

History 203

History of the United States

A Service-Learning Class

Spring 2005

Instructor:	Kevin D. Hatfield	Course CRN:	42766
Office:	CEN 418	Meeting Time:	UH 2:30-3:50pm
Office Hours:	UH 4:00-5:00 & By Appt.	Meeting Place:	239 Building 19
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I Course Description

This general history survey examines the social, economic, political, and cultural development of the United States during the twentieth century. The course represents the third term of a three-quarter introductory survey of American history and does not require History 201 or 202 as prerequisites. Major course themes will include: 1) the growth of the federal government; 2) the rise of the private corporation; 3) the tension between civil liberties and national security; 4) the globalization of the American state; 5) and the formation of class, race, and gender identities.

The course strives to cultivate a learner-centered environment that fosters active and collaborative learning, and encourages student participation and peer interaction. The lectures, discussions, and assignments are designed to engage students in the dynamic process of reconstructing the past, and reducing their role as merely passive receivers of information. The course structure enables students to focus on the “big picture” and contextualize facts within broader themes, trends, patterns, and ideas. In particular, the instructor will encourage students to investigate historical questions of “causation”—cause-and-effect relationships—and “agency”—the power of both individual historical actors and non-human forces to influence change.

Students will attend two lectures weekly with a class discussion every Thursday. The instructor will provide students with lecture outlines or “guided notes,” which contain factual data including specific names, dates, and statistics. The relatively small class size will allow students to ask questions during lecture. Class discussions will also invest the course will several important elements:

1) a chance to comment on questions or issues raised during the lectures; 2) continuing guidance on composing the assignments; 3) an opportunity to prepare for examinations; and 4) an on-going dialogue about major course themes. Even non-history majors will have the chance to strengthen their skills of document analysis, critical thinking, explanatory writing, and oral communication—an invaluable skill set with inter-disciplinary and cross-occupational application.

Finally, the course incorporates an exciting service learning project that empowers students to perform a temporary apprenticeship in the historian’s craft with “hands-on” experience in generating their own original primary source! Students will perform an oral interview with a senior member of our local community and integrate this historical subject’s personal life experiences into our broader discussion of the history of the U.S. in the twentieth century.

II Required Reading

***Note:** To reduce costs for students completing the three-course U. S. History survey, the Social Science Department has standardized the assigned texts for History 201, 202, and 203. Please purchase **only** the textbook and not the supplementary materials. I also encourage students to visit the LCC bookstore early to purchase a used copy of the text.

All assigned readings will be available on four-hour reserve at the LCC Library. The course syllabus, lecture outlines, PowerPoint Slide Shows, and other handouts will be available on Moodle.

Faragher, John Mack, et al. *Out of Many: A History of the American People*. Brief 4th Edition/Combined Volume (paperback) Pearson-Prentice Hall, 2004. This is the standardized text selected by the Social Science Department for use in the three-course United States History survey offered by Lane Community College. Principal authors John Mack Faragher and Susan Armitage apply their "New Social History" perspective to this narrative of twentieth-century American development.

Sone, Monica. *Nisei Daughter*. Seattle: University of Washington Press, 1953. 1979 Edition.

Yeziarska, Anzia. *Bread Givers: A Struggle Between a Father of the Old World and a Daughter of the New*. New York: Persea Books, 1925. 1975 Edition.

III Evaluation

1. Service-Learning Oral History Project

All students will perform an on-site oral history interview with a volunteer subject at least 55 years of age. Most students will interview residents of local retirement and assisted living communities as part of this service-learning project. However, those students who identify a legitimate "historical interview subject" within their family, neighborhood, or community may work with those individuals as well.

A. Questions/Interview Transcript: 20 pts (10%)

Students will work with the instructor to develop a list of questions before their interview and conduct background research. Students will then transcribe their handwritten notes or audio recording of the interview into a formal transcript. The interview and transcript will function as the principal "primary source"

B. Essay: 40 pts (20%)

This project engages students in a dynamic process of reconstructing the past, and reduces their role as merely passive receivers of information. Students will essentially conduct a temporary apprenticeship in the historian's craft, with "hands-on" experience actually "doing history". Students will contextualize their interviews within the broader themes and questions of the course by composing an analytical essay that draws evidence from assigned readings and the "primary source" they have created. These essays will consider how the life experiences of their historical subject represents, challenges, illuminates, or complicates the explanation of relevant topics discussed in lectures, the text and other readings. The instructor will provide more specific instructions and guidance on focusing topics, formulating thesis statements and overall format. The paper will be three to four pages, doubled spaced.

C. Presentation: 10pts (5%)

Finally, each student will deliver a brief oral presentation at the end of the term, sharing the results of

their interview and essay with their peers. The emergence of social history over the past 35 years has established oral history as a legitimate primary source equivalent to more traditional manuscript records. From Studs Terkel's *Hard Times: An Oral History of the Great Depression* to Vicki Ruiz's *Cannery Women, Cannery Lives: Mexican Women, Unionization, and the California Food Processing Industry, 1930-1950* oral history has expanded our knowledge of traditionally neglected ethnic, racial, class, and gender groups in American history.

D. Reflection Statement: 10pts (5%)

Students will compose a brief, one-page reflection on their interview and community service learning experience. Specifically, students will explain how their assumptions of the elderly and the historical question/topic they studied changed as a result of their participation in this oral history project. One of the objectives of this service learning project is to foster valuable interpersonal, human contact that reduces the loneliness and isolation for many long-term retirees and residents of limited-care facilities.

This experience is intended to foster relationships between two community groups—college students and retired citizens—who rarely have opportunities for social interaction. The printed transcripts generated from students' notes and memories—as well as audio tapes when approved by both parties—represent original and significant primary sources. These transcripts will be made available to the interviewees for their personal enjoyment and distribution to family and friends. If interviewees release their interviews to the public, they can also be deposited with oral history collections at local, county and state historical societies and archives. These mutually enriching interactions create a priceless family artifact for the interviewees' descendants, while contributing to our collective knowledge of America's past. Sadly, the chances to interview members of the generations who lived through the Great Depression, New Deal, WWII, Japanese Internment, Red Scare, Cold War, Native American Termination, Korean War, and Civil Rights Movement are declining every year.

This community service helps capture these memories before they are lost!

2. Group Discussion Leading: 20pts (10%)

The class will be divided into four "discussion-leading" groups. Although all students will complete the readings before the corresponding class discussion, the assigned group for the day will become "experts" on their material. Groups will initiate the discussion with a brief introduction of the major themes, but then enjoy the discretion to mediate the discussion per their choosing. Formats that have proven successful in past courses include:

1) Roundtable: An open-ended format that often begins with the group posing one or more broad historical questions, which engages students and evolves naturally from there.

2) Debate: The discussion leaders divide the class into two or more groups, and assign them particular perspectives, identities, or philosophies to analyze and defend. The discussion leaders then present a number of more structured questions or topics to argue.

3. Midterm Exam: 40pts (20%)

A midterm exam comprised of an essay and short answers.

Essay Section: Students will write one essay, selected from a list of three questions. Essays must articulate a coherent thesis (argument) supported by clear reasoning and specific content drawn from the lectures, class discussion, and assigned readings to answer the questions successfully. Essays also need to establish an accurate chronology to demonstrate an understanding of cause-and-effect relationships and the broader context. Although specific dates are not mandatory, essays should clarify the sequence of historical events. The evaluation of essays is largely based on peer performance within the group dynamic of each particular course. Hence, no “absolute” or “abstract” model will be applied to the essays. Despite this approach, those essays that assert the *most* lucid thesis, incorporate the *most* specific evidence, and express the *most* coherent reasoning will receive the highest marks, and those with comparatively less clarity and substance will be graded accordingly. Errors in spelling and grammar (within reason) will not significantly undermine performance, however, a lack of specific content and well-reasoned arguments will.

Short Answer Section: Students will define four terms selected from a list of seven. These definitions must include two elements: a description of specific factual details and an explanation of broader significance. The specific description should address the who, what, where, when, and why information. To ensure you have illustrated the broader significance of the term ask yourself the following questions. How does this term reflect or symbolize a larger theme, trend, or model? How is this term an important precedent or change from the past? How does this term establish a new pattern? How does this term fit into a larger cause-and-effect relationship? How is this term influential? Terms may encompass individuals, ideas, events, laws, court cases, publications, and places. Successful responses to short-answer questions typically comprise two substantive paragraphs, the first addressing the specific description and the second clarifying the broader significance. Sample Short Answer responses from previous classes will be distributed in class.

4. **Final Exam: 50pts (25%)**

A final exam of the same format as the midterm.

5. **Attendance/General Participation: 10pts (5%)**

Students are expected to attend regularly and actively participate (both thoughtful speaking and listening) during lectures and discussions. Students with more than five unexcused absences will have their final grade lowered by half a letter grade. Your participation benefits your classmates and enhances the overall course experience.

Grade Distribution

Total Points	Letter Grade	134-139	D+
<i>Exceptional</i>	A+	125-133	D
186-200	A	120-124	D-
180-184	A-	119	F
174-179	B+		
165-173	B		
160-164	B-		
Total Points	Letter Grade		
154-159	C+		
145-153	C		
140-144	C-		

IV Schedule of Lectures, Reading, & Discussion Assignments

Week 1:

3/29: Lecture: Course Introduction & America Circa 1900

3/31: Lecture: Capital, Labor & the Rise of the Corporation

Lecture Reading: Faragher, Chapter 20: Commonwealth & Empire, 1870-1900

Week 2:

4/5: Lecture: Progressivism, Part 1: Social Control & Social Justice

4/7: Lecture: Progressivism, Part 2: Progressive Presidents & The Modern Liberal State
Discussion: Group A Leads.

Lecture Reading: Faragher, Chapter 21: Urban America and the Progressive Era, 1900-1917

Discussion Reading: **Group A:** Yeziarska, *Bread Givers* (Chapter I: "Hester Street" thru Chapter IX: "Bread Givers")

Week 3:

4/12: Lecture: The Great War

4/14: Lecture: The Twenties
Discussion: Group B Leads.

Film: *Inherit the Wind* (Scene Compilation)

Lecture Reading: Faragher, Chapter 22: World War I, 1914-1920
 Chapter 23: The Twenties, 1920-1929

Discussion Reading: **Group B:** Yeziarska, *Bread Givers* (Chapter X: "I Shut the Door" thru Chapter XXI: "Man Born of Woman")

Week 4:

4/19: Lecture: The Great Depression

4/21: Lecture: The New Deal
Film: *The Grape of Wrath* (Scene Compilation)

Lecture Reading: Faragher, Chapter 24: The Great Depression and the New Deal, 1929-1940

DUE THURS 4/21: Interview Topic & Questions

Week 5:

4/26: Lecture: WWII: The Domestic Front

4/28: Lecture: WWII: Internment & the Bomb
Discussion: Group C Leads.

Lecture Reading: Faragher, Chapter 25: World War II, 1941-1945

Discussion Reading: **Group C:** Sone, *Nisei Daughter* (Chapter I: "A Shocking Fact of Life" thru Chapter VI: "We Are Outcasts")

Week 6:

Tuesday 5/3: Midterm Exam

5/5: Lecture: Truman & the Fair Deal

Discussion: Group D Leads.

Discussion Reading: **Group D:** Sone, *Nisei Daughter* (Chapter VII: "Paradise Sighted" thru Chapter XII "Deeper into the Land")

Week 7:

5/10: Lecture: The Cold War
Film: *The Atomic Café* (Scene Compilation)

5/12: Lecture: The Fifties: Consensus, Conformity & Beats?

Lecture Reading: Faragher, Chapter 26: The Cold War, 1945-1952
 Chapter 27: America at Midcentury, 1952-1963

Week 8:

5/17: Lecture: The Modern Civil Rights Movement

5/19: Lecture: The Sixties: New Frontier & Great Society

Lecture Reading: Faragher, Chapter 28: The Civil Rights Movement, 1945-1966

DUE THURS 5/19: Interview Transcripts

Week 9:

5/24: Lecture: The Sixties: Counterculture Revolution & Rise of the New Left

Film: *Berkeley in the Sixties* (Scene Compilation)

5/26: Lecture: Vietnam & Watergate

Lecture Reading: Faragher, Chapter 29: War Abroad, War at Home, 1965-1974

Week 10:

5/31: Discussion: Oral History Presentations

6/2: Discussion: Oral History Presentations

DUE THURS 6/2: Oral History Essays

Week 11:

Tuesday 6/7: Final Exam: 2:00-3:50

DUE THURS 6/7: Oral History Reflection Statements

V Course Moodle Site

~~The Moodle Site for History 203 blends a digital learning space with traditional face-to-face meetings. These~~ mutually-reinforcing avenues of interaction are intended to increase instructor accessibility, and facilitate peer-to-peer communication. The instructor will post all course materials, including the syllabus, lecture outlines, printer-friendly PowerPoint Slide Shows, and other handouts in the Weekly Outline section of Moodle. External links to relevant sites will also be made available. The instructor will also establish discussion boards for each discussion group to facilitate communication among group members. Please notify the instructor if you encounter difficulty with logging-in to Moodle. To enroll in the History 203 Moodle site, visit <http://teach.lanecc.edu/moodle> and use the enrollment key: HIST203 to enroll. Please provide an updated e-mail address. This information will remain confidential.

VI LCC Policy on Academic Dishonesty

Plagiarism

All work submitted in this course must be your own and produced exclusively for this course. You must acknowledge and document the ideas, words, theories, opinions, and data of others, even when this content

has been paraphrased in your own words. Source must be credited accurately and specifically with an appropriate citation—footnote, endnote, or parenthetical reference. Quotation marks must also be used to denote “verbatim” material borrowed from sources other than your own original research/work. The University Policy recognizes that “by placing one’s name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements.” Violations are taken seriously and are noted on student disciplinary records. (<http://www.lanecc.edu/cops/conduct.htm>)

Cheating

University Policy defines cheating as “an act of deception by which a student misrepresents or misleadingly demonstrates that he or she has mastered information on an academic exercise that he or she has not mastered, including the giving or receiving of unauthorized help in an academic exercise.”

Students may not use any unauthorized materials or resources during the midterm, final, or periodic quizzes. Unauthorized materials include: notes, books, mobile computers, mobile phones, PDAs, electronic dictionaries, notes written on clothing, and the work/exams of other students.

Students may not resubmit “substantially the same work that was produced for another assignment in outside courses/projects without the knowledge and permission of the instructor.”

VII Policy on Missed Deadlines, Incompletes & Rescheduling Exams

Exceptional Emergency Situations:

The following are unforeseen/uncontrollable, exceptional emergency situations that are acceptable excuses for missed deadlines without penalty, issuance of incomplete (I) final grades at the end of the course, and the administration of an early final exam:

- **Acceptable:** Documented serious illness/injury; death in the immediate family; pregnancy; court subpoena
- **Unacceptable:** Weddings; family visits, family/spring vacation, family reunions, special occasions; work and school conflicts; being generally busy/“I have a lot going on right now...”; “the syllabus is unclear”, “I was confused/unsure when the assignment was due”; transportation issues: bus was late, flat tire, parking lot “full”, traffic back-up etc.

Missed Deadlines for Assignments:

All assignments are due by the end of class on the due date in hard copy format. To ensure a fair evaluation for all students, un-excused late assignments will be graded down a full letter grade. Late assignments will not be penalized if an acceptable emergency situation documentation (see above) is submitted, or the instructor’s prior consent is given. All late assignments must be received by 5:00pm on the Friday of the week the assignment is due: assignments not received by this time will not be accepted.

Turn in late assignments to the Social Science Department office on the 4th floor of Center Building during regular office hours; do not slide assignments under the instructor’s office door. The office staff will document submissions (date and time).

Rescheduling of Examinations:

Prior authorization must be obtained from the instructor in order for students to take examinations before or after the scheduled date and time as published in this syllabus, unless there is an acceptable documented emergency situation (see above).

Issuance of an Incomplete Grade:

In accordance with the policy of Lane Community College, a mark of I (incomplete) may be reported only when the quality of work is satisfactory, but a minor yet essential requirement of the course remains uncompleted due to exceptional emergency situations as stipulated above. Students must submit documented proof to the instructor before the end of the term to obtain an incomplete for the course. The instructor and student will then draft a contract stipulating the work and schedule required for completion and changing the incomplete grade. The student, instructor and department will retain copies of the contract. In all other cases of unexplained/undocumented absences and/or missing assignments the final grade reported to the registrar will be based upon the work the student has completed by the end of the term, which may well result in a failing grade.

IX Tips for Succeeding in This Course

Attend class regularly and complete assigned readings beforehand !

Do not put off working on your assignments until a few days or on the night before they are due.

As all of us can attest, technology always fails when we need it most. Printers will run out of ink or jam, and essays saved on hard drives or floppy disks “mysteriously” disappear when we need to print or complete them for submission in the next 20 minutes, etc.

Please take advantage of the instructor’s office hours to seek assistance/guidance for completing assignments and/or understanding class material. The instructor encourages students to submit outlines or drafts of essays before the due date to receive valuable feedback. Appointments are welcome if you are unable to make it to scheduled office hours.

Practice short answers for the midterm and final examinations. A sample of successful short answers written by students on previous examinations will be provided as a guide.

X Policy on Accommodating Disabilities

If you are having difficulty and are in need of academic support because of a documented disability, whether it be psychiatric, learning, physical, hard of hearing, or sensory, you may be eligible for academic accommodations through Disability Services. Contact the **Disability Services' office Building #1, Room 218** or at **(541) 463-5150 voice, (541) 463-3079 TTY**.