

History 1 – Fall 2011ⁱ
United States History Since 1900
MWF 12:10 pm – 1:00 pm
City College of San Francisco

Instructor: John Ulloa
Office: Batmale 664
E-mail: julloa@ccsf.edu
Office Hours: Appointment Only
Website: smccd.edu/accounts/ulloaj

Required Texts:

Herman, Edward S. and Noam Chomsky. *Manufacturing Consent: The Political Economy of the Mass Media*. Pantheon, 2002

Madaras, Larry. *Taking Sides: Clashing Views on Controversial Issues in 20th Century American History*. McGraw Hill, 2005.

Moss, George D. *America Since 1900, 6th ed.* Boston: Prentice Hall, 2008.

West, Cornel. *Democracy Matters: Winning the Fight Against Imperialism*. Penguin, 2005.

Course Description:

This course is an in depth inquiry of United States history since 1900 with emphasis on the more important political, economic, social, artistic, and cultural aspects of American life and on the role of the United States in world affairs, and the course is worth three units of transferable history. The student is encouraged to “think outside of the box”. Although we will be following a schedule, the course will not always be approached in a linear fashion. If you are the type of student that prefers to sit passively and “marinate”, “watch TV” during class, or want/need “Roman numeral one, point A” lectures, this is not the class for you. You must engage and actively participate all components of the course: exam preparation, class discussions, films, and readings outside of class.

- My Guarantee: If you do well in my class, you’ll do well elsewhere
- This is not high school

Goals/Aims:

This course will explore institutions, society, and culture, and the global role of the United States since 1900. We will employ a Social and Cultural model for negotiating the material.

Throughout the course the student will:

- Thematically survey the aforementioned period in the U.S. by relying upon (not entirely) a socio-cultural historical approach
- Develop critical reading, thinking, and writing skills
- Become familiar with historical methods, theories, and processes
- Engage, reflect, and participate in a rich, intellectual forum
- Develop an appreciation for history as a process, rather than names, facts, and dates

Prerequisites:

Although there are no predetermined prerequisites for this course, it is highly recommended that students be eligible for English composition, or the equivalent prior to enrolling for this class. Writing is a key component to this course, and part of the student’s success depends upon how well he/she conveys ideas through the written word. If you are not eligible, or have not yet taken either one of these English courses, do not panic!!! You can achieve success in this course, however it may require extra effort. There are several resources available to those that require extra guidance with developing writing skills.

Student Expectations:

You are adults taking this class by choice.

- Basic Necessities: Curiosity, Courage, Discipline
- Materials: Books as tools, Outlines for Reference, and Questions

- Time Investment: A minimum of 9 hours per week: A cyclical process of Reading, Rereading, Thinking and Rethinking, Writing and Rewriting.
- In Class: Listen Critically, Recording Creatively, (keep the hand moving), and Thinking Analytically (meaning question before, during, and after).
- Must buy and use books.
- Students are responsible for withdrawing from class.

Opportunities Unlike University:

- Negotiations Protocol: Early, Good Faith and Win-Win must prevail.
- Grading of Exams: Only under “best conditions”, open to regarding after student has graded it according to the 10 Criteria.

This Isn't Nordstrom:

Some people attending college adopt a consumer mindset to their education. They wrongly assume that they may “return” a grade if they feel it isn't to their satisfaction or what they “deserved”. Your education is not an item that can be returned or exchanged.

Classroom Culture:

I operate under the assumption that we are all adults here by choice. This means that we should behave accordingly. Any student using their phone or other electronic devices (excluding voice recorders only to record class dialogue or lecture) in class will be asked to leave immediately. Any student sleeping in class will be asked to leave immediately. These behaviors are distracting and do not contribute to a positive academic environment. If this persists or becomes a problem i.e. second time, disciplinary actions will be taken according to CCSF rules and regulations.

Students With Disabilities:

Students with disabilities will be afforded any and all accommodations per CCSF rules and regulations. Students requiring accommodations should notify me as early as possible in the semester.

What Students Can Expect:

Students can expect support, assistance, feedback, and interest in a climate of authentic lower division collegiate expectations. Students can and should expect to acquire contributions to the scaffolding for eventual upper division work.

Assistance:

I will assist the student with exam preparation, feedback on exam preparation, questions regarding the readings and/or lecture material, and/or success strategies. I will not answer questions such as, “What did I miss in class?”

Student Strategies:

Students having problems with any part of the course are urged to see me as soon as possible. Make a reading and study schedule and stick to it. A three-hour per week course assumes 9 hours per week outside the classroom. Group work is encouraged, but academic misconduct is not. Bring questions to class about the readings and/or about the previous class session. Use critical thinking as the organizing framework for your reading i.e. the whos, whats, whens, wheres, and whys?. Select key words, phrases, or segments of text which you believe are important to responding to these questions.

Essay Examinations:

There will be 3 in class essay examinations. Exams 1 and 2 are worth a maximum of 100 points, and Exam 3 is worth a maximum of 200 points. These examinations allow the student to demonstrate how well they understand the material by synthesizing ideas and concepts from both textbooks, class discussions, and the student's own ideas. Study questions will be provided in advance. You will need a new large bluebook and multiple blue or black pens for each examination.

Reading Critiques:

You will write two reading critiques during the semester on *Manufacturing Consent* and *Democracy Matters*, respectively. These assignments are short, critical analysis papers that allow the student to apply the ideas and concepts in the readings to the course material and the student's own experiences and/or observations. Guidelines will be available on the website listed above. Each reading critique is worth a maximum of 100 points.

Class Notes and Readings:

Students are expected to engage in the course by taking efficient class notes that will aid the student in preparing for essay examinations. In addition, students are expected to come to class prepared by reading prior to coming to class. Students who come to class unprepared i.e. without having the material read may be asked to leave.

Points Breakdown:

Exam 1	=	100 points
Exam 2	=	100 points
Exam 3	=	200 points
Reading Critique 1 (Manufacturing Consent)	=	100 points
Reading Critique 2 (Democracy Matters)	=	100 points
Total Points Possible	=	600 points

Schedule of Events:

Week 1: Aug. 17, 19 Readings: "The Act of Study" AND Herman & Chomsky	Course Introduction, Theory and Methods
Week 2: Aug. 22, 24, 26 Readings: Moss, Ch. 1 AND Herman & Chomsky	A Society in Transition Signed Copy of Syllabus due AUGUST 22, 2011
Week 3: Aug. 29, 31, Sep. 2 Readings: Moss, Ch. 2 AND Madaras, Issues 1, 2 AND Herman & Chomsky	The Progressive Era
Week 4: Sep. 7, 9 Readings: Moss, Ch. 3 AND Madaras, Issues 3, 4 AND Herman & Chomsky	Neo-Colonial Imperialism
Week 5: Sep. 12, 14, 16 Readings: Moss, Ch. 4 AND Madaras, Issue 5 AND Herman & Chomsky	1920's (Exam 1 Sep. 16)
Week 6: Sep. 19, 21, 23 Readings: Moss, Ch. 5 AND Herman & Chomsky	The Great Depression
Week 7: Sep. 26, 28, 30 Readings: Moss, Ch. 6 AND Madaras, Issue 6 AND Herman & Chomsky	The New Deal (Herman/Chomsky due Sep. 30)
Week 8: Oct. 3, 5, 7 Readings: Moss, Ch. 7 AND West	Diplomacy Between Wars
Week 9: Oct. 12, 14 Readings: Moss, Ch. 8 AND Madaras, Issue 7 AND West	WWII
Week 10: Oct. 17, 19, 21 Readings: Moss, Ch. 9 AND Madaras, Issue 8 AND West	The Cold War (Exam 2 Oct. 21)

Week 11: Oct. 24, 26, 28 Readings: Moss, Ch. 10 AND Madaras, Issue 9 AND West	The Age of Consensus
Week 12: Oct. 31, Nov. 2, 4 Readings: Moss, Ch. 11 AND Madaras, Issue 10 AND West	1960's
Week 13: Nov. 7, 9 Readings: Moss, Ch. 12 AND Madaras, Issue 12 AND West	Calming Down: Nixon/Vietnam
Week 14: Nov. 14, 16, 18 Readings: Moss, Ch. 13 AND Madaras, Issue 13 AND West	An Era of Limits: 1970's
Week 15: Nov. 21, 23 Readings: Moss, Ch. 14 AND Madaras, Issue 15 AND West	America Revived: 1980's (West due Nov. 23)
Week 16: Nov. 28, 30, Dec. 2 Readings: Moss, Ch. 15 AND Madaras, Issue 16	Going Global: 1990's
Week 17: Dec. 5, 7, 9 Readings: Moss, Ch. 16 AND Madaras, Issue 17	The Contemporary Period
Week 18: Wednesday, December 16 Readings:	FINAL: 11:00am – 1:00pm (Exam 3)

Academic Misconduct:

Plagiarism, cheating, or inappropriately “borrowing” someone else’s ideas are serious offenses. If any student is caught engaging in academic misconduct, he/she will be given an automatic “0” for the assignment and reported to the administration for disciplinary action. Proper guidelines and expectations for written assignments will be reviewed in class. Therefore, there is absolutely no excuse for improper source citation in written work submitted by students.

Miscellaneous:

- If you care about your grade, keep track of it yourself!!! You may calculate your grade at any given time by dividing points earned by points possible to date
- No “extra credit”, you have plenty to do already!
- Ultimately it is the student’s responsibility to withdraw from the course. However, the instructor may drop students that miss 3 consecutive class sessions.
- Films and other media will be incorporated into the course. Video materials count as “appropriate readings” for exam purposes.
- It is the student’s responsibility to be aware of all relevant dates pertaining to City College of San Francisco business.
- **I DO NOT EMAIL GRADES FOR ANY REASON, EVER!** Please refer to the first bullet point.

- The instructor reserves the right to modify this syllabus w/the class in order to benefit the entire group if necessary.

By initialing and signing this document, I acknowledge that I fully understand all aspects of this syllabus.

Student Name (please print) _____

Student Signature _____ Student I.D. # _____

ⁱ Special thanks to Ted Hamilton, Instructor of History, Geography, and Political Science at Columbia College for allowing me to use elements of his website and syllabi to create this syllabus.