Overview:
This survey of U.S. history since 1877 will help you develop knowledge of major themes and transformations in U.S. history. It will also help you learn to read, write, and think like a historian. If all goes well, you will end the semester with a deeper appreciation of how historical thinking offers insights and methods that can improve your work in other college classes and perhaps even enrich your life after college.

As historians, we cannot hope to study every aspect of post-1865 U.S. history in just one semester. To give coherence to our study of the past, we will focus on three broad themes and questions:

1. TECHNOLOGY: How has the use of new technology helped or hindered Americans’ attempts to obtain “the good life”? What have been the best ways to maximize technology’s benefits and minimize its harms?

2. GOVERNMENT: What is the proper role of government in society? How effective has government been in helping Americans obtain the good life?

3. DIVERSITY: How have different Americans conceived of and experienced the United States’ ethnic, cultural, and gender diversity?

Course Requirements and Grading:
Meeting with Professor not graded, but required to pass the course
Plagiarism Statement not graded, but required to pass the course
Class Participation 12%
Class Preparations (x18) 28%
Digital Storytelling
  Primary Source Rodeo 7% (individual grade)
  Team Checklist Items 3% (a group grade)
  Final Film 15% (a group grade)
  Peer Evaluation 5% (individual grade, w/ input from peers)
Midterm Take-Home Essay 10% (one 4-5 page essay)
Final Take-Home Essay 20% (one 7-8 page essay)

• We will use a "+/-" system: A (93-100), A- (90-92), B+ (87-89), B (83-86), B- (80-82), C+ (77-79), C (73-76), C- (70-72), D+ (67-69), D (60-66), F (0-59). Please note that you will receive a failing grade for the course if you miss five or more class sessions or fail to submit either paper. 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 the evaluation. Please act within one week of the return of the assignment.

Required Readings and Print Outs
You are responsible for obtaining copies of these two books:
  • Keith Wailoo, Pain: A Political History (Baltimore: Johns Hopkins University Press, 2014).

SYLLABUS HIGHLIGHTS
12+ Tips for Great Class Participation: page 6
How to Take Notes that Will Help You During Finals Week: page 7
What To Do If You Fall Behind on Assignments: pages 4-5
What am I Looking for When You Write an Essay?: pages 8-9
For all other reading and viewing materials, go to Moodle. For help with Moodle, contact me, or call the campus Moodle hotline at 323-343-6594 (hotline hours: M-F 9am-5pm). Please consider Moodle print-outs as part of your “textbook” costs for this course. Our digital storytelling project will also require additional reading and print-outs.

Student Learning Outcomes for HIST 2020:
- Identify and explain major issues and debates in recent U.S. history, particularly relating to technology, government (including foreign policy), and diversity.
- Identify and explain connections between our three core topics, such as how Americans’ diverse lived experiences relating to race, ethnicity, gender, sexuality, and social class have influenced and been influenced by government.
- 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.
- Construct and defend original arguments with clear and persuasive writing, effective public speaking and listening, and careful use of evidence.
- Demonstrate ability to take initiative and facilitate successful team collaboration through a complex filmmaking project that requires the following skills: problem-posing, research, synthesis of competing views, writing, editing, use of multimedia technology, public speaking, and navigation of intellectual property standards.
- Demonstrate awareness of how historical knowledge can improve understandings of current events. Demonstrate awareness of how current events can both improve and distort historical understanding.
- Note: This class fulfills the GE American Institutions requirement (block A).

Technology and Electronic Devices:
- You will need to download and view at least one large video file from Moodle. Some other class sessions require online video streaming. See the class schedule for details. Plan ahead to ensure that you have adequate internet access.
- To promote classroom cohesiveness and interaction, you need to turn off all laptops, tablets, cell phones, and other electronic devices and store them out of sight during class. Students with documented needs may request an exception. We may also allow exceptions for parts of our digital storytelling workshops.

Class Preparation (Preps):
You will have eighteen class preparation assignments due at various points in the semester. See class schedule for details. These “preps” are designed to prepare you for class discussion and assignments. Most preps will be based on the daily reading or viewing material. Some will ask you to write typed, essay-style paragraphs or short-answer responses. Some might take the form of short quizzes at the start of class. Sometimes I will ask you to bring TWO COPIES of your prep work to class. With your eighteen prep grades, I will drop your lowest two scores when calculating your class prep average. Class preps must be turned in at the start of class on the day they are due (with the exception of the Free Late).

Note: You are allowed to talk to classmates while reading (or watching) materials for class preps, but ALL WRITING for the class preps must be your own. If two or more students copying 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 the material, but you need to write on your own. We will then discuss and improve our answers together in class.

How I Will Grade Your Essays:
Your grades on the essays will be based on three related criteria, each given equal weight in determining your grade:

1. ARGUMENT: development of an argument that answers your essay’s question with clarity, substance, and creativity.
2. EVIDENCE: use of relevant class material.
3. WRITING: expression of ideas in a clear, concise, engaging prose.

Here is how the three areas will translate into a letter grade for your essays:
A: Outstanding in all three areas.
B: Satisfactory in all three areas, or strengths in two offset by weakness in a third.
C: Satisfactory in one or more areas, offset by weakness in others.
D: Major problems in two or three areas, or minimal engagement with the assignment.
F: Serious problems in all three areas, minimal engagement with the assignment, or violations of academic honesty (e.g. plagiarism).

Late Policy: Out of fairness to other students, class preps and digital storytelling assignments will be penalized 15% of their value if one class session late, with an additional 5% for each additional session. Missed quizzes cannot be made up unless you have a documented, excused absence. Late essays during the semester will be penalized 2% of their value for each day late, stopping at 10% per week late. If running late with an essay, email your essay as soon as it’s done to reduce the late penalty, and then bring a paper copy to our next class. Assignments submitted more than five minutes after the start of the class will be considered a full session late. Late
The Free Late: On two occasions, you can submit a Class Prep assignment one class session late with no penalty. Simply write “Free Late” at the top the assignment. You may only use this option twice; use it wisely. Exceptions: The following assignments are NOT eligible for a Free Late: the last prep, the midterm and final essays, and anything relating to the Digital Storytelling Project.

Special Note on Late Assignments: Sometimes work, health, or family can make it hard to attend class or meet deadlines. If you see a problem approaching, please visit office hours or send me an email to give me a heads up. If an unexpected problem arises, let me know as soon as possible. When 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 do well in the class.

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). Violators will receive at minimum a zero on the assignment and will be reported to University authorities. Please also read the following statement about www.turnitin.com, which comes from the CSU General Counsel and will apply to this class:

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You may submit your papers in such a way that no identifying information about you is included. Another option is that you may request, in writing, that your papers not be submitted to Turnitin.com. However, if you choose this option you will be required to provide documentation to substantiate that the papers are your original work and do not include any plagiarized material.

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 show it to me by Week Two of the course.

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

Class Participation
We will spend a substantial part of class time engaged in some activity other than lecture. Your participation grade will reflect both your attendance and your participation in activities. **What is good class participation?** Good class participation comes in many forms. It does not mean talking as often as possible in class. Here are different ways that you can achieve good class participation:

-Read carefully outside of class. Come to class with paper copies of the readings and good reading notes. Use the core class question in the syllabus to guide your note-taking on the readings. Be prepared to point to specific page references in class. This is one of the most important steps you can take for good class participation.

-Help members of your team or small group. Receive help with enthusiasm. There is no grading curve in this class. The more you help classmates, the more they will help you, and everyone will benefit.

-Get to know your classmates. Start a casual conversation while waiting for class to start, or right after class ends.

-Frame your comments in response to what classmates have said. If a classmate says something that strikes you as smart, funny, or provocative, let us know.

-Raise your hand often and share ideas on a regular basis.

-Ask questions, no matter how broad or small.

-Be a leader. Be aware of what the class needs at any given moment to keep our energy and focus on track. That could mean sharing a question, a reading passage, a joke, etc. It could mean keeping a small group on task. It could mean letting a constructive silence continue.

-Be aware if you are speaking too much. For students with a tendency to speak all the time, good class participation can mean stepping back and seeing what you and others can learn by **listening** to classmates for a while.

-Pay attention to emotions—yours and others. An honest examination of history requires us to explore the role of racism, sexism, and other forms of prejudice in both the past and the present. Discussing these topics can sometimes be disturbing or upsetting, but this discomfort is often an essential part of the learning process. Hopefully, you will find yourself provoked, intrigued, at times amused, but above all enlightened during this class. You can help in this effort by respecting the views of your classmates and by being eager to listen to what classmates and historical sources have to say.

-Visit my office hours. This also counts as class participation.

-Attend class. This is big. If you have responsibilities outside your academic studies, make sure that you can prioritize attending class.

-If you ever find yourself bored in this class, please let me know, ideally via office hours. I’d rather know sooner rather than later so that we have time to figure out a solution.
Advice on Taking Notes in Class

• Start each day with the topic and the day's date.
• Pay special attention to my thesis (i.e., my main point), which I'll present at the start of each lecture. Mark or flag this thesis so you can find it easily later.
• Create visual variety in your notes. Find a way to visually highlight big ideas and generalizations, as opposed to smaller supporting examples. Create a system to mark these differences and use it consistently.
• You don't need to copy all the details. Focus on the big ideas and on the examples that really illustrate those big ideas.
• Don't simply write nouns. Nouns alone do not convey big ideas. Verbs are very important. Pay particular attention to verbs that show cause and effect relationship. Examples: caused, provoked, inspired, created, led to, prevented, transformed, changed, and so on.
• A little doodling is ok and might actually help prevent daydreaming. But don't get carried away. Too much doodling becomes daydreaming.
• Remember that your classmates have lots of insight to share. Don’t limit your notes to what I say or show on the computer projector. I’ve designed this class so that many of the big ideas and examples emerge through class discussion and class activities. Listen to your classmates and write down in your notes their ideas and examples, especially those that help answer our main class question.

BRIEF WRITING GUIDE FOR ARGUMENTATIVE ESSAYS AND PARAGRAPHS

For my full writing guide, see my faculty web page: www.calstatela.edu/faculty/cendy

Tip 1. Write with a concise introduction and thesis statement. Start the essay with a half-page intro. The intro needs to include a thesis statement that clearly answers the assigned question. Avoid details and evidence in the introduction, but let readers know the basic reasoning behind your thesis.

Tip 2. Topic sentence arguments (TSA’s) are crucial to good argumentative essays, but they rarely emerge in first drafts. A topic sentence is the first sentence of a paragraph in the body of an essay. Each topic sentence should have a mini-thesis statement (or TSA) that conveys the main argument of that paragraph. When you start body paragraphs with a clear and interesting TSA, you can show to your readers (and yourself) that you know the purpose of that paragraph. Most first drafts have weak TSA’s, or they bury the TSA idea at the end of the paragraph. The best time to work on TSA’s is after you complete your first draft. At that point, you know exactly what evidence and ideas each paragraph conveys, and you can thus better summarize the main argument of that paragraph in the opening TSA.

Tip 3. Write with clear paragraphs. In the body of your essay, a paragraph should contain just one basic idea or point. Paragraphs should hardly ever be more than 1/2 or 2/3 of a page (typed, double-spaced). If a draft paragraph grows longer, break it in pieces and give each new paragraph a good TSA.

Tip 4. Use lots of short quotations, and provide adequate context for each one. Brief context and analysis makes your evidence meaningful. Let us know who wrote or said the words. When useful, convey how that person’s position in society shapes the meaning of the quotation.


[This is bad because we don’t know the position of who said this.]

BETTER: The late 1960s saw a decline in optimism. As civil rights activist Jane McKay wrote to Martin Luther King in 1967, “the government never cared for us.”

[Note: We don’t need to describe MLK because he is very well known. Most historical figures, however, require that you give some context.]

WEAK: The war was senseless, and “even the victors gained nothing.”

BETTER: The war was senseless. According to historian Karen Silverman, “even the victors gained nothing.”
Tip 5. Write in the active voice. The active voice stands in contrast to the passive voice. Passive voice hides key information from your readers. Your audience cannot tell who took the action (or held the viewpoint) that your sentence describes. Historians care deeply about cause and effect, and active-voice sentences do a better job than the passive voice in conveying causality.

PASSIVE VOICE: The movement was accused of being communist.
ACTIVE: Truman’s White House accused the movement of being communist.

PASSIVE VOICE: By 1942, the unemployment problem was solved.
ACTIVE: By 1942, military spending solved the unemployment problem.

Tip 6. Save time to revise your drafts. Good writing takes time.

Tip 7. Seek advice and ask questions. I am very happy to work with you individually to improve your writing skills. Please visit office hours to talk more. If you cannot make my office hours, I am very happy to schedule another time to meet.

A great online resource comes from the Writing Center at the University of North Carolina. Visit the website below and you can find “handouts” offering more detail on both grammar issues (e.g. run-ons, passive-voice, quotation set-ups) and “big picture” issues (e.g. thesis statements, procrastination).

http://writingcenter.unc.edu/handouts/

You can also receive free writing tutoring from the University Writing Center, located in JFK Library, Palmer Wing, room 1039A. Stop by, call (323-343-5350), or visit their website:

http://www.calstatela.edu/centers/write_cn/

But remember to come to me as well. I am here to help you improve your writing.

CLASS SCHEDULE:
Unless otherwise noted, bring a paper copy of each day’s readings to class. Your print-outs should be thoughtfully marked up and filled with marginalia. Focus your notes on my study questions and on the core class questions listed at the front of the syllabus. The class Moodle page will provide a download or web link for all materials.

R) = a reading  P) class preparation assignment
V) = a viewing  A) larger assignment

WEEK ONE

24 Jan Course introduction: What are we doing here?
26 Jan What is progress?
   R) Syllabus
   R) Slack and Wise chapter on “progress” (~16 pages)
   No need to bring a print-out of Slack and Wise, but read carefully.
   R) Primary source on Taylorism (~1 page)
   P) Prep 1 Due

27 Jan Friday, 9:30 am to 10:45 pm: Digital storytelling workshop (room TBD)
   Goals: Learn about the project and the role of the Autry; brainstorm ideas for topics.

WEEK TWO

31 Jan How did the United States become an industrial power?
2 Feb Should we celebrate or lament the history of industrialization?
   R) Primary sources on industrialization (~10 pages)
   P) Prep 2 Due

WEEK THREE

7 Feb Why did the United States create an empire? What did the empire do?
   R) Primary sources on U.S. imperialism (~6 pages)
   V) Imperialism documentary (12 minutes; large download via Moodle)
   P) Prep 3 Due
9 Feb  How did medicine and fear of drugs contribute to Jim Crow racism?
R) Cohen article on “Jim Crow’s Drug War” (~24 pages)
P) Prep 4 Due
Note: Last day to visit my office hours to share notes.

14 Feb  What are racial scripts?
R) Molina, i-xv, 1-16, 139-152. Also quickly skim pages 199-207.
P) Prep 5 Due

16 Feb  Who is a white person? Who gets to be a citizen?
R) Molina, 19-88
P) Prep 6 Due

17 Feb  Friday: Digital Storytelling
A) Team Progress Report due by 5pm on Friday via Moodle
By Friday the 17th, each team should meet in person on campus for at least 90 minutes. At the end of your meeting, your group should upload to Moodle a progress report. You will find a template for the progress report on Moodle. (This report is a team checklist assignment.)

WEEK FIVE

21 Feb  Digital Storytelling Workshop
R) Digital Storytelling team readings (TBD)
*Note: Page 15 starts with “Step 4: Seeing Your Story.”

23 Feb  How did industrialization and World War I change gender and sexuality?

WEEK SIX

28 Feb  Digital Storytelling Workshop
A) Digital Storytelling Primary Source Rodeo due

2 March  How did Americans respond to the Great Depression?
V) 1930s musicals (8 minutes)
R) Primary sources on the New Deal (~10 pages), plus short research
V) Primary source video on the Works Progress Administration (~5min)
P) Prep 7 Due
### WEEK TEN

**4 April**  
How did culture and politics shape the experience of suffering?  
R) Wailoo, 13-97  
R) Michael Harrington on poverty in “The Other America” (~6 pages)  
V) Lyndon Johnson speech on poverty (~6min)  
P) Prep 12 Due

**6 April**  
Digital Storytelling Workshop

### WEEK ELEVEN

**11 April**  
How did women in the 1960s and 1970s challenge (or defend) patriarchy?  
R) Primary Sources on Women’s Liberation (10 pages)  
P) Prep 13 Due

**13 April**  
How did conservatives emerge as a political force after the 1970s?  
R) Wailoo, 98-167  
R) Primary sources on the rise of conservatives (~5 pages)  
P) Prep 14 Due

### WEEK TWELVE

**18 April**  
Why have opiates spread so widely since the 1990s?  
R) Wailoo, 168-213  
P) Prep 15 Due

**20 April**  
Digital Storytelling Workshop

### WEEK THIRTEEN

**25 April**  
What have been the advantages and costs of economic globalization?  
R) Primary sources and charts on globalization (~10 pages)  
P) Prep 16 Due

**27 April**  
Using history to make sense of current events  
R/V) TBD

### WEEK FOURTEEN

**2 May**  
Using history to make sense of current events  
A) Digital Storytelling Final Project file due (group assignment)

**4 May**  
Using history to make sense of current events  
R/V) TBD

**5 May**  
Friday evening at the Autry -- The Big Event! Digital Storytelling Premiere  
A) Share and celebrate our work! Bring family and friends! Plan to arrive at 6pm to rehearse speeches. Doors open to the public at 7pm.

### WEEK FIFTEEN

**9 May**  
Using history to make sense of current events  
R/V) TBD  
P) Prep 17 Due

**11 May**  
Class conclusion; Preparation for the final essay  
P) Prep 18 Due [no free late allowed]

### FINALS WEEK

**18 May**  
Finals Week Tuesday  
A) Final Essay due via Moodle by 3:30pm.