

History 2020 • Recent U.S. History (since 1877)
Professor Chris Endy (section 8)
Fall Semester 2019
Tuesdays and Thursdays, 1:40 to 2:55 pm, in King Hall, Lecture Hall 1

Facilitators: Dagoberto Bobadilla, Chris Fennessy, Don Newton

Contact Your Professor

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Office Hours: Tuesdays and Thursdays from 3:00 to 4:00 pm and from 5:30 to 6:00 pm.

*You do not need an appointment to visit my office hours; just arrive unannounced to ask questions or simply talk. If you can't make office hours, please let me know and we can arrange another time or way to connect. You can find my office on the fourth floor of King Hall, across from the Geosciences Dept. Office. My room number is **King Hall C4076A**.*

Office Phone: 323-343-2046 (good during office hours, but email is better on other days.)

Website: I also have a personal faculty webpage with advice on surviving college and links to some of my favorite things: <http://www.calstatela.edu/faculty/christopher-edy>

What is this class about?

As historians, we cannot hope to study every aspect of recent U.S. history in just one semester. To give the class coherence, we will focus on one big question:

CORE CLASS QUESTION: For those Americans struggling to achieve equality or the “good life”, what have been the pros and cons of working inside the system, compared to pursuing change by working outside the system?

For purposes of definition, **working inside the system** includes:

- politics: cooperating with the two-party system of Democrats and Republicans; trusting government officials to enforce laws that promote equality or opportunity.
- economics: working within mainstream capitalism.
- culture: choosing assimilation into mainstream culture; asserting one's sameness with the mainstream.

In contrast, **working outside the system** includes:

- politics: supporting third parties or revolution; avoiding electoral politics altogether; creating social movements that challenge government officials through direct action.
- economics: supporting socialism, communism or alternative forms of capitalism.
- culture: maintaining immigrant culture; emphasizing one's difference from the mainstream; creating social movements that advocate cultural nationalism or separatism.

This above definition does not pretend to offer a comprehensive list. You might discover other styles of working inside or outside the system during the semester.

What You Can Expect to Learn in this Course

By the end of this course, you will be able to:

1. explain **major themes and transformations** in U.S. history, fulfilling the GE American Institutions—U.S. History requirement.
2. explain how U.S. history has shaped and been shaped by Americans' **diverse lived experiences and intersectionality**, especially differences relating to race, ethnicity, gender, sexuality, class, geography, and political ideology. This analysis will allow you to fulfill the GE Diversity requirement.
3. **think like a historian** and employ the tools of historical thinking (change over time, causality, complexity, contingency, context, sourcing). You can use these tools to thrive in non-history classes and in life after college. Ten years from now, if I see you at a Dodgers game or farmer's market, I want you to say, "I still use HIST 2020 thinking tools in my life and career."
4. demonstrate **skills of critical reading, discussion, and writing**. You will read and interpret primary sources (historical documents) and secondary sources (scholarship written by historians) and you will demonstrate ability to draw evidence from both types of sources to build generalizations and arguments. You will express those arguments with clear and persuasive writing, effective public speaking, and careful use of evidence. When I see you ten years from now, I also want you to be able to say, "I still use the reading and writing skills that we practiced in HIST 2020."

Assignments and Grading:

Note: The course offers 1000 points total. Thus, an assignment that's 100 points counts for 10% of your overall course grade. You should expect to spend about 6-9 hours a week outside of class to complete the readings, viewings, and writing assignments required for HIST 2020.

Assignments	Points	Brief Description
Small But Important ("SBI") Assignments x4	40	SBI's don't take much time and you can earn an easy perfect score on them. However, your overall course grade will be reduced by 25 points for each one that you miss. So make sure to do all of them on time! 10 points each.
Preparation ("Preps") x12	200	Preps help you get ready for class. They usually involve reading and/or watching, followed by a short writing activity or quiz. I will drop your lowest two Prep scores, so your top 10 scores will count about 20 points each
Family History Essay	100	2 pages (typed, double-spaced); based on an interview that you conduct
Paragraphs x4	120	short writing assignments; 30 points each
Team Essays x2	40	short in-class writing projects, 20 points each
Team PSA Video Outline	20	an informal team writing assignment
Team History PSA Video	100	two-minute video; public service announcement style
Contributions to Your Team	80	informed by team members' anonymous feedback
Class Participation	50	based on attendance and engagement with course
"Pop-up" in-class projects	100	unannounced in-class activities (exact number to be determined); must be in class that day to earn credit
Final Essay	150	5-6 pages (typed, double-spaced); this take-home essay uses class material (no outside research) to answer our core class question. More details later this semester

•We will use a “+/-” system: A (925-1000), A- (895-924), B+ (865-894), B (825-864), B- (795-824), C+ (765-794), C (725-764), C- (695-724), D+ (665-694), D (595-664), F (0-594). If you don’t understand the basis of the grade you received or if you disagree with the assessment, speak to me—but only after letting twenty-four hours pass for you to absorb and reflect on my feedback. Please check your grades on Canvas to ensure that I accurately record each assignment. Be careful if using Canvas to tabulate your overall grade, because Canvas can make your grade seem higher or lower than it really is, depending on the settings the professor uses.

Please note that there are three ways to earn an automatic failing grade for the course:

- missing ten or more class sessions;
- failing to earn a passing grade on six or more Prep assignments;
- failing to earn a passing grade on the Final Essay.

If you think you are getting close to any of these three situations, please get in touch with me before they happen. I will do my best to help you find ways to pass the course.

Attendance:

I have designed this class to revolve around learning that we do together in the classroom. If you miss class, you will miss the heart of this course. Please make attending *each* class session your top priority. Please arrive on time and stay until the end. Arriving 15 minutes late or leaving 15 minutes early generally counts as a whole class absence. If an unexpected emergency arises, send me an email as soon as possible and contact members of your team. Missing one or two classes during the semester will not hurt your grade, but further absences will. With every absence beyond the first two, your overall course grade will decline a half-percentage point. These absences will also result in a lower class participation score.

Required Readings, Viewing, and Print Outs

- Anzia Yezierska, *Arrogant Beggar* (Durham, N.C.: Duke University Press, 1996), originally published in 1927.
- Other readings and viewing links will be shared through Canvas.
- For satisfactory class participation, you must bring your own paper copy of each reading or assignment when the to class instructions request paper copies.

Notes on Technology (Phones, Laptops, and the Internet)

This class will adopt a “love-hate” relationship with digital devices. Some in-class activities will work best if at least one member of your team has an adequately-charged phone, tablet, or laptop available. I will let you know when these activities arise. However, much of our in-class work emphasizes face-to-face conversation. To promote classroom cohesiveness and interaction, you need to turn off all devices and store them out of sight during those activities. I will let you know when those activities happen. Students with documented needs may request an exception. If you have a family emergency that requires you to monitor your phone for important messages, please let me know before class. Otherwise, keep those phones out of sight!

Campus Email: I will sometimes send announcements using your campus email address. If you rely on a non-campus email address, ask a classmate or campus ITS for advice on how to link your campus email to your regular non-campus email. It’s easy.

Disabilities: As your professor, I want all students to succeed in this class. If you have a disability or any other issue that affects your learning, please let me know at any time. Also take note of the resources available through the Office for Students with Disabilities (Student Affairs Building Room

115, 323-343-3140). If you have a verified accommodations form, please share it with me by Week Two of the course.

Late Policy: You can turn in some assignments late. Details on HIST 2020 late policy and late penalties appears in Canvas in the “Introduction to the Class” module.

What Should I Do If I Start to Fall Behind?: *Sometimes work, health, or family can make it hard to attend class or meet deadlines. If you see a problem approaching, please stop by office hours or send me an email to keep me posted. When an unexpected problem arises, please let me know as soon as you can. If a real hardship arises and you let me know what’s going on at an early stage, I will do my best to work with you and help you pass the class.*

What If I’m Not a Good Writer? Nonsense! Everyone can become a good writer. Some people might have an unusual talent for great writing, but everyone can learn how to become a clear, confident writer. All it takes is a good writing method and time. We will work together in class on the *method* part. If you then invest the *time*, you can write a strong essay. Even better, you can then use this skill for the rest of your life. To get started, look on Canvas for my handout, “Advice for Writing Essays in College.”

Plagiarism: Plagiarism refers to the use of another author’s words or ideas without acknowledgement of this use. This includes copying from texts or webpages as well as submitting work done by somebody else. Other forms of plagiarism include altering a few words or the sentence structure of someone else’s writing and presenting it as your own writing (that is, without quotation marks or footnotes). If you commit plagiarism, you can receive a zero on the assignment and I may report you to University authorities.

How Can I Avoid Plagiarism? As a professor, I’ve noticed that students often resort to plagiarism when they run out of time or don’t understand how to do an assignment. If you find yourself drifting toward plagiarism, visit my office hours or send me an email. I can help you get through the assignment or calculate the (modest) late penalty. You will be much better off taking a small late penalty than committing plagiarism.

The best way to avoid plagiarism is to learn the rules of how and when to cite and quote.

Here are two good websites:

<http://writingcenter.unc.edu/tips-and-tools/plagiarism/>

<http://calstatela.libguides.com/content.php?pid=669390&sid=5542610>

Note on Collaboration with Classmates: You can talk to classmates while reading or viewing class materials, but you should not discuss specific multiple-choice questions on Canvas (some Preps will involve multiple choice). Moreover, ALL INDIVIDUAL WRITING ASSIGNMENTS (including Preps) must be your own. If students copy each others’ writing (including light paraphrasing), all students involved will receive a failing grade for the assignment. In other words, you can converse to help make sense of class material, but you need to take Canvas quizzes and write on your own.

Extra Credit: Extra credit options appear on Canvas, and I may post more later.

Change: I may make reasonable changes to the syllabus when needed.

CLASS SCHEDULE: Check Canvas for full assignment instructions for each class session.

Session Number and Date	Topic	What You Should Do <u>Before</u> the Start of Class on This Day
1) Aug 20	Introduction: What am I doing here? Can I pass the class?	-No assignments
Unit 1: Gender, Sexuality, and Race in an Age of City Living (1890s-1930s)		
2) Aug 22	What does it mean to think like a historian?	-Read Syllabus in detail -Read Canvas module: "Introduction to the Course" -Read Canvas module: "Survival Guide"
3) Aug 27	What can a work of fiction tell us about history?	-Read Yeziarska, <i>Arrogant Beggar</i> , pages 7-16 -View online mini-lecture (10-15 minutes) - Prep #1 (due on Canvas by 1:30 pm)
4) Aug 29	How did Americans create new racial ideas during the Harlem Renaissance? (1920s)	-Read Yeziarska, <i>Arrogant Beggar</i> , pages 17-25 -View <i>Betty Boop</i> and Louis Armstrong (7 minutes) - Prep #2 (due on Canvas by 1:30 pm) - SBI #1 (plagiarism; due on Canvas by 1:30 pm)
5) Sep 3	How and why did urban Americans create new ideas about sexuality? (1910s-1930s)	-View online mini-lecture (10-15 minutes) -Read Yeziarska, <i>Arrogant Beggar</i> , pages 26-33
6) Sep 5	How did gender ideas shape American politics and economics? (1890s-1920s)	-View online mini-lectures (15-25 minutes) - Prep #3 (due on Canvas by 1:30 pm)
7) Sep 10	How did Americans try to solve urban poverty during the Progressive Era (1910s-1920s)	-Read Yeziarska, <i>Arrogant Beggar</i> , pages 34-90 - Prep #4 (due on Canvas by 1:30 pm)
8) Sep 12	How did conservatives battle Progressives and radicals?	-No assignments
9) Sep 17	How did immigrants create new communities in the 1920s?	-Read Yeziarska, <i>Arrogant Beggar</i> , pages 91-153 - Paragraph #1 due (in paper and on Canvas)
10) Sep 19	Immigrants and community, cont.	- Team Essay #1 due at end of class today

Unit 2: Migrations, Forced and Free (1880s-1930s)		
11) Sep 24	How did Native Americans respond to forced assimilation campaigns? (1870s-1910s)	-View online documentary (10 minutes) -Read primary sources on Native Americans and the Carlisle School - Prep #5 (due on Canvas by 1:30 pm)
12) Sep 26	Why did Chinese migrants become the first "illegal" immigrants, and how did they respond? (1870s-1900s)	-View online mini-lecture (10-15 minutes) -Read primary sources on Chinese exclusion - Prep #6 (due on Canvas by 1:30 pm)
13) Oct 1	How did Americans come to accept elements of socialism in the 1930s?	-View online mini-lectures (20-25 minutes) - Prep #7 (due on Canvas by 1:30 pm)
14) Oct 3	How did workers expand access to labor unions in the 1930s?	-No assignments
15) Oct 8	How did the mass deportation of Mexican-Americans in the 1930s happen? How should we remember this event?	-Read primary sources on deportations -You must print these readings (8 pages) - Paragraph #1 due (in paper and on Canvas)
16) Oct 10	Deportations, cont.	- Team Essay #2 due at end of class today
Unit 3: Freedom Struggles in the 1960s and 1970s		
17) Oct 15	Do we give Martin Luther King Jr. too much attention?	-View online mini-lectures (20-25 minutes) -View documentary on civil rights activism (30 min)
18) Oct 17	Why have efforts to integrate schools and neighborhoods so often failed?	-Read primary sources on integration efforts -View online mini-lecture (10-15 minutes) - Prep #8 (due on Canvas by 1:30 pm)
19) Oct 22	How did radicals in the 1960s and 1970s shape life today? What will you argue in your family history paper?	- Prep #9 (due on Canvas by 1:30 pm) -You must also bring a paper copy. -This prep involves your family history paper interview notes.

<p align="center">Unit 4: Student Choice Topics (Students will brainstorm and vote on topics to cover)</p>		
20) Oct 24	Student Choice Topic #1	-Readings and viewings TBD.
21) Oct 29	What do our family histories have in common? How are they unique?	Family History Essay (due on Canvas by 1:30 pm) -You must also bring a paper copy.
22) Oct 31	Student Choice Topic #2	-Readings and viewings TBD -Teams will select PSA Video topics in class today
23) Nov 5	Student Choice Topic #3	-Readings and viewings TBD -Prep #10 (due on Canvas by 1:30 pm)
24) Nov 7	Student Choice Topic #4	-Readings and viewings TBD
** Nov 10 (SUNDAY)	Team PSA Videos: Research	- Paragraphs #3 & #4 (due on Canvas by 11:59pm) -These paragraphs represent your individual research contributions to your team PSA Video.
25) Nov 12	Team PSA Videos: Planning	- SBI #2 (comments on teammates' paragraphs; due on Canvas by 1:30 pm)
26) Nov 14	Team PSA Videos: Preparation	- Team PSA Video outline (due at end of class)
27) Nov 19	Student Choice Topic #5	-Readings and viewings TBD -Prep #11 (due on Canvas by 1:30 pm)
28) Nov 21	Team PSA Videos: Finishing!	Team PSA Videos (due on YouTube by 11:59pm)
THANKSGIVING HOLIDAY – NO CLASS FOR NOV 26 and 28		
29) Dec 3	Student Choice Topic #6	-Readings and viewings TBD

<p align="center">Unit 5: Ending on a Positive Note!</p>		
30) Dec 5	What Did I Learn? How Can I Write a Great Final Essay?	-Prep #12 (due on Canvas by 1:30 pm)
<p>FINALS WEEK:</p> <p>MONDAY, December 9th: Reflect on your teammates' work SBI #3 (evaluation of your teammates' contributions to your team; due on Canvas by 11:59pm) SBI #4 (evaluation of other teams' PSA videos; due on Canvas by 11:59pm)</p> <p>THURSDAY, December 12th: Meet in our classroom from 12:00 noon to 2:00 pm **In-class activities and games! **Screening of our favorite PSA videos. Let's celebrate our work! **Help with your Final Essay drafts **Note: The University might revise our final exam time slot; stay tuned for possible change.</p> <p>FRIDAY, December 13th at 5:00 pm. **Friday at 5pm is the latest you can turn in your Final Essay. Upload to Canvas by 5pm.</p>		