

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA
College of Letters, Arts, and Social Sciences
History
Expanded Course Outline

Course Subject Area:	HST
Course Number:	3340
Course Title:	History of American Institutions and Ideals, 1877-present
Units:	3
C/S Classification #:	C2
Component:	Lecture/discussion
Grading Basis: (graded only, CR/NC only, student's choice)	Graded
Repeat Basis: (may be taken once, taken multiple times, taken multiple times only with different topics)	May be taken once
Cross Listed Course: (if offered with another department)	No
Dual Listed Course: (if offered as lower/upper division or undergraduate/graduate)	No
Major course/Service course/GE Course: (pick all that apply)	GE
General Education Area/Subarea: (as appropriate)	Sub-area C4
Date Prepared:	5/15/2015
Prepared by:	Eileen V. Wallis, John Lloyd

I. Catalog Description

Formation and development of the United States and its institutions from the end of Reconstruction to the present with an emphasis on the social, economic, political, and cultural contributions of its diverse population.

II. Required Coursework and Background

Completions of GE Area A and Sub-areas C1, C2, and C3

III. Expected Outcomes

Outcome 1: Knowledge

- Demonstrate a general knowledge of the significant events and influential trends in United States history.
- Helps fulfill the department's mission of offering undergraduate and graduate students and students in the university in general a broad, liberal education that informs them about the particular and the global past and the relevance of the past in today's world
- Relate specific events in United States history to trends and policies at the local, state, national, and international levels

- Recognize how different individuals, groups, organizations, societies, cultures, countries, and nations have interacted in the past and how those interactions have affected history.
- Develop an appreciation of themselves and of others through the study of the past in local, regional, national and global contexts.

Outcome 2: Analysis

- Develop an understanding of contemporary implications of historic patterns, especially as they apply to minorities, economic development, land and energy use, and government reform.
- Learn to evaluate and draw information from the narratives of past events that participants and observers produced.
- Recognize differences in the methods and techniques of historians and learn how to compare and critique them.
- Understand connections between history and major literary, philosophic, and artistic works of the era.

Outcome 3: Representation

- Argue historically and critically in discussions, presentations, and assignments.
- Develop a working knowledge of research tools available in the study of United States history.

Outcome 4: Pre-Credential Training

- Develop content knowledge in the areas identified by the Board of Education of the State of California as essential for secondary school teachers.
- Gain exposure to distinct, varied, and effective teaching methods.

1. Explain how the course meets the description of the GE subarea(s).

This course on United States History since 1877 fits within Area C: The Humanities because it demonstrates the continuity between historical and contemporary life as well as the relationships among the arts, the humanistic disciplines, self and society. HST 3340 also reflects the contributions to knowledge and civilization that have been made by both men and women, and by different cultural groups in the world.

2. Describe how the course meets each of the associated GE Student Learning Outcomes (SLOs):

The course, its content and the methods of assessments meet the GE Student Learning Assessment for Area C4 in the following ways:

1a: Write effectively to various audiences.

Students will describe United States history through written assignments. These assignments could be short essays or long ones.

1b: Speak effectively to various audiences.

Students will participate in class discussions.

1c: Find, evaluate, use, and share information effectively and ethically.

Students will analyze the social, economic, political, and historical factors using the assigned text as well as sources found through online databases. The assignments require the students to adhere to the highest ethical standards of using and sharing copyrighted material.

1d: Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.

All writing assignments will adhere to an essay format that requires a structured argument with an introduction, a discussion of evidence and a conclusion.

2b: Analyze major literary, philosophical, historical or artistic works and explain their significance in society.

Students will read and analyze different forms of primary sources such as memoirs, poetry, novels, paintings, photographs, and music and tie them to larger developments in United States history.

2d: Integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions.

Students will draw on concepts, examples, and theories from a multitude of disciplines in addition to History, such as Sociology, Urban Studies, Art History, Philosophy, and more, when analyzing sources, in written assignments, and in class discussions

3a: Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.

Students will analyze the historical development of the United States' multicultural multiethnic population.

IV. Instructional Materials

A. As an upper division GE course, there generally will be no survey textbook assigned. Instead, instructors shall choose from (or may assign selections from) among the following historical monographs and scholarly works as key

secondary sources. If necessary, instructors may provide students with supplementary reading using a scholarly online source such as George Mason University's U.S. History Matters website (historymatters.gmu.edu).

- Bacevich, Andrew. *The Limits of Power: The End of American Exceptionalism* (2009)
- Boyle, Kevin. *Arc of Justice: A Saga of Race, Civil Rights, and Murder in the Jazz Age* (2005)
- Burdick, Eugene and William J. Lederer, *The Ugly American* (1999)
- Coontz, Stephanie. *The Way We Never Were: American Families and the Nostalgia Trap* (2008)
- Cowie, Jefferson. *Stayin' Alive: The 1970s and the Last Days of the Working Class* (2010)
- Davidson, James West. "They Say" *Ida B. Wells and the Reconstruction of Race* (2007)
- Dawley, Alan. *Changing the World: American Progressives in War and Revolution* (2005).
- Dudziak, Mary. *Cold War Civil Rights: Race and the Image of American Democracy* (2011)
- Ford, Linda J. *Iron-Jawed Angels* (1991)
- Fraser, Steve and Gary Gerstle, eds. *Ruling America: A History of Wealth and Power in a Democracy* (2005)
- Fussell, Paul. *Wartime: Understanding and Behavior in the Second World War* (1990)
- Gilmore, Glenda. *Defying Dixie: The Radical Roots of Civil Rights, 1919-1950* (2008)
- Ginsberg, Allen. *Howl and Other Poems* (2014)
- Hofstadter, Richard. *The Age of Reform* (1955).
- Kline, Benjamin. *First Along the River: A Brief History of the US Environmental Movement*, 4th ed. (2011)
- May, Elaine Tyler. *Homeward Bound: American Families in the Cold War Era* (1990)
- McElvaine, Robert S. *The Great Depression: America 1929-1941* (1993)
- McGirr, Lisa. *Suburban Warriors: The Origins of the new American Right* (2001)
- Nasaw, David. *Children of the City: At Work and At Play* (2012)
- Perlstein, Rick. *Nixonland: The Rise of a President and the Fracturing of America* (2008)
- Seiler, Cotton. *Republic of Drivers: A Cultural History of Automobility in America* (2008)
- Sugrue, Thomas. *Sweet Land of Liberty: The Forgotten Struggle for Civil Rights in the North* (2009)
- Turse, Nick. *Kill Anything That Moves: The Real American War in Vietnam* (2013)
- Uchida, Yoshiko. *Desert Exile: The Uprooting of a Japanese-American Family* (1982)

Von Eschen, Penny M. *Satchmo Blows Up the World: Jazz Ambassadors Play the Cold War* (2006)
Wiebe, Robert H. *The Search for Order, 1877-1920* (1967)

B. Primary Source Readings: Instructors will choose readings from among the following literary selections and/or primary source material that reflect the key themes of the course. Instructors may also supplement audio, visual, and video sources illustrative of course themes.

Addams, Jane. *Twenty Years at Hull House* (2013)
The Autobiography of Malcolm X (1987)
Bell, Thomas. *Out of This Furnace* (1941)
Boggs, Grace Lee. *Living for Change: An Autobiography* (2013)
Caputo, Phillip. *A Rumor of War* (1996)
Choi, Roy. *LA Son: My Life, My City, My Food* (2013)
Ehrenreich, Barbara. *Nickel and Dimed: On (Not) Getting By in America* (2010)
Fanning, Rory. *Worth Fighting For: An Army Ranger's Journey Out of the Military and Across America* (2014)
Galarza, Ernesto. *Barrio Boy: A Chicano Youth Coming of Age in Mexico and America* (1971)
Hamper, Ben. *Rivethhead: Tales from the Assembly Line* (1992)
Himes, Chester. *If He Hollers Let Him Go* (1945)
Hollinger, David and Charles Capper, eds. *The American Intellectual Tradition*, vol.II 1865-present, 6th edition (2011)
Larson, Louise Leung. *Sweet Bamboo: A Memoir of a Chinese American Family* (1989)
Moody, Anne. *Coming of Age in Mississippi* (1968)
Okada, John. *No-No Boy* (1976)
Ponce, Mary Helen. *Hoyt Street: Memories of a Chicana Childhood* (1995)
See, Lisa. *On Gold Mountain: The One Hundred-Year Odyssey of My Chinese-American Family* (1995)
Steinbeck, John. *The Harvest Gypsies: On The Road to the Grapes of Wrath* (1936)
Terkel, Studs. *The Good War: An Oral History of World War II* (2011)

V. Minimum Student Material

Paper, pen, computer, assigned books, and supplementary readings.

VI. Minimum College Facilities

Smart classroom, chalkboard or whiteboard, library.

VII. Course Outline

- The Gilded Age and the New Corporate Order
- The American West: Region, People, and Cultural Symbol
- Race at Home and American Imperialism Abroad
- Separate But (Un)equal: American race relations in the early 20th Century
- Progressivism, Immigration, and the Search for Order
- WWI and the End of Progressivism
- Gender, Suffrage, and Mass Culture in the 1920s
- The Great Depression and the New Deal
- World War II
- America at Home and Abroad in The Cold War
- The long Civil Rights movement and other struggles for social equality
- Vietnam and American Fault Lines
- Foreign and Domestic Challenges of the 1970s
- The Rise of Modern Conservatism and the Culture Wars Since the 1980s
- Post-Cold War Social and Economic Trends in American Society
- America the Global: The US and the World in the 21st Century

VIII. Instructional Methods

Lecture, whole group and small group discussion, face-to-face and/or online

IX. Evaluation of Outcomes

Short essays will be based on analysis of primary and secondary sources assigned for class, and students will be given feedback on their writing for the purpose of improvement. Book reviews will require students to come up with an argument and to express themselves clearly and grammatically. Students will be required to write midterm and final exams.

Method of Assessment	Knowledge	Analysis	Representation	Pre-Credential Training
Exams	X			X
Short Essays	X	X	X	X
Long Essay or book review	X	X	X	X
Participation	X		X	X
Quizzes	X	X		X

1a: Write effectively to various audiences.

There are several writing assignments that reflect different levels of engagement in the writing process, as the difference between an exam and a take-home essay shows. Students will take a midterm and a final that test their grasp of the material. The different writing assignments train students to write historically.

1b: Speak effectively to various audiences.

Students will participate in class discussions. Oral presentations may also be required.

1c: Find, evaluate, use, and share information effectively and ethically.

The writing assignments require research in a variety of databases, some will be suggested and others will be located by the students on their own. Student will use the appropriate databases and locate and use the information to complete the assignments. These assignments will adhere to the highest ethical standards of using and sharing copyrighted material.

1d: Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.

There are various short essay assignments that could be assigned. As such, students must construct their arguments based on the evidence they encounter and present it in an appropriate fashion. Essay will adhere to the good essay format.

2b: Analyze major literary, philosophical, historical or artistic works and explain their significance in society.

Students complete written assignments based on studying passages from primary and secondary texts. Students analyze these documents and discuss how they are significant to their respective societies.

2d: Integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions.

Student written assignments and discussions draw on concepts, examples, and theories from a multitude of disciplines in addition to History, such as Sociology, Urban Studies, Art History, Philosophy, and more.

3a: Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.
 Student written assignments and/or exams analyze the historical development of the United States' multicultural multiethnic population.

Assessment methods aligned with GE SLOs:

Method of Assessment	SLO Ia	SLO Ib	SLO Ic	SLO Id	SLO IIb	SLO IIc	SLO IIIa
Exams	X			X		X	X
Short Essays	X		X	X	X	X	X
Long essay or book review	X		X	X	X	X	X
Participation		X	X	X	X	X	X
Quizzes	X			X			X