

Syllabus

HIST 118: U.S. History Since 1876

Victor Valley College
Fall 2020

Course Information

Instructor: Dr. Lauren Golder (she/her)
Instructor email: lauren.golder@vvc.edu
Office hours: by appointment

Class Meetings: Tue/Thu, 12:46-2:06 PM
Location: Remote – Zoom and Canvas
Course Section Number: HIST-118-79921

Course Description

A survey of the history of the United States from 1876 to the present. The course will focus on economic, political and social history in order to understand the causal factors that created the United States. Gender and ethnic history will be examined in light of the development of the United States and how diverse groups contributed to the historical reality of the United States.

Required Texts

This course will use free online textbooks, also known as Open Educational Resources (OERs). You will be reading the following texts:

- *The American Yawp: A Free and Online, Collaboratively Built American History Textbook*, edited by Joseph Locke and Ben Wright (Stanford: Stanford University Press, 2019).
<http://www.americanyawp.com> ISBN: 978-1503606883.
- *The American Yawp Reader: A Documentary Companion to the American Yawp*, edited by Joseph Locke and Ben Wright (Stanford: Stanford University Press, 2019).
<http://www.americanyawp.com/reader.html>

*If you would prefer to have a print copy of the textbook, it is available for \$25 from [Stanford University Press](#).

Student Learning Outcomes

1. Develop analytical skills in relation to historical time period, cause and effect.
2. Identify and discuss transformational people, institutions and events that have been the basis for the political, economic, social, intellectual and diplomatic development of the United States from 1876 to present.
3. Analyze how issues of race and gender impacted the political, social and economic development of the United States since 1876.

Remote Course Format

- The Canvas course page will be your hub for this course. From there you will submit assignments, complete quizzes and exams, and access our remote meetings.
- Each week, students will attend remote class meetings twice for 80 minutes each.
- This class will meet via ConferZoom, which you can access through the Canvas LMS. Class meetings will include short lectures, group discussions, small group discussions, and other activities.
- You will need a functioning computer, internet access, and basic computer literacy for this course.

- **Camera Policy:** You will not be required to have your camera turned on at all times. However, I ask that you keep it turned on for class discussions as much as possible so that your classmates can see your face. Please upload an avatar (preferably a picture of yourself) to Zoom so that I and your classmates can match your face to your name when your camera is off.

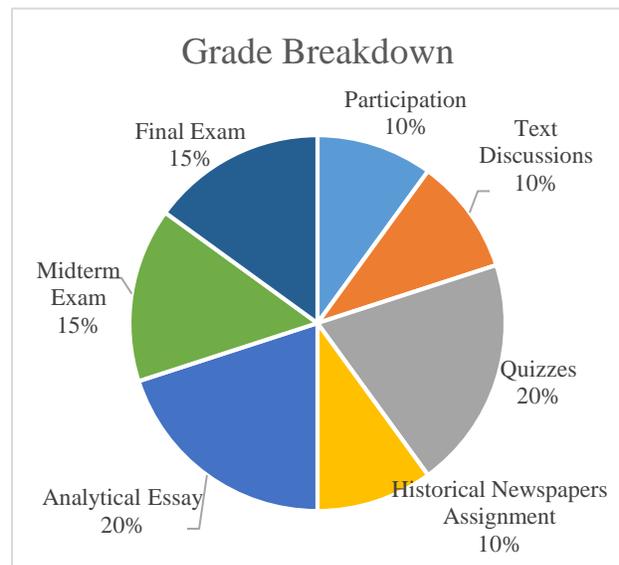
Assignments

All assignments will be due by **11:55 pm** on the due date unless otherwise stated.

- **In-Class Participation:** This course will meet remotely, and you are expected to do the class readings and come to class prepared to discuss the material. Participation includes thoughtful questions and insightful comments during discussion.
- **Reading Discussions (due every Thursday before class):** Each week, we will read and discuss the primary source documents in the Perusall app (accessed through Canvas). Your grade will be based on the curiosity, quality, and helpfulness evident in your commentary, as well as supporting your classmates in their intellectual endeavor.
- **Quizzes (due every Thursday night):** You will complete a 10-question reading quiz each week unless otherwise noted. Your lowest quiz grade will be dropped at the end of the semester. Quizzes are open-book and open-note.
- **Historical Newspapers Assignment (due 9/15):** You will be asked to choose a topic from the course and find 3-4 historical newspaper articles on that topic. You will then write 750-900 words analyzing what you find. You will receive additional information about this project in Module 5.
- **Analytical Essay (topic approval due 10/20, rough draft due 10/29, peer review due 11/10, final draft due 11/17):** You will write a 5-6 page (1,200-1,500 words) essay on an important issue or debate in American history. You must get your topic approved by me. Two weeks before the final essay is due, you will be required to turn in a rough draft and peer review two other students' essays. You will receive additional information about this project in Module 10.
- **Midterm (due 10/10) and Final Exam (due 12/19):** Each exam will consist of multiple choice, short answer, and essay questions. You will take the exams online through Canvas. Exams are open-book and open-note.

Your course grade will be based on the following:

| Assignment | Percentage of Final Grade |
|----------------------------------|---------------------------|
| In-Class Participation | 10 |
| Reading Discussions | 10 |
| Quizzes | 20 |
| Historical Newspapers Assignment | 10 |
| Analytical Essay | 20 |
| Midterm Exam | 15 |
| Final Exam | 15 |



Grading Scale

Grades will be determined by percentage earned.

90-100 = A

80-89 = B

70-79 = C

60-69 = D

0-60 = F

Course Schedule

Each week you will be required to read and discuss one or more chapters from *The American Yawp* (abbreviated as AY) as well as several primary source documents, all available on Canvas and Perusall. In order to best prepare, **readings should be completed before class**. Your preparation and participation are necessary for us to have meaningful conversations about the topics and readings.

The schedule is subject to change at the instructor's discretion; any changes will be announced via Canvas Announcements. When there are multiple readings, please read them in the order listed.

| Week # | Topic | Day | Required Reading | Assignments |
|--------|---------------------------------|-----------|---|---|
| 1 | Introduction and Reconstruction | Tue. 8/18 | | Quiz 1/Pre-Course Survey |
| | | Thu. 8/20 | AY C. 15 | |
| 2 | Capital and Labor | Tue. 8/25 | AY C. 16 | |
| | | Thu. 8/27 | Henry George, <i>Progress and Poverty</i> Andrew Carnegie, <i>Wealth</i> Lucy Parsons, <i>Women and Revolutionary Socialism</i> | Quiz 2 |
| 3 | The American West | Tue 9/1 | AY C. 17 | |
| | | Thu. 9/3 | Chief Joseph, <i>Indian Affairs</i> Turning Hawk, <i>Wounded Knee</i> Frederick Jackson Turner, <i>Frontier Thesis</i> | Quiz 3 |
| 4 | Life in Industrial America | Tue. 9/8 | AY C. 18 | |
| | | Thu. 9/10 | Ida B. Wells-Barnett, <i>Lynch Law in America</i> Jacob Riis, <i>How the Other Half Lives</i> | Quiz 4 |
| 5 | American Empire | Tue. 9/15 | AY C. 19 | Historical Newspapers Assignment Due |
| | | Thu. 9/17 | African-Americans Debate Enlistment Willian James, <i>The Philippine Question</i> Saum Song Bo, <i>Statue of Liberty</i> | Quiz 5 |
| 6 | | Tue. 9/22 | AY C. 20 | |

| Week # | Topic | Day | Required Reading | Assignments |
|--------------------|-----------------------|------------|--|---|
| | The Progressive Era | Thu. 9/24 | Eugene V. Debs, <i>Socialism</i> Charlotte Perkins Gilman, <i>Women and Economics</i> John A. Ryan, <i>A Living Wage</i> Manuel Gamio, <i>A Mexican-American Family</i> | Quiz 6 |
| 7 | WWI and Aftermath | Tue. 9/29 | AY C. 21 | |
| | | Thu. 10/1 | Woodrow Wilson Requests War W.E.B. DuBois, "Returning Soldiers" The Sedition Act of 1918 Emma Goldman on Patriotism | Quiz 7 |
| 8 | The New Era | Tue. 10/6 | AY C. 22 | |
| | | Thu. 10/8 | | Midterm Exam Due Sat. 10/10 |
| Fall Break | | 10/12-16 | | Relax! |
| 9 | The Great Depression | Tue. 10/20 | AY C. 23 | Analytical Essay Topic Approval Due |
| | | Thu. 10/22 | Herbert Hoover on the New Deal Rose Chernin, <i>Unemployed Movement</i> Huey P. Long, "Every Man is a King" and "Share Our Wealth" | Quiz 8 |
| 10 | WWII | Tue. 10/27 | AY C. 24 | |
| | | Thu. 10/29 | FDR Executive Order No. 9066 Aiko Herzig-Yoshinaga, <i>Internment</i> Bayard Rustin, "Jim Crow Army" LULAC, WWII and Mexican-Americans | Quiz 9 Analytical Essay Draft Due |
| 11 | The Cold War | Tue. 11/3 | AY C. 25 | |
| | | Thu. 11/5 | The Truman Doctrine Margaret Chase Smith, "Declaration of Conscience" Paul Robeson Appears Before HUAC | Quiz 10 |
| 12 | The Affluent Society | Tue. 11/10 | AY C. 26 | Peer Review Feedback Due |
| | | Thu. 11/12 | Juanita Garcia on Migrant Labor The Southern Manifesto The Universal Declaration of Human Rights | Quiz 11 |
| 13 | The Sixties | Tue. 11/17 | AY C. 27 | Analytical Essay Due |
| | | Thu. 11/19 | MLK, "Letter from a Birmingham Jail" Fannie Lou Hamer, 1964 DNC The Port Huron Statement | Quiz 12 |
| Thanksgiving Break | | 11/23-27 | | Relax! |
| 14 | The Turbulent Society | Tue. 12/1 | AY C. 28 | |

| Week # | Topic | Day | Required Reading | Assignments |
|--------|-----------------|------------|---|------------------------------|
| | | Thu. 12/3 | Native Americans Occupy Alcatraz Gloria Steinem on Women's Rights Black Panther Party Platform | Quiz 13 Make-Up Day |
| 15 | The New Right | Tue. 12/8 | AY C. 29 | |
| | | Thu. 12/10 | Statement of AIDS Patients Brochure on the ERA Phyllis Schlafly, Against the ERA Pat Buchanan on the Culture War | Quiz 14 |
| 16 | The Recent Past | Tue. 12/15 | AY C. 30 | |
| | | Thu. 12/17 | | Final Exam Due Fri. 12/18 |

Important Dates

- Course Begins: Aug 17, 2020
- Deadline to add course or drop without receiving a "W": Sept 2, 2020
- Last day to drop course and receive a "W": Oct 1, 2020
- Fall Break: Oct 12-16, 2020
- Thanksgiving Break: Nov 26-28, 2020
- Course Ends: Dec 18, 2020

Course Policies

Communication

- **E-mail:** E-mail is the easiest way to contact me. Please include 'HIST 118' in the subject line of the e-mail. Allow 24-48 hours for a response. I typically respond to e-mail during business hours (9:00am-5:00pm, Monday-Friday)—for example, if you send an e-mail at 9pm on Monday night, you will most likely receive a response the next day during these hours. Please e-mail again if you have not received a response within 2 days. A response during academic breaks may be delayed. If you have extensive questions that require a longer conversation, please e-mail me an overview of what you would like to discuss and come to office hours.
- **Office Hours:** Office hours are a great opportunity for us to discuss any questions or concerns you have regarding the class, the readings, the assignments, or history and college in general. If you would like to set up a time to chat, please email me to schedule an appointment. I look forward to getting to know you this semester and encourage you to come to office hours.
- **Canvas:** For this class, we will use the Canvas site regularly. All of our class material will be on Canvas. I will also deliver class announcements through canvas. I advise you to check whether your canvas notifications are turned on for this course. All assignments should be submitted through the Canvas site. Paper copies will not be accepted. Canvas will also determine deadlines and will not accept submissions once the deadline has passed. I recommend that you do not wait until the last minute to submit your assignments. I will not accept assignments through e-mail.

Discussion Policy

I expect that you will treat others with respect. We will develop our discussion guidelines in the first week of class. We are all unique and this is extremely valuable for class discussion. Please be respectful of others voicing their opinions, thoughts, and feelings in class. We can disagree, but we should work to make disagreements

respectful. No personal attacks will be tolerated. Do not make side comments while someone is speaking or interrupt.

Late Work Policy

Canvas does not accept assignments after submission deadlines. Make sure you have yourself enough time to turn in assignments in case something goes wrong (e.g. you lose internet access at the last minute).

If you have extenuating circumstances that will cause you to turn in an assignment late, please talk to me as soon as possible. If you turn in an assignment late and do not contact me **before** the deadline, your grade on the assignment will be reduced by 5% for each day it is late, up to 5 days.

Additionally, there will be a **Make-Up Day on Thursday, December 3**. On this day, I will reopen assignments and you can turn in any late assignments with no penalty. Note: I will not accept late work on quizzes or exams unless you have spoken to me before the due date.

Statement of Access and Accommodations

If you need disability accommodations, please accommodations please submit your documentation to me within the first two weeks of class. If you need accommodations for class and do not already have them, please contact the [ACCESS Resource Center](#). I encourage you to speak with me if you would like to discuss your accommodations so I can ensure that your accommodations are being fulfilled.

Policy on Plagiarism

All students in this course are expected to complete their own work. Students who cheat or plagiarize will earn '0' on that assignment. The term "cheating" includes, but is not limited to:

- Use of any unauthorized assistance in taking quizzes, tests, or examinations.
- Dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments, or acquisition, without permission, of tests or other academic material belonging to a member of the VVC faculty or staff.
- Cheating, plagiarism (including plagiarism in a student publication), or engaging in other academic dishonesty as defined below.

The term "plagiarism" includes, but is not limited to:

- the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment.
- the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials

Because VVC is an institution of higher learning, plagiarism and cheating offenses are taken very seriously. A verbal warning may/or may not be issued prior to a disciplinary action. Disciplinary actions may include, short-term or long-term suspension and/or expulsion. The instructor maintains the right to give a verbal warning; give the plagiarized or cheated work a zero or an "F"; or report the student for further disciplinary action (see aforementioned actions).

Attendance Policy

You are not graded on "attendance" in this course. However, students who do not actively participate in this course will be dropped up to the final drop date. For more information on 'active engagement', see the definition below.

Since Fall 2020 is an unusual semester, you will be permitted **4 automatically-excused absences** with no questions asked. Additional unexcused absences will lower your participation grade by two percentage points for

each unexcused absence. If something happens that will require you to miss more than two classes in a row (for example, if you develop symptoms of COVID-19), please notify the instructor as soon as possible.

Definition of Academic Engagement

Faculty should document regular and substantive interaction which demonstrates students' active engagement in the online course. 'Active engagement' includes participation in electronic conversations, discussions, completed assignments or any other assessment designated by the individual instructor.

Pronoun and Name Guidelines

All people deserve to be addressed in accordance with their identity, ranging from preferring a nickname to your gender pronouns. You have the right to be referred to with the pronouns you are most comfortable with (she, he, they, ze, etc.). In order to have a safe and respectful class environment, you should refer to your classmates with the names and pronouns that your classmates are most comfortable with. I encourage you to notify me of your gender pronouns either in class or by email so I can address you correctly, especially if you have reason to believe I may refer to you by the incorrect pronoun.

Additionally, you have the right to be referred to the name that you are most comfortable with. If the name listed on my roster is not the name you would like to be called, you are welcome to let me know in class or through e-mail at any time. I do my best to know student names and will call you by your name often. If I am mispronouncing your name, I encourage you to correct me as soon as possible in class or through e-mail so that I can correct my pronunciation.

Adding or Dropping the Course

If you decide not to continue in the course after the first assignment, it is your responsibility to make sure your name is removed from the class. Should your name remain on WebAdvisor at the end of the semester, I must assign you a grade for the course. As the Office of Admissions and Records states in the VVC class schedule: "It is the student's responsibility to complete the drop and/or add forms and to ensure that the drop or add has been correctly processed. Instructor's permission is not required to drop a class or withdraw from college. **DO NOT RELY ON AN INSTRUCTOR TO DROP YOU.**"

Authority of the Instructor

According to Education Code Section 76032, faculty members have the authority to manage their classes and classrooms and to maintain an acceptable level of conduct within each class. Faculty may suspend students from class for up to two consecutive class meetings for misconduct which disrupts the class. Students suspended from class may not return to class during the time they are suspended unless permission to return is granted by the instructor. Instructors must complete an incident report on all suspensions and transmit the form to the appropriate administrator.

Class Code of Conduct/"Netiquette":

This is a **college** course, comparable in scope and expectation to the same content you would find on the university level (this is why this course transfers). The instructor expects students enrolled in this online course to behave in a mature, professional manner in the classroom. By enrolling in this course, students have agreed to respect their peers and instructor in the online "classroom" during class discussions, lectures, and all in-class assignments. As outlined in this syllabus, students recognize that they are expected to participate in the activities and assignments prepared by the instructor to assist them in completing this course successfully.

Disruptive behavior includes the following:

- Online spamming, disrespectful behavior in discussion boards or on e-mail.
- Demeaning or destructive peer comments on discussion boards or e-mail regarding posts or other work in class.
- Any communication or action the instructor determines is harmful to the 'classroom' environment.

Students who have special needs or concerns (health, employment, etc) related to participation in course must discuss these issues with the instructor in a private manner before said issues affect the student's grade in the course: the sooner the problem is identified, the sooner a solution can be reached! The instructor is willing to work with students in these areas, unless accommodating individual needs violates academic integrity or fairness to other students.

Resources

Most information regarding resources available to students can be found at VVC's [Student Services](#) page.

List of VVC and Local Resources

- [ACCESS Resource Center](#) (for disabled students and students needing accommodations)
- [Academic Counseling](#)
- [VVC Library](#)
- [Writing Center](#)
- [Student Support Services](#)
- [Communications Center](#)
- [Tutoring](#)
- [Career Center](#)
- [ATC/computers](#)
- [CalWORKs](#)
- [Associated Student Body \(ASB\)](#)
- [Financial Aid](#)
- [Student Employment Office](#)
- [Veterans' Services](#)
 - Note: There is also a dedicated Veterans window in Admissions and Records, Window 12, where you will not have to stand in the general line.
- [VVC Food Pantry](#)
- [San Bernardino Sexual Assault Services](#)
- [San Bernardino County Community Crisis Response Team](#)

Note for EOPS and ACCESS (DSPS) students

Please make sure that any paperwork dealing with alternative testing, progress reports, and other related matters are provided to the instructor in a timely manner. It is suggested that students bring documents requiring signatures and other student personal information (grades, etc) to the instructor's office hours.

For DSPS students, as noted on the first page of the syllabus, AP 3440 guarantees accessibility to VVC courses. However, all DSPS students must have official paperwork before instructor can allow any deviation from the course assessments as outlined above. More information is located at Access Services. You may also call 760.245.4271, x.2213; TTY, 760.245.3313. All information dealing with EOPS and DSPS is confidential, and Springs under the purview of FERPA (see 'Your Privacy' above).