

Ticket # 20445
Mondays and Wednesdays, 9:30 a.m. – 10:45 p.m.
Social Sciences 310

Instructor Contact Information

Office Hours: Mondays, 11:00 a.m.-12:00 noon
Tuesdays, 2:00 – 3:00 p.m.
Wednesdays, 11:00 a.m.-12:00 noon
and by appointment
Social Sciences 31 (basement)
Telephone: (562) 860-2451 x2740
Email: gjarrett@cerritos.edu *best way to reach me*
Course website: <http://cerritos.instructure.com>

Course Overview

This class explores the development of the United States since 1945. We will consider significant aspects of the politics, society, and culture of the post-war period: the Civil Rights movement, *Chicano* movement, and other movements for racial justice; changes in the role of women; the Cold War, including the Vietnam war and the arms race; the rise of a New Right, including the success of Ronald Reagan; and the War on Terror.

In addition, each student will identify an appropriate subject of their own interest, then research and write about the subject using historical sources. This is a writing-intensive class: a significant amount of instruction will be devoted to the process of researching, writing, and revising in history. Due to this class, students should be able to:

- Discuss major events, people, and controversies in the US since 1945
- Read and interpret primary and secondary sources
- Write organized essays that synthesize historical sources

Required Reading

- William Chafe, *The Unfinished Journey: America since World War II*. 8 ed. (New York: Oxford, 2014) ISBN: 9780199347995.
- Endesha Holland, *From the Mississippi Delta: A Memoir*. (Chicago: Lawrence Hill Books, 1997) ISBN: 9781556523410
- Lorena Oropeza, ¡Raza Sí! ¡Guerra No!: Chicano Protest and Patriotism during the Viet Nam War Era. (Berkeley: U. California Press, 2005) ISBN: 978-0-520-24195-4.
- William Kelleher Storey, *Writing History: A Guide for Students*. 5 ed. (New York: Oxford, 2015) ISBN: 9780190238940.
- Another source of *your choice*, equivalent to one book, for the research paper.
- Supplemental readings distributed in class and/or from the course web site.

Required Materials

- Scantron forms (14 Quizzstrips, 4 882-E forms) and a #2 pencil for quizzes and exams
- 2 blank blue books for midterm and final exam

Recommendation

Success in this course relies on extensive reading and writing. You are strongly encouraged to enroll in History 210 only after completing the English placement process or ENGL 52 or equivalent with a grade of Credit or "C" or higher, and the Reading Placement Process or READ 54 with a grade of Credit or "C" or higher.

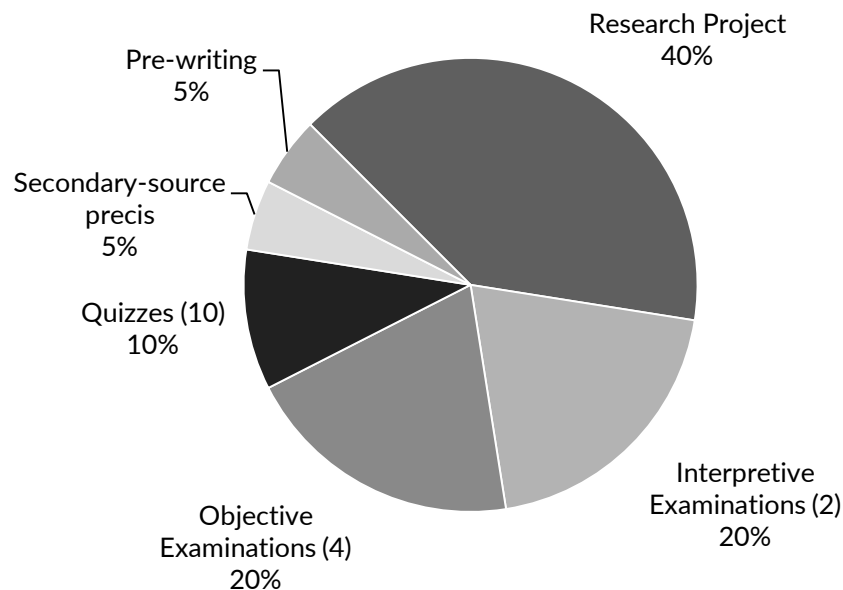
Student Learning Outcomes

Students who successfully complete this course should understand:

- The origins of the Cold War.
- The similarities and differences between the Korean War and the Vietnam War.
- The origins, course, and impact of the Civil Rights Movement from *Mendez v. Westminster* to the Civil Rights Act of 1968.
- The role played by the CIA and the State Department in the overthrow of Mosaddegh, Arbenz, attempted overthrow of Fidel Castro, and overthrow of Allende.
- The origins, events and points of view of American youth radicalism, Black Radicalism, and the Counter Culture of the 1960s.
- The major stages and events of the Women's Movement, Chicano Movement, American Indian Movement, and Gay Movement.
- The major phases and policies of the later Cold War from 1979 to 1989.
- The policies and military interventions of the U.S. in the Middle East from 1948-2013.

In addition, students will learn to distinguish between sources and interpretations, and to weigh the significance of evidence and claims.

Assignments



Research Project	400 points
Secondary-source <i>Précis</i>	50
Pre-writing Assignment	50
Interpretive Examinations (2)	200
Objective Examinations (4)	200
Quizzes	100
Total	1,000 points
Extra Credit	<i>no more than 30 points additional</i>

Research Project (400 points as follows: Interest Statement, 20 pts.; Research Proposal/Bibliography, 40 pts.; Paper Draft, 90 pts.; Final Paper, 250 pts.)

Objective: The assignment is meant to introduce you to the process of developing your own historical arguments; to demonstrate your understanding of historical sources; and to develop your ability to express yourself clearly in written English.

Format: You will write a paper of 8-10 pages, considering a topic of your choosing, from the history of the United States since 1945. I will provide guidance in selecting a topic, and in locating appropriate sources for your topic. Proposals and bibliographies will be submitted early on in the semester and revised. To complete the assignment, you will read a legitimate book-length work of history *approved by me*. A rough draft will be collected and graded for one fifth of the total grade for the assignment.

Secondary-source précis (50 points)

Objective: Demonstrate the ability to identify and distill the key points of a historical argument.

Format: Once you have selected an approved book-length work of history for your research topic, you will read the book carefully and write a structured, three-paragraph summary and analysis of the book.

Pre-writing Assignment (50 points)

Objective: Learn/practice skills of proper quotation, paraphrasing and summarization, and footnote citations, which will be used on the final paper.

Format: A short, two-paragraph writing on assigned sources, which will be evaluated strictly for the accuracy of its quotations, paraphrasing, and citations.

Objective Exams (4 at 50 points/each, 200 points total)

Objective: Develop understanding of significant events in American history.

Format: Matching terms and descriptions, from textbook readings. Quizzes will serve as study guides for each exam. The last objective exam will be given as part of the final exam.

Interpretive Exams (2 at 100 points/each, 200 points total)

Objective: Demonstrate your ability to interpret and judge broad changes and major turning points in American history.

Format: Short in-class essay of about five paragraphs, your own synthesis of lecture content and textbook material. Study questions given in advance. You must provide a blank blue book for each exam. The second objective exam will be given as one part of the final exam.

Quizzes (15 at 10 points/each, 5 lowest dropped, for a total of 100 pts.)

Objective: Develop understanding of significant events in American history, demonstrate knowledge of the specific details of these events, and prepare for exams.

Format: According to the schedule below, regular matching quizzes will be given to assess your understanding of the reading assignments. Quizzes will be given promptly at the beginning of class. There will be *no make-ups* for absence or tardiness on the day of the quiz, regardless of the reason, but the two lowest scores (or absences) will not be counted.

Extra Credit (Maximum 30 points additional)

From time to time, there may be relevant events on campus and/or in the community. At my discretion, you may attend a relevant event, and write a one-page description of the event and its relevance to the history we are studying. Each event may earn up to 20 points, for a maximum of 30 points total extra credit for any one student.

Grading Policy

Grades will be assigned according to an absolute standard of expectation, *not* on a curve. Each assignment will be assessed with a point value corresponding to a letter grad (A through F, 0 for assignments not submitted). The course grade will be calculated from a total of all points earned, on a scale based on 1000:

<i>Grade</i>	<i>Minimum</i>	<i>Maximum</i>
A	900	1,000+
B	800	899
C	700	799
D	600	699
F	0	599

For the research paper only, a failing paper turned in *on time*, may be rewritten for *partial* credit. Late papers and plagiarized papers cannot be rewritten for credit.

Secrets for Success

To pass this class: (1) read the assigned chapters, making sure you understand them; (2) come to class ready to learn by engaging with the lecture, discussions, and other activities; and (3) turn in every single assignment, on time.

iFalcon: Successful students share particular habits of mind that help them learn. Here at Cerritos College, we encourage these habits with the key terms of the iFalcon mnemonic: *focus, advance, link up, comprehend, organize, and new ideas*. Find out more about iFalcon on the web at <http://www.cerritos.edu/ifalcon>

Student Success Center: Throughout the semester, the Student Success Center offers workshops, many on topics relevant to successful study of history. Topics include skills such as note-taking, reading a textbook, and writing essay exams. You can look for events at <http://www.cerritos.edu/sc>

Course Website: Readings, grades, and other information will be made available at <http://cerritos.instructure.com/>. Please make sure that your email address on Canvas is current to ensure that you receive class announcements.

Learning Accommodations

Any student who has a learning disability or a physical disability that requires special accommodation should inform me at the beginning of the term. Please also contact the Disabled Student Programs and Services at (562) 860-2451 ext. 2335, as early as possible in the term. Use of Disabled Student Programs and Services (DSPS) services including testing accommodations, requires prior authorization by DSPS and compliance with approved procedures.

Additional Policies

- **Deadlines.** Written assignments due at the beginning of class on the due date. **Written assignments turned in late** will be penalized by a **50% reduction in grade**. Exceptions will be made only in the case of medical necessity, verified by a signed note from a licensed physician. Late papers can be turned in at office hours or a subsequent class meeting. Don't wait to turn in a late paper--hand it in as soon as it is done.
- **Make-ups.** There can be **NO make-ups** for missed **quizzes**, regardless of the reason for the absence or late arrival. Plan accordingly. For exams only, in an emergency, a written, verifiable medical explanation (signed by a health practitioner) will be the only acceptable excuse for a make-up. If you know you will have an unavoidable commitment, such as a tournament or out of town travel, on the day of a scheduled exam, make arrangements *in advance* for a make-up.
- **Plagiarism & Cheating.** All assignments should be your own ideas, expressed in your own words. You may quote briefly from other works, but you **MUST** cite the source. Do not copy from other writers' works, whether from another student, a published book, or the internet. You also may not turn in the same paper for two different classes. Providing your work (such as a test, paper, or

take-home writing assignment) for another student to copy will be penalized as cheating. Cheating on exams will not be tolerated. Students who cheat or plagiarize will be dealt with through college-mandated procedures. At minimum, you will receive no credit for the assignment, which may result in failure of the class. Please see the college academic honesty policy: <http://cms.cerritos.edu/academic-affairs/academic-honesty.htm>

- *Turnitin.com*. Writing assignments will be submitted through the anti-plagiarism service, turnitin.com via the course Canvas website.
- *Discussion Etiquette*. Feel free to ask questions and make relevant comments, and to ask for clarification. Discussion works best when we respect each other's opinions. In good discussions, disagreement is accepted, even encouraged. I will not look for the "right" answer, but for signs that you have thought about the material and listened to other students. Talk to me for tips on speaking in class.
- *Interruptions* for reasons other than learning history are not acceptable. **Do not text or play games on a phone or other device during class.** Please don't read or do homework for other classes, or carry on personal conversations with other students during lecture. If you arrive late or leave early, do so quietly. Students who habitually disrupt the class in these ways (including students who prefer to pay attention to their devices rather than lecture or discussion) **may be asked to leave the room, or dropped** from the class.



- *Safe Zone*: I am a member of the campus "Safe Zone" committee, and as an ally, promise to help make this class, and our campus, a safe and supportive environment for people of all sexual orientations and gender identities, including lesbian, gay, bisexual, transgender, and questioning (LGBTQ) people. If you have any issues you would like to discuss, please do not hesitate to talk to me.

Date	Lecture Topic	Assignments	Reading
Mon. Jan. 9	Introduction: Course Themes and Topics		
Wed. Jan. 11	Historical Interpretation; Roosevelt, World War II, and the Making of Modern America	Quiz 1: Chafe, Ch. 1 + Syllabus.	Chafe, Ch. 1. The War Years.
Mon. Jan. 16	<i>MLK Day</i>		
Wed. Jan. 18	The Onset of the Cold War	Research Interest Statement Due.	Storey, Ch. 1. Getting Started.
Mon. Jan. 23	Containment: Cold War Foreign Policy	Quiz 2: Chafe, Ch. 3.	Chafe, Ch. 2. Origins of the Cold War; Ch. 3. Truman and the Cold War.
Wed. Jan. 25	Library Orientation		
Mon. Jan. 30	Proliferation and Deterrence: The Atomic Arms Race and the Cold War	Quiz 3: Chafe, Ch. 4.	Chafe, Ch. 4. "The Other Half of the Walnut." Storey, Ch. 2. Interpreting Source Materials.
Wed. Feb. 1	Objective Exam 1: Chafe, Ch. 1-4; Intervention: Cold War Foreign Policy		
Mon. Feb. 6	Domestic Containment: Women, Men, and the Fifties	Quiz 4: Chafe, Ch. 5.	Chafe, Ch. 5. The Paradox of Change.
Wed. Feb. 8	The Civil Rights Movement I: Brown; Discussion: Holland	Research Proposal Due.	Holland, p. 1-109.
Mon. Feb. 13	The Civil Rights Movement II: King	Quiz 5: Chafe, Ch. 6.	Chafe, Ch. 6. The Civil Rights Movement. Holland, p. 110-195.
Wed. Feb. 15	Discussion: Holland		Holland, p. 196-313.
Mon. Feb. 20	<i>Washington's Birthday</i>		Chafe, Ch. 7. John F. Kennedy.
Wed. Feb. 22	The Civil Rights Movement III: Mississippi; Video Discussion	Quiz 6: Chafe, Ch. 7-8.	Chafe, Ch. 8. LBJ: The Trial of Conser
Mon. Feb. 27	The Viet Nam War	Précis Due	Chafe, Ch. 9. Vietnam--The Early Years. Storey, Ch. 4. Use Sources to Make Inferences; Ch. 6. Narrative Techniques for Historians.
Wed. Mar. 1	Midterm Exam Review	Quiz 7: Chafe, Ch. 9-10.	Chafe, Ch. 10. "Lyndon's War." Storey, Ch. 5. Get Organized, Get Writing!; Storey, Ch. 7. Writing Sentences in History; Ch. 8. Choose Precise Words.
Mon. Mar. 6	Midterm Examination (Objective Exam 2: Chafe, Ch. 5-10, and Interpretive Exam 1)		
Wed. Mar. 8	Writing the Research Paper	Pre-Writing Assignment Due; Quiz C: Storey.	Storey, Ch. 9. Revising and Editing.
Mon. Mar. 13	<i>Spring Break Holiday</i>		
Wed. Mar. 15	<i>Spring Break Holiday</i>		

Date	Lecture Topic	Assignments	Reading
Mon. Mar. 20	Paper "Show and Tell"	Research Paper Completed Draft Due.	
Wed. Mar. 22	The Second Wave of American Feminism	Quiz A: Oropeza, Ch. 1-2.	Oropeza, Ch. 1. "To Be Better and More Loyal Citizens" and Ch. 2. "New Wind from the Southwest."
Mon. Mar. 27	The Chicano Moratorium; Discussion of <i>¡Raza Sí!</i>	Quiz B: Oropeza, Ch. 3-5.	Oropeza, Ch. 3. "Branches of the Same Tree," Ch. 4. "I'd Rather Have My Sons Die for La Raza . . . than in Vietnam," Ch. 5. "A Common Goal," and Epilogue.
Wed. Mar. 29	Women's History Month: Leading the Movement against Nuclear Weapons in the 1980s		Chafe, Ch. 11. Coming Apart at Home.
Mon. Apr. 3	Legacies of the 1960s	Quiz 8: Chafe, Ch. 11-12.	Chafe, Ch. 12. 1968.
Wed. Apr. 5	Watergate	Quiz 9: Chafe, Ch. 13.	Chafe, Ch. 13. "Bringing Us Together."
Mon. Apr. 10	Civil Rights after LBJ and MLK		Chafe, Ch. 14. An Era of Political Malaise.
Wed. Apr. 12	<i>Roe v. Wade</i> and the Rise of the New Right	Quiz 10: Chafe, Ch. 14-15.	Chafe, Ch. 15. A Divided Culture, A Divided Society.
Mon. Apr. 17	Reagan, The Freeze, and the Arms Race		Documents: 1980s Nuclear Weapons (see Canvas)
Wed. Apr. 19	The End of the Cold War	Research Paper Due.	
Mon. Apr. 24	Objective Exam 3: Oropeza, Ch. 1-5, and Chafe, Ch. 11-13; The Gay Rights Movement		
Wed. Apr. 26	Impeachment as Tragedy, then as Farce: Watergate, Iran-Contra, and Clinton		Chafe, Ch. 16. The Reagan Years.
Mon. May. 1	Clinton, Bush, and Obama: Center, Left, or Right?	Quiz 11: Chafe, Ch. 16-17.	Chafe, Ch. 17. The 1990s.
Wed. May. 3	Iraq, Kuwait, and the 1990-91 Gulf War		Chafe, Ch. 18. 2000 and Beyond.
Mon. May. 8	September 11, Afghanistan and Iraq		Documents: The War on Terror (see Canvas)
Wed. May. 10	Final Exam Review	Quiz 12: Chafe, Ch. 18-19.	Chafe, Ch. 19. Barack Obama; Epilogue.
Wed. May. 17	10:00 a.m. - 12:00 noon: Final Examinations (Objective Exam 4: Chafe, Ch. 14-18 and Interpretive Exam 2)		