History 2020 • Recent U.S. History (since 1877)  
Professor Chris Endy (section 10)  
Fall Semester 2018  
Tuesdays and Thursdays, 1:40 to 2:55 pm, in King Hall H1  
Graduate Assistant: Alex Freisat  
Facilitators: Josthin Amado, Elizabeth Bermudez, Julio Cervantes, Colleen Dougherty  

Contact Your Professor  
Email: cendy@calstatela.edu  
Office Hours: Tuesdays and Thursdays from 3:00 to 4:00 pm and from 5:30 to 5:55 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-endy

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 within the system, compared to pursuing change by working outside the system?  

For purposes of definition, **working within 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 insider 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 626 Night Market, I want you to say, “I still use HIST 2020 historical 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, viewing, and writing assignments required for HIST 2020.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Brief Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avoiding Plagiarism Activity</td>
<td>10</td>
<td>This is a &quot;special small assignment.&quot; Definition on p. 3</td>
</tr>
<tr>
<td>Class Participation</td>
<td>90</td>
<td>based on attendance and engagement with course</td>
</tr>
<tr>
<td>Contributions to Your Team</td>
<td>100</td>
<td>informed by team members’ anonymous feedback</td>
</tr>
<tr>
<td>Feedback on Your Teammates’ Contributions</td>
<td>10</td>
<td>a “special small assignment”</td>
</tr>
<tr>
<td>Knowledge Survey x2</td>
<td>10</td>
<td>a &quot;special small assignment&quot;</td>
</tr>
<tr>
<td>Quizzes on Canvas x14</td>
<td>150</td>
<td>short online quizzes. I will drop your lowest three quiz grades, so your top 11 scores will count about 13.5 points each</td>
</tr>
<tr>
<td>Paragraphs x6</td>
<td>150</td>
<td>short writing assignments; paragraphs #1-3 are worth 20 points each; paragraphs #4-6 are worth 30 points each</td>
</tr>
<tr>
<td>“Pop-up” in-class projects</td>
<td>50</td>
<td>unannounced in-class projects (exact number to be determined)</td>
</tr>
<tr>
<td>Team Quizzes x4</td>
<td>60</td>
<td>short in-class quizzes, each worth 15 points</td>
</tr>
<tr>
<td>Team Essays x4</td>
<td>60</td>
<td>short in-class writing projects, each worth 15 points</td>
</tr>
<tr>
<td>Team History PSA Video</td>
<td>100</td>
<td>two-minute video; public service announcement style</td>
</tr>
<tr>
<td>Evaluations of other Teams’ PSA Videos</td>
<td>10</td>
<td>a “special small assignment.”</td>
</tr>
<tr>
<td>Final Essay</td>
<td>200</td>
<td>7-8 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</td>
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</table>
Note: “Special small assignments” are simple and easy projects. If done well, you can earn an easy perfect score on them. However, if you fail to submit them, your overall course grade will be reduced by 25 points for each one that you miss.

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). Please note that you will receive a failing grade for the course if you miss ten or more class sessions or fail to pass half the quizzes or fail to submit a passing-grade final essay. 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.

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
• Other readings and viewing links will be shared through Canvas.
• For satisfactory class participation, you must bring your own paper copy of each reading to the relevant class sessions, unless the class instructions say otherwise.

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!

Extra Credit: I have posted several extra credit options on Canvas, and I may post more later. Take advantage of them!

Change: I may make reasonable changes to the syllabus when needed.
## CLASS SCHEDULE: Check Canvas for full assignment instructions for each class session.

**Code:**  
- **R** Read online; no paper copy needed  
- **RP** Read and bring a paper version (hard copy) to class  
- **V** View a film or video clip online  
- **AC** Assignment due via Canvas before the start of class  
- **AP** Assignment due in paper (hard copy) at the start of class  

<table>
<thead>
<tr>
<th>Session Number and Date</th>
<th>Topic</th>
<th>What You Should Do Before the Start of Class on This Day</th>
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</thead>
<tbody>
<tr>
<td>1) Aug 21</td>
<td>Introduction: What am I doing here? Can I pass the class?</td>
<td>No assignments</td>
</tr>
</tbody>
</table>
| 2) Aug 23               | What does it mean to think like a historian?  
What does it mean to work inside or outside the system? | R) Syllabus in detail  
R) Canvas module: “Introduction to the Course”  
R) Canvas module: “Survival Guide”  
RP) Primary sources on women’s suffrage  
AC) Knowledge Survey #1 |
| 3) Aug 28               | Would you want to live in the United States circa 1915?  
How did African Americans resist lynching? (1890s-1910s) | V) Mini-lecture (10-15 minutes)  
R) Primary sources on lynching and Ida B. Wells Quiz #1 on Canvas (closes at 1:30 pm) |
| 4) Aug 30               | How did Native Americans respond to forced assimilation campaigns? (1870s-1910s) | V) Mini-lecture (10-15 minutes)  
RP) Primary sources on Native Americans and the Carlisle School  
AC) Avoiding plagiarism activity Quiz #2 on Canvas (closes at 1:30 pm) |
| 5) Sep 4                | Who decides which immigrants are desirable? (1870s-1910s)  
How did immigrants respond to nativism? | V) Mini-lecture (10-15 minutes)  
RP) Primary sources on immigration  
AP) Paragraph #1 due (on immigration reading) |
| 6) Sep 6                | Immigrants, cont. | Team Essay #1 due in class today (based on your immigration paragraphs) |
| 7) Sep 11               | Who should be able to have a labor union? | V) Mini-lecture (15-20 minutes)  
Quiz #3 on Canvas (closes at 1:30 pm)  
Prepare for Team Quiz #1 (given in class today) |
| 8) Sep 13               | How did conservatives battle Progressives and radicals? (1917-1920s) | Quiz #4 on Canvas (closes at 1:30 pm) |
| 9) Sep 18               | How did American try to solve urban poverty in an age of immigration (1900s-1920s)? | AP) Primary sources on deportations paragraphs)  
RP) Yezierska, Arrogant Beggar, pages 7-9  
Quiz #5 on Canvas (closes at 1:30 pm) |
| 10) Sep 20              | Immigrants and poverty, cont. | Team Essay #2 due in class today (based on your Yezierska paragraphs) |
| 11) Sep 25              | Harlem Renaissance: Do artists have a duty to be activists? (1920s) | R) Harlem Renaissance primary sources  
V) Betty Boop and Louis Armstrong (7 minutes)  
Quiz #5 on Canvas (closes at 1:30 pm) |
| 12) Sep 27              | How did immigrants create cultural change in the 1920s? | RP) Yezierska, Arrogant Beggar, pages 91-153  
Quiz #6 on Canvas (closes at 1:30 pm) |

### Time Periods 1 & 2: The Gilded Age and Progressive Era (1870s to 1910s)

#### Time Period 3: The 1920s

| Time Period 3: The 1920s |  
|-------------------------|---|
| 8) Sep 13               | How did conservatives battle Progressives and radicals? (1917-1920s)  
Quiz #4 on Canvas (closes at 1:30 pm) |
| 9) Sep 18               | How did American try to solve urban poverty in an age of immigration (1900s-1920s)?  
AP) Primary sources on deportations paragraphs)  
RP) Yezierska, Arrogant Beggar, pages 7-9  
Quiz #5 on Canvas (closes at 1:30 pm) |
| 10) Sep 20              | Immigrants and poverty, cont.  
Team Essay #2 due in class today (based on your Yezierska paragraphs) |
| 11) Sep 25              | Harlem Renaissance: Do artists have a duty to be activists? (1920s)  
R) Harlem Renaissance primary sources  
V) Betty Boop and Louis Armstrong (7 minutes)  
Quiz #5 on Canvas (closes at 1:30 pm) |
| 12) Sep 27              | How did immigrants create cultural change in the 1920s?  
RP) Yezierska, Arrogant Beggar, pages 91-153  
Quiz #6 on Canvas (closes at 1:30 pm) |

#### Time Period 4: The Great Depression and the New Deal (1929-1940)

| Time Period 4: The Great Depression and the New Deal (1929-1940) |  
|---------------------------------------------------------------|---|
| 13) Oct 2           | How did Americans come to accept elements of socialism in the 1930s?  
Prepare for Team Quiz #2 (given in class today) |
| 14) Oct 4           | How did workers expand access to labor unions in the 1930s?  
V) Mini-lecture (10-15 minutes)  
V) Flint Strike documentary (15 minutes)  
Quiz #7 on Canvas (closes at 1:30 pm) |
| 15) Oct 9           | How did the mass deportation of Mexican-Americans in the 1930s happen?  
How should we remember this event?  
RP) Primary sources on deportations  
AP) Paragraph #3 due (on deportations readings) |
| 16) Oct 11          | Deportations, cont.  
Team Essay #3 due in class today (based on your deportations paragraphs) |

#### Time Period 5: Building the National Security State (1940s to early 1960s)

| Time Period 5: Building the National Security State (1940s to early 1960s) |  
|-----------------------------------------------------------------------------|---|
| 17) Oct 16                   | How did World War II create new opportunities and hazards for Americans? (1940s)  
V) Mini-lecture (20-30 minutes)  
Quiz #8 on Canvas (closes at 1:30 pm) |
| 18) Oct 18                   | World War II, cont.  
No assignments. |
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<tr>
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<tbody>
<tr>
<td>19 Oct 23</td>
<td>How can history help us make sense of the November elections?</td>
<td>Note: Meet at 1:40pm in the University Student Union’s Los Angeles Rooms BC for a campus-wide election discussion with great guest speakers, moderated by your own professor.</td>
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<tr>
<td>20 Oct 25</td>
<td>How did Cold War anti-communism affect Americans? (late 1940s and 1950s)</td>
<td>R) Truman Doctrine speech&lt;br&gt;V) Invention of the Body Snatchers (5 minutes)&lt;br&gt;V) Paul Robeson Documentary (30 minutes)&lt;br&gt;Quiz #9 on Canvas (closes at 1:30 pm)</td>
</tr>
<tr>
<td>21 Oct 30</td>
<td>How did African Americans challenge Jim Crow segregation? (mid-1950s-1960s)</td>
<td>V) Mini-lecture (10-15 minutes)&lt;br&gt;V) Documentary on civil rights activism (30 min)&lt;br&gt;Quiz #10 on Canvas (closes at 1:30 pm)</td>
</tr>
<tr>
<td>22 Nov 1</td>
<td>Did Liberal Democrats succeed with their War on Poverty? (mid 1960s)</td>
<td>R) Sources on the War on Poverty&lt;br&gt;V) Lyndon Johnson videos (10 minutes)&lt;br&gt;Quiz #11 on Canvas (closes at 1:30 pm)</td>
</tr>
<tr>
<td>23 Nov 6</td>
<td>Why did radicals on the left challenge liberalism? Were they smart to do so? (1960s-mid 1970s)</td>
<td>V) Malcolm X interview&lt;br&gt;RP) Malcolm X, Ballot or Bullet speech&lt;br&gt;Prepare for Team Quiz #3 (given in class today)</td>
</tr>
<tr>
<td>24 Nov 8</td>
<td>How did &quot;Outsider&quot; Groups Balance Insider and Outsider Methods? (1960s-mid 1970s)</td>
<td>V) Documentary on Women’s Liberation (20 min.)&lt;br&gt;R) Gay rights primary sources&lt;br&gt;R) Primary sources on the Chicano Movement&lt;br&gt;Quiz #12 on Canvas (closes at 1:30 pm)</td>
</tr>
<tr>
<td>25 Nov 13</td>
<td>Planning Your Team’s History PSA Video</td>
<td>AP) Paragraphs #4 and #5 due (on your individual PSA research)</td>
</tr>
<tr>
<td>26 Nov 15</td>
<td>Preparing Your Team’s PSA Video</td>
<td>Team Essay #4 due in class today (based on your PSA research paragraphs)</td>
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**THANKSGIVING HOLIDAY – NO CLASS FOR NOV 22 and 24**

### Time Period: Conservatism and Neo-Liberalism (mid 1970s and on)

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<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>27 Nov 27</td>
<td>What led to the rise of cultural conservatism and “family values”? (1970s-1990s)</td>
<td>V) Mini-lecture (15-20 minutes)&lt;br&gt;R) Cultural conservatives primary sources&lt;br&gt;R) Readings on affirmative action and other issues&lt;br&gt;V) All in the Family episode (25 minutes)&lt;br&gt;Quiz #13 on Canvas (closes at 1:30 pm)</td>
</tr>
<tr>
<td>28 Nov 29</td>
<td>How have recent economic changes (globalization, automation, labor policy) affected Americans? (1970s-present)</td>
<td>R) Primary sources on working-class jobs&lt;br&gt;R) Charts on economic trends&lt;br&gt;Quiz #14 on Canvas (closes at 1:30 pm)</td>
</tr>
<tr>
<td>29 Dec 4</td>
<td>Finalizing your team’s history PSA video.</td>
<td>A) Team History PSA Videos due&lt;br&gt;-upload to YouTube by 11 pm tonight</td>
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**Preparation for the Final Essay**

<table>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 Dec 6</td>
<td>What Did I Learn? How Can I Write a Great Final Essay?</td>
<td>AP) Prep work for final essay (counts as Paragraph #6 for grading purposes)&lt;br&gt;AC) Knowledge Survey #2</td>
</tr>
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**FINALS WEEK:**

**MONDAY, December 10th:** Reflect on your teammates’ work<br>**Evaluation of your teammates’ contributions to your team due via Canvas by 11:59pm<br>**Evaluation of other teams’ PSA videos due via Canvas by 11:59pm

**THURSDAY, December 13th:** Meet in our classroom from 12:00 noon to 2:00 pm<br>**Team Quiz #4 (given in class today)<br>**Screening of our favorite PSA videos. Let’s celebrate our work!<br>**Help with your Final Essay drafts<br>**Note: The University might revise our final exam time slot; stay tuned for possible change.

**FRIDAY, December 14th at 5:00 pm.**<br>**Friday at 5pm is the latest you can turn in Final Essay. Upload to Canvas by 5pm.**