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## History 103 – Political and Social United States since 1877

Fall 2017

Section #24022

Mondays and Wednesdays, 9:30 a.m. - 10:45 a.m.

Social Sciences 310

Prof. George Jarrett

Cerritos College

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### Instructor Contact Information

Email: [gjarrett@cerritos.edu](mailto:gjarrett@cerritos.edu)

Course website: <http://cerritos.instructure.com/>

Office hours: Mondays, 11:00 a.m. - 12:00 noon

Tuesdays, 2:00 – 3:00 p.m.

and Wednesdays, 11:00 a.m. - 12:00 noon

Office: Social Sciences 31 (basement)

Office phone: (562) 860-2451 x2740

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### Prerequisite

Satisfactory completion of the English placement process or ENGL 52 or equivalent with a grade of Credit or "C" or higher. As the course requires you to read and comprehend a large amount of complex material, we also *recommend* satisfactory completion of the Reading placement process or READ 54.

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### Course Content

This course covers the development of American institutions and society from Reconstruction to the present. In that time, the United States grew from a rural and disconnected nation with little influence in world affairs, to an integrated and urban nation that dominated the world. Along the way, daily life changed dramatically for all Americans.

We will also stress the ways that history is an argument about the meaning of the past. We will join that argument through discussions and our own interpretations of primary sources. We will develop our abilities to express ourselves clearly and persuasively, in speech and writing.

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### Required Texts

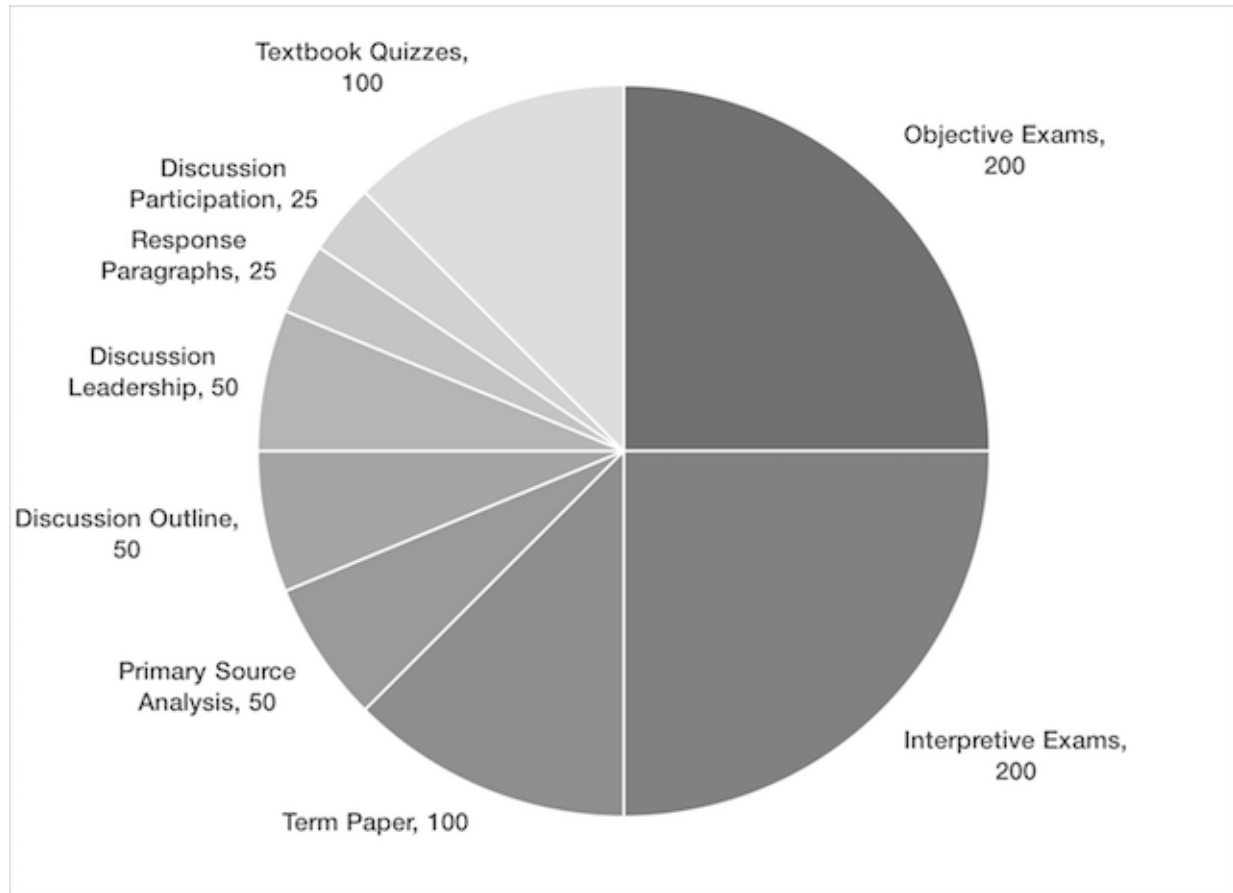
Weekly reading assignments are noted in the course schedule.

- OpenStax College, *U. S. History*. Available to read online for free, or for purchase as a bound book at the campus bookstore.
- Victoria Bissell Brown and Timothy J. Shannon, *Going to the Source: The Bedford Reader in American History, vol. 2: Since 1865*. 3 ed. (Boston: Bedford/St. Martin's, 2012) ISBN-13: 978-0-312-65279-1. *Going to the Source* is available at the college bookstore, and on two-hour reserve in the campus library.

- Document readings distributed in class or at <http://cerritos.instructure.com/>

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## Assignments



Textbook Quizzes (top 10)	100 points
Objective Exams (Scantron) (4)	200
Interpretive Exams (blue book) (2)	200
Term Paper (Brown)	100
Primary Source Analysis (from Brown)	50
Group Discussion Outline	50
Group Discussion Leadership	50
Reader Response Paragraphs (from Brown)	25
Discussion Participation	25
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Total	800 points
Extra Credit <i>no more than</i>	25 points additional

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### Textbook Quizzes (top 10 at 10 points each, total 100 points)

*Objective:* Reinforce your reading and comprehension of historical facts and themes in the textbook.

*Format:* 10-question multiple-choice quiz on material from the assigned textbook reading, by the schedule in the course outline. The quiz must be completed on Canvas no later than 10 minutes before class time on the due date. Late quizzes will receive 0 points. There will be *no make-ups or retakes*, regardless of the reason, but the two lowest scores will not be counted.

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

*Objective:* Develop understanding of significant events in American history.

*Format:* In class, Scantron multiple-choice questions, from textbook readings. Quizzes will serve as study guides for each exam. The last objective exam will be given during the final exam period.

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### **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:* 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 during the final exam period.

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### **Term Paper (100 points)**

*Objective:* Develop your ability to make valid claims based on historical evidence, express yourself clearly in writing, and handle scholarly sources.

*Format:* 3-5 page paper that makes a historical argument based on the material in the "Capstone" chapter of Brown and Shannon, *Going to the Source*. You will be guided to analyze the sources, frame your argument, and handle the sources in writing. Papers will be evaluated for quality of analysis, clarity of writing, and accuracy of quotations and citations.

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### **Primary Source Analysis (50 points)**

*Objective:* Understand how historians interpret sources to make historical arguments.

*Format:* For one chapter in Brown (assigned based on the discussion schedule), fill out the "source analysis table" based on the primary sources (25 points). Then, list ten open-ended discussion questions to enhance understanding of the source (25 points). This assignment will be based on the same chapter you will present to the class for the discussion leadership assignment (see below).

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### **Group Discussion Outline (50 points) and Discussion Leadership (50 points)**

*Objective:* Develop ability to interpret historical primary sources; develop ability to communicate and collaborate in a scholarly fashion.

*Format:* You will be assigned to a group of students that will prepare an outline of discussion questions, then lead the class in discussion of the primary sources in one chapter of Brown. Evaluation will be based on the

accuracy and thoroughness of your preparation, and on the group's ability to guide meaningful discussion on the sources.

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### **Response Paragraphs (25 points) and Discussion Participation (25 points)**

On days when student-led discussions are held, you will be expected to: (1) read the chapter in advance; (2) write a one-paragraph response to a question about the reading; and (3) say thoughtful and relevant things during the discussion. The paragraph must be submitted on paper, and will only be accepted before the discussion; late paragraphs will not be accepted.

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### **Extra Credit (Maximum 25 points additional)**

There may be extra credit offered for exam review, campus events sponsored by the History Department, or other additional opportunities to learn about history. There is a maximum of 25 points extra credit for the semester.

To find out about events, "like" the History at Cerritos College Facebook page:

<http://www.facebook.com/HistoryatCerritosCollege>

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### **Required Materials**

- 4 Scantron (882-E) forms and a #2 pencil, for exams.
- 2 exam blue books.

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### **Student Learning Outcomes**

Students who successfully complete History 103 will develop knowledge of American history, including (but not limited to) understanding of:

- The role of post-Civil War Industrial Revolution and immigration on the social, economic, and political transformation of the United States
- The Great Depression and subsequent government reforms.
- The basic foreign policies of the United States, from the Spanish-American War through the Iraq War, and nation's impact on foreign countries.
- The origins, course, and impact of the Civil Rights Movement.

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

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### **Grading Policy**

Grades are based on an absolute standard of expectation, *not* a curve. Each assignment will earn a letter grade (A through F) and a point value. The course grade will be calculated from the total of all points earned:

Grade	Minimum	Maximum
A	720	800+

B	640	719
C	560	639
D	480	559
F	0	479

A failing paper turned in *on time* may be rewritten for *partial* credit. Late papers, plagiarized papers, and other assignments cannot be rewritten for credit.

The instructor will make every effort to return all on-time assignments within two weeks of the date submitted. You can monitor your progress in the course by keeping a tally of your scores as the assignments are returned.

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## 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.

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## 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.

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## Additional Policies

- **Attendance.** Per the Cerritos College Attendance Policy, students who miss 10% or more of class time (more than 2 class meetings for this summer session) are subject to drop. Students who are absent during the Add period (first two weeks of the class) are subject to drop.
- **Deadlines.** Written assignments due at the *beginning* of class on the due date. **Late primary source response** and **term paper assignments** 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 group **discussion** assignments and discussion participation. There will be **NO make-ups** for missed **quizzes**, regardless of the reason. There will be **NO make-ups** for **response paragraphs**; late paragraphs will not be accepted. 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, on the day of a scheduled exam, you know you will have an unavoidable commitment, such as a tournament or out of town travel, 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 (the primary source analysis and term paper) will be submitted through the anti-plagiarism service, turnitin.com.
- *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 support 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
<i>Unit One: Industrialization and Reform</i>			
Mon Aug 14	Introduction		
Wed Aug 16	Nothing but Freedom: Reconstruction	Quiz 1: <i>USH</i> Ch. 16	<i>USH</i> Ch. 16 The Era of Reconstruction, 1865-1877
Mon Aug 21	Team Formation Meeting; Discussion: Brown, Ch. 2. Picturing a Western Myth	Response Paragraph Ch. 2	<i>USH</i> Ch. 17 Go West Young Man! Westward Expansion, 1840-1900 ; Brown, Ch. 2. Picturing a Western Myth
Wed Aug 23	Industrialization and Revolt	Quiz 2: <i>USH</i> Ch. 17-18; <b>Primary Source Analysis Due</b>	<i>USH</i> Ch. 18 Industrialization and the Rise of Big Business, 1870-1900
Mon Aug 28	Immigration & the Changing Faces of America		<i>USH</i> Ch. 19 The Growing Pains of Urbanization, 1870-1900
Wed Aug 30	Progressive Reform: Accommodating the Modern World	Quiz 3: <i>USH</i> Ch. 19-20	<i>USH</i> Ch. 20 Politics in the Gilded Age, 1870-1900
Mon Sep 4	<i>Labor Day</i>		
Wed Sep 6	<b>Objective Exam 1;</b> Team Work Meeting		<i>USH</i> Ch. 21 Leading the Way: The Progressive Movement, 1890-1920
Mon Sep 11	From the 1920s to the Great Depression	Quiz 4: <i>USH</i> Ch. 21, 24; <b>Discussion Outline Due</b>	<i>USH</i> Ch. 24 The Jazz Age: Redefining the Nation, 1919-1929
Wed Sep 13	Discussion: Brown, 7: Singing of Struggle	Response Paragraph Ch. 7	<i>USH</i> Ch. 25 Brother, Can You Spare a Dime? The Great Depression, 1929-1932 ; Brown, Ch. 7: Singing of Struggle
Mon Sep 18	Reform Fulfilled?: Franklin Roosevelt and America's New Deal	Quiz 5: <i>USH</i> Ch. 25-26	<i>USH</i> Ch. 26 Franklin Roosevelt and the New Deal, 1932-1941
Wed Sep 20	Discussion: Brown, Ch. 8: Painting a New Deal	Response Paragraph Ch. 8	Brown, Ch. 8: Painting a New Deal
<i>Unit Two: Civil Rights and Reaction</i>			
Mon Sep 25	The Ordeal of Jim Crow		
Wed Sep 27	Discussion: Brown, Ch. 5: Selling Respectability	Response Paragraph Ch. 5	Brown, Ch. 5: Selling Respectability
Mon Oct 2	Equality: The Early Civil Rights Struggle		<i>USH</i> Ch. 28 Post-War Prosperity and Cold War Fears, 1945-1960
Wed Oct 4	Freedom: Civil Rights at High Tide	Quiz 6: <i>USH</i> Ch. 28-29	<i>USH</i> Ch. 29 Contesting Futures: America in the 1960s
Mon Oct 9	Midterm Review		
Wed Oct 11	<b>Midterm Examinations</b> (Objective Exam 2 + Interpretive Exam 1)		

Date	Lecture Topic	Assignments	Reading
Mon Oct 16	Discussion: Brown, Ch. 12: Writing on	Response Paragraph	Brown, Ch. 12: Writing on the Ivy
Wed Oct 18	Discussion: Brown, Capstone: Organizing Their Lives	Source Analysis Table Due	Brown, Capstone: Organizing Their Lives (p. 316-350)
Mon Oct 23	Immigration after 1965: New Americans		Read "The Immigration Act that Inadvertently Changed America" (Canvas)
Wed Oct 25	From LBJ's Great Society to Reagan's Morning in America		USH Ch. 30 Political Storms at Home and Abroad, 1968-1980
Mon Oct 30	From Clinton to Trump: Politics and Social Welfare after Reagan	Quiz 7: USH Ch. 30-31	USH Ch. 31 From Cold War to Culture Wars, 1980-2000
<b>Unit Three: The United States as a World Power</b>			
Wed Nov 1	1898: Origins of Empire		USH Ch. 22 Age of Empire: American Foreign Policy, 1890-1914
Mon Nov 6	World War I - A Progressive War?	Quiz 8: USH Ch. 22-23	USH Ch. 23 Americans and the Great War, 1914-1919
Wed Nov 8	Discussion: Brown, Ch. 6: Living under Fire	Response Paragraph Ch. 6	Brown, Ch. 6: Living under Fire
Mon Nov 13	World War II and America's Global Power	Quiz 9: USH Ch. 27	USH Ch. 27 Fighting the Good Fight in World War II, 1941-1945
Wed Nov 15	<b>Objective Exam 3;</b> Discussion: Brown, Ch. 9: Challenging Wartime Internment	Response Paragraph Ch. 9	Brown, Ch. 9: Challenging Wartime Internment
Mon Nov 20	From World War to Cold War		USH Ch. 28.2
Wed Nov 22	The Vietnam War	<b>Term Paper Due;</b> Quiz 10: USH Ch. 28.2, 29.1-2, 30.3	USH Ch. 29.1, 29.2, 30.3.
Mon Nov 27	Discussion: The End of the Cold War	Response Paragraph 1980s Documents	The End of the Cold War: Document Reading (Canvas)
Wed Nov 29	The Long Road to September 11	Quiz 11: USH Ch. 31.4, 32.2, 32.3	USH Ch. 31.4, 32.2, 32.3, 32.4
Mon Dec 4	The Iraq War	Quiz 12: USH Ch. 31.3, 32.1 + Documents	USH Ch. 31.3, 32.1 + Documents
Wed Dec 6	Exam Review		
Wed Dec 13	<b>10:00 a.m. - 12:00 noon: Final Exams (Objective Exam 4 + Interpretive Exam 2)</b>		