

History 17B, Section 31235
United States History Since 1865
Time: Thurs: 6:00 to 9:10
3 Credits
Location: H 51

Instructor: Erin Miller
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Phone: 661-395-4350 (office), 574-532-6963 (mobile) Feel free to text me; just identify yourself.
M, W: 9:30-11:00, T&R: 12:20-12:50 and 2:30-3:00, or by appointment. Come see me. I am here and happy to help!

COURSE DESCRIPTION

This course traces and analyzes the major cultural, political, and social themes of American history from the era of post-Civil War Reconstruction to the present. Its organizing principle is to examine the consequences of our nation's commitment to securing liberty, equality, and justice for its citizens and to assess how well we have done in realizing such an ambitious goal. Students will be expected to master rudimentary information about the American past. Emphasis, however, shall be placed on using this knowledge to make historical arguments in class discussions and on exams. Thus the course is designed to introduce students not only to subject of U.S. history, but to the discipline of history itself with its distinctive modes of inquiry and interpretation.

REQUIRED COURSE MATERIALS

- Norton, Marybeth, et. al., *A People and a Nation Since 1865*, vol. 2, 8th or 9th edition. Required. Advantage volume.
- Marcus, Robert D. et. al., *America Firsthand: Readings From Reconstruction to the Present*, vol. 2, 8th or 9th edition. Required.

SUGGESTED MATERIALS

- Hacker, Diana. *A Pocket Style Manual*. Suggested/Optional. ISBN: 9780312664800.
- Strunk and White, *The Elements of Style*. Suggested/Optional. ISBN: 9780205309023.
- Graff, *They Say, I Say*. Suggested/Optional. ISBN: 9780393065459. Three to six blue books for midterms and final exam purchased in the campus bookstore.
- Class Packet. Available on my website.
- Additional articles not included in this list will be available on my website, will be emailed to you, or will be provided in hardcopy in class.
- Please obtain a Bakersfield College email address, which can be forwarded permanently to your personal email if you wish, for our class email list. Please let me know if you do not have access to a computer and/or the internet.

IMPORTANT DATES

January 25th: Last day for refunds for semester length classes.

January 28th: Last day to drop semester-length classes without receiving a "W". Students can no longer repeat a class more than three times within the Kern Community College District, whether they receive an F or a W. Think hard about whether you plan on doing the work to finish the class successfully. I believe you can do it.

Feb 7th: Be sure to attend class to attend Library for Research Workshop Regarding Writing Assignment

Feb 28th: **Mid-term Exam 1**

March 22nd: Last day to withdraw and receive a "W" in semester-length classes.

March 25-29: Spring Break

April 11th: Midterm Exam 2

April 18th: Writing Assignment is due in paper/hardcopy at the beginning of class.

Thurs, May 9th, 6:00-7:50 pm, Final Exam

GUIDELINES

The following rules apply to everyone equally, to promote a sense of fairness, and professionalism, as well as a culture of learning.

- Do your best. Let's be people of excellence! No cell phones. They must be placed in your belongings. See me in advance if there is an emergency that requires you to have your phone on. Yes, that means NO TEXTING either.
- Please be quiet and listen when someone else has the floor. Ideally you should be taking notes, including when your peers are speaking.
- Take care of all personal needs before class begins. Please do not leave the class once class is in session.
- Only students who arrive on time to class will have the full allotted time for quizzes.
- All assignments will be accepted only on the date they are due and by the assigned time. In emergency instances, I may allow a student to submit late work, but they will lose a letter-grade per day it is late.
- Assignments must be submitted in hard/paper copy and must be turned in when due. I apologize, but emailed assignments will not be accepted.
- Be sure to drop the course if you are not attending. Doing so is your responsibility.
- Due to demand for enrollment, students who do not attend the first day of class or miss two consecutive days, excepting emergencies, will be dropped from the class.
- History is a debate. Everyone will listen, be respectful, and use appropriate language.
- Cheating and plagiarism will not be tolerated. A failing grade on the assignment and expulsion are the consequences of either behavior. Besides, you have what it takes! You can do this work on your own! I believe in you.

FOR STUDENTS WITH DISABILITIES OR SPECIAL NEEDS

"Students with disabilities who believe they may need accommodations in this class are encouraged to contact Supportive Services (661-395-4334), Student Services Building 1st Floor, Counseling Center, as soon as possible to better ensure such accommodations are implemented in a timely fashion." See the following website for additional information and links: <http://bakersfieldcollege.edu/student/dsps/>

EXPECTATIONS

The history of liberty, democracy, inequality, and discrimination in the United States provokes sensitive discussions about race, sex, equality, and diversity. This sensitivity, I believe, arises from the imperative to continue to grow beyond the current *status quo*, from the desire to be a people who truly embrace equality, but are uncertain at times about how to do so, uncertain about how to overcome the consequences, responsibilities, and promises of our country's past and present. This class will be and must be a safe place to engage these ideas, ask questions, and express vulnerable opinions. Race is a tough subject in the U.S. It is my hope that everyone will respectfully express themselves, listen to others, and keep their minds open to learn from each other's perspectives.

COURSE GOALS AND STUDENT LEARNING OUTCOMES

1. A main goal of this course is to teach you how to ask and answer your own questions about post Civil War America.
2. We will analyze major forces, events, and people instrumental in shaping U.S. History.
3. We will describe examples of outstanding citizenship and productivity and explain the impact of dissent and disruption.
4. We will analyze the various racial, ethnic and social subgroups, which have played a role in the shaping of America and determine the common, underlying theses of American life.
5. We will examine past social-cultural value systems, which have formed a basis for human beliefs and challenges to those beliefs.
6. We will engage in the reading of contradictory sources, primary and secondary, enabling you to decipher arguments and evidence, as well as to defend the subsequent position you take on the debate.
7. Analyze the complexities created by having inequality, discrimination, and violence in a democratic society, scrutinizing the tensions between freedom and equality
8. **You will have rigorous opportunities to develop essential skills; the ability to critically analyze arguments about the past, the capacity to consider the perspective of all of those involved, the confidence and skill to articulate your ideas and arguments orally and in writing in an organized, convincing, engaging, and professional manner, to manage your time and resources, to lead, and to respect the work of your peers by engaging them and defending your own ideas.**
9. To that end, this syllabus is designed to help you learn a number of historical skills, frameworks, and methods that have been developed by historians. **By the end of the course, you should be able to: analyze primary source documents (including Hollywood movies) in light of the frameworks that historians of US History, African American History, class, Native American History, race, slavery, and gender have developed; identify the subject, thesis, organization, and sources used in primary and secondary source articles; assess the strengths and weaknesses of those articles.**
10. Write critical, analytical essays utilizing the methodologies and vocabulary of the history to express your own thoughts and ideas about the materials we have studied.
11. Develop useful strategies of asking and answering your own questions about American History by using the above skills.

Creative, critical thinking is the ultimate objective!

SEVERAL MAIN QUESTION FRAME DISCUSSION

1. What values define American social, economic, and political beliefs?
2. How have changing relationships between men and women impacted society and culture?
3. What responsibilities accompany Americans' rights and freedoms?
4. What are the origins and evolutions of slavery, democracy, and race in the US?
5. What is the significance of region in understanding US History?
6. When is war/violence just?
7. What is the relationship between equality and freedom? How do they impinge upon each other?

THEMES

- | | |
|-----------------------------------|---------------------------------------|
| 1. Independence | 12. Propaganda |
| 2. Manliness | 13. Law |
| 3. Exclusion | 14. Democracy |
| 4. Voting | 15. Resistance |
| 5. Jim Crow | 16. Struggle for Equality and Freedom |
| 6. The North | 17. Family |
| 7. Politics and Racial Inequality | 18. Ethnicity |
| 8. Opportunities and Obstacles | 19. Religion, Faith, and Spirituality |
| 9. Self-Presentation | 20. Identity |
| 10. Freedom | |
| 11. Femininity | |

REQUIREMENTS

Participation in discussion, in-class (15% or 75 points)

Quizzes: (15% or 75 points)

Writing Assignment: (30 % or 150 points)

Oral Presentation (5% or 25 points)

Midterm 1 (10% or 50 points)

Midterm (15% or 75 points)

Final Exam (10% or 50 points)

TIPS FOR SUCCESS

- Come to class and take good notes.
- Be organized and read assignments in advance of our meeting.
- Take notes while you read, as well as when your peers speak.
- Form study groups.
- Come prepared with questions.
- Visit me during office hours.
- Take advantage of the Student Success, Writing, and Tutoring Centers.
- Listen to each other.
- Generally speaking, in-class quizzes will take place at the beginning of class and will cover key terms listed in the Class Study Guide, available in my course pack on the website. The second half of class we generally focus on primary sources from the Marcus book. If students come prepared to discuss their group's readings, quizzes on those readings a quiz will not be required. Keep up with the reading, even if it doesn't match my lectures and our discussions; it provides background context.
- With all primary source documents read in the Marcus volume, as well as those handed out separately, you should do the following: first read the study questions printed before and after the document; then read the introduction to the document, create a timeline and list of characters, and last consider how you would answer the questions you read about the document. Bring your list of characters, their descriptions, and your timeline with you to class for group discussion.

I expect three things from each of us: excellence (our best effort), attendance (come to class), effort (do all of your work and seek help outside of class).

ATTENDANCE AND PARTICIPATION

I suggest that students bring 2 written questions about the readings to each class. In addition to listed readings, I may occasionally include additional primary sources. Our class time will be devoted primarily to discussion, debates, role-playing, and short lectures. Every student must therefore do the readings prior to class, attend class, and pull her or his weight in discussions. You bring individual insight that will help bring different aspects of the sources to light for the rest of us. So, do the reading, thinking, and sharing. We want to hear what you have to say. If you are shy and fear public speaking, please take time to talk to me, and we'll develop strategies to help you succeed. 15% of your grade is participation. I want to help you succeed, but you have to let me know if you're not speaking out of fear as opposed to not being prepared.

WRITING ASSIGNMENT, Due April 18th

(All writing assignments must be completed with **1 inch margins**, be **double spaced**, with size **twelve Roman Times** font.)

Each student must write a 12 page paper/personal reflection and journaling assignment. This semester, I'm asking students to choose an identity from the past (choose a gender, race, class, region, religion, sexual preference, etc.). You will experience the past through that person's eyes. Use this identity in order to journal about certain events as if you participated in them then, reflecting historical accuracy revealed in primary sources. The assignment also entails additional components. Choose five primary sources that reflect your chosen identity from the Marcus primary source reader. Answer the questions that accompany the primary source in the book. Then answer the additional questions I provide in order to help you interrogate sources. ALSO work with the librarians to choose five additional primary sources, not read in class, to add to your journaling assignment. Answer similar questions for these sources. It is worth 30% of your grade. I will provide an additional handout with more detail as the semester begins. You may also visit my website for more detailed information. The main objective is to combine all skills learned to date, reading, analysis, writing, time organization, general historical comprehension and context.

ADDITIONAL WRITING

Your midterms and final exams are short-answer identification and essay exams. Your midterms and final require approximately 5 to 6 pages of in-class writing.

EXTRA CREDIT

Bakersfield College and CSUB hold numerous public symposiums and town hall meetings each semester. They complement the intellectual projects of this course. The dates, times, and locations of the presentations will be given well in advance. Students who attend any of these events will receive extra credit for their class participation grades. In order to receive credit, students must write one paragraph explaining how the symposium related to this course. You may also opt to complete extra journal assignments on primary source readings for extra credit. If you are interested in this, please ask me for a handout. I also allow vocabulary for extra credit. I will explain this in class.

QUIZZES

Fifteen percent of your grade for this course is determined by pop quizzes that I will give regularly throughout the semester. They will be administered **ONLY** during the beginning of class -- and be based on that week's reading assignment. During the quizzes you may consult written notes you have completed in advance. There will be no make-up quizzes administered to absentees; only students who arrive on time will receive the entire allotted time to complete the quiz. I will drop your lowest two quiz grades. Generally speaking, in-class quizzes will take place at the beginning of class and will cover key terms listed in the Class Study Guide, available in my course packet online. The second half of class we generally focus on primary sources from the Marcus book. If students come prepared to discuss their group's readings, quizzes on those readings will not be required. If students fail to do primary source readings, quizzes will occur.

LIVING HISTORY

It is also possible to earn extra credit by attending an event at a living history museum, Fort Tejon. The museum offers a program on the Dragoons who settled disputes with Indians and were strategic in “overawing” the Indians of the region. The fort is slated to close as a result of state budget cuts. Take a chance and visit while it is possible.

RECOMMENDED LINKS

The following sources allow you to do a key word, subject, or author search of primary documents.

Yale, Avalon Project: http://avalon.law.yale.edu/subject_menus/major.asp

Documenting the American South: <http://docsouth.unc.edu/>

COURSE STRUCTURE

Our course will be conducted in a seminar/lecture format, which calls for the committed participation of all class members (including the instructor). Time will be devoted to three principle activities: (1) brief lectures, (2) and student-centered discussions, debates, role-playing, and activities pertaining to assigned texts. Success in these areas (and so success in the course) will depend on steady participation and work. Good analysis of historical text and assimilation of historical arguments are acquired virtues, meaning that they are habits that must be learned and cultivated over time. I am eager to assist you in acquiring these habits, but ultimate responsibility falls to you; you must practice discipline and make the course a regular component of your daily routines and thinking. As you read, look for key moments that provide examples of the main themes that concern this class. Learning takes place everywhere, and each of you has many valuable insights to offer the rest of us.

ORAL PRESENTATIONS

I will assign each of you one or more specific primary sources that will, hopefully, reflect the identity you chose. You will make a presentation regarding each of your assigned primary sources to the rest of the class. Prior to making your presentation, you will have the chance to discuss the document in your small groups, so you’ll have additional time to get your group’s thoughts together before presenting to the class.

TIME REQUIREMENTS

I expect each student to average about six hours reading, writing, or viewing films for this class each week. If most students need much more time than that, let me know. The syllabus might need adjusting. Individuals who are unable to complete their work averaging 6 hours per week should see me--I will try to help you streamline your efforts.

Final Exam Meeting Time: Thurs, May 9th, 6:00-7:50 pm, Final Exam

ATTENDANCE

Your contributions are important to this class. Your success and that of your classmates depends upon your participation. This is not solely a lecture course. Classes are discussion-based and discussion-driven. This means that for the course to work, people have to contribute to class. For this reason, more than three unexcused absences will result in your participation grade being lowered. More than four unexcused absences may result in a failing grade in the area of participation or in being dropped from the class. Because much of our work is based on in-class interaction, you must contact me immediately when you have an excused absence.

GRADING SCALE

90-100=A, 80-89.9=B, 70-79.9=C, 60-69.9=D, below 60= F. Failure to complete all formal assignments or to exceed the number of permitted absences will result in an F for the course.

<u>Overall Grade/Point Scale</u>				
<u>As</u>	<u>Bs</u>	<u>Cs</u>	<u>Ds</u>	<u>Fs</u>
490-500= A+	440-449=B+	390-399=C+	340-349=D+	299 or Below
470-489=A	420-439=B	370-389=C	320-339=D	
450-469=A-	400-419=B-	350-369=C-	300-319=D-	

The assignments and requirements set forth in this syllabus are guidelines. I reserve the right to modify them as necessary.

ADDITIONAL HELP OUTSIDE OF CLASS

The Writing Center offers free help with all steps of the writing process, except proofreading. Professional writers help with anything from understanding an assignment, to thinking out your essay, to writing it. The Center is located in Student Services 133 and can be contacted at 661-395-4735 or by email to writingcenter@bakersfieldcollege.edu.

The Student Success Lab offers FREE reading, writing and math guided tutorials, as well as other assistance. The lab is open M-TH 8:30am-6:30pm and Friday 8:30-11:30am. It is located in SS 143. The tutors are exceptional! It will improve your writing. Call for an appointment: 395-4654.

The Tutoring Center is upstairs from the Student Success lab. The Tutoring Center provides FREE tutoring to all students with drop-in tutoring for Math and English with pre-scheduled tutoring for most other subjects. 395-4430. Students who work with the either the Tutoring or Writing Centers, or even the Student Success Lab, and present drafts signed off by the Centers will receive an extra 2-5 percentage points on their papers.

The Department of Academic Development offers numerous classes that will help you succeed in this class, in college, and in life. They include, but are not limited to the following; study habits, problem solving, reading for academic success, and writing.

Library Research Workshops: The librarians offer 8 different 60 minute workshops several times over the course of 8 weeks each semester. For a description of the workshops as well as the workshop schedule go to: <http://www.bakersfieldcollege.edu/library/workshop.asp>

Counseling Department (bottom floor, Student Services): Crisis Counseling, 395-4689 or 395-4421.

Health Center: Provides free physical and mental health services for students who paid their campus health fee (Most of you paid this; it's built into your registration fees). You may call for an appointment at 395-4336. The clinical therapist, Mrs. Warkentin, has office hours at the following times: Tuesdays from 8:00 to 2:00, Wednesday from 3:00 to 5:00, and Thursday from 3:00 to 7:00. A month into the semester, she begins offering group sessions as well. The physician, Dr. Farber, holds office hours daily; Monday through Wednesday his hours are from 8:00 to 5:00 and Thursday from 10:00 to 7:00.

Extended Opportunity Program and Services (EOPS) is a state funded program offering access and retention services including books for low-income, educationally-disadvantaged students. 395-4351.

Renegade Pantry: Provides free box of food one time per month to BC students in need. See me if you have questions. I can explain how to sign up for this valuable resource. Inquire at the SGA office.

Veterans' Resource Center: Provides a place of respite for our veterans to decompress, enjoy a cup of coffee, access Wi-Fi, and unwind. The center holds a meeting every other Tuesday from 11:30 am -12:30 pm. It is located in Campus Center 36. History Professor Paul Beckworth is the advisor for the center and can be reached at 395-4586. It is open Monday through Thursday at 8:00 am - 4:00 pm. Other services for veterans are given on the [Veteran Services website](http://www.bakersfieldcollege.edu/student/veterans/) at <http://www.bakersfieldcollege.edu/student/veterans/>

In case of emergency on campus, dial 4555 from any campus phone. Non-emergency security number 4554.

SUMMARY OF BAKERSFIELD COLLEGE PLAGIARISM POLICY

<http://www2.bc.cc.ca.us/dkoeth/plagiarism.html>

1. All written work submitted for credit is accepted as the student's own work. It may not, therefore, have been composed, wholly or partially by another person.
2. The wording of written work is taken as the writer's own. Thus, one may not submit work that has been copied, wholly or partially, from a book, article, essay, newspaper, another student's paper or notebook, or any other written or printed or media source. Another writer's phrases, sentences, or paragraphs may be included only if presented as quotations and the source acknowledged.
3. The ideas expressed in a paper or report are accepted as originating with the writer. Written work that paraphrases any written or printed media material without acknowledgment may not be submitted for credit. Ideas from books and essays may be incorporated in the writer's work as starting points, governing issues, illustrations, and the like, but in each case the source must be cited.
4. Students may correct and revise their writing with the aid of reference books. They may also discuss their writing with peer writing groups or with peer tutors. However, students may not submit writing that has been revised substantially by another.
5. No written work may be submitted for credit that has been used to fulfill the requirements of another course, in whatever department, unless permission to coordinate work has been granted by both teachers.

STANDARDS FOR LETTER GRADES FOR ASSIGNMENTS

- A Work that goes beyond instructor's expectations: is careful, thoughtful, original, thorough, all at once. Truly outstanding work.
- A- Very good work with most of the attributes of "A" work but either deficient in some technical aspect, in thoroughness and care or just not as strikingly incisive, original or creative as "A" work. Still, excellent work.
- B+ Better than good competent work. Good competent work with aspects that really shine or creative original work that needs more thoroughness to pin it down.
- B Good competent work, which meets all requirements, the instructor could specify in advance. Reasonably thorough. Alternatively, work with some excellent aspects that are balanced by serious deficiencies.
- B- Almost up to the specifiable standards. Often characterized by some vagueness and signs of lack of effort or insufficient engagement with the material. Sometimes the result of correctable misunderstanding. Talk to instructor.
- C+ Below the specifiable standards for good work. Talk to instructor.
- C Minimally passing work, showing serious misunderstanding or lack of effort and engagement. Talk to instructor.
- C- through F Talk to instructor immediately!!

EXAMINATION POLICY

Make-up exams will be administered only in extraordinary cases of an emergency nature. You must make every effort to contact me prior to the exam to discuss your circumstances. Do not otherwise assume that you will be permitted to take a make-up exam should you fail to show up on the scheduled date without having made prior arrangements.

ADDITIONAL COURSE GOALS

1. *An ability to engage in lifelong education by learning to acquire knowledge and to use it for intelligent ends.*
2. *An ability to communicate, orally and in writing, at a level acceptable for college graduates.*
3. *An ability to clarify one's personal values and to be sensitive to those held by others.*
4. *An ability to recognize and seek solutions for the common problems of living by drawing on a knowledge of historical knowledge, of historical and contemporary events, and the elements of the cultural heritage related to those events.*

What you learn about and what you learn to do in this class will help you resolve the dilemmas you must confront in your own lives and in the lives of your fellow citizens. Learning to think critically about the past will help you be better prepared for life in both the present and the future. You will, furthermore, be challenged to see how your hard-gained knowledge and analytical skills may be applied to 'real world' situations outside the walls of the classroom. Finally, you will be encouraged to participate actively as an informed citizen.

READING ASSIGNMENTS

You should plan to read carefully all selections by the date they are assigned, regularly consulting a dictionary for any unfamiliar terms. I strongly recommend that you take notes on the readings (in addition to completing the reading assignment study questions); you may also consult these notes during the quizzes. Be prepared to discuss the readings in class. All group readings are either out of your Marcus primary source reader, *America Firsthand*, or are handouts.

HISTORY 17B SCHEDULE OF READING ASSIGNMENTS AND EXAMS

Week 1: Thurs Jan. the 17th

What should the role of the government be in the lives of the people? Freedom and Equality: Can We Really Have Both?; Discuss Syllabus: What is History Anyway? What defines American history and culture in the period we're about to study?

Week 2: Thurs, Jan. 24th

Part I: Introductions, Civil War background

All: Norton: Chapter 16, Reconstruction: An Unfinished Revolution and Marcus, Frederick Douglass, What the Black Man Wants.

Suggested Films: *North and South* (1985), *Gone With The Wind* (1939), *Glory* (1989), *Gangs of New York* (2002), *Gettysburg* (1993), *Lincoln* (2012), *The Abolitionists* (2013)

Part II: *All: Norton: Chapter 16, Reconstruction: An Unfinished Revolution.*

Group A: Rosy Williams et. al, *The Murder of Jim Williams and African Americans During Reconstruction.*

Group B: Caleb Forshey and the Reverend James Sinclair, *White Southerner's Reactions to Reconstruction and African Americans During Reconstruction.*

Group C: Grimes Family and Swindell Brothers, Work Under Sharecropper and Labor Contracts and African Americans During Reconstruction.

Suggested Movies: *Lincoln* (2012), *The Abolitionists* (2013)

Week 3: Thurs, Jan. 31st

Part I: An Unfinished Revolution

Group A: Rosy Williams et. al, The Murder of Jim Williams and African Americans During Reconstruction.

Group B: Caleb Forshey and the Reverend James Sinclair, White Southerner's Reactions to Reconstruction and African Americans During Reconstruction.

Group C: Grimes Family and Swindell Brothers, Work Under Sharecropper and Labor Contracts and African Americans During Reconstruction.

Suggested Movies: *Birth of a Nation* (1915)

Part II: Norton, Chapter 17, The West. Hand out Debate Info.

Group A: School Days of An Indian Girl and Visual Portfolio: The Peopling of the West

Group B: Victory at Greasy Grass and Visual Portfolio: The Peopling of the West

Group C: Witness to Custer's Last Stand and Visual Portfolio: The Peopling of the West.

Suggested Films: *Bury My Heart at Wounded Knee* (2007), *Custer's Last Stand: American Experience* (2012), *Far and Away* (1992), *Our Spirits Don't Speak English: Indian Boarding School* (2008), *Buffalo Soldiers* (1997)

Week 4: Thurs, Feb. 7th

Part I: Library Orientation to Writing Assignment 2

Writing Assignment Homework: Choose and identify an identity: gender, region, class, religion, ethnicity, race, etc.

Part II: All: Norton: Chapter 18, The Machine Age, Norton: Chapter 19, the Vitality and Turmoil of Urban Life and Chapter 20

Group A: The Decline of the Independent Craftsman and Antilynching Campaign in Tennessee..

Group B: Workers Prosper as Industry Grows and Conditions at the Triangle Shirtwaist Company

Group C: Losing Out to Standard Oil and A Fire Trap.

Suggested Films: *The Men Who Built America* (2012), *Henry Ford: the Man and the Machine* (1987), *The Richest Man in the World: Andrew Carnegie* (1997), *Orphan Train* (1979)

Writing Assignment Homework: Work with a librarian to find scholarly encyclopedia articles on the background and location of your character.

Week 5: Feb. Thurs 14th

Part I: Debate

Writing Assignment Homework: Find one, outside primary source reflecting your character's identity. Summarize and reflect on the source in your journal.

Part II: *All*: Gilded Age Politics, 1877-1900. Norton, Chapter 21, the Progressive Era, 1895-1920.

Group A: Marcus, Suppressing the "Dreadful Curse of Liquor"

Group B: Marcus, My Fight for Birth Control

Group C: Marcus, The Trial of Kate Richards O'Hare

Suggested Films: *Legends of the Fall* (2000), *Newsies* (1992), *Choices of the Heart: The Margaret Sanger Story* (1995), *Iron Jawed Angels* (2004), *The Untouchables* (1987), *Citizen Kane* (1941)

Writing Assignment Homework: Find your second, outside primary source reflecting your character's identity. Summarize and reflect on the source in your journal.

Week 6: Feb. Thurs 21st

Part I: TBA

Writing Assignment Homework: Find your third, outside primary source reflecting your character's identity. Summarize and reflect on the source in your journal.

Part II: *All Read*, Norton, Chapter 22, The Quest for Empire, 1865-1914. You can find all of this week's primary source, group reading by doing a search on google. They are not in your Marcus reader.

Group A: Online: Search Google: US Journalist James Creelman Interviews Mexican President Porfirio Diaz, 1908 and American Anti-Imperialist League Program, 1899.

Group B: Online: Search Google: Plan of Ayala, 1911, by Emiliano Zapata and Roosevelt Corollary to the Monroe Doctrine, 1904

Group C: Online: Search Google: US Diplomatic Correspondence During the Mexican Revolution and, Platt Amendment, 1901.

Suggested Films: *Crucible of Empire: The Spanish American War* (), *Teddy Roosevelt: An American Lion* (2002), *Rough Riders* (2006), *Amigo* (2010)

<http://www.youtube.com/watch?v=bxYI8R3bdjY> Link for Song in Class.

Writing Assignment Homework: Find your fourth, outside primary source reflecting your character's identity. Summarize and reflect on the source in your journal.

Week 7: Feb Thurs 28thPart I: Midterm

Writing Assignment Homework: Find your fifth, outside primary source reflecting your character's identity. Summarize and reflect on the source in your journal.

Part II: *All Read*, Norton, Chapter 23, Americans in the Great War, 1914-1920. This week's primary sources can be found by doing a search on Google or on my website in the course pack.

Writing Assignment Homework: Choose one, *America Firsthand* primary source. Summarize and reflect on it through the eyes of your character's identity in your journal.

Suggested Films: *Flyboys* (2006), *The Red Baron* (2008), *All Quiet on the Western Front* (1979), *Lawrence of Arabia* (1962 or 2001), *Gallipoli* (1981), *All the King's Men* (1999)

Week 8: March. Thurs 7th

Part I: *All Read*, Norton, Chapter 23, Americans in the Great War, 1914-1920.

Group A: Online: Search Google: American Neutrality Policy.

Group B: Online: Search Google: Espionage Act.

Group C: Online: Search Google: Socialist Critique of World War I.

Writing Assignment Homework: Choose your second, *America Firsthand* primary source. Summarize and reflect on it through the eyes of your character's identity in your journal.

Part II: *All Read*, Norton, Chapter 24, The New Era, 1920-1929.

Suggested Films: *Boardwalk Empire* (2010--), *Al Capone* (1959), *The Roaring Twenties* (1939), *Inherit the Wind* (1960), *Chicago* (2002), *The Cotton Club* (1984), *The Great Gatsby* (1974)

Writing Assignment Homework: Choose your third, *America Firsthand* primary source. Summarize and reflect on it through the eyes of your character's identity in your journal.

Week 9: March Thurs 14th

Part I: Norton, Chapter 24. Comparison with African American Self-Presentation today.

Group A: "The Harlem Renaissance," and Marcus, "Letters from the Great Migration."

Group B: "The Harlem Renaissance," and "In Defense of the Bible."

Group C: "The Harlem Renaissance," and "An Odd Eulogy for . . . Bryan."

Writing Assignment Homework: Choose your fourth, *America Firsthand* primary source. Summarize and reflect on it through the eyes of your character's identity in your journal.

Part II: *All Read*, Norton, Chapter 25, The Great Depression and the New Deal, 1929-1941. Repatriation.

Group A: “*One the Road to the Great Depression.*”

Group B: “*Taking a Stand: The Sit-Down Strikes of the 1930s.*”

Group C: “*Advertising in the Interwar Years.*”

Suggested Films: *Lawless* (2012), *Grapes of Wrath* (1940), *Riding the Rails* (1997), *Cinderella Man* (2005), *Sea Biscuit* (2003), *The Color Purple* (1985), *Angela’s Ashes* (1999), *Oh Brother, Where Art Thou* (2000), *Of Mice and Men* (1992), *Road to Perdition* (2002), *Ironweed* [very graphic] (1987), *Native Son* (1986)

Writing Assignment Homework: Choose your fifth, *America Firsthand* primary source. Summarize and reflect on it through the eyes of your character’s identity in your journal.

Week 10: March Thurs 21st

Part I: Great Depression Continued. How would you solve the Great Depression? Solution time.

Writing Assignment Homework: Write a two-page, argumentative, analytical essay, in – your own voice, arguing what best defines American History during the time period of your character’s life. Final, overall writing project April 15th.

Part II: *All Read*, Norton, Chapter 26 & 27, The Second World War at Home and Abroad, 1941-1945.

Group A: “*The Bataan Death March.*”

Group B: “*Memories of the internment Camp.*”

Group C: “*Rosie the Riveter.*”

Suggested Films: *Casablanca* (1942), *Schindler’s List* (1993), *The Great Escape* (1963), *Bataan* (1943), *Sands of Iwo Jima* (1949), *The Rising Sun* (1943), *Saving Private Ryan* (1998), *The Pianist* (2002), *The Boy in the Striped Pajamas* (2008), *Patton* (1970), *Enemy at the Gates* (2001), *Flags of Our Fathers* (2002), *Red Tails* (2012), *Windtalkers* (2002), *Zoot Suit* (1981), *American Experience: Fly Girl*

Week 11: March Thurs 28th SPRING BREAK!

Enjoy!

Week 12: April Thurs 4th

Part I: World War II Continued

Part II: WWII Debate. Dropping the Bomb and Internment Camps

Group A, B, and C: “*To Build an Atomic Bomb*” and “*To Use an Atomic Bomb*”

Week 13: April. Thurs 11th

Part I: **Midterm**

Part II: *All Read*, Norton, Chapter 28, The Cold War and American Globalism, 1945-1961.

Group A: “*Blacklist: Post-World War II Red Scare.*”

Group B: "Disbelief and Corroboration."

Group C: "Cover-Up and Outcome."

Suggested Films: *Good Night and Good Luck* (2005), *Hollywood on Trial* (1976), *Thirteen Days* (2001), *All the President's Men* (1997)

Week 14: April Thurs 18th

Thurs: April 18th : Writing Assignment due in paper/hardcopy at the beginning of class.

Part I: The Cold War and the War on Terror: A Juxtaposition

Part II: *All Read*, Norton, Chapter 29, America at Midcentury, 1945-1960.

Group A,B, and C: "Levittown: Making America Suburban."

Suggested Films: *Seal Team Six: The Raid on Osama Bin Laden* (2013)

Week 15: April Thurs 25th

Part I: *All Read*, Norton, Chapter 30, the Tumultuous Sixties, 1960-1968.

Group A, B, and C: "Mississippi Freedom Summer."

Part II: *All*: Norton, Chapter 31, Continuing Divisions and New Limits, 1969-1980

Group A: "The Young Lords" and Protest Movements of the 1960s and 1970s" and "Los Angeles Burning."

Group B: "An American Hostage in Tehran" and Protest Movements of the 1960s and 1970s" and "Daughter of America."

Group C: "Border Crossings" and Protest Movements of the 1960s and 1970s" and Homophobia in the Heartland."

Week 16: Thurs, May 2nd

Part I: Chapter 32, Conservatism Revived, 1980-1992

Group A: "Los Angeles Burning."

Group B: "Daughter of America."

Group C: "Homophobia in the Heartland."

Part II: Norton, Chapter 33, Into the Global Millennium, America Since 1992

Week 17: Thurs, May 9th

On Monday of this week I will be in my office from 9:30 to 12:30 for special office hours in case you have any questions.

Study.

Thursday: Final Exam, 6:00 to 7:50 pm

FINAL EXAM

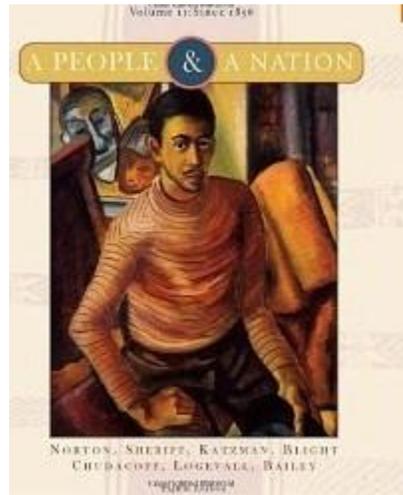
Thurs, May 9th, 12:00-1:50 pm, Final Exam

FINAL GRADES

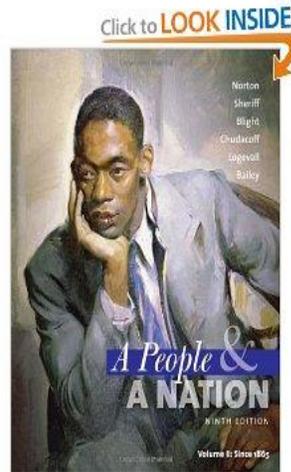
I must submit final grades to Admissions and Records (A & R) within three school days after you complete your final. A & R will have your grades “rolled” onto Banner within three additional school days. However, your GPA and academic standing will not reflect these new grades in your overall status later in May.

Required Texts

A People and a Nation, Vol. 2

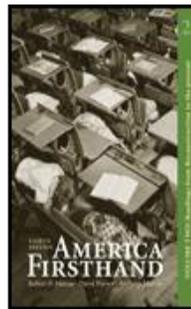


8th Edition



9th Edition

(Pick either 8th or 9th Edition (not both) of *A People and a Nation*. You must buy the Marcus, *America Firsthand* book.



Suggested/Recommended Texts

SUGGESTED/RECOMMENDED TEXTS

