

Dear First Year Experience students,

Welcome to History 102! I am excited for the semester and to meet—and learn from—each of you over the ensuing months. Together, we will explore this country's past from a diversity of voices. You will be pushed to read, write, and think like a critical historian, and gain a broad understanding of U.S. history in ways that will help you better understand the present.

Please know that I am *always* here to help—so please reach out if you need additional support in this course or for any reason at all. Let us begin!

Sincerely,

Barry

## 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.

## 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.

## 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.



**Instructor:** Barry Goldenberg  
*bgoldenberg@elcamino.edu*

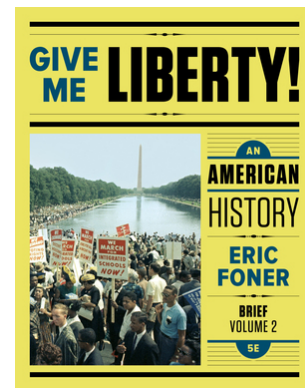
**Phone:** xxx-xxx-xxxx

**Location:** ARTB 320

**Office Hours:** Mon./Wed.

11:00-12:30pm; Tues. 1:30-3:00pm; and by appointment

## Required Book



*Give Me Liberty!: An American History, Vol. 2, Brief, 5<sup>th</sup> Edition* by Eric Foner (2017)

Note: Please pay very close attention to the correct *edition* and *volume*. This book is available to purchase at the bookstore and online. If you have concerns about the ability to purchase a book, please contact me directly.

Other readings will be posted online on Canvas or given out in class.

- 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) Define the concept of Manifest Destiny and evaluate the process and consequences of westward expansion, including the impact of westward expansion on Native Americans and Mexicans.
- 12) Compare and contrast the core political and philosophical ideas and modes of expression in American culture in the 20th century.

## Grading

<i>Assignment</i>	<i>Points</i>	<i>Percent</i>
Attendance/Participation	90	22%
In-Class Assignments	30	8%
Oral History Immigration Project	60	15%
In-Class "Crowdsource" Book Project	40	10%
Film-based Research Paper	80	20%
Final Exam	100	25%
<b>Total</b>	<b>400</b>	<b>100%</b>

<i>Final Grade</i>	<i>Points</i>
A	360-400
B	320-359
C	280-319
D	240-279
F	0-239

## Assignments

### Attendance/Participation + In-Class Assignments

Regular class attendance is vital to success in this course. You will receive credit for class discussions, in-class assignments, and various other work completed during class time. Therefore, attending each class, *on time*, is mandatory to receiving these points and attendance will be taken at the beginning of each class. However, to receive full participation points, you must *also* be *engaged* during each class, which includes: asking questions or clarifications, offering your thoughts or opinions during discussions, annotating readings, and mostly, doing your very best to engage with all in-class activities.

### Oral History Immigration Project

This project will require you to interview an individual about his or her immigration history, and analyze this narrative with regards to immigration history discussed in class. More details about this project will be provided later in the semester.

### In-Class "Crowdsource" Book Project

During class, you will be divided into small groups, with each group required to read a different chapter from a scholarly book of my choosing. Each group will then create a presentation about their chapter's main arguments and historical contributions related to class themes. More details about this project will be discussed later in the semester.

## **Film-based Research Paper**

In this paper, you will be asked to critically analyze a movie on the modern Civil Rights Movement of your choosing (based on a provided list of accepted movies), where you will craft an argument about the film's historicity and other key historical themes. You will use both primary and secondary sources to support your argument. Papers must be between 1250-1500 words, and be double-spaced, in Times New Roman 12-point font, with 1-inch margins, using Chicago Manual Style for citations. (Citations will be discussed in class, but refer to this link as a reference:

[http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html).) Specific paper requirements, grading rubric, and writing tips will be discussed in detail later in the semester, in addition to other structured supports to help you with this paper.

## **Final Exam**

The final exam will cover *all* class content (Chapters 17-28 in *Give Me Liberty!*). The content discussed in each chapter/week of class will be addressed, and will include a mixture of multiple choice, short answer, and short essay responses. Exam questions will be based primarily on lectures and other in-class activities (i.e., readings, videos, etc.). Additional details, as well as a study guide and review session, will be provided and discussed prior to exam.

## **Course Policies**

### **Class Atmosphere**

Our mutual goal is to create a learning environment where you feel supported, welcomed, and respected in the classroom—where you can learn, develop your academic skills, and enjoy the labors of your success. Please be open-minded, courteous toward your fellow classmates, and focused on achievement each class session.

### **The Teacher-Student Contract: Expectations**

*As a student*, you will be expected to: attend class ready to learn and to give your best effort on all assignments; to ask questions and seek out help when needed or if you are unclear; treat the instructor and your fellow classmates with respect; and to come to class prepared with proper note-taking materials and/or requested books or readings.

*As an instructor*, you should expect me to: be prepared each class and ready to teach the required course objectives; be clear about grading policies and assignments; to carefully and thoughtfully curate in-class time; to treat each student with respect and foster a supportive learning environment; and help you succeed in reaching your goals.

### **Attendance**

Attendance will be taken at the beginning of each class. Those who are not present at the time attendance is taken will be marked absent. Any student with three unexcused absences may be dropped from the course. If you have a conflict or emergency that forces you to miss class, please let me know immediately. Absences will only count as excused if you have contacted me around time of absence.

### **Late Work/Make Up Policy**

Written work will not be accepted late, unless you have an excused absence on due date of the work or you have contacted me *prior* to the due date about why you have a conflict. Potential extensions or make-ups will be granted on an individual basis and will be at my discretion.

## **Laptops and Cellphones**

You are welcome to use your laptop or tablet to take notes in class, and for some in-class activities. However, please only use it for that purpose as to not distract yourself and your fellow classmates. If your device becomes a distraction, you may be asked to put it away and/or to leave the classroom. (This revised policy may also extend to the entire class.) I understand that our phones are a constant part of our lives; still, please silence your cellphone during class, and refrain from using it unless directed or when appropriate. I do encourage you, however, to use your phones if it can aid you in the learning process. I also understand that emergencies happen. If you absolutely *must* take a call, please *quietly* leave the classroom and do so outside. I reserve the right alter this policy if any of these rules are abused.

## **Academic Honesty**

Cheating and/or plagiarizing (i.e., passing off another person's work as your own) is strictly prohibited. If you have questions regarding proper citations, please see me immediately. If I suspect you of any type of academic dishonesty, you may receive a zero on the assignment and disciplinary action may be pursued in accordance with the *Standards of Student Conduct (AP 5500)* and *Student Discipline and Due Process Procedures (AP 5520)*.

## **Digital Technologies: Canvas Course Site and Hypothes.is**

This course will utilize the **Canvas platform** to facilitate and store readings, videos, and *all class lectures* for your review and your convenience. In addition, information about the research paper and exams will also be posted on Canvas. It is your responsibility to check Canvas frequently, and to be responsible in viewing and/or downloading class materials there, particularly when you are absent.

To log-in, please visit: **elcamino.instructure.com**, then log-in using your ECC credentials. More detailed instructions can be found here: [http://www.elcamino.edu/library/distance-ed/Canvas\\_Students.aspx](http://www.elcamino.edu/library/distance-ed/Canvas_Students.aspx) (Please reach out if you have any issues.)

We will also be using an exciting new technology called **Hypothes.is**, which allows for us to annotate/take notes of readings online together as a class and avoid paper waste (and additional papers for you to carry). We will go over how to use Hypothes.is in detail in class, but refer here for instructions: <https://web.hypothes.is/quick-start-guide-for-students/>

## **Important Dates**

Monday, February 18 – President's Day Holiday (Campus Closed)

Friday, February 22 – Last Day to Add; Last Day to Drop and be Eligible for a Refund/No Notation on Permanent Record

Saturday, April 6 to Friday, April 12 – Spring Recess (No classes)

Friday, May 10 – Last day to drop with a "W"

Monday, May 27 – Memorial Day Holiday (Campus Closed)

Please note that it is the student's responsibility to drop classes accordingly and process a withdrawal. Do not assume that you will be dropped from the class. Please contact me or the Admissions office if you have issues concerning enrollment.

## Class Schedule and Semester Agenda

Week	Topic and Agenda	Reading
<b>Week 1</b>	<b><u>Welcome + Reconstruction/America's Gilded Age, 1870-1890</u></b>	<i>Give Me Liberty!</i> Ch. 16
Mon: 2/11	Introductions // Course Overview + Expectations // "What is History?" + Sourcing Discussion // Read <i>Give Me Liberty!</i> Preface	
Wed: 2/13	Legacy of Reconstruction // Ch. 16 Lecture // <i>Californios</i> Reading + Annotation Workshop	
<b>Week 2</b>	<b><u>Freedom's Boundaries: Home and Abroad, 1890-1900</u></b>	<i>Give Me Liberty!</i> Ch. 17
Mon: 2/18	<b>NO CLASS [PRESIDENT'S DAY]</b>	
Wed: 2/20	Ch. 17 Lecture // Imperialism from Afro-Am & Latinx Voices Reading // Primary Source Analysis [Original Newspapers]	
<b>Week 3</b>	<b><u>The Progressive Era, 1900-1916</u></b>	<i>Give Me Liberty!</i> Ch. 18
Mon: 2/25	Meaning of "Progressive" Discussion // Ch. 18 Lecture [pt. 1] // Racial Capitalism Reading + Annotation	
Wed: 2/27	Finish Ch. 18 Lecture // Role of Gov't Role Play // U.S. Imperialism in Latin America Reading // Oral History Workshop + Project	<b>Immigration Podcast TBD [HW]</b>
<b>Week 4</b>	<b><u>"What is Democracy?": U.S. During World War I, 1916-1920</u></b>	<i>Give Me Liberty!</i> Ch. 19
Mon: 3/4	Podcast Discussion [HW] // Ch. 19 Lecture [Pt. 1] // Race & Identity In-Class Assignment // Prohibition & Relevancy Discussion	
Wed: 3/6	Meaning of WWI to Blacks & Latinx Reading // Ch. 19 Lecture [Pt. 2] // Mexican Revolution + Primary Sources	
<b>Week 5</b>	<b><u>Changes, Oppression, and the Great Depression, 1920-1932</u></b>	<i>Give Me Liberty!</i> Ch. 20
Mon: 3/11	Immigration Act of 1924 Discussion + Primary Sources // Ch. 20 Lecture [pt. 1]	
Wed: 3/13	Finish Ch. 20 Lecture [pt. 2] // Legacy of Jim Crow: Activities + Films	
<b>Week 6</b>	<b><u>The New Deal and Its Meaning, 1932-1940</u></b>	<i>Give Me Liberty!</i> Ch. 21
Mon: 3/18	Ch. 21 Lecture [pt. 1] + Fireside Chat Audio // Great Depression in Los Angeles: Photos + 1935 <i>Los Angeles Herald</i> Group Activity <b>IMMIGRATION PROJECT DUE (START OF CLASS)</b>	
Wed: 3/20	New Deal Discrimination to Black & Latinx Workers Reading // Ch. 21 Lecture [pt. 2] // Discussion: New Deal Legacy	
<b>Week 7</b>	<b><u>World War II and Its Impact, 1941-1944</u></b>	<i>Give Me Liberty!</i> Ch. 22
Mon: 3/25	Ch. 22 Lecture [pt. 1] // WWII in Color // "Double V" Campaign	
Wed: 3/27	Ch. 22 Lecture [pt. 2] // Marginalized Peoples in WWII Stories & Readings // WWII Impact Discussion	<b>"Introduction," in <i>From Coveralls to Zoot Suits</i> [HW]</b>
<b>Week 8</b>	<b><u>Mexican-American Women During WWII</u></b>	
Mon: 4/1	"Crowd-sourced" Reading & Class Project [Day 1]	[Work on project, if needed]
Wed: 4/3	Class Project, Continued + <b>GOOGLE SLIDES PRESENTATION DUE</b>	

<b>Week 9</b>	<b><u>U.S. in the Cold War, 1945-1953 + the Bracero Program</u></b>	<i>Give Me Liberty!</i> Ch. 23
Mon: 4/15	Ch. 23 Lecture // McCarthyism Discussion + Writing	
Wed: 4/17	Bracero Program and Class Divide Reading + Discussion // Primary Source Online Activity & Stories	<b>"Burning Brown to the Ground," in <i>White Rage</i> [HW]</b>
<b>Week 10</b>	<b><u>Urban/Suburban Divide and Rise of Civil Rights, 1953-1960</u></b>	<i>Give Me Liberty!</i> Ch. 24
Mon: 4/22	Ch. 24 Lecture + Suburbanization // White Flight Reading + Mapping // Discussion on <i>Brown v. Board of Education</i> [HW]	
Wed: 4/24	Finish Ch. 24 Lecture // Civil Rights Reading // Writing Workshop	<b><i>Letter from Birmingham Jail</i> [HW]</b>
<b>Week 11</b>	<b><u>The Black Freedom Struggle and the "Sixties," 1960-1968</u></b>	<i>Give Me Liberty!</i> Ch. 25
Mon: 4/29	Ch. 25 Lecture [pt. 1] // "Freedom Schools" Discussion + Primary Sources // SNCC Digital Gateway + March on Washington Videos	<b>"The Deacons," in <i>Undone Podcast</i> [HW]</b>
Wed: 5/1	Ch. 25 Lecture [pt. 2] // Race Riots Newspaper Sources // Ch. 25 Lecture [pt. 3] + Women's Liberation Reading	
<b>Week 12</b>	<b><u>Building a Chicana (and Latinx) Civil Rights Movement</u></b>	[Work on research paper]
Mon: 5/6	Lecture on Latinx Activism // United Farm Workers Film // Los Angeles Chicano/a Activism Readings + Discussion	
Wed: 5/8	Chicana Feminist Reading // Lecture on Rise of Latinx Politics // Young Lords Primary Source Analyses	
<b>Week 13</b>	<b><u>The Triumph of Conservatism, 1969-1988</u></b>	<i>Give Me Liberty!</i> Ch. 26
Mon: 5/13	Ch. 26 Lecture [pt. 1] // Watergate Discussion // Waves of Feminism Reading	<b>"Roe v. Wade, Part 2" in <i>The Daily Podcast</i> [HW]</b>
Wed: 5/15	<i>Roe v. Wade</i> Discussion [HW] // Ch. 26 Lecture [pt. 2] // Mexican Migration Reading	
	<b>RESEARCH PAPER DUE (START OF CLASS)</b>	
<b>Week 14</b>	<b><u>The 1990s and Culture Wars</u></b>	<i>Give Me Liberty!</i> Ch. 27
Mon: 5/20	Ch. 27 Lecture + "Rise of Multiculturalism" Discussion // Culture Wars & Social History Reading	
Wed: 5/22	War on Drugs Reading + Watch 13 <sup>th</sup> Documentary Clips	
<b>Week 15</b>	<b><u>Immigration, Obama, and New Crises, 2001 to Today</u></b>	<i>Give Me Liberty!</i> Ch. 28
Mon: 5/27	9/11 Discussion + U.S. Impact Discussion // Ch. 28 Lecture [Obama] // Backlash to the First Black President Reading	
Wed: 5/29	Influx in Immigration Reading // "Today": Discussion/Lesson on Class Topic of Choice	
<b>Week 16</b>	<b><u>Course Wrap-Up and Exam Preparation</u></b>	
Mon: 6/3	Exam Review // Closing Thoughts on Historical Discourse	<b>Study for exam!</b>
Wed: 6/5	<b>FINAL EXAM</b>	

**Please note: This is a tentative schedule, and I reserve the right to adjust the syllabus at any time or for any reason.**

# El Camino College Resources and Regulations

## **Student Resources**

Your success is the number one priority at El Camino College. College resources to help you succeed include computer labs, tutoring centers, health services, and services for designated groups, such as veterans and students with disabilities. For a comprehensive list of Academic Resources and Support Programs, visit:

[http://www.elcamino.edu/administration/vpas/aims/aims\\_docs/ARSP.pdf](http://www.elcamino.edu/administration/vpas/aims/aims_docs/ARSP.pdf)

If you are still unsure of who to contact or how to seek out help, please contact me and together, we can find the resources you need to be successful.

## **Student Success Act**

State regulations may affect your eligibility for financial aid, your registration priority, and your ability to repeat classes. For more information, visit: <http://www.elcamino.edu/student services/fao/>. After completing 15 units or prior to the end of the third semester, all students must declare a major and complete a comprehensive educational plan. Schedule an appointment to see a counselor for an up-to-date educational plan by visiting:

<https://www.elcamino.edu/student services/co/appointments.asp>

## **Disability Accommodations**

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 at 310-660-3295 as early as possible in the semester.

## **Title IX Reporting Obligation**

Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits sex discrimination—including sexual violence—in educational programs and activities. We are committed to helping you attain your educational goals free of harassment and discrimination. You should know that faculty members have certain obligations under the federal law. If you reveal gender-based or sexual harassment, sexual assault, stalking or intimate partner violence to any instructor, we are required by law to report the problem to the Office of Staff and Student Diversity. However, psychologists are not required to report your incident. To speak confidentially with a psychologist, contact the Student Health Center for an appointment: 310.660.3643 or <http://www.elcamino.edu/student services/health>. For more information, visit <http://www.elcamino.edu/administration/hr/diversity/misconduct.asp>

## **Recording Policy**

The use of any recording device during class without the prior consent of the instructor is prohibited, except as necessary to provide reasonable auxiliary aids and academic adjustments to disabled students who present official documentation from the Special Resource Center to the instructor prior to recording. This is to protect privacy and to create a safe classroom environment where all participants can discuss potentially controversial or sensitive subjects freely. If you want to take a photograph or make an audio or video recording, you must get the prior written permission of the instructor. Classroom recordings are only for personal use and may not be distributed, posted, published, or shared in any manner. A student who records without instructor permission or distributes any recordings is subject to disciplinary action in accordance with El Camino College District *Standards of Student Conduct* (AP 5500).