

**History 202B section 8  
Honors College Fall 2014**

**Citizenship and Rights in U.S. History  
Professor Chris Endy**

Class Sessions: Tuesdays & Thursdays 1:30 to 3:10 in Fine Arts 347  
Email: cendy@calstatela.edu  
Professor's Office: King Hall C4076A  
Office Phone: 323-343-2046  
Office Hours: Tuesdays & Thursdays, 3:15 to 4:15, 5:00 to 6:00, and by appointment.  
Personal Faculty Web Page: <http://www.calstatela.edu/faculty/cendy> (links, etc.)

**Course Description:** This class will explore different notions of citizenship and rights in recent U.S. history. Rather than aim for comprehensive coverage of all U.S. history since 1865, we will give special attention to questions and topics that can help illuminate problems that Americans face today. We will examine how an understanding of history can improve our own acts of citizenship today. Note: This class fulfills the General Education (GE) American Institutions requirement (block A).

**Course Goals and Student Learning Outcomes:**

- Identify and explain major issues relating to citizenship and rights. Explain how and why ideas and practices surrounding citizenship and rights have changed over time, including into the present day.
- Identify and explain the evolving role of government in a diverse U.S. society. Explain how and why ideas and practices surrounding government have changed over time. Explain how Americans' diverse lived experiences, especially differences relating to race, ethnicity, gender, sexuality, and social class, have influenced and been influenced by government.
- Read and interpret both primary sources (historical documents) and secondary sources (scholarship written by historians). Demonstrate ability to draw evidence from both types of sources and build generalizations from different forms of evidence.
- Construct and defend original arguments with clear and persuasive writing, effective public speaking and listening, and careful use of evidence.
- Demonstrate awareness of how historical knowledge can improve understandings of current events. Demonstrate awareness of how current events can both improve and distort historical understanding.

**Course Questions:** As historians, we cannot hope to study every aspect of modern U.S. history in just ten weeks. To help make sense of our nation and its past, we will focus on this core class question:

**To what extent has government been a reliable ally in Americans' quest for good and happy lives?**

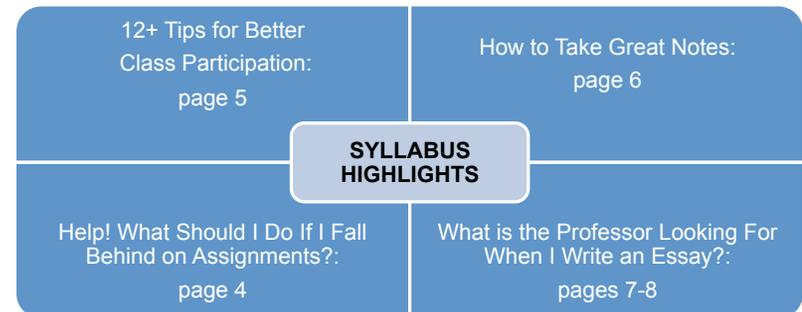
To address this core question, we will also explore these supporting questions:

- How have Americans determined who enjoys full citizenship and full rights and who becomes an "American"?
- How have Americans defined the "good life" and "happiness"?
- How have social differences such as race, gender, sexuality, social class, religion, and region influenced the impact of government in Americans' lives?

**Assignments and Grading:**

Meeting with Professor	not graded, but required to pass the class
Attendance and Participation	15%
Class Preparation (Preps)	20% (submit 10 of 13 short assignments)
Journal Article Project	5% (brief writing and group presentation)
Mendez@Mendez Projects	25% (x4, research and lesson plan assignments)
Midterm Essay	10% (4 pages, typed, double-spaced)
Final Essay:	25% (8-10 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 five or more class sessions or fail to submit either paper. If you don't understand the basis of the grade you received or if you disagree with the assessment, speak to me—but only after letting twenty-four hours pass for you to absorb and reflect on the evaluation. Please act within two weeks of the return of the assignment.



### Required Readings, Viewing, and Print Outs

- You can find downloads or links for all readings and viewing material posted on Moodle. For help with Moodle, contact me, or call the campus Moodle hotline at 323-343-6594 (hotline hours: M-F 9am-5pm).
- For satisfactory class participation, you must bring your own **paper** copy of each reading to the relevant class sessions. You will also need to bring **two paper copies** of each class preparation assignment.
- Our class research project will also require additional reading and print-outs.

### Notes on Technology:

- 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. Some 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.

**Meeting with the Professor:** At least once early in the quarter (through Thursday, 16 October), you need to visit my office in King Hall. Bring your notes with you. You can visit in small groups if you like.

**Class Preparation (Preps):** On Moodle, you will find 13 short “class preparation” assignments or “preps.” You are required to submit 10 of the 13 preps. Some preps will be based on the daily reading or viewing material and can be typed or hand-written. Some preps will ask you to write typed, essay-style paragraphs. Sometimes I will ask you to bring TWO COPIES of your prep work to class.

### Essays:

Your grades on the essays will be based on three related criteria:

1. development of an argument or point of view that is pertinent to the issue at hand and that has breadth, coherence, and insight (argument);
2. use of the relevant class material (evidence); and
3. expression of ideas in a clear, concise, engaging prose (writing).

### Grading rubric on essays:

- A: excellent. Outstanding in all three areas.
- B: good. Strong in all three areas, or strengths in one offset by weakness in another.
- C: average. Adequate in one or more areas, offset by weakness in others
- D: poor. Problems in all three areas, or lack of engagement with the assignment.
- F: unacceptable. Serious flaws in all three areas, or lack of engagement.

**Late Policy:** Out of fairness to other students, essays and Mendez@Mendez assignments will be penalized 5% of their value for each class session late. To encourage classroom readiness, class preps will be penalized 15% of their value if one class session late, with an additional 5% for each further session. Late final papers are strongly discouraged and may result in a failing grade for the class.

The Free Late: Once during the quarter, you may submit an assignment one week late with no penalty. Simply write “Free Late” at the top the assignment. You may only use this option once; use it wisely. Exception: You may not use your Free Late for the Final Essay.

Special Note: *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 give me a heads up. 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.*

**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 some of the different ways that you can achieve good class participation:

- Read carefully outside of class. Come to class with paper copies of the readings and good reading notes. Use the core class question in the syllabus to guide your note-taking on the readings. Be prepared to point to specific page references in class. This is one of the most important steps you can take for good class participation.
- Help members of your 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 class needs at any given moment to keep our energy and focus on track. That could mean sharing a question, a reading passage, a joke, etc. It could mean keeping a small group on task. It could mean letting a constructive silence continue.
- Be aware if you are speaking too much. For students with a tendency to speak all the time, good class participation can mean stepping back and seeing what you and others can learn by *listening* to classmates for a while.
- Pay attention to emotions—yours and others. An honest examination of history requires us to explore the role of racism, sexism, and other forms of prejudice in both the past and the present. Discussing these topics can sometimes be disturbing or upsetting, but this discomfort is often an essential part of the learning process. Hopefully, you will find yourself provoked, intrigued, at times amused, but above all enlightened during this class. You can help in this effort by respecting the views of your classmates and by being eager to listen to what classmates and historical sources have to say.
- Visit my office hours. This also counts as class participation.
- Attend class. This is big. If you have responsibilities outside your academic studies, make sure that you can prioritize attending class.
- If you ever find yourself bored in this class, please let me know, ideally via office hours. I'd rather know sooner rather than later so that we have time to figure out a solution.

#### **Advice on Taking Notes in Class:**

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

**Plagiarism:** Plagiarism refers to the use of another author's words or ideas without acknowledgement of this use. This includes copying from texts or webpages as well as submitting work done by somebody else. Other forms of plagiarism include altering a few words or the sentence structure of someone else's writing and presenting it as your own writing (that is, without quotation marks or footnotes). Violators will receive at minimum a zero on the assignment and will be reported to University authorities. Please also read the following statement about [www.turnitin.com](http://www.turnitin.com), which comes from the CSU General Counsel and will apply to this class:

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

## BRIEF WRITING GUIDE FOR ARGUMENTATIVE ESSAYS AND PARAGRAPHS

For my full writing guide, see my faculty web page: [www.calstatela.edu/faculty/cendy](http://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, however, require that you give some context.]

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

BETTER: The war was senseless. According to historian Sarah Silverman, "even the victors gained nothing."

**Tip 5. Write in the active voice.** The active voice stands in contrast to the passive voice. Passive voice hides key information from your readers. Your audience cannot tell who took the action (or held the viewpoint) that your sentence describes. Historians care deeply about cause and effect, and active-voice sentences do a better job than the passive voice in conveying causality.

PASSIVE VOICE: The movement was accused of being communist.

ACTIVE: Truman's White House accused the movement of being communist.

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

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

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

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

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

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

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

[http://www.calstatela.edu/centers/write\\_cn/](http://www.calstatela.edu/centers/write_cn/)

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

**CLASS SCHEDULE:** Note: Bring a paper copy of each day's readings on hand. For the readings beyond the books, our Moodle page will provide a download or web link.

R) = a reading

P) class preparation assignment

V) = a viewing

A) larger assignment

- 25 Sept Course Introduction: What Are We Doing Here?
- 30 Sept The Mendez Case / Origins of Immigration Exclusion  
 R) McCormick and Ayala article on Felicitá Méndez (17 pages)  
 R) Lesson Plan on Chinese Immigration and Exclusion (9 pages)  
 P) Prep 1 Due [a “no skip” prep]
- 2 Oct Racial Politics in Los Angeles / Industrial Labor Conflict  
 R) Sanchez article on Boyle Heights (25 pages)  
 R) Lesson Plan on the 1892 Homestead Strike (7 pages)  
 P) Prep 2 Due
- 7 Oct Imperialism: Native Americans, Filipinos, Japanese  
 R) Primary Sources on U.S. Imperialism (3 pages)  
 R) Kiyama, “Four Immigrants Manga” (26 pages)  
 V) Imperialism Documentary (12 minutes; large download!)  
 P) Prep 3 Due
- 9 Oct Progressivism: Reforming Laissez-Faire Capitalism and Urban Life  
**A) Mendez@Mendez Research Project #1 Due**
- 14 Oct Great Depression and New Deal: An Expanding U.S. Government  
 R) Primary Sources on the 1930s (~5 pages)  
 V) Videos and Songs on the 1930s (13 minutes)  
 P) Prep 4 Due
- 16 Oct How World War II Helped Create a Rights Revolution  
 R) Primary Sources on Human Rights (~10 pages)  
 P) Prep 5 Due
- 21 Oct The Cold War and the National Security State  
 R) Canaday article on the GI Bill and the “Straight State” (23 pages)  
 P) Prep 6 Due [a “no skip” prep]
- 23 Oct Mendez@Mendez Day: Meet in JFK Library North, Lecture Room 1  
**A) Midterm Essay Due (3-4 pages)**
- 28 Oct The Civil Rights Movement: Would You Risk Your Life?  
 V) Civil Rights Documentary (17 minutes; large download)  
**A) Mendez@Mendez Research Project #2 Due**
- 30 Oct Liberalism’s Peak: The War on Poverty and Vietnam War (mid 1960s)  
 R) Primary Sources on Poverty (4 pages)  
 V) Lyndon Johnson on Poverty (6 min)  
 P) Prep 7 Due
- 4 Nov Liberalism Challenged from the Left: Black Power, the Chicano Movement, and Women’s Liberation (1960s-mid 1970s)  
 R) Primary and Secondary Sources on Radicals and Activists (~30 pages)  
 P) Prep 8 Due
- 6 Nov Mendez@Mendez Day: Meet in JFK Library North, Lecture Room 1  
 P) Prep 9 Due
- 11 Nov Veterans Day – Campus Closed / No Class
- 13 Nov Open Day: Topic to be Determined  
**A) Méndez@Méndez Research Project #3 Due**
- 18 Nov The Rise of Cultural Conservatism and “Family Values” in the 1970s  
 R) Primary Sources on the Religious Right (3 pages)  
 V) *All in the Family* episode (23 minutes)  
 P) Prep 10 Due
- 20 Nov Open Day; Topic to be Determined  
**A) Mendez@Mendez Research Project #4 Due**
- 25 Nov Globalization and Free Trade: Where did the Good Jobs Go?  
 R) Primary Sources and Charts on Globalization (~8 pages)  
 P) Prep 11 Due
- 27 Nov: Thanksgiving – Campus Closed / No Class
- 2 Dec “Government is the Problem”: Conservative Political Solutions  
 V) Charter Schools and Teachers Unions (50 minutes; large download)  
 R) Critical Article on Video (2 pages)  
 P) Prep 12 Due
- 4 Dec Class Conclusion; Preparing for the Final Essay  
 P) Prep 13 Due [a “no skip” prep]
- 11 Dec: Finals Week Thursday  
**A) Final Essay Due in paper in my office by 6:00 p.m.** Essay also due via Moodle by 6:30pm that same day.