

Fall 2018  
Section #24460  
Tuesdays, Thursdays, 9:30 - 10:45 a.m.  
Social Sciences 310

Prof. George Jarrett  
Cerritos College

## Instructor Contact Information

Email: [gjarrett@cerritos.edu](mailto:gjarrett@cerritos.edu) (best way to reach me)  
Course website: [Cerritos Canvas](#)  
Office hours: Tuesdays, 2-3 p.m.  
                    Wednesdays, 11:15 a.m.-12:15 p.m.  
                    Thursdays, 2-3 p.m.  
Office: Social Sciences 31 (basement)  
Office phone: (562) 860-2451 x2740

## Welcome and Course Description

Welcome to History 103! 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.

My role as your professor is to create opportunities for you to learn about history. I will do this by assigning you readings, writings, discussions, and tests and quizzes, as well as leading lectures, showing video clips, and leading discussions during class time. These assignments will also give you to opportunities to show your understanding of the historical events, concepts and skills we study. In discussions, my role is to facilitate interaction between students, not to provide the answers to discussion questions. When we all work together to search for the truth, we reach a deeper understanding.

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. A central goal for this class is to develop your ability to think like a historian. Historians use evidence from the past (what we call *primary sources*) to explain the meaning and significance of past events (what we call *interpretations*). Especially in our work with *Going to the Source*, you will have many opportunities to do this yourself and in collaboration with other students. Think of this collection of sources, and the discussions and assignments we will do with it, like a *laboratory* for historical understanding.

Working with historical sources will help develop your abilities to express yourself clearly and persuasively, in speech and writing. These abilities are useful far beyond the history classroom. Furthermore, knowledge of American history and historical thinking should help make you a more thoughtful member of our society.

## Required Texts

Daily reading assignments are noted in the course schedule.

Edwards et al., *America's History, Volume 2: Since 1865, Value Edition*. 9 ed. (Boston: Bedford/St. Martin's, 2018), + LaunchPad Access for 6 months, ISBN 978-1-319-19562-5.

- Victoria Bissell Brown and Timothy J. Shannon, *Going to the Source: The Bedford Reader in American History, vol. 2: Since 1865*. 4 ed. (Boston: Bedford/St. Martin's, 2016) ISBN-13: 978-1-319-02750-6.
- The two books above are available together in a [discounted package](#) from the [Cerritos College bookstore](#).
- Document readings distributed in class or at <http://cerritos.instructure.com/>

## Required Materials and Software/Services

- Pen or pencil, for exams.
- 2 exam blue books, for interpretive exams.
- Access to the textbook publisher's website **LaunchPad** for LearningCurve assignments  
(included with cost of a new copy of the Edwards textbook).

**Note:** For the term paper assignment, you will need to use a word processing application capable of producing footnotes, such as Microsoft Word, Google Docs, OpenOffice, LibreOffice, or Apple Pages. Computers with Microsoft Word are available for free student use at the library, where you can also print for a fee. Google Docs is available to use for free on the web. OpenOffice and LibreOffice can be downloaded for free and installed on your own computer. Apple Pages comes free with most MacBook and iMac computers. Microsoft offers [Microsoft Office free](#) to college students.

To access the required LearningCurve quizzes (and optional online discussions) you will need to use a **computer** (desktop/laptop/notebook) or, in a pinch, a **mobile device** (phone/tablet). Canvas and LaunchPad were originally designed to work in web browsers (such as Chrome, Safari, or Firefox) on a computer, then later modified to work on touchscreen devices like phones and tablets. It can be frustrating to use some features such as the (required) LearningCurve quizzes and the (optional) ebook version of the textbook on a mobile device. If you don't have a computer of your own, I recommend that you use one at the computer lab in the campus library.

For checking announcements and grades, sending messages to the instructor, or shorter readings, a phone should work fine. I recommend installing the [Canvas Student](#) mobile app from the appropriate app Store on your device if you want notifications from this course.

## 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.

## Workload Expectations

A traditional college class on an 18-week schedule is expected to take 3 hours/week in lecture time, and 6 hours/week in outside work (reading, writing, planning group activities, etc.), for a *total of 9 hours per week* on average. Some weeks may be take a little longer, some a little less. It's a good idea get a planner or calendar, and write down not just the class times, but the times when you will do your (minimum) of 6 hours each week of homework for the next 18 weeks, then stick to it. If you've ever passed a college class before, you know that most of the work takes place outside of class time, and that the choices you make about how much effort to put into the class largely determine your level of success.

## Assignments

Assignment	Points
Interpretive Exams (blue book) (2)	260
Objective Exams (Scantron) (6)	240
Term Paper	180
Group Discussion Outline	50
Group Discussion Leadership	50
Primary Source Analysis	50
Reader Response Paragraphs	30
Discussion Participation	20
LearningCurve Online Quizzes	120

Total 1000

Extra Credit *no more than* 30 points additional

## **Objective Exams (6 at 40 points/each, 240 points total)**

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

*Format:* In class, Scantron multiple-choice questions, from textbook readings. LearningCurve quizzes will serve as study guides for each exam. The last Objective Exam counts as part of the final examination for the class. Students will be supplied with answer sheets for the objective exams. The sixth objective exam counts as part of the final examination for the class.

## **Interpretive Exams (2 at 130 points/each, 260 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 Interpretive Exam counts as part of the final examination for the class.

## **Term Paper (180 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.

## **Collaborative Assignments: 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.

## 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 above).

## Response Paragraphs (30 points) and Discussion Participation (20 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 (posted on Canvas); 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*. There are 9 paragraphs assigned; the 3 lowest scores/zeroes will be dropped.

## LearningCurve Online Quizzes (120 points)

For each assigned reading from Edwards, *America's History*, there will be an online LearningCurve assignment to help you review and learn the material. You either get all the class points, or none, for each LearningCurve exercise.

The best way to use LearningCurve is this:

1. Read the assigned chapter or section of the book;
2. Start LearningCurve for that reading;
3. Check if you're doing well on the questions;
4. If not, go back over the reading in the book, or use the links in LearningCurve to take you to relevant sections;
5. Earn the target score and you will get class points for that reading's LearningCurve;
6. Before tests, go back to earlier LearningCurve assignments to review questions.

Activities are graded on a pass/fail basis. If you complete the activity (i.e. you reach the target score), you will receive a grade of 100%, and thus all of the class points for that assignment, no matter how many questions it took to get there. If you don't reach the target score, your grade for the activity will be 0%. You must complete the assignment (reach the target score) *before the due date* to receive a grade. If you don't complete the activity before the due date, you'll receive a grade of 0%.

You are encouraged to keep answering questions (and therefore keep reviewing/learning the material) as long as you wish, even after you've reached the target score and/or after the due date has passed. You can also leave and return to the activity any time you want (use it to review

before a midterm or final exam!); your current status is saved when you leave and restored when you return.

## Extra Credit (Maximum 30 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 30 points extra credit for the semester.

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

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

## 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.

## 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	900	1,000+
B	800	899
C	700	799
D	600	699
F	0	599

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.

## Secrets for Success

To pass this class:

1. Read the assigned chapters, making sure you understand them;
2. Use LearningCurve to review each chapter after you read it, and again before each exam;
3. Come to class ready to learn by engaging with the lecture, discussions, and other activities; and
4. 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 Policy

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.

## Attendance Policy

- Per the Cerritos College Attendance Policy, students who miss 10% or more of class time are subject to drop. Students who are absent during the Add period (first week of an 18-week class) are subject to drop. Excused absences are allowed **only** for medical necessity, school-sanctioned events (tournaments, field trips, etc.), and military service. Missing class does not relieve you of the necessity of making up any missing work.

- The burden of communication is on you if you have some compelling reason to miss class, turn in an assignment late, take an incomplete, or have a medical or military reason to withdraw. Always, inform me **ahead of time** (email is preferred), or in the case of an unexpected event, as soon as practical after the event. If you simply ghost the class, don't be surprised to find an "F" on your transcript--the responsibility to withdraw from the class is on the student.

## Additional Policies

- 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 **response paragraphs**; late paragraphs will not be accepted. If you miss a deadline for a **LearningCurve** assignment, you can still access the questions for study, but you will **NOT earn any points**. Plan accordingly. For *exams only*, in the event of a valid, excused absence, you may schedule 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, you must 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 homework 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](#).
- *Turnitin.com*. Writing assignments (the primary source analysis and term paper) will be submitted through the anti-plagiarism service, turnitin.com, through an upload link in Canvas.
- *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. We 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**. Do not 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	Class Activity/Lecture	To Turn In	To Read before Class (* = Learning Curve)
Tue Aug 14	Introduction		
Thu Aug 16	Nothing but Freedom: Reconstruction		* Edwards, 14. Reconstruction, 1865–1877
Tue Aug 21	Team Formation Meeting; Discussion: Brown, Ch. 2. Picturing a Western Myth	Response Paragraph, Ch. 2	* Edwards, 15. Conquering a Continent, 1860–1890; Brown, Ch. 2: Picturing a Western Myth
Thu Aug 23	Industrialization	<b>Primary Source Analysis</b>	
Tue Aug 28	Resisting 19th Century Industrialization: Labor Movements and the Populists		Edwards, Part 6: Industrializing America: Upheavals and Experiments, 1877–1917; * 16. Industrial America: Corporations and Conflicts, 1877–1910
Thu Aug 30	Objective Exam 1; Team Work Meeting		
Tue Sep 4	Immigration & the Changing Faces of America	<b>Discussion Outline</b>	* Edwards, 17. Making Modern American Culture, 1880–1917
Thu Sep 6	Discussion: Brown, 7: Singing of Struggle	Response Paragraph, Ch. 7	Brown, Ch. 7: Singing of Struggle
Tue Sep 11	Discussion: Brown, Ch. 4: Settling into Our Memories; "The Triangle Fire"	Response Paragraph, Ch. 4	* Edwards, 18. "Civilization's Inferno": The Rise and Reform of Industrial Cities, 1880–1917; Brown, Ch. 4: Settling into Our Memories
Thu Sep 13	Progressive Reform: Accommodating the Modern World		* Edwards, 19. Whose Government? Politics, Populists, and Progressives, 1880–1917
Tue Sep 18	Objective Exam 2		
Thu Sep 20	The 1920s		Edwards, Part 7: Domestic and Global Challenges, 1890–1945; * 21. Unsettled Prosperity: From War to Depression, 1919–1932;
Tue Sep 25	Reform Fulfilled?: Franklin Roosevelt and America's New Deal		* Edwards, 22. Managing the Great Depression, Forging the New Deal, 1929–1938
Thu Sep 27	Discussion: Brown, Ch. 8: Painting a New Deal	Response Paragraph, Ch. 8	Brown, Ch. 8: Painting a New Deal
Tue Oct 2	Exam Review		Edwards, Part 8: The Modern State and the Age of Liberalism, 1945–1980; * 24.1. Cold War America, 1945–1963, p. 711–718; * 25. Triumph of the Middle Class, 1945–1963
Thu Oct 4	<b>Midterm</b> Examinations: Interpretive Exam 1 + Objective Exam 3		

Date	Class Activity/Lecture	To Turn In	To Read before Class (* = Learning Curve)
Tue Oct 9	The Second Wave of Feminism; Discussion: Brown, Capstone: Organizing Their Lives	<b>Capstone Source Analysis Table</b>	Brown, Capstone: Organizing Their Lives (p. 316-350)
Thu Oct 11	Discussion: Brown, Ch. 5: Selling Respectability; The Ordeal of Jim Crow	Response Paragraph, Ch. 5	Brown, Ch. 5: Selling Respectability
Tue Oct 16	Equality: The Early Civil Rights Struggle		
Thu Oct 18	Freedom: Civil Rights at High Tide		* Edwards, 26. Walking into Freedom Land: The Civil Rights Movement, 1941-1973
Tue Oct 23	LBJ's Great Society		* Edwards, 27. Uncivil Wars: Liberal Crisis and Conservative Rebirth, 1961-1972, p. 768-792, p. 798-814; "The Immigration Act That Inadvertently Changed America" (Canvas)
Thu Oct 25	Nixon and the Rise of the New Right; Discussion: Brown, Ch. 12: Introducing the Seventies	Response Paragraph, Ch. 12	* Edwards, 28. The Search for Order in an Era of Limits, 1973-1980; Brown, Ch. 12: Introducing the Seventies
Tue Oct 30	From Nixon to Trump: Politics and Social Welfare after LBJ		* Edwards, 29. Conservative America in the Ascent, 1980-1991, p. 847-863
Thu Nov 1	Objective Exam 4		
Tue Nov 6	1898: Origins of Empire		* Edwards, 20. An Emerging World Power, 1890-1918
Thu Nov 8	World War I - A Progressive War?; Discussion: Brown, Ch. 6: Living under Fire	Response Paragraph, Ch. 6	Brown, Ch. 6: Living under Fire
Tue Nov 13	World War II and America's Global Power		* Edwards, 23. The World at War, 1937-1945
Thu Nov 15	From World War to Cold War	<b>Term Paper</b>	
Tue Nov 20	The Vietnam War		* Edwards, 24. Cold War America, 1945-1963, p. 700-711, p. 718-727; * 27. Uncivil Wars: Liberal Crisis and Conservative Rebirth, 1961-1972, p. 792-814
Thu Nov 22	Thanksgiving Day		
Tue Nov 27	Objective Exam 5		
Thu Nov 29	Discussion: Brown, Ch. 13: Drawn to Summits; The End of the Cold War	Response Paragraph, Ch. 13	* Edwards, 29.2. Conservative America in the Ascent, 1980-1991, p. 847-863; Brown, Ch. 13: Drawn to Summits
Tue Dec 4	September 11 and the "War on Terror"	Response Paragraph, Documents (see Canvas)	* Edwards, 30. Confronting Global and National Dilemmas, 1989 to the Present; Documents on the War on Terror (Canvas)
Thu Dec 6	Exam Review		
Tue Dec 11	10 a.m. - 12 noon: Final Exams (Interpretive Exam 2 + Objective Exam 6)		