

CALIFORNIA STATE POLYTECHNIC UNIVERSITY POMONA  
**COLLEGE OF LETTERS, ARTS, AND SOCIAL SCIENCES**  
**EXPANDED COURSE OUTLINE**

Subject Area/Catalog #:	HST 340
Course Title:	History of American Institutions and Ideals, 1877-present
Units:	3
CS#	C2
Component:	Lecture/Discussion
Grading Basis:	Graded
Repeat Basis:	may be taken once
Cross Listed Course:	no
Dual Listed Course:	no
Major course/Service/GE	
Preparation:	5/3/2015
Prepared by:	Eileen V. Wallis, John P. Lloyd

**I. Catalog Description**

**HST 340 History of American Institutions and Ideals,  
1877-Present**

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. 4 hours of lecture, discussions, and group exercises. 4 lecture discussions. Fulfills GE synthesis sub-area D4 and History component of American Institutions requirement (D1).

**II. Required Background or Experience**

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.

## **IV. Text and Readings**

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](http://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*, 4<sup>th</sup> 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. *Rivthead: 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, 6<sup>th</sup> 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 Materials

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 20<sup>th</sup> 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 21<sup>st</sup> Century

## VIII. Instructional Methods

Lecture and discussion. Class time will be divided between lecture by the instructor and class discussion of assigned readings. Students may also make oral presentations based on individual or group work.

**IX. Evaluation of Outcomes**

The course will meet learning outcomes under GE Area D1 and D4. Students will develop an understanding of American history and government, including the historical development of American institutions and ideals, the Constitution of the United States, and state and local institutions. As an upper division GE course, it will also provide a deeper understanding of social problems, examine historical, social, and cross-cultural developments in more detail, and provide students with an understanding of different historiographic approaches to the study of American history.

Several assessment techniques will be used to measure student outcomes. Evaluation is based on essay and objective examinations, written book reports or term papers, and class participation.

The significant writing component will include several short writing assignments during the term, which will require students to demonstrate knowledge gained by the readings, a review of important concepts, and reflection on the relationship of the assigned reading to identified student learning outcomes. Instructors will provide critical feedback on these assignments. Students will complete two written exams (e.g., a midterm and final) on which students will receive critical evaluation and feedback. A term paper or similar research project having a significant written component will also be assigned. The assignment must include primary and secondary historical sources and require historiographic and critical primary source analysis. Students will receive critical initial feedback from the instructor and/or peer review with an opportunity to incorporate said feedback into the final draft. This assignment may also include an oral presentation or multimedia component.

**X. Relationship to Program Objectives**

Outcome	Introduce	Develop	Mastery
Knowledge		X	
Analysis		X	
Representation		X	
Pre-Credential Training	X	X	

Students will be asked to submit pre- and post-class answers to the following question:

***“Based on what you know now, in your opinion, what are the economic, social, and technological factors that contribute to historical change over time?”***

After grades have been turned in, students will be asked to submit a written anonymous answer to the following question:

***“Did this course cause you to think in a synthetic way; i.e., did you make connections from several different categories of knowledge?”***

Additionally, written student work will be randomly and anonymously collected from both the beginning (online discussion prompts) and end of class (embedded essays on final exam) to test the recent GE learning outcomes that were put forth by the GE Assessment Committee in Winter 2015:

- Analyze major literary, philosophical, historical, or artistic works and explain their aesthetic, historical and cultural significance in society.
- Analyze concepts, research methods, and theories pertaining to the study of culture, economics, history, politics, or society.
- Integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions.

Course authors will choose one of the above GE SLOs to test each time the class is taught.

Final Note: The History Department has four full time, tenure-track professors, and at least three contingent faculty, who are qualified to teach this class on an on-going basis.