

*"Science and technology teach us what we can do.
Humanistic thinking can help us understand what we should do."
Historian Alan Brinkley*

History 2020 • U.S. History since 1877
EEP Honors College (section 8)
Professor Chris Endy
Spring Semester 2018
Tuesdays and Thursdays, 1:40 to 2:55 pm, in King Hall B4019

Contact Me:
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Office Hours: Tuesdays and Thursdays from 3:00 to 4:20 pm; plus Tuesdays 5:50 to 6:20 pm.
*You do not need an appointment to visit 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>

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:** How effective has government been in helping Americans obtain the good life? How have Americans defined the proper role of government in society?
- 3. DIVERSITY:** How can intersectionality (an analytical model) help us explain patterns of inclusion and exclusions in U.S. history? (Note: As a tool of analysis, intersectionality presumes that different categories of social difference interact with each other and help to construct each other. We will explore specific examples this semester to make this abstract idea more concrete and meaningful.)

Assignments and Grading:

Plagiarism Statement		not graded, but required to pass the course
Office Hours Visit by 13 Feb		not graded, but required to pass the course
Class Participation	12%	based on attendance and engagement with course
Class Preparations (Preps)	28%	18 short assignments, each worth about 1.5%
Digital Storytelling		
Secondary Source Rodeo	3%	an individual grade
Primary Source Rodeo	5%	an individual grade
Progress Report	1%	a team grade
Draft Storyboard	4%	a team grade
Final Film	12%	a team grade
Peer Evaluation	5%	individual grade, w/ input from peers
Midterm Essay	10%	4-5 pages, typed, double-spaced
Final Essay	20%	7-8 pages, typed, double-spaced

•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 eight 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.

12+ Tips for Great Class Participation: page 6	How Can I Take Notes that Will Help Me During Finals Week?: page 8
SYLLABUS HIGHLIGHTS	
What Should I Do If I Start to Fall Behind on Assignments?: pages 4-5	What is the Professor Looking for When I Write an Essay?: pages 7-8

Required Readings and Print Outs

You are responsible for obtaining copies of these two books:

- John Kasson, *Amusing the Million: Coney Island at the Turn of the Century* (New York: Hill and Wang, 1978).
- Keith Wailoo, *Pain: A Political History* (Baltimore: Johns Hopkins University Press, 2014).

For all other reading and viewing materials, go to Moodle. For satisfactory class participation, you must bring your own **paper** copy of each reading to the relevant class sessions, unless the Prep instructions say otherwise. For most of the Prep assignments, you will also need to bring one or two paper copies. 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.

What You Can Expect to Learn in HIST 2020

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**, especially differences relating to race, ethnicity, gender, sexuality, class, geography, and political ideology. This 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."
5. 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.

Why Don't We Have a Textbook?

Textbooks in a history class can provide useful context, but they take a lot of time to read, and they tend to be pretty boring (even for me, a professional historian). History is interesting and relevant when it revolves around arguments and analysis. If we were to read a textbook together, we would not have time to dig deeper into more interesting and relevant styles of historical thinking.

On the other hand, if you find yourself wishing that you had more background information on U.S. history, you have two options:

1. Visit my office hours or raise your hand in class. I am happy to provide more context.
2. Consult the free textbook at this website: <https://openstax.org/details/books/us-history>

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

- You will need to *download* and view a few large video files from Moodle. Please plan ahead to ensure that you have access to these files. JFK Library is a good location for high-speed downloading. Other class sessions require online video *streaming*. See the class schedule for details.
- 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. This rule is designed to help you and your classmates learn and engage with each other. Occasionally, we will have activities that are appropriate for phones or laptops. I will let you know when those occasions arise.
- If you have a family emergency that requires you to monitor your phone for important messages, please let me know before class. Otherwise, keep those phones out of sight!
- Campus Email: I will send announcements to the class 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.

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 prep grades, I will drop your lowest score 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 essay grades will reflect three related criteria. I will give equal weight to each of these three areas when determining your grade:

1. **ARGUMENT**: development of an argument that answers your essay's question with clarity, substance, and creativity.
2. **EVIDENCE**: numerous details and short quotations from 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 20% of their value if one class session late, with an additional 5% for each additional session. 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 keep the late penalty from growing larger, 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 final essays will be penalized 4% of their value for each day late. Final essays cannot be submitted more than four days after the deadline.

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, the mini-museum exhibit (Prep 7), and anything relating to the Digital Storytelling Project.

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 possible. 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 do well in 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.

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>

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 before class. Come to class with paper copies of the readings and good reading notes. Use the core class questions on page 1 of 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 small group. Receive help with enthusiasm.

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

-Ask questions, no matter how broad or small.

-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.

-Be a leader. Be aware of what the group or 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 counts as class participation.

-Send me an email. 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.

BRIEF WRITING GUIDE FOR ARGUMENTATIVE ESSAYS AND PARAGRAPHS

If you *practice* these seven tips, you can learn to write strong essays.

For more writing tips, 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.

WEAK: The late 1960s saw a decline in optimism. "The government never cared for us."
[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, how ever, 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. You can only achieve clear TSA's and concise prose if you have time to revise your draft at least two times.

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.

How Can I Get Help?

1. Talk to me! See Tip 7 above. Helping students write argumentative essays is part of my job, and I enjoy working with students on their writing.

2. Visit the University Writing Center. The UWC can provide free tutoring help. Find the UWC in JFK Library, Palmer Wing, room 1039A. Stop by, call (323-343-5350), or visit their website:
<http://www.calstatela.edu/uwc>

3. 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 advice on grammar issues (e.g. run-ons, passive-voice, quotation set-ups) and on "big picture" issues (e.g. thesis statements and how to avoid procrastination):
<http://writingcenter.unc.edu/handouts/>

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 usually present at the start of each lecture. Mark or flag this thesis so you can find it easily later.

•Create **visual variety and clarity** 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 you classmates** and write down in your notes their ideas and examples, especially those that help answer our main class question.

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.

- Code:** **R) Read and bring a marked-up paper copy to class**
V) View a film or video clip online, sometimes with an ungraded quiz attached
A) Assignment due in paper at the start of class

WEEK ONE

- 23 Jan Course introduction: What are we doing here?
- 25 Jan What is progress?
R) Syllabus in detail
R) Slack and Wise chapter on "progress" (16 pages)
A) Prep 1 Due (including an online Knowledge Survey via Moodle)
- 26 Jan Friday, 9:30 am to 10:45 pm: Digital storytelling workshop (HC Lounge)
Goals: Learn about the project and the role of the Autry; brainstorm ideas for topics.

WEEK TWO

- 30 Jan Why is ethical judgment so complicated?
R) Offit chapter on Rachel Carson and DDT (29 pages)
R) optional reading: Hariri on agriculture as "history's biggest fraud" (12 pages)
A) Prep 2 Due
- 1 Feb Should we celebrate or lament the rise of industrialization?
V) Mini-lecture (5-10 minutes)
R) Primary sources on industrialization (10 pages)
A) Prep 3 Due

WEEK THREE

- 6 Feb Have mass culture and urban living made us happier?
R) Kasson, *Amusing the Million*, whole book.
A) Prep 4 Due
- 8 Feb Topic TBD: No assignments for this session.

WEEK FOUR

- 13 Feb How did sex in the city, plus racism, contribute to drug criminalization?
V) Mini-lecture (5-10 minutes)
R) Cohen article on "Jim Crow's Drug War" (24 pages)
A) Prep 5 Due *Note: Last day to visit my office hours for your initial visit.*

- 15 Feb Immigration: Who is a white person? Who gets to be a U.S. citizen?
V) Mini-lecture (5-10 minutes)
R) Molina on constructions of whiteness and immigration policy (15 pages)
R) Primary sources on immigration (8 pages)
A) Prep 6 Due

- 16 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.

WEEK FIVE

- 20 Feb Digital Storytelling Workshop
R) Lambert, *Digital Storytelling Cookbook*, pp. 15-22.
**Note: Page 15 starts with "Step 4: Seeing Your Story."*
A) Digital Storytelling Secondary Source Rodeo due

- 22 Feb Workshop to create a museum-style exhibit on Rachel Carson and DDT
A) Prep 7 Due (no Free Lates allowed)

WEEK SIX

- 27 Feb Digital Storytelling Workshop
A) Digital Storytelling Primary Source Rodeo due
- 1 March Topic TBD: No assignments for this session.

WEEK SEVEN

- 6 March Digital Storytelling Workshop
A) Digital Storytelling Draft Storyboard due (a team assignment)
- 8 March How did Americans learn to embrace elements of socialism in the 1930s?
V) Mini-lecture (5-10 minutes)
R) Letters to the White House during the Great Depression (5 pages)
V) 1930s Great Depression musicals (8 minutes)
R) Primary sources on deportations (8 pages)
A) Prep 8 Due
- 9 March Friday Field Trip to the Autry Museum: On-Site Workshops
Bus leaves Cal State LA at 9am! Return around 2pm.
Note: POLS 1000 will not meet this day.

WEEK EIGHT

- 13 March How Did the United States Emerge as the World's Superpower?
V) Mini-lecture (5-10 minutes)

- 15 March Did Robert McNamara (and other Americans) commit war crimes?
 V) Mini-lecture (5-10 minutes)
 V) *The Fog of War* documentary (Erroll Morris, 2004).
 A) Prep 9 Due

WEEK NINE

- 20 March Did Robert McNamara (and other Americans) commit war crimes?
A) Midterm Essay due in paper at the start of class
 Essays also due via Moodle by 9:00pm that same day.

- 22 March Why would someone write a book on the history of pain?
 R) Wailoo, 1-12, 212-13. Also quickly skim pages 215-84.
 A) Prep 10 Due

WEEK 9^{3/4} SPRING BREAK

WEEK TEN

- 3 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)
 A) Prep 11 Due

- 5 April Digital Storytelling Workshop

WEEK ELEVEN

- 10 April How did African Americans challenge Jim Crow segregation?
 V) Mini-lecture (5-10 minutes)
 V) Documentary on civil rights activism (30 min)
 R) Malcolm X, Ballot or Bullet speech (2 pages)
 A) Prep 12 due

- 12 April How did women, gays, and lesbians in the 1960s and 1970s fight for better lives?
 V) Mini-lecture (5-10 minutes)
 V) Documentary on Women's Liberation (20 min)
 R) Gay rights primary sources (4 pages)
 A) Prep 13 Due

WEEK TWELVE

- 17 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)
 A) Prep 14 Due

- 19 April Digital Storytelling Workshop

WEEK THIRTEEN

- 24 April Topic TBD: No assignments for this session.

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

WEEK FOURTEEN

- 1 May Topic TBD
A) Digital Storytelling Final Project file due (group assignment)

- 3 May How have recent economic changes affected Americans?
 R) Primary sources on working-class life (4 pages)
 R) Charts on economic trends (5 pages)
 A) Prep 16 due

- 4 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

- 8 May How can history help us understand present-day challenges?
 V) Mini-lecture (5-10 minutes)
 R) Readings on Affirmative Action and other topics (6 pages)
 A) Prep 17 Due

- 10 May Preparation for the final essay
 A) Prep 18 Due [no free late allowed]

FINALS WEEK

- 17 May: Finals Week Thursday
A) Final Essay due via Moodle by 12:00 pm (noon).
Potluck Party from 12 to 2pm, featuring our Extra Credit Extravaganza!