



United States History From 1877

History 17.2-4955

Units: 3.0

February 6-May 14, 2020

Tuesdays & Thursdays, 4:00-6:00 PM, at SRJC-Santa Rosa Campus, Emeritus Hall, Room 1699

Title 5 Category: AA Degree Applicable~Grade or P/NP

Transfer Credit: CSU and UC

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Recommended Preparation: Eligibility for ENGL 1A or equivalent

Instructor Ryan Tripp

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Phone By Individual Request

Office Hours: Tues., 2:45-3:25 PM in Emeritus Hall, Room 1554A (or by app.)

Direct Email Communications Preferred.



United States History From 1877 is a comprehensive introduction to United States industrial expansion, Progressivism, the Great Depression, New Deal, Second World War, Civil Rights Movements, and the Cold War. The course also examines shifting themes and perennial categories in *primary* and *secondary* sources such as texts, images, sounds, film, and material cultures produced by, and for, United States transformations in government, law, gender, sexuality, ecology, print, commerce, music, war, empire, labor, emotions, freedoms, liberties, and religions from 1877.

Student Learning Outcomes

Upon completion of the course, students will be able to:

1. Analyze the political, economic, cultural, and social developments in the U.S. from 1877 to the present.
2. Evaluate the causes and effects of historical events of both the United States and abroad.
3. Analyze and distinguish between primary and secondary sources as historical evidence.

Course Objectives

1. Locate on maps the different regions of the U.S. and areas of the world where the U.S. intervenes during this time period.
2. Recognize the unique contributions and experiences of women, African-Americans, Native Americans, and immigrants during this time period.
3. Analyze how race, gender, class, and ethnicity have been factors in the United States.
4. Compare and contrast differing opinions on critical historical developments and distinguish between fact and myth.
5. Demonstrate critical thinking through analysis of historical events and a variety of primary and secondary sources.

Foner Texts Required. Available at the SRJC Bookstore. Consult Instructor for Amazon or Chegg Rental.

Eric Foner, *Give Me Liberty! Volume II* (Required Seagull Sixth Edition)

Eric Foner, ed., *Voices of Freedom Volume II* (Required Sixth Edition)

Please read assigned chapters of *Give Me Liberty!* prior to the relevant lectures. Groups will periodically debate, contemplate, and interpret the *primary* sources collected and annotated in *Voices of Freedom* for participation points. The instructor will post lecture slides and you will submit take-home research essays to the **History 17.2 Canvas course site**.

Course Assignments: 400 Points

Midterm Exam (50 Points): 25 Online Multiple-Choice Questions

- A. Study Guide Distributed Two Weeks Prior to Exam

Two 1,000-Word Take-Home Research Essays (200 points, Canvas Submission)

- A. Rough Draft of Intro. Paragraph, Thesis, & Body Paragraph Outline for Prompt 1 (25 Pts.)
- B. Final Draft of Research Essay 1 (75 Points)
- C. Rough Draft of Intro. Paragraph, Thesis, & Body Paragraph Outline for Prompt 2 (25 Pts.)
- D. Final Draft of Research Essay 2 (75 Points)

Participation (50 Points): “Group quiz” responses to *primary* sources, shifting themes, and perennial categories from *Voices of Freedom*. Group oral presentations must demonstrate knowledge and critical epistemologies of United States History From 1877 in *Voices of Freedom* for ten points every two to three weeks.

Non-Cumulative Final Exam (100 Points): 35 Online Multiple-Choice Questions and 6 Primary Source Short-Answer Responses (Study Guide Distributed 2 Weeks Before Exam)

Final Course Grade Schema

A: 400-358

B: 357-318

C: 317-278

D: 277-238

F: 237 or Less

Incomplete: Completion of assignments that are aggregately worth 300/400 course points.

Instructor Philosophy

The lectures and textbook produce a metacognitive learning experience. If the textbook does not provide clarity or narrative of key concepts, lectures will offer the relevant explanations and alternate interpretations (and vice-versa). Accordingly, **the exams will address both lecture and the textbook**, but recognize mutual inclusiveness and mutual exclusiveness.

Academic Dishonesty

All written work is to be original; plagiarism of any kind will result in a failing grade on that assignment. Students who plagiarize or cheat may be suspended – for one or two class meetings by the instructor – and referred to the Conduct Dean for discipline sanction, in cases of egregious violation. Please see Policy 3.11 for Academic Integrity.

Policies

If you need disability-related accommodations for this class, such as access to notes, test-taking services, special furniture, etc., please provide the Authorization for Academic Accommodations (AAA letter) from the Disability Resources Department (DRD) to the instructor as soon as possible. You may speak with me during office hours about your accommodations. Please contact DRD if you have not received authorization for accommodations. DRD is located in the Bertolini Student Center on the Santa Rosa campus, and Jacobs Hall on the Petaluma Campus.

All students must enroll prior to the deadline for late enrollment– the college does not permit sitting in or auditing. If a student wishes to withdraw from the course, it is his/her duty to contact the admission and registration office (please read SRJC withdrawal policy in course catalog for further information). Failure to officially withdraw may result in receiving an unsatisfactory grade. **The last day to withdraw without a W, and with a refund, is February 18. The last day to withdraw without a W, but without a refund, is February 27. The last day to withdraw with a W, but with no grade penalty, is April 23.**

Late assignments may be submitted for **10-point** deductions every 24 hours after the due time.

Please turn off all smartphones. Drinks permitted. Be courteous to your fellow students. If the instructor is more than 45 minutes late, you may leave class.

Course Schedule for Tuesdays & Thursdays, 4:00-6:00 PM, Emeritus Hall, Room 1699
Read Chapter Assignments in *Give Me Liberty!* BEFORE Corresponding Lecture Dates
Instructor Will Provide Prior Notification of *Voices of Freedom* Participation Activities

February 6-February 20 (Thursday, February 13~No Classes)

- I. The West: Native Americans and Immigration
Give Me Liberty!, Chapters Sixteen and Seventeen
- II. Industrialization and the Corporation: Gilded Age, Jim Crow, Unionization, and Populism
Give Me Liberty!, Chapters Sixteen and Seventeen
- III. Imperialism: Hawaii and the Spanish-American War
Give Me Liberty!, Chapters Sixteen and Seventeen

February 11: 1,000-Word Research Prompt Workshop

February 25-March 5

- IV. Progressivism: Challenges to Social Darwinism, African-American Challenges, Female Movements
Give Me Liberty!, Chapter Eighteen
- V. World War One: Balance of Power, U.S. Engagement, Red Scare, U.S. Rejection of Versailles
Give Me Liberty!, Chapter Nineteen

Thursday, March 5: Draft of Introductory Paragraph, Tentative Thesis, and Outline Due

SPRING BREAK AND CLASS SUSPENSIONS

1920s: Economic Boom, Jazz Age, Causes of the Great Depression, Effects, Hoover's Response
Give Me Liberty!, Chapter Twenty

Lecture for "Roaring Liberalism" Posted Online in Zoom/YouTube Format Beginning March 30

Thursday, March 26: 1,000-Word Research Essay Due at 3:00 PM via Canvas

Tuesday, March 31-Thursday, April 2: Online Midterm Examination

April 7-April 16:

The New Deal: FDR, Relief, and Reform
Give Me Liberty!, Chapter Twenty-One

World War Two: Eurasian Fascism and U.S. Engagement
Give Me Liberty!, Chapter Twenty-Two

April 14-April 23

Cold War: U.S.-Soviet Tensions, Containment, and Domestic Policies
Give Me Liberty!, Chapter Twenty-Three

The Fifties: Economic Growth, Suburbs, and Consumerism
Give Me Liberty!, Chapter Twenty-Four

April 23: Draft of Introductory Paragraph, Tentative Thesis, and Body Paragraph Outline Due

April 28-May 7

Cold War Civil Rights: Postwar, Brown v. Board, SCLC, Civil Rights Acts, Liberation Movements, Cuba, Vietnam, New Left, New Right
Give Me Liberty!, Chapter Twenty-Five

1970s-2000: Nixonian Persuasions, Oil Crisis, Watergate Babies, Reaganomics, “Kinder and Gentler” Republicans, New Democracy, Globalization, Neoconservatism
Give Me Liberty!, Chapter Twenty-Six

Thursday, May 7: 1,000-Word Research Essay Due at 3:00 PM via Canvas

Thursday, May 14: Non-Cumulative Online Final Examination

1,000-Word Research Prompt One (Canvas Submission)

March 5: Draft of Introductory Paragraph, Tentative Thesis, and Body Paragraph Outline

March 24: Final Draft of Essay

Total Value: 100 Points

In one thousand words, please assess how the politics of race, ethnicity, and gender (and/or sexuality), within 1908-12 public spaces and “[spheres of social action](#),” shaped or otherwise reconfigured the 1912 Presidential contest. In an examination of the 1912 campaign that engages with this analytical triad, you must address the Wilsonian “New Freedom,” TR’s “New Nationalism,” partisan organizations, national conventions, candidates’ fiscal proposals, media, and critical (or pundit) responses. Please substantiate your contentions with the sources below (and any additional approved sources), cited in—per my introductory comments—preferred [APA-style](#) or [Chicago-style](#) format.

Please submit a Microsoft Word or PDF draft of your introductory paragraph, which should include a 1-2 sentence thesis, as well as an outline of your body paragraphs, to the **History 17.2 Canvas Course Assignments tab by 3:00 PM on Thursday, March 5**. Your double-spaced essay, with one-inch margins and twelve-point font in a Microsoft Word or PDF document, is due **on Thursday, March 26, at 3:00 PM, in the History 17.2 Canvas Course Assignments tab**. Each page must feature at least two paragraphs. Each paragraph, except for the introductory paragraph and conclusion, in turn must include at least two secondary source and/or primary source citations. For the entire essay, you must cite at least two primary sources and at least four secondary sources from the selections below (and additional approved sources).

Primary Sources

[1912 Primary Sources \(Use Appropriate Citations\)](#)

[Jane Addams on African-Americans \(1912\)](#)

[Wilsonian New Freedom & TR New Nationalism](#)

[Wilsonian Perspectives on “Government”](#)

[Wilson on States and Individualism \(1913\)](#)

[DuBois’ Impressions of Wilson](#)

[Dewey on Progressive “Freedom” \(1908\)](#)

[Campaign Ad \(1912 Film\)](#)

Secondary Sources [African-Americans and the Presidential Election of 1912](#)

[Survey of 1912 Election](#)

[1912 Presidential Campaign: Wisconsin Case Study](#)

[Conflicting Ideas of “Fiscal Pragmatism” \(Race\)](#)

[Women and 1912 Presidential Campaign](#)

[TR’s Conceptions of U.S. “Nation”](#)

[TR’s Perspectives on Constitution](#)

[National Progressive Republican League](#)

[Wilson in Newspaper Cartoon Caricatures](#)

[Native American Perspectives](#)

[Progressive Liberalism and Wilsonian Governance](#)

[Progressive Media](#)

[Additional Sources on Women](#)

[Socialist Party](#)

Give Me Liberty!, pp. 726-32

[Origins of the 1912 Progressive Party](#)

[Wilsonian Immigration Platform](#)

1,000-Word Research Prompt Two (Canvas Submission)

April 23: Draft of Introductory Paragraph, Tentative Thesis, and Body Paragraph Outline

May 7: Final Draft of Essay

Total Value: 100 Points

In one thousand words, please discuss how and why the idea of “poor people” in the African-American Civil Rights Movement generated internal agreements and discord as well as external alliances and divisions with the United Farm Workers movement. Please be sure to address MLK’s 1964 Economic Bill of Rights, the 1968-69 Poor People’s Campaign, the SCLC, the NAACP, SNCC, the NFWA, and the UFW. You should also discuss the roles of Martin Luther King, Jr., Coretta Scott King, Bayard Rustin, the Black Panthers, Guimarra Grapes Boycotters, and Canadian interlocutors. Please substantiate your contentions with the sources below (and additional approved sources), cited in—per my introductory comments—preferred [APA-style](#) or [Chicago-style](#) format.

Please submit a Microsoft Word or PDF draft of your introductory paragraph, which should include a 1-2 sentence thesis, as well as an outline of your body paragraphs, to the **History 17.2 Canvas Course Assignments tab by 3:00 PM on Thursday, April 23**. Your double-spaced essay, with one-inch margins and twelve-point font in a Microsoft Word or PDF document, is due **on Thursday, May 7, at 3:00 PM, in the History 17.2 Canvas Course Assignments tab**. Each page must feature at least two paragraphs. Each paragraph, except for the introductory paragraph and conclusion, in turn must include at least two secondary source and/or primary source citations. For the entire essay, you must cite at least two primary sources and at least four secondary sources from the selections below (and additional approved sources).

Primary Sources

[Poor People’s Campaign](#)

[United Farm Workers](#)

[SNCC and NFWA](#)

[Freedom Archives](#)

[Cesar Chavez on MLK/Nonviolence](#)

[MLK to Cesar Chavez](#)

Secondary Sources

[Introduction to Coalitions](#)

Give Me Liberty!, pp. 976-1005 and 1020-21

[SNCC and NFWA](#)

[SNCC and UFW](#)

[SCLC and UFW Part One](#)

[SCLC and UFW Part Two](#)

[Black Panthers and UFW](#)

[Alliances and Divisions](#)

[Conflicting and Consensual Ideas of “Poor People”](#) [Canada](#)