Contact Your Professor

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Drop-In Hours (also known as Office Hours): Tuesdays and Thursdays, 3:00 to 3:30 and 5:00 to 5:55 pm on Zoom or in my office (King Hall C4076A). You never need an appointment for drop-in hours. Just stop by unannounced. My Zoom link for office hours is posted on Canvas. If I am meeting with another student, please remain in the Zoom waiting room and I will let you in when I'm free. If you can't make my drop-in hours, let me know and we can arrange another time to connect.

Office Phone: 323-343-2046. Email is usually a better option, but you can sometimes reach me via phone on Tuesdays and Thursdays, and you can leave a voicemail message at any time. Please note that I let my phone go to voicemail when I am already meeting with someone in my office.

More Info: See the Syllabus Appendix on Canvas for tips, resources, and definitions of key phrases such as "class participation, "good writing," and "plagiarism." See my personal faculty webpage with advice on surviving college and links to some of my favorite things:

What is this class about?

As historians, we cannot hope to study every aspect of recent U.S. history in just one semester. To give the class coherence, we will focus on one big question:

CORE CLASS QUESTION: INSIDE OR OUTSIDE THE SYSTEM
For those Americans struggling to achieve equality or the "good life", what have been the pros and cons of working inside the system, compared to pursuing change by working outside the system?

Examples of **working inside the system** include:
-politics:
      -supporting one of the major political parties (Democrats or Republicans)
      -trusting government officials to promote equality and opportunity.
-economics:
      -working within mainstream capitalism
-culture:
      -choosing assimilation into mainstream culture
      -embracing mainstream U.S. patriotism

Examples of **working outside the system** include:
-<u>politics</u>:
        -supporting third parties or revolution
        -avoiding electoral politics altogether
        -using social movements and protest to challenge government officials
-<u>economics</u>:
        -supporting socialism or communism
        -using a small business to break away from mainstream capitalism
-<u>culture</u>:
        -maintaining immigrant culture
        -emphasizing one's difference from the mainstream
        -creating social movements that advocate cultural nationalism or separatism.

What You Can Expect to Learn in this Course

By the end of this course, you should be able to:

1. Identify **major turning points and transformations** in U.S. history, fulfilling the university's GE American Institutions—U.S. History requirement.

2. Compare the experiences of different groups of Americans (**diversity**) and explain how diverse Americans' experiences have been connected to other groups' experiences (**intersectionality**). This approach includes attention to race, ethnicity, gender, sexuality, class, geography, citizenship status, and political ideology. Together, this analysis will allow you to fulfill the university's GE Diversity requirement.

3. **Think like a historian** and employ the **tools of historical thinking** (change over time, causality, complexity, contingency, context, sourcing).

4. Demonstrate **skills of critical reading, discussion, and writing**. You will read and interpret primary sources (historical documents) and secondary sources (scholarship written by historians) and you will demonstrate ability to draw evidence from both types of sources to build arguments. You will express those arguments with clear and persuasive writing, effective public speaking, and careful use of evidence.

5. Plan and complete successful **team collaboration** through a complex **video-making** project that requires the following skills: problem-posing, research, civic engagement, synthesis of competing views, writing, editing, use of multimedia technology, audience feedback, and navigation of intellectual property standards.

The Ten-Year Test: You can use the above skills and knowledge to thrive in non-history classes and in life after college. Ten years from now, if I see you at a Dodgers game or alumni event, I want you to be able to say, "I still use the skills and thinking tools that we practiced in HIST 2020."

Workload expectations: You should expect to spend on average 6-8 hours a week outside of class on HIST 2020. Some weeks will be lighter or heavier than others.

Assignments and Grading

Assignments	Points	Brief Description
Modules x14	20	Individual activities that usually involve reading and/or watching, often followed by a brief writing activity or Canvas discussion thread.
Projects x7	21	Individual research and analysis projects.
Team Video: Draft Script and Storyboard	4	Team writing assignment (a team grade).
Team Video: Final Version	14	Team history video project, 5-7 minutes long (a team grade).
Your Contributions to Your Team	7	An individual grade informed by your group members' confidential feedback.
Class Participation	12	Attendance and engagement in class activities; see Syllabus Appendix for more details.
Special Contributions to the Class	4	Every student will make two special contributions to class; at least one must be historical in nature; the other can be a community-building contribution (or a historical one).
Final Portfolio	18	Portfolio consists of a 5-7 page essay (300 words per page) plus supporting materials.

•We will use a +/- system: A (925-1000), A- (895-924), B+ (865-894), B (825-864), B- (795-824), C+ (765-794), C (725-764), C- (695-724), D+ (665-694), D (595-664), F (0-59).

Note: Failure to earn a passing grade on the final portfolio, failure to complete at least 4 modules, or failure to attend at least 17 class sessions will result in an automatic failing grade for the whole course. That said, I want you to succeed in this class. If you put in the work and stay in touch with me, I will work with you to make sure you do ok.

If you don't understand the basis of the grade you received or if you disagree with the assessment, speak to me—but only after letting twenty-four hours pass for you to

absorb and reflect on my feedback. Please check your grades on Canvas to ensure that I accurately record each assignment. Be careful if using Canvas to tabulate your overall grade, because Canvas can make your grade seem higher or lower than it really is, depending on the settings the professor uses. Your official grade will follow the information provided here in this syllabus, even if the Canvas estimate shows something else.

Modules
Modules are graded on a simple complete/incomplete basis:
  •complete all 14 Modules = earn a course Module grade of 100
  •complete 13 Modules = earn a course Module grade of 95
  •complete 12 Modules = earn a course Module grade of 92
  •complete 11 Modules = earn a course Module grade of 88
  •complete 10 Modules = earn a course Module grade of 84
  •complete 9 Modules = earn a course Module grade of 80
  •complete 8 Modules = earn a course Module grade of 75
  •complete 7 Modules = earn a course Module grade of 70
  •complete 6 Modules = earn a course Module grade of 65
  •complete 5 Modules = earn a course Module grade of 55
  •complete 4 or fewer Modules = automatic failing grade for the entire course.

"No skip" modules: A few modules contain very important concepts or activities that you will need to do well in the whole class. These modules are "no skip" modules. Failure to complete a no-skip modules will result in a two-point deduction from your overall course Module grade. For instance, if you submit 12 modules over the whole semester but miss two of the no-skip modules, your overall course Module grade will be 88 instead of 92.

Late Policy and the Free Lates

For four assignments this semester, you can turn in your work up to seven days late with no penalty. To activate a Free Late, simply go to the assignment page on Canvas and type "Free Late #1" (or #2 or #3) in the Assignment Comment section. (Tip: Some students say that they need to navigate to "submission" or "rubric" on Canvas before they can enter an assignment comment.) Canvas will still label your assignment as "late" but I will know not to give it a late penalty. You do not need to give a reason for the delay. Exceptions: You cannot use Free Lates for these assignments: the Team Video draft and Team Video final version, Projects 5-7, and the Final Portfolio.

You can also submit work without a Free Late. In this case, a late penalty will apply, but it will be relatively modest.

For every module that you submit after the deadline (except Free Lates), you will lose one point from your overall course Module grade. For instance, if you submit 13 modules over the whole semester but four of them are late, your overall course module grade will be 91 instead of 95. All modules must be done by the last day of class during Week 15.

For assignments that receive a numerical grade (most everything but Modules), the late penalties work as follows:

        1 day late: 3% off
        2 days late: 5% off
        3 days late: 7% off
        4 to 21 days late: 10% off
        22+ days late: 20% off

No late work will be accepted after the last day of classes (Week 15), unless you make advance plans with me.

<u>Final Portfolios</u>: Late submissions of the Final Essays will be penalized 5% of their value for each day late. Final Essays cannot be submitted more than three days after the due date.

What should I do if I start to really fall behind?

Sometimes work, health, or family can make it hard to attend class or meet deadlines. If you see a problem approaching, please visit my office hours or send me an email to keep me posted. When an unexpected problem arises, let me know as soon as possible. If a real hardship arises and you let me know what's going on at an early stage, I will do my best to work with you and help you do well in the class.

Required Readings, Supplies, and Other Costs

Bring paper and a pen or pencil each day for note-taking. We will have readings available (at no cost) via Canvas or campus library databases. If you can, print these readings and use a pen to mark key passages and write your own thoughts in the margins. This is the best way to learn and prepare from class while reading. If you cannot print readings, you need an electronic version of the reading accessible during class, and make sure to record your thoughts and questions about the reading on a sheet of paper. Paper notes will prepare you for class and for later assignments.

Plagiarism, ChatGPT, and Text-Generating AI

As a professor, I've noticed that students often resort to plagiarism when they run out of time or don't understand how to do an assignment. If you find yourself drifting toward plagiarism, visit my office hours or send me an email. I can help you get through the assignment or calculate the (modest) late penalty. You will be much better off taking a small late penalty than committing plagiarism. For a definition of plagiarism, and for resources on avoiding it, see my Syllabus Appendix on Canvas. The Syllabus Appendix also contains advice and class policy related to ChatGPT and other kinds of text-generating AI.

Note on Collaboration with Classmates

You can talk or chat with classmates while reading or viewing class materials, but you should not discuss specific multiple-choice questions on Canvas (some Modules will

involve multiple choice). Moreover, ALL INDIVIDUAL WRITING ASSIGNMENTS (including Modules) must be your own. If students copy each others' writing (including light paraphrasing), all students involved will receive a failing grade for the assignment. In other words, you can converse to help make sense of class material, but you need to take Canvas quizzes and write on your own.

Attendance

I have designed this class to revolve around learning that we do together in the classroom. If you miss class, you will miss the heart of this course. Please make attending *each* class session a top priority. Arrive on time and stay until the end. If an unexpected emergency arises, send me an email as soon as possible and contact members of your team. Missing one or two classes during the semester will not hurt your grade, but further unexcused absences will. These absences will also result in a lower class participation score. <u>Special rule: Students must attend at least 17 class sessions to avoid an automatic failing grade for the course.</u>

Disabilities

As your professor, I want all students to succeed in class. If you have a disability or any other issue that affects your learning, please let me know at any time. Also take note of the resources at the [Office for Students with Disabilities](#) (Student Services Building Room 1320).

Change

 I may make reasonable changes to the syllabus when needed.

Inspiration

"American history is longer, larger, more various, more beautiful, and more terrible than anything anyone has ever said about it."
  -James Baldwin

"Science and technology teach us what we can do. Humanistic thinking can help us understand what we should do."
  -Alan Brinkley

"You don't start out writing good stuff. You start out writing crap and thinking it's good stuff, and then gradually you get better at it. That's why I say one of the most valuable traits is persistence."
  -Octavia Butler

Course Schedule

Note: Unless otherwise stated, all assignments are due on Canvas before the start of class. Check Canvas for full details on each activity.

WEEK ONE

21 January: Welcome to HIST 2020 // First thoughts on U.S. history
No assignments

23 January: Getting to know each other // Further thoughts on U.S. history
No assignments

WEEK TWO

28 January: Thinking like a historian // Ida B. Wells's anti-lynching activism
Module 1 due—a no-skip module

30 January: Deeper historical thinking // Race, gender, and ideology in Wells's time
Module 2 due—a no-skip module

WEEK THREE

4 February: Immigration and nativism, 1880s-1920s // Preparing for Research Project 1
Module 3 due

6 February: Laissez-Faire Economics // Progressive Era Reform
Module 4 due

WEEK FOUR

11 February: Topic TBD
Project 1 (mini-essay on Kiyama's manga) due

13 February: Women's history, conservatism, and culture wars in the 1910s and 1920s
Module 5 due

WEEK FIVE

18 February: Topic TBD
Module 6 due

20 February: Topic TBD
No assignments

WEEK SIX

25 February: Topic TBD
Project 2 due

27 February: Preparing for the Midterm // Team video topic brainstorming
No assignments

WEEK SEVEN

4 March: Topic TBD
Midterm Portfolio due (counts as Projects 3 and 4; consists of a 2-3 page essay, 300 words per page, plus supporting materials)

6 March: Topic TBD
Module 7 due

WEEK EIGHT

11 March: Topic TBD
Module 8 due

13 March: Team video topic brainstorming
No assignments

WEEK NINE

18 March: Team workshop
Individual Research for Team Video due (counts as Projects 5 & 6) —no free lates

20 March: Topic TBD
Reviewing Your Teammates' Research (Project 7)—no free lates

WEEK TEN

25 March: Team workshop
No assignments

27 March: Oral Presentations (1 of 6)
Team Video Draft Script and Storyboard due by 11:59pm—no free lates

SPRING BREAK: No classes on 1 and 3 April

WEEK ELEVEN

8 April: Topic TBD
Module 10 due

10 April: Team workshop
No assignments

WEEK TWELVE

15 April: Topic TBD
Module 11 due

17 April: Team workshop
No assignments

WEEK THIRTEEN

22 April: Topic TBD
Module 12 due

24 April: Team workshop
Team Video (final version) due by 11:59pm—no free lates

WEEK FOURTEEN

29 April: Preparing for the final portfolio
Module 13 due—a no-skip module

1 May: Topic TBD
No assignments

WEEK FIFTEEN

6 May: Preparing for the final portfolio
Module 14 due—a no-skip module

8 May: Course conclusion and celebration
No assignments
This is our last time meeting together in King Hall.

FINALS WEEK

15 May (Thursday)
Final Portfolios due by 11:59pm—no free lates (consists of a 5-7 page essay, 300 words per page, plus supporting materials)