

**History 2020 (section 7): Recent U.S. History (since 1877)  
Fall Semester 2020  
Tuesdays and Thursdays, 1:40 to 2:55 pm**

**Professor: Chris Endy  
Facilitators: Moisés Ponce-Zepeda and Miyako Martinez**

**Contact Your Professor**

Email: cendy@calstatela.edu

Office Hours: Tuesdays and Thursdays, 3:00 to 4:00 pm via Zoom.

*My Zoom link for office hours is posted on Canvas. You do not need an appointment to visit office hours; just arrive unannounced to ask questions or simply talk. If you can't make my posted office hours, please let me know and we can arrange another time or way to connect.*

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: INSIDE OR OUTSIDE THE SYSTEM**

**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 definitions are not comprehensive. You will hopefully 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 demonstrate that you can:

1. Identify major turning points and transformations in U.S. history, fulfilling the university's GE American Institutions—U.S. History requirement.
2. Compare the experiences of different groups of Americans (diversity) and explain how diverse Americans' experiences have been connected to other groups' experiences (intersectionality). This analysis will allow you to fulfill the university's GE Diversity requirement.
3. Apply historical thinking to important issues. Here is a definition of what it means to think like a historian:
  - a) Identify arguments and assumptions in primary sources and secondary sources (CLOSE READING AND SOURCE ANALYSIS).

Note: A primary source is any document or artifact that was created in the past; a secondary source is a something written or created later to explain the past. For instance, historians today create secondary sources like history books and documentary movies by analyzing primary sources.
  - b) Deduce how the circumstances surrounding a primary source's creation shaped the content and meaning of that source (CONTEXT AND SOURCING).
  - c) identify how people in the past often had different values and assumptions than people today (CHANGE OVER TIME).
  - d) develop arguments that incorporate multiple forms of causality (CAUSALITY).
  - e) Develop arguments that draw on historical primary sources and secondary sources to explain the past in ways that matter to people today (INTERPRETATION AND RELEVANCE).
  - f) Express arguments clearly through discussion, debate, and academic writing (COMMUNICATION).

Special note on historical thinking skills: You can use these tools to thrive *all* your college classes and in life after college. Ten years from now, if I see you at a Dodgers game or a farmer's market, I want you to say, "I still use HIST 2020 thinking tools in my life and career."

### 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 8-10 hours a week on HIST 2020.

Assignments	Points	Brief Description
Modules x20	250	individual activities that usually involve reading and/or watching, often followed by a brief writing activity or Canvas discussion thread. See below in the syllabus for details on modules.
Research Projects x7	280	Individual research and analysis projects. See course schedule below for details.
Team Digital Storytelling Outline	20	team writing assignment
Team Digital Storytelling Video	150	five-minute team history video project
Contributions to Your Team	80	an individual grade informed by your group members' anonymous feedback
Class Participation	50	includes contributions to live Zoom sessions, Canvas discussion threads, and other forms of social interaction in the class
Final Essay	170	6-7 pages (typed, double-spaced); this take-home essay uses class materials to address our core class question.
Note: Failure to earn a passing grade on the final essay, or failure to complete at least 10 modules, will result in an automatic failing grade for the whole course. Don't worry, however. If you put in the work and stay in touch with me, I will work with you to make sure you do ok.		

•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. Your official grade will follow the information provided here in this syllabus, even if the Canvas estimate shows something else.

## **Modules**

Modules are graded on a simple complete/incomplete basis. Your overall Module grade will be calculated as follows:

- complete all 20 Modules = earn a course Module grade of 100
- complete at least 18 Modules = earn a course Module grade of 95
- complete at least 16 Modules = earn a course Module grade of 85
- complete at least 13 Modules = earn a course Module grade of 75
- complete at least 10 Modules = earn a course Module grade of 65
- complete 9 or fewer Modules = automatic failing grade for the entire course.

Late modules: Modules should be done on time so that you can contribute to group discussions. For every module that you submit after the deadline, you will lose one point from your overall course Module grade. For instance, if you submit 20 modules over the whole semester but five of them are late, your overall course module grade will be 95 instead of 100. Late modules must be completed within three weeks of the original due date to receive any credit, and all modules must be done by Sunday, December 13.

“No skip” modules: A few modules contain very important concepts or activities that you will need to do well in the whole class. These modules are “no skip” modules. Failure to complete a no-skip modules will result in a two-point deduction from your overall course Module grade. For instance, if you submit 19 modules over the whole semester but skip two of the no-skip modules, your overall course Module grade will be 91 instead of 95.

## **Attendance at Live Zoom Sessions**

When we meet for live Zoom sessions, we will focus on small-group interactions. My hunch is that we have all been in large-group Zoom sessions where one or two people talk while everyone else turns their camera off and pays half-attention while multitasking or Instagramming. I have designed this class to avoid those kinds of Zoom meetings. When you do log onto Zoom, you will usually be part of a small group with something interesting or important to do. It is important that you arrive on-time to these Zoom meetings and that you are in a position to communicate with your classmates. If you can turn your camera on, please do so to promote a sense of community. If you cannot turn your camera on, please speak and use the chat bar to promote a sense of community.

## **Required Readings, Viewing, and Print Outs**

- Readings and viewing links will be shared through Canvas.

**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 course. 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:** Yes, you can turn in some assignments late.

Late Modules: See above for details on late Modules.

Late Research Projects: Research projects will lose 3% of their value for each day that they are late, through the first three days. If turned in "very late" (4 to 21 days after the due date), they will lose 10% of their value. If turned in "very very late" (22 days or more after the due date), they will lose 20% of their value. All research work must be done by Sunday, December 13.

Late Final Essays: Late submissions of the Final Essay will be penalized 5% of their value for each day late. Final Essays cannot be submitted more than three days after the final deadline.

**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, read my "[Advice for Writing Essays in College](#)" on my faculty website.

**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 or chat with classmates while reading or viewing class materials, but you should not discuss specific multiple-choice questions on Canvas (some Modules will involve multiple choice). Moreover, ALL INDIVIDUAL WRITING ASSIGNMENTS (including Modules) 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 will appear on Canvas.

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

**COURSE SCHEDULE:** Check Canvas for full details on each activity

**Tuesday, August 25 (week 1)**

Live Zoom Session, 1:40 to 2:55pm

**Sunday, August 30 by 11:59pm**

Module 1 due—a no-skip module (Introductions and Academic Habits)

Module 2 due—a no-skip module (Thinking Like a Historian: Ida B. Wells's Anti-Lynching Campaign)

**Tuesday, September 1 (week 2)**

Live Zoom Session, 1:40 to 2:55pm

**Sunday, September 6 by 11:59pm**

Module 3 due—a no-skip module (Race, Gender, and Politics in the Early 20th Century)

Module 4 due (Immigrant responses to the Rise of Nativism, 1880s-1920s)

**Tuesday, September 8 (week 3)**

Live Zoom Session, 1:40 to 2:55pm

**Sunday, September 13 by 11:59pm**

Research Project 1 due (300-word essay plus image analysis on Henry Kiyama's *The Four Immigrants Manga*)

Module 5 due (Race, Gender, and Politics in the Early 20th Century)

Quick Proposal due: Tell us who you will interview for your family history project

**Tuesday, September 15 (week 4)**

Live Zoom Session, 1:40 to 2:55pm

**Sunday, September 20 by 11:59pm**

Research Project 2 due (one-minute video based on your Kiyama essay)

Module 6 due (Race, Gender, and Politics in the Early 20th Century)

**Tuesday, September 22 (week 5)**

Live Zoom Session, 1:40 to 2:55pm

**Sunday, September 27 by 11:59pm**

Research Project 3 due (500-word analysis of family history interview)

Module 7 due (Laissez-Faire Economics and Progressive Era Reform)

**Tuesday, September 29 (week 6)**

Live Zoom Session, 1:40 to 2:55pm

**Sunday, October 4 by 11:59pm**

Module 8 due (Mexican American Deportations in the 1930s)

Module 9 due (New Deal Liberalism and America's Partial Embrace of Socialism)

**Tuesday, October 6 (week 7)**

Live Zoom Session, 1:40 to 2:55pm (special Election 2020 event)

**Sunday, October 11 by 11:59pm**

Module 10 due (U.S. Politics from Anti-Communism to the Radical 1960s)

Module 11 due (U.S. Politics from Anti-Communism to the Radical 1960s)

**Tuesday, October 13 (week 8)**

Live Zoom Session, 1:40 to 2:55pm

**Sunday, October 18 by 11:59pm**

Research Project 4 due (Analysis of Presidential Campaign TV Commercials)

Module 12 due (U.S. Politics and the Rise of Polarization)

**Tuesday, October 20 (week 9)**

Live Zoom Session, 1:40 to 2:55pm (teams will brainstorm team digital storytelling topics today)

**Sunday, October 25 by 11:59pm**

Research Project 5 due (600-Word Essay or Two-Minute Video on Presidential Campaign TV Commercials)

Module 13 due (U.S. Politics and the Rise of Polarization)

**Tuesday, October 27 (week 10)**

Live Zoom Session, 1:40 to 2:55pm (teams will select their team digital storytelling topic today)

**Sunday, November 1 by 11:59pm**

Module 14 due (Student Choice Topic—class will vote in October to determine topic)

Module 15 due (Student Choice Topic—class will vote in October to determine topic)

**Tuesday, November 3 (week 11)**

Election Day: Teams will propose a project for this important day, details TBD

**Sunday, November 8 by 11:59pm**

Research Project 6 due (individual research for team digital storytelling project)

Research Project 7 due (individual research for team digital storytelling project)

**Tuesday, November 10 (week 12)**

Live Zoom Session, 1:40 to 2:55pm

**Sunday, November 15 by 11:59pm**

Team Digital Storytelling Outline due

Module 16 due (Student Choice Topic—class will vote in October to determine topic)

Module 17 due (Student Choice Topic—class will vote in October to determine topic)

**Tuesday, November 17 (week 13)**

Live Zoom Session, 1:40 to 2:55pm

**Thursday, November 19 (week 13)**

Live Zoom Session, 1:40 to 2:55pm

*Please keep open our Thursday time slot for extra digital storytelling planning*

**Sunday, November 22 by 11:59pm**

Module 18 due (Student Choice Topic—class will vote in October to determine topic)

**THANKSGIVING BREAK**

**Tuesday, December 1 (week 14)**

Live Zoom Session, 1:40 to 2:55pm

**Sunday, December 6 by 11:59pm**

Digital Storytelling Final Video due

Module 19 due—a no-skip module (Preparing for the final essay)

**Tuesday, December 8 (week 15)**

Live Zoom Session, 1:40 to 2:55pm

**FINALS WEEK**

**Sunday, December 13 by 11:59pm**

Module 20 due—a no-skip module (Reflecting on our work this semester)

**Tuesday, December 15**

Extra Office Hours

**Thursday December 17th**

Final Essay due by 11:59pm