**HISTORY 131: U.S. HISTORY FROM 1877 TO PRESENT**  
**QUINNEY AND ASSOCIATES ☺  SPRING 2016**

**GET IN, FASTEN YOUR SEATBELTS, AND HOLD ON TIGHT!**

**Instructor:** Kimber Quinney  
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**Office:** Markstein Hall 239  
**Office Hours:** Mon. and Wed., 12:00-2:00 PM, and by appointment  
**Voice Mail:** 760-750-8793

**WHAT, WHEN, AND WHERE**

History 131-10  
CRN 21175  
Monday, Wednesday, and Friday

**LECTURE** occurs Monday and Wednesday, 10:00 AM-10:50 AM ACD 102

**DISCUSSION** occurs Friday, 10:00 AM-10:50 AM with the following Teaching Associates:

- Kevin Boyce  
  Email: kboyce@csusm.edu  
  Office: MARK 201

- Kate Gressitt-Diaz  
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  Office: MARK 107

- Jennifer Herrera  
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- Chelsea Snover  
  Email: csnover@csusm.edu  
  Office: MARK 305

- Kevin Stahl  
  Email: kstahl@csusm.edu  
  Office: MARK 303

**UNIVERSITY CATALOG COURSE DESCRIPTION**

“A survey of the development and the changing historical interpretation of institutions and society in the United States from the end of Reconstruction to the present. Special attention to the interplay between races and cultural diversity and conflict. Themes include immigration, constitutional development politics, economics, religion, reform, the growth of the U.S. as a world power, status of women, westward expansion and urbanization.”

**COURSE GOALS**

By taking this course, you have embarked on a journey to discover the history of the United States from the Civil War to the present. We will ask how the shifting politics of the nation has affected America’s economy, culture and society; and we will debate the present and future state of America’s national and social security. We’ll also observe how the rest of the world has viewed the rise and fall of American power in this period. In this course, we’re going to pay particular attention to the opportunities, privileges, and responsibilities we share as a national community. We’ll examine how everyday people living in the United States (citizens and non-citizens, alike) can make this nation a better place through democratic engagement and civic agency. And we’re going to ask, “What can each of us do to be more engaged?”
**Making the Grade**

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<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Friday Discussion Sections</td>
<td>30%</td>
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<tr>
<td>Exams (2 exams @ 15% each)</td>
<td>30%</td>
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<tr>
<td>Digital History Assignments (5 @ 1% each)</td>
<td>5%</td>
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<tr>
<td>Civic Engagement Essays (3 essays, 1-2 pages each)</td>
<td>25%</td>
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<tr>
<td>Digital History Civic Agency Project</td>
<td>10%</td>
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**Your Time Commitment**

This course is a combination of face-to-face lecture (Mondays and Wednesdays) and discussion (Fridays). It also includes online work in the form of Digital History Assignments. In order to prepare for Friday discussions, and to complete relevant assignments outside of the classroom—including any online assignments—students are expected to spend a minimum of *six hours per week* devoted to learning outside of the classroom.

**Your Reading Responsibility**


The textbook is available to purchase from the publisher or from the CSUSM campus bookstore; it can also be purchased (or rented) at Amazon or other online book sellers

+ PLUS additional readings available at Cougar Courses (CC) and online

**Your Civic Responsibility**

Throughout the semester, we will provide various opportunities for you to become more civically engaged—which means more than merely registering to vote (although that’s important, too, of course). Our expectation is that you will take full advantage of this aspect of the course.

**Be a Good Citizen in the Classroom**

Students are expected to follow these basic (but very important!) guidelines:

- Demonstrate respect for oneself and for others
- Treat others with dignity and behave in a way that promotes a physically and psychologically safe, secure, and supportive climate
- Allow all community members to engage as full and active participants in order to encourage a genuine exchange of ideas (after all, that’s why we’re all here!)

**Be a Responsible Digital Citizen**

Students are permitted to use computers and tablets during lecture for access to the reading, note-taking, and other class-related work. *Use of computers in the classroom is a privilege—please do not abuse it.* If the instructors suspect that you are using your computer for any work not related to History 131, then you will be asked to shut down your computer for the remainder of the class, and you will risk forfeiting the privilege to use it again in class for the remainder of the semester.
## SCHEDULE OF LECTURES AND DISCUSSIONS

### WEEK ONE: WELCOME TO HISTORY 131

**WATCH “Patriocracy”**
- Mon. 1/25: Welcome to History 131!
- Wed. 1/27: Explore Cougar Courses: “What is Historical Thinking”
- Wed. 1/27: “What is Digital History?”
- Wed. 1/27: “What is Civic Agency?”
- Fri. 1/29: DISCUSSION SECTION

### WEEK TWO: THE GILDED AGE

**READ Roark, et al. American Promise, Chapter 16-17**
- Mon. 2/1: Reconstruction
- Wed. 2/3: Go West, Young Man!
- Fri. 2/5: DISCUSSION SECTION

### WEEK THREE: INDUSTRIALIZED AMERICA

**READ Roark, et al. American Promise, Chapter 18-19**
- Mon. 2/8: Rise of an Industrial Giant
- Wed. 2/10: Impact of Industrialization
- Fri. 2/12: DISCUSSION SECTION

### WEEK FOUR: FROM ISOLATION TO EMPIRE

**READ Roark, et al. American Promise, Chapter 20**
- Mon. 2/15: Populism
- Wed. 2/17: Spanish-American War
- Fri. 2/19: DISCUSSION SECTION

### WEEK FIVE: SOCIAL REFORM

**READ Roark, et al. American Promise, Chapter 21**
- Mon. 2/22: Progressivism
- Wed. 2/24: NO LECTURE: Digital History Assignment #1
- Fri. 2/26: DISCUSSION SECTION
### WEEK SIX: WORLD WAR I

**READ Roark, et al. *American Promise*, Chapter 22**
- **Mon. 2/29** Woodrow Wilson and World War I
- **Wed. 3/2** Roaring Twenties
- **Fri. 3/4** DISCUSSION SECTION
  - Submit Civic Engagement Essay #1

### WEEK SEVEN: THE GREAT DEPRESSION

**READ Roark, et al. *American Promise*, Chapter 23**
- **Mon. 3/7** Dazzle and Despair
- **Wed. 3/9** Crash and the Great Depression
- **Fri. 3/11** DISCUSSION SECTION

### WEEK EIGHT: THE NEW DEAL

**READ Roark, et al. *American Promise*, Chapter 24**
- **Mon. 3/14** NO LECTURE: Digital History Assignment #2
- **Wed. 3/16** Launching the New Deal
- **Fri. 3/18** DISCUSSION SECTION
  - **ONLINE MIDTERM EXAM**

### WEEK NINE: ENJOY SPRING BREAK!  MARCH 21-26

### WEEK TEN: WORLD WAR II

**READ Roark, et al. *American Promise*, Chapter 25**
- **Mon. 3/28** Origins of World War II
- **Wed. 3/30** The Home Front
- **Fri. 4/1** DISCUSSION SECTION
  - ***** MARCH 31 : CESAR CHAVEZ DAY OF SERVICE *****

### WEEK ELEVEN: POSTWAR AMERICA

**READ Roark, et al. *American Promise*, Chapter 26**
- **Mon. 4/4** Origins of the Cold War
- **Wed. 4/6** NO LECTURE: Digital History Assignment #3
- **Fri. 4/8** DISCUSSION SECTION
  - Submit Civic Engagement Essay #2
# WEEK TWELVE: THE FIFTIES

**READ Roark, et al. *American Promise*, Chapter 27**
- **Mon. 4/11** Consumerist Culture
- **Wed. 4/13** Containment at Home
- **Fri. 4/15** DISCUSSION SECTION

# WEEK THIRTEEN: THE SIXTIES

**READ Roark, et al. *American Promise*, Chapter 28**
- **Mon. 4/18** Civil Rights Movement
- **Wed. 4/20** **NO LECTURE: Digital History Assignment #4**
- **Fri. 4/22** DISCUSSION SECTION

# WEEK FOURTEEN: THE VIETNAM WAR

**READ Roark, et al. *American Promise*, Chapter 29**
- **Mon. 4/25** Origins of the Vietnam War
- **Wed. 4/27** **NO LECTURE: Digital History Assignment #5**
- **Fri. 4/29** DISCUSSION SECTION

# WEEK FIFTEEN: RISE OF CONSERVATISM

**READ Roark, et al. *American Promise*, Chapter 30**
- **Mon. 5/2** 1970s: Nixon and Watergate
- **Wed. 5/4** 1980s and 1990s: Reagan, George H.W. Bush, and Clinton
- **Fri. 5/6** DISCUSSION SECTION
  - Submit Civic Engagement Essay #3

# WEEK SIXTEEN: A NEW CENTURY

**READ Roark, et al. *American Promise*, Chapter 31**
- **Mon. 5/9** War on Terrorism: America’s Longest War?
- **Wed. 5/11** War on Poverty: America’s Longest War?
- **Fri. 5/13** DISCUSSION SECTION
  - Submit Digital History Civic Agency Project

**ONLINE FINAL EXAM: Wednesday, May 18**
STUDENT LEARNING OUTCOMES

AFTER TAKING THIS COURSE, STUDENTS SHOULD BE ABLE TO:

1. Recognize the distinction between primary and secondary sources, and understand how each are used to make historical claims;

2. Practice critical/historical thinking and understand the value of this skill—how it is used to solve problems, make rational claims based on evidence, discover truth, and create new solutions;

3. Demonstrate the capacity to deal with differences in interpretation and to separate individual beliefs from historical understanding;

4. Understand the historical and contemporary meaning, obligations, responsibilities, and rights of engaged citizenship in a democratic society.

[5. Define your own learning outcome! What do you want to learn from this course?]

STUDENTS WHO GRADUATE WITH A BACHELOR OF ARTS IN HISTORY WILL BE ABLE TO:

1. Develop historical research questions, formulate appropriate research strategies, and critically evaluate evidence about the past;

2. Develop and defend historical arguments, demonstrating an understanding of different theoretical approaches to historical interpretation;

3. Effectively communicate, in clear and convincing prose, an understanding of the causes of historical change;

4. Evaluate the influence of new digital and multimedia formats on the practice and presentation of history; and

5. Describe several varieties of experience found in the historical record and explain why diversity is a critical component of history.

HISTORY 131 FULFILLS THE FOLLOWING GENERAL EDUCATION PROGRAM STUDENT LEARNING OUTCOMES. AFTER TAKING THIS COURSE, STUDENTS WILL BE ABLE TO:

1. Understand the physical and natural world
2. Communicate in writing
3. Find, evaluate, and use authoritative and/or scholarly information
4. Think critically and analytically
5. Describe the importance of diverse experiences
ALL-UNIVERSITY WRITING REQUIREMENT
This course fulfills the All-University Writing Requirement, which demands a minimum of 2,500 words (for our 3-unit course). Student participation in online Discussion Forums, drafting three (3) Civic Engagement Essays, and developing the Civic Agency Project easily meets this requirement.

ACADEMIC HONESTY
CSUSM has a strict Academic Honesty Policy that is taken seriously by the university and by your professors. Academic dishonesty is an especially serious offense that puts you at risk for probation, suspension and even expulsion from CSUSM. It is your responsibility to maintain academic integrity in all your coursework. *It is my responsibility to report all incidents of student dishonesty to the Office of the Dean of Students.* If you have any questions about the meaning of plagiarism please email me. For further clarification, refer to the University’s policy on Academic Honesty.

ACADEMIC ACCOMMODATION
Students with disabilities who require academic accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300 and can be contacted by phone at (760) 750-4905, TDD (760) 750-4909 or by email at: dss@csusm.edu Students authorized by DSS to receive accommodations should meet with me during my office hours, or in another private setting, in order to ensure your confidentiality.

PLEASE NOTE
*The California Faculty Association is in the midst of a difficult contract dispute with the CSU systemwide administration. In response to the CSU’s stance, it is possible that the faculty union will call a strike or other work stoppage this term. I promise to inform the class as soon as possible of any disruption to our class meeting schedule. For further information about the issues involved in the strike, please see the resources at [www.calfac.org](http://www.calfac.org), including [http://www.calfac.org/sites/main/files/file-attachments/faculty_index_final_2.pdf](http://www.calfac.org/sites/main/files/file-attachments/faculty_index_final_2.pdf).*