org**. Logging in to Etudes is simple and easy.

1. Have your user id and password ready.
2. Your user id is your first name, underscore, last name. This should all be in lower case and no spaces. For example, the username for Francis S. Key is francis_key. Your initial password has four characters based on your birth month and your birth date. For example, August 1 is 0801.
3. Open a browser. Firefox works best with Etudes. (download Firefox) Internet Explorer may be used. Safari will not work with some Etudes functions.
4. In the address bar, type myetudes.org and press Enter. You will be taken to the Etudes Login Page.
5. In the upper-right hand corner, type your user id and password. Then, click the Login button.
6. You should now see the tabs for each of your classes on top of the page. Click a tab to go to a particular class.

Grade Scale:

- A: 450-405
- B: 404-360
- C: 359-300
- D: 299-270
- F: 269-0

There will be no curve in the class. The points for an “A” and “B” in the course follows a standard 10%. There is a generous range for a “C” in the course. Please keep track of your points, I will not give any points away at the end of the semester. You earn your grade.

Grading:

Short Essay:	3 @ 50 Points (150)
Reaction Papers	2 @ 25 Points (50)
Research Paper Topic	1 @ 10 Points (5)
Research Paper Outline	1 @ 15 Points (20)
Research Paper	1 @ 150 Points (150)
Presentation	1 @ 25 Points (25)
In class Assignments	25 Points (25)
Participation	25 Points (25)

Due Dates:

1. Essay #1	Friday, 9/4 at 10 PM via Etudes
2. Reaction Papers #1	Friday, 9/25 at 10 PM via Etudes
3. Research Paper Topic	Friday, 10/9 at 10 PM via Etudes
4. Essay #2	Friday, 10/16 at 10 PM via Etudes
5. Research Paper Outline	Friday, 11/6 at 10 PM via Etudes
6. Research Paper	Friday, 11/20 at 10 PM via Etudes
7. Reaction Paper #2	Friday, 11/27 at 10 PM via Etudes
8. Presentation	Tuesday, 12/8 in class
9. Essay #3	Thursday, 12/10 at 10 PM via Etudes
10. In class Assignments	TBA
11. Participation	Every class meeting

I understand that there may be technical difficulties that arise when using technology. There will be a 15 minutes grace period that I will set that will allow for you to submit until 10:15 PM on the due date without penalty. Furthermore, if you cannot access the site you can email me your assignment before the due date **and** bring me a hard copy to the next class meeting. You must do both to get credit.

Late work will not be accepted without consent of instructor. Being unaware or losing sight of due dates is not a viable reason to turn in late work. It is your responsibility to check Etudes, course syllabus, or the instructor if there is any confusion with instructions or due dates.

However, if there is a situation that arises in which you cannot complete an assignment that is out of your control, please come talk to me. I am more than happy to work out an amicable solution.

Reaction Papers:

There will be two (2) reaction papers 250 words (roughly 1 page) in length that will be worth 25 points each. This assignment is designed to allow you to reflect on the text and class discussions. **Each paper must incorporate and utilize both text and lectures for full points.**

A paper that summarizes or simply states information that the student found interesting or did not know previously is not acceptable. The format is informal, but will require you to proof read and write in a logical and coherent manner. No outside research is done.

Essay Papers:

There will be three (3) short 500-750 words (roughly 2-3 pages) worth 50 points. You will have a pool of questions where you will select one question to answer. Prompts will be made available on Etudes at least 1 week in advance of the due dates. **Each paper must incorporate and utilize both text and lectures for full points.** This is a formal paper that requires you to critically assess and apply course themes and ideas to contemporary events. You will do some outside research and cite for the contemporary examples.

Research Paper:

The research paper will be 1,250-1,750 words (5-7 pages) in length and is worth 150 points. You will utilize both traditional research methods and 3 original oral histories that you will conduct. Conducting oral histories will provide you and give your paper important insight from a different perspective. This will allow you to ask your “primary sources” direct questions about the topic you are interested in. You will use both primary and secondary research to support and contextualize your oral histories.

1. Family Oral History:

This option allows you to interview members of your own family. I would recommend choosing members that lived and experienced watershed moments in history. For instance, you may want to interview family members who were active during the Civil Rights Movement of the 1960s. You can interview your mother and gain a female perspective, your father for a male perspective, and then a grandparent to see how a different generation that lived through the period without actively participating viewed the period. You must then fit their stories into the larger historical narrative and conduct research and see how their experience aligns or challenges your research. I do not want you to interview members of your own generation without my consent.

This is not a personal history essay. You interject insight from your narrators, but it remains formal in nature.

2. September 11, 2001 (9/11)

September 11, 2001 is a defining moment in the 21st century that greatly alters American life. I want you to focus on the impact of 9/11 has had on the lives of Americans thereafter. I do not want a military history, conspiracy theories, or a summary of the planes crashing, etc. You should consider the policies, laws and government agencies that were created in the aftermath and how it changed American identity and lives. You could interview from a marginalized perspective (Muslim Americans) or perhaps interview Japanese Americans during World War II after the bombing of Pearl Harbor to compare and contrast.

3. #socialjustice

This options allows you to address the evolving realities of race relations in the United States since 1877. For example, you can compare the contemporary race relations to other periods of racial strife such as the Watts Riots (1965) or L.A. Riots (1992) to the various movements in the

21st century and interview those who witnessed these event. You must historically contextualize the formation and function of race and connect it to the contemporary period. Again, I do not want you to interview members of your cohort and have them express their opinions of the situation. You need to have some distance from your narrative in order to critically assess the information they are providing.

Presentations:

You will give a brief five minute presentation of your research paper with the class. Details to be discussed in class.

Attendance Policy

Your attendance is mandatory and will be recorded at each class meeting, this may occur at the beginning or the end of the course. Please arrive to class on time and stay the entire class period. Arriving late and/or leaving early is disruptive and you miss out on important information that is announced at the beginning and end of the class. If you arrive after attendance has been completed you will be marked as “tardy.” And if you leave before attendance is recorded you will be marked as absent unless you speak to the instructor, where it will then be counted as a “tardy.” (Three “tardies” will be counted as an absence.)

Remember, per El Camino policy, you can be dropped if your absences from class exceeds 10% of the scheduled class meeting time. In this class that means if you miss more than 3 classes, you could be dropped. If tardiness becomes frequent, the instructor reserves the right to lock to doors after class has begun. The student in this case is still responsible for all reading and assignments.

Cell Phone Policy

Please refrain from using electronic devices in class. This is distracting both to you and those around you. If you need to take a phone call, discreetly excuse yourself from the class and take the call outside. If it becomes a problem you may be asked to put your device away or to leave the class for the remainder of the class meeting.

Academic Honesty

It is the responsibility of all members of the academic community to behave in a manner which encourages learning and promotes honesty and to act with fairness toward others. Students should not seek an unfair advantage over other students when completing an assignment, taking an examination, or engaging in any other kind of academic activity.

Please refer to the Student Code of Conduct and Academic Dishonesty:

<http://www.elcamino.edu/student-services/activities/codeofconduct.asp>

*****Remember, I am here to help you learn and be successful. If you need additional help, clarification on content comprehension or assignments, or if an unforeseen situation requires an extension please ask.***

ADA Statement:

El Camino College is committed to providing educational accommodations for students with disabilities upon the timely request by the student to the instructor. A student with a disability,

who would like to request an academic accommodation, is responsible for identifying herself/himself to the instructor and to the Special Resources Center. To make arrangements for academic accommodations, contact the Special Resource Center at (310) 660-3295.

Additional Notes

At times during this semester we will be discussing topics that may be disturbing, even traumatizing, to some students. If you are aware of particular course material that may be traumatizing to you, I'd be happy to discuss any concerns you may have with it before it comes up in class. If you ever feel the need to step outside during one of these discussions, either for a short time or the rest of the class session, you may always do so without academic penalty. You will, however, be responsible for any material you miss. If you do leave the room for a significant time, please make arrangements to get notes from another student or see me individually to discuss the situation.

You may contact the Health Center if you would like someone to speak to regarding any of these topics at (310) 660-3643.

Please do not record (audio or visual) or take pictures in class without consent of the instructor.

Tentative Schedule

(The instructor reserves the right to revise the reading and assignment schedule. I will not move due dates without giving you at least 1 week notice)

Date	Topics/Readings	Due
Week 1 8/25 8/27	Introductions <u>Brinkley</u> : Reconstruction and the New South; pgs.343-370 <u>Zinn</u> : "Lynch Law"; pgs. 232-234	
Week 2 9/1 9/3	<u>Brinkley</u> : The Conquest of the Far West; pgs.371-394 <u>Zinn</u> : "The Expansion of Empire," pgs. 239-256	Essay #1 Due: 9/4 at 10 PM via Etudes
Week 3 9/8 9/10	<u>Brinkley</u> : Industrial Supremacy; pgs.395-416 Age of the City; pgs.417-443	
Week 4 9/15 9/17	<u>Brinkley</u> : From Crisis to Empire; pgs. 444-475	
Week 5 9/22 9/24	<u>Brinkley</u> : The Progressives; pgs. 476-507 <u>Zinn</u> : "Socialists and	Reaction #1 Due: 9/25 via Etudes at 10 PM

	Wobblies,” pgs. 257-282	
Week 6 9/29 10/1	<u>Brinkley</u> : America and the Great War; pgs. 508-531 <u>Zinn</u> : “Protesting the First World War,” pgs. 283-310.	
Week 7 10/6 10/8	<u>Brinkley</u> : The New Era; pgs. 532-550 <u>Zinn</u> : From the Jazz Age to the Uprising of the 1930s,” pgs.	Research Topic Due: 10/9 at 10 PM via Etudes
Week 8 10/13 10/15	<u>Brinkley</u> : The Great Depression; pgs. 551-574 <u>Cohen</u> : Chapter 1-2	Essay #2 Due: 10/16 at 10 PM via Etudes
Week 9 10/20 10/22	<u>Brinkley</u> : The New Deal; pgs. 575-598 <u>Cohen</u> : Chapter 3-4	
Week 10 10/27 10/29	<u>Brinkley</u> : The Global Crisis; pgs. 599-614 <u>Zinn</u> : “World War II and McCarthyism,” pgs. 355-388.	
Week 11 11/3 11/5	<u>Brinkley</u> : American in a World at War; pgs. 615-640 <u>Cohen</u> : Chapter 5-6	Research Outline Due: 11/6 at 10 PM via Etudes
Week 12 11/10 11/12	<u>Brinkley</u> : The Cold War; pgs. 641-664 & The Affluent Society; pgs. 665-693 <u>Cohen</u> : Chapter 7-8	
Week 13 11/17 11/19	<u>Brinkley</u> : Civil Rights, Vietnam, and the Ordeal of Liberalism; pgs. 694-721 <u>Zinn</u> : “The Black Upsurge Against Racial Segregation,” pgs. 389-420.	Research Paper Due: 11/20 via Etudes at 10 PM
Week 14 11/24 11/26—No Class	<u>Brinkley</u> : The Crisis of Authority; pgs. 722-751.	Reaction #2 Due: 11/27 at 10 PM via Etudes

	<u>Zinn</u> : “Vietnam and Beyond,” pgs. 421-452.	
Week 15 12/1 12/3	<u>Brinkley</u> : From “the Age of Limits” to the Age of Reagan; pgs. 752-776 & The Age of Globalization; pgs. 777-808 <u>Zinn</u> : “Women, Gays, and other Voices of Resistance,” pgs. 453-480.	
Week 16 12/8 12/10	Presentations Presentations	Essay #3 Due: 12/10 at 10 PM via Etudes