

HISTORY 202:01 - US HISTORY

WINTER QUARTER 2005

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COURSE DESCRIPTION

This course surveys U.S. history from the after-math of the Civil War to the present, with some background on earlier US history. Both traditional print materials and online World Wide Web history resources will be utilized. Significance is placed on political, social, cultural and economic trends and events that have molded and characterized America as a modern nation and world power. Emphasis will be given to developing the ability to interpret fundamental issues in U.S. history. Students will be encouraged to think critically about American history and to examine and analyze historical sources of information. This course meets the U.S. History part of the U.S. History and Institutions requirement for graduation.

COURSE OBJECTIVES

By the end of the course, students should be able to:

1. Make accurate statements about U.S. history from Reconstruction to the present based on readings, online historical resources, and class discussions.
2. Use a variety of analytical skills involved in reading and writing history, including:
 - a. Analyzing, evaluating, and drawing conclusions from a wide range of print and online primary and secondary sources.
 - b. Comparing historian's arguments about historical issues.
 - c. Considering motivation, causation, and the role of ideas, gender, and economics in history.
3. Have improved their ability to access and interpret Internet resources.
4. Have developed their verbal communications skills in large and small groups.

REQUIRED READINGS

- John Hollitz, *Thinking Through the Past: A Critical-Thinking Approach to U.S. History*. (Houghton Mifflin Company, 2005), Volume II: Since 1865. ISBN: 0-618-41679-X
- James W. Loewen, *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong* (Touchstone, 1996) ISBN: 0684818868
- Online history resources related to assigned readings

RECOMMENDED READINGS

- Howard Zinn, *A People's History of the United States* (HarperCollins, 2003). ISBN: 0060528370

COURSE REQUIREMENTS

Midterm Paper	250
Final Exam	250
LTD, Self and Group Evaluations (50 points each)	500
TOTAL	1000 points

GRADING SCALE

A = 950-1000	B- = 800-824	D+ = 675-699
A- = 900-949	C+ = 775-799	D = 625-674
B+ = 875-899	C = 725-774	D- = 600-624
B = 825-874	C- = 700-724	F = 0 - 559

EXAMINATIONS AND COURSE PROCEDURES**LTD PREPARATION SHEETS**

Learning Thru Discussion Preparation Sheets should be written for each reading in *Thinking Through the Past* and *Lies My Teacher Told Me*. A sample is attached to this syllabus. Please photocopy copies to use during the quarter, download a Word version of the template from our course website, or create a template on your own computer. At least five LTD sheets will be collected during the quarter and graded for completeness and depth. (50 points each)

MIDTERM

The midterm paper will be a compilation of the 15 LTD preparations sheets due from Jan. 5 through Feb. 11 and a two-page (double-spaced) essay reflecting on what you have learned about US history in the course up to this point, your evaluation of online historical resources, and your thoughts on learning about U.S. history through discussion. Due 2/14 (250 points)

FINAL

The final will be an objective exam based on readings, class lectures, and discussions. Please bring a Scantron 882-ES to the final. 3/14/05 from 7:00 - 9:00 AM (250 points)

SELF AND GROUP EVALUATIONS

Self and group evaluation forms give you the opportunity to assess your and your group members' preparation for and participation in small group discussions. At least five self or group evaluation forms will be handed out at the end of class meetings. (50 points each)

MAKE-UPS AND LATE ASSIGNMENTS

Exams: Late Midterm papers will lose one letter grade for each class day that they are late. Make-up exams for the final will be allowed only under extenuating circumstances *and* with prior approval from the instructor.

Class Participation: There will be no make-ups for missed self or group evaluations or graded LTD forms.

ACADEMIC INTEGRITY

Zero tolerance. Please make sure that you have read and fully understand the statement on academic integrity that appears in the University catalog. A student who is dishonest on an exam or assignment will receive a score of zero and the matter will be referred to the Office of Judicial Affairs where your work will be investigated. Your transcript could be marked Academic Dishonesty for one full year and you could be expelled from the CSU system.

READINGS/ASSIGNMENTS

Please fill out an LTD Guide for each of the assigned readings and bring it to class on the date indicated. For each reading, review at least one related website. See www.history202.com for related websites and other course material and information.

Date Due	Required Readings	Optional Reading
	Hollitz – <i>Thinking Through the Past</i> Loewen – <i>Lies My Teacher Told Me</i>	Zinn – <i>A People’s History of the US, 1492 – Present</i> (narrative history)
W 1/5	Loewen, <i>Intro: Something Has Gone Very Wrong</i> and ch. 1 – <i>Handicapped by History: The Process of Hero-making</i> (1 LTD guide)	
F 1/7	The class will meet in the Bldg. 98-C5-9 computer lab for help with Internet use and assignments. Office hours will also be in 98-C5-9 on January 7.	
M 1/10	Loewen, ch. 2 – <i>1493: The True Importance of Christopher Columbus</i>	Zinn, ch. 1 – <i>Columbus, the Indians, and Human Progress</i>
W 1/12	Loewen, ch. 3: <i>The Truth about the First Thanksgiving</i>	
F 1/14	Loewen, ch. 5 – <i>“Gone with the Wind”: The Invisibility of Racism in American History Textbooks</i>	Zinn, ch. 9 – <i>Slavery Without Submission, Emancipation without Freedom</i>
M 1/17	Campus Closed – Martin Luther King Jr.’s Birthday Observed	
W 1/19	Loewen, ch. 6 – <i>John Brown and Abraham Lincoln: The Invisibility of Antiracism in American History Textbooks</i>	
F 1/21	Hollitz, ch. 1 – <i>Historians and Textbooks: The “Story” of Reconstruction</i>	
M 1/24	Woman’s Suffrage – Internet Readings – 1 LTD	
W 1/26	Hollitz, ch. 2 – <i>Using Primary Sources: Industrialization and the Condition of Labor</i>	Zinn, ch. 10 – <i>The Other Civil War</i> ch. 11 – <i>Robber Barons and Rebels</i> Ch. 13 – <i>The Socialist Challenge</i>
F 1/28	Loewen, ch. 7 – <i>The Land of Opportunity</i>	
M 1/31	Hollitz, ch. 3 – <i>Evaluating Primary Sources: “Saving” the Indians in the late 19th Century</i>	Zinn, ch. 8 – <i>We Take Nothing by Conquest, Thank God</i>
W 2/2	Loewen, ch. 4 – <i>Red Eyes</i>	
F 2/4	Hollitz, ch. 4 – <i>Evaluating a Historical Argument: American Manhood and Philippine Annexation</i>	Zinn, ch. 12 – <i>The Empire and the People</i>

M 2/7	Hollitz, ch. 5 – <i>The Problem of Historical Motivation: The Bungalow as the “Progressive” Home</i>	
W 2/9	Hollitz, ch. 6 – <i>Ideology and History: Closing the Golden Door</i>	Zinn, ch. 14 – <i>War is the Health of the State</i>
F 2/11	Loewen, ch. 7 - <i>Land of Opportunity</i>	Zinn, ch. 15 – <i>Self-Help in Hard Times</i>
M 2/14	Hollitz, ch. 7 – <i>History “From the Top Down”: Eleanor Roosevelt, First Lady</i>	Zinn, ch. 16 – <i>A People’s War?</i>
	Midterm Paper Due	
W 2/16	Hollitz, ch. 8 – <i>History “From the Bottom Up”: The Detroit Race Riot of 1943</i>	
F 2/18	Campus Closed - Presidents’ Day Observed	
M 2/21	Hollitz, ch. 9 – <i>Popular Culture as History: The Cold War Comes Home</i>	
W 2/23	Hollitz, ch. 10 – <i>History and Popular Memory: The Civil Rights Movement</i>	Zinn, ch. 17 – <i>“Or Does it Explode?”</i>
F 2/25	Loewen, ch. 8 – <i>Watching Big Brother: What Textbooks Teach about the Federal Government</i>	
M 2/28	Hollitz, ch. 11 – <i>Causation and the Lessons of History: Explaining America’s Longest War</i>	Zinn, ch. 18 – <i>The Impossible Victory: Vietnam</i>
W 3/2	Loewen, ch. 9 – <i>Down the Memory Hole: The Disappearance of the Recent Past</i>	
F 3/5	Hollitz, ch. 12 – <i>Gender, Ideology, and Historical Change: Explaining the Women’s Movement</i>	Zinn, ch. 19 - <i>Surprises</i>
M 3/7	Loewen, ch. 10 – <i>Progress is Our Most Important Product</i>	
W 3/9	Hollitz, ch. 13 - <i>Why Historical Interpretation Matters: The Battle over Multicultural Education</i>	Zinn, ch. 22 – <i>The Unreported Resistance</i>
F 3/11	Loewen, ch. 11 – <i>Why is History Taught Like This?</i> ch. 12 – <i>What is the Result of Teaching History Like This?</i> <i>Afterward: The Future Lies Ahead – and What to Do about Them</i> 1 LTD guide	Zinn, ch. 23 – <i>The Coming Revolt of the Guards</i>
M 3/14	FINAL EXAM - 7:00 – 9:00 AM	

Name _____

Date (Due) _____

LEARNING THROUGH DISCUSSION PREPARATION SHEET

Assigned Reading (author and chapter title): _____

1. STATEMENT OF THE AUTHOR'S MESSAGE – Write in your own words a general statement of the author's message in this reading.

2. What are the major themes of the reading?

- Theme 1:

- Theme 2:

- Theme 3:

- Theme 4:

(Please use another sheet of paper for readings with more than four themes.)

3. RELATED WEB RESOURCES - Which online web resource did you find most valuable for understanding this reading better? **Why?**

4. INTEGRATION OF INFORMATION WITH OTHER KNOWLEDGE – *What is the meaning or usefulness of the assignment for understanding other information you knew before? What ideas does the assignment prove, challenge, or expand?*

5 APPLICATION OF THE ASSIGNMENT - *How does the information in this assignment apply to your own life situation – past, present, or future? What are the implications of the assignment for your own interests or pursuits?*

6. EVALUATION OF THE READING – *Write your reactions and evaluation of the assignment. Include what you think is the most interesting, unusual, or questionable part (event, idea, person, etc.) of this reading, and why.*

7. QUESTIONS - *Write two questions about this assignment that you would like to discuss in class.*

Theme ___:

Question

Theme ___:

Question:

8. DEFINITION OF TERMS AND CONCEPTS - *List any terms or concepts that you are still unsure of after consulting a dictionary:*

9. ALLOCATION OF TIME – *Note which themes in question 2 you had the most trouble understanding or which you think would provide a useful discussion.*