HISTORY 17B: UNITED STATES HISTORY, 1877 TO PRESENT
Spring 2016

Instructor: Dr. Scott Lupo
Location: MRP 1000
Time: Tuesdays and Thursdays 1:30-2:45 p.m.
Office Location/Phone: BRH 217/ 278-5323
E-mail: lupo@csus.edu
Office Hours: Mon/Wed 2:15-2:45 p.m.; Tues/Thurs 3:00-4:15 p.m.

Catalog Description: Basic historical survey of the growth of urban-industrial American civilization and its rise to world power, 1877 to present. Fulfills state graduation requirement for U.S. history.

Course Description: This course is a technologically-enhanced section of History 17b that has been redesigned under the auspices of the California State University Course Redesign with Technology program. Almost all of the course readings, videos, maps, and some written assignments are located online. All students must have regular access to the online resources used in the class in order to successfully complete the course.

GE Category: Area D; Race and Ethnicity; US History

Learning Outcomes: In this course students will do the following:

• Describe and evaluate ethical and social values in their historical and cultural contexts.

• Explain and apply the principles and methods of academic disciplines to the study of social and individual behavior.

• Demonstrate an understanding of the role of human diversity in human society, for example, race, ethnicity, class, age, ability/disability, sexual identity, gender and gender expression.

• Explain and critically examine social dynamics and issues in their historical and cultural contexts.

• Describe the growth of the American economy after 1877; how the industrialization of the late nineteenth century, and later events, such as the postwar economic expansion after 1945, led to the development of the world’s largest consumer market.

• Explain social changes in the decades after 1877; in particular how traditionally misrepresented communities (such as African-Americans and women) struggled to find a place in American society.

• Describe the expansion of American overseas interests since the late nineteenth century;
the rise of the nation as a world power.

- Explain the growth of the Federal government in the twentieth century and its effects.

- Describe the expansion of the mass media in the United States since 1877.

- Develop critical, analytical, and writing skills through the completion of course assignments

- Discover how the use of online resources can enhance the study and investigation of history.

Required Resources:
This section of History 17b uses a course platform and digital text entitled *Globalyceum American History*. You may register and purchase a subscription from their website [https://www.globalyceum.com](https://www.globalyceum.com) and you should use this unique section number: 9QB2G3T0. Please note that the section number is case sensitive and that the final character is a zero. The cost to subscribe for the semester is $39.99. You may also purchase a print copy of the essays, or chapters of the digital text, for $15 on the website, but this is optional. Should you choose to purchase a print copy, it will be mailed to you. *Please note that the print copy does not include the problem exercises which must be completed online.*

**Globalyceum provides technical support to subscribers so please refer any technical questions to them.**

**CLASS CALENDAR**  
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<table>
<thead>
<tr>
<th>Week(s) of</th>
<th>Lecture/ Discussion Topic</th>
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<tbody>
<tr>
<td>Jan 26</td>
<td>African-Americans in the Post-Civil War South, 1877-1900</td>
</tr>
<tr>
<td>Topics:</td>
<td>Overview of the Course</td>
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<td></td>
<td>The “New South” and African-Americans</td>
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**In-class Activities**
In-class discussions of excerpts from Booker T. Washington’s “Atlanta Compromise” Speech and John Hope’s “Response to the Atlanta Compromise”
Feb 2

**Industrialization and Society in the Gilded Age, 1877-1900**

**Topics:**
- Rise of Big Business
- Rise of Big Labor
- Immigration and urbanization

**Online Activities:**
- Read Chapter 9 Adapted Essay, “The Gilded Age and Progressive Era, 1877-1914” (Also available as an audio essay)
- View Audio Lecture Slide List “The Great Migration”
- Complete one online problem from the options offered. The options are “Ethnic Enclaves”, “Chinese Immigration,” and “Thomas Nast, Chinese Exclusion, and the Editorial Cartoon.”

Feb 9

**Gilded Age Politics and Foreign Policy**

**Topics:**
- Social Darwinism
- Political Corruption
- Overseas Expansion
- Economics and Imperialism

**Online Activities:**
- Read Chapter 9 Adapted Essay, “The Gilded Age and Progressive Era, 1877-1914” (Also available as an audio essay)
- View Audio Lecture Slide List “Populism: Promise or Peril?”

Feb 16

**The Progressive Era, 1901-1917**

**Topics:**
- Industrialization and Progressive Reform
- Reform at the local, state, and federal levels
- The Legacy of the Progressive Era

**Online Activities:**
- Read Chapter 9 Adapted Essay, “The Gilded Age and Progressive Era, 1877-1914” (Also available as an audio essay)
- Complete one online problem from the options offered. The options are “The Photos of Jacob Riis” and “The Election of 1912.”

Feb 23

**American Involvement in the Great War**

**Topics:**
- American entry into the Great War
- American experiences in the War
- Woodrow Wilson’s Plan for Peace

**Online Activities:**
- Read Chapter 10 Adapted Essay, “World War I and the 1920s, 1914-
March 1

American Life in the 1920s

Topics:
- The ‘Red Scare’
- Republican Politics and Foreign Policy
- Social and Cultural Trends

Online Activities:
- Read Chapter 10 Adapted Essay, “World War I and the 1920s, 1914-1929” (Also available as an audio essay)
- Complete the problem “Advertising”

BOOK SELECTED FOR REVIEW DUE FOR INSTRUCTOR APPROVAL NO LATER THAN TUESDAY MARCH 1 (SEE INSTRUCTIONS BELOW)

March 8

The Great Depression and New Deal

Topics:
- The Stock Market Crash
- FDR and the New Deal
- Social Trends and Popular Culture

Online Activities:
- Read Chapter 11 Adapted Essay, “The Great Depression, 1929-1941” (Also available as an audio essay)
- View Audio Lecture Slide List, “Visual Americanism: The Art of the New Deal”
- Complete one online problem out of the options offered. The options are “Letters to the Roosevelts,” “Dorthea Lange and Hispanic Farmworkers,” and “Huey Long and Demagogy.”
- Optional Activities: watch the film Mr. Smith Goes to Washington and assess the film’s portrayal of American politics in the 1930s or watch both Mr. Smith Goes to Washington and The Ides of March and compare the differences between the two films.

March 15

World War II and its Ramifications

Topics:
- The Gathering Clouds of War in the 1930s
- Domestic Impacts of the War
• Military and Diplomatic Aspects of the War

**Online Activities:**
- Read Chapter 12 Adapted Essay, “World War II and the Cold War, 1941-1972” (Also available as an audio essay)
- Complete one problem out of the options offered. The options are “Gallup Polls on Entering WWII, 1939-41,” “The European and Pacific Theaters of War, 1943-45,” “Women and the Home Front in WWII,” and “The Atomic Bomb and Truman.”

March 17

**MIDTERM EXAM THURSDAY MARCH 17—Bring Blue (or Green) Book**

**SPRING BREAK MARCH 21-27—NO CLASS**

March 29

**The Evolution of the Cold War**

**Topics:**
- The origins of the Cold War
- Communist hysteria
- Political and diplomatic events

**Online Activities:**
- Read Chapter 12 Adapted Essay, “World War II and the Cold War, 1941-72” (Also available as an audio essay)
- View Audio Lecture Slide List, “Red Spies in America: The Making of the National Security State”
- Complete the online problem for Anti-Soviet Propaganda

**CESAR CHAVEZ DAY OBSERVED THURSDAY MARCH 31—NO CLASS**

Apr 5

**Society and Culture in the Early Postwar Era, 1945-1963**

**Topics:**
- The development of mass culture
- Patriotism, conformity, and consumption
- Signs of cultural dissent

**Online Activities:**
- Read Chapter 13 Adapted Essay, “Postwar America 1945-72” (Also available as an audio essay)
- View Audio Lecture Slide List, “Red Spies in America: The Making of the National Security State”

Apr 12

**The Civil Rights Movement(s), 1954-1972**

**Topics:**
- The Civil Rights Movement in the 1950s
• Martin Luther King Jr. and Malcolm X
• The Evolution of the Civil Rights Movement in the 1960s

**Online Activities:**
• View Audio Lecture Slide List, “The Color of America Has Changed.”
• **Complete one of the problems/activities from the options available.** The options are “Black Nationalism and Malcolm X,” “The Legacy of Perez v. Sharp,” and “Voting Rights Act of 1965.”

**Apr 19**

**American Involvement in Vietnam and Popular Protest, 1965-1975**

**Topics:**
• Vietnam and the Cold War
• Political, diplomatic, and military aspects of the conflict
• Popular Protest
• The Counterculture

**Online Activities:**
• Read Chapter 13 Adapted Essay, “Postwar America 1945-72” (Also available as an audio essay)
• View Audio Lecture Slide List, “Gay and Lesbian History, 1945-Present”
• **Complete one of the problems from the options available.** The options are “Anti-war Rock Music of the 1960s” and “Cesar Chavez and United Farm Workers”

**Apr 26**

**American Politics and Foreign Policy, 1972-Present**

**Topics:**
• Nixon and Watergate
• The Election of Reagan and the Conservative Resurgence
• American Foreign Policy since 1972
• Political Change since 9/11

**Online Activities:**
• Read “Introduction: Contemporary History, 1972-Present”
• Read Chapter 14 Adapted Essay, “The Conservative Turn, 1972-2000” (Also available as an audio essay)
• View Audio Lecture Slide List, “Conservatism and the Politics of Foreign Policy, 1972-1980”
• **Complete one of the problems from the options offered.** The options are “The Rise of Incarceration,” “Ethnicity and Electoral Politics,” and “Gender and Politics”

**BOOK REVIEW DUE NO LATER THAN THURSDAY APRIL 28**
**ELECTRONIC COPIES NOT ACCEPTED**
May 3  
A Second ‘Gilded Age’?: Economic Trends and Daily Life, 1972-Present  
Topics:  
- ‘Neoliberal’ Economics  
- Politics and Policy  
- Social Effects of Stagnant Wages  
- A Second Gilded Age?  
Online Activities:  
- Read Chapter 15 Adapted Essay, “The Changing American Economy, 1972-Present” (Also available as an audio essay)  
- Complete one of the problems from the options offered. The options are “The Second Gilded Age,” “The Living Wage Movement,” and “Clinton’s Welfare Reform Speech, 1995”  

May 10  
Change and Continuity in a Multicultural Nation, 1972-Present  
Topics:  
- Changing Demographics and American Culture  
- Social Change and National Identity  
- Building Community in a Multicultural Society  
Online Activities:  
- Read Chapter 16 Adapted Essay, “The Demographic Revolution, 1972-Present” (Also available as an audio essay)  
- View Audio Lecture Slide List “Immigration in the Postwar Era”  
- Complete one of the problems from the options offered. The options are “9-11 and Immigration” and “The Social Network and Sociability”  

May 12  
SUMMARY PAPER DUE NOT LATER THAN THE BEGINNING OF CLASS ON THURSDAY MAY 12—LATE PAPERS OR ELECTRONIC COPIES NOT ACCEPTED.  

*The instructor may modify this schedule as needed.  

COURSE POLICIES  

Attendance: Attendance is expected, and you should not come to class late. If you need to miss a class meeting, the absence should be cleared with the instructor since attendance will be taken into account when determining your final grade in the course. No "benefit of the doubt" (i.e. the rounding up of borderline grades such as 89.5, 79.5 etc.) will be extended to the final grades of students with unexcused absences, or to students who fail to contribute to course discussion.  

More than three unexcused absences could affect your final grade in the course.
Grades: Your final grade in the course is determined by:

1. The completion of all assigned reading
2. The completion of one in-class exam
4. The submission of a Summary Paper by the last day of instruction (May 12)
5. The completion of 10 brief online problem exercises that are based upon the online resources used in class

Percentages are distributed as follows:

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<th>Component</th>
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<tr>
<td>Midterm</td>
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<tr>
<td>Summary Paper</td>
<td>25%</td>
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<tr>
<td>Book Review</td>
<td>25%</td>
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<tr>
<td>Online Activities/Participation</td>
<td>25%</td>
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The final course grade is determined by obtaining an average of your performance on the exam, Summary Paper, book review, and class participation. The grading scale is as follows:

- 100-93%=A
- 92-90%=A-
- 89-87%=B+
- 86-83%=B
- 82-80%=B-
- 79-77%=C+
- 76-73%=C
- 72-70%=C-
- 69-67%=D+
- 66-63%=D
- 62-60%=D-
- 59 and below=F

Online Activities/Participation: You are expected to participate throughout the course and your participation is 25% of your course grade. Since this is a large-section course, participation is measured through the completion of relatively brief online problem exercises that are based upon the online resources used in the class. Students need to complete ten online problems throughout the course. Only twelve weeks have online problems, and most of those weeks have more than one problem from which to choose. The weeks that have problems and the options are indicated in bold ink under the particular week. You need complete only one problem for ten of the weeks, even if there are several options. You are welcome to do more if you wish but only one problem will be counted for that week. Completion of the problems is time sensitive and the date and time the assignment is due are indicated online next to the assignment. Normally, a problem must be completed by 11:00 P.M. on the Friday of the week under which it is listed. Further details about the online assignments will be given in class.

Midterm Examination: The exam will be writing intensive (essay, short answer, identification). The instructor will announce the structure of the exam in advance. It will include material from both the lecture and the texts. It is essential for you to regularly attend lectures and complete online assignments and all assigned reading when preparing for the exam.
You should not miss the exam. If you are absent on the day of the exam, that absence must be excused by the instructor. An unexcused absence for the day of an exam will result in failure of the exam. A person with an excused absence who misses an exam has two options:

(a) take the missed exam within one week after absence
or
(b) increase the percentage of the summary paper to compensate for the missed exam(s).

In order to receive an excused absence for an exam, you must present clear evidence that an excused absence is warranted.

Evidence of a student cheating on an exam or plagiarism (passing another's work off as one's own) in the case of the writing assignments will result in failure of the course.

The Summary paper: This is a take-home analytical paper based on the readings and material covered in class lectures. No library research is required. The question(s) to be addressed in the summary paper will be distributed well in advance of the due date. The final date for which the summary paper will be accepted is Thursday May 12. Further details will be given in class.

Book Review: The book review is worth 25% of the course grade and is due no later than Thursday April 28. Late papers will not be accepted. Requirements for the book review are as follows:

I. General Information

Reviews are to be of a book written by a historian dealing with a topic of the student's choice in United States history since 1877. General survey texts (such as your textbook) of United States history since 1877 are not appropriate nor are collections of essays or autobiographies.

Students are responsible for physically bringing the book of their choice to the instructor for approval no later than Tuesday March 1. When approval is granted, submit (in writing) the name of the author, title, date of publication, etc. and a brief description of the contents and scope of the book to the instructor. March 1st is the final date for obtaining instructor approval. No books will be accepted after this date. Students may not change books after they have received instructor approval.

Reviews are to be from 3 to 5 double-spaced typed pages in length (standard margins and font). The review must not be under three typewritten pages in length nor exceed five typewritten pages. The final date on which reviews will be accepted is April 28.

II. Format of Reviews

1. Bibliographic citation: At the top of the first page of your reviews, after you have placed your name, place the bibliographic citation for the work you are reviewing. The
bibliographic citation includes the author's name, title of the book, city of publication, publisher, and date of publication. For example:


2. Thesis: In the first paragraph of your report identify the author's thesis. A thesis is what the author is attempting to argue - his or her main point. Often the author identifies his or her thesis in the introduction. If you find the thesis in a single sentence, you may quote it, but give the page number(s). You may have to infer what the thesis is as you read the book. If this is the case, read the book, think about it, and concisely state the thesis. Your statement of the thesis should be relatively brief. This section of your report should not exceed a paragraph of three to five sentences. It may be as short as one sentence. For example:

Brown suggests that John Adams was a capable president whose Federalist policies were appropriate for the United States at the close of the eighteenth century.

3. Summary: This should be the body of your review. In a series of paragraphs describe how the author supports his or her argument. Highlight the main points presented in the book. For example, if Brown (mentioned in point 2) suggests that Adams’ policies were appropriate for their time, you might briefly demonstrate how Brown reached this conclusion. What, briefly, were central aspects of Adams’ policies? Why does Brown think these policies were suited to that era? What evidence does Brown give? Remember, however, that your total review must not exceed five pages, so mention only points central to the book.

4. Analysis: In your final paragraph, give your impression of how well the author accomplished his or her intended purpose. Think about his or her thesis; think about how he or she supported it. Is his or her argument, in your opinion, in line with the evidence? Why or why not? Was his or her presentation solid? Was it weak? For example, if you think that Brown provides ample support for his argument that Adams’ policies were appropriate for the time, state that. If you think that his supporting evidence was weak, state that and briefly explain why you think this is the case. This section of your review should be about a paragraph in length, although it may be a little longer if you have more to state. Do not exceed five typed, double-spaced pages for the entire review.

Make sure you do your own work. If you use quotations, place the quoted section in quotation marks and place the page number(s) in parentheses following the quotation. Try to keep quotes to a minimum; phrase the review in your own words.

Academic Dishonesty: Evidence of a student cheating on an exam or plagiarism (passing another's work off as one's own) in the case of the writing assignments will result in failure of the course. All cases of academic dishonesty will be reported to the Student Conduct Officer in the Office of the Vice President for Student Affairs.