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Office Hours:  T-Th 8:30 – 9:15;  
M,Th 12:45 – 1:45;  
and by appointment.

Just go to the Canvas Course Website and you will find the entire syllabus (Course Description, Student Requirements, Schedule, Homework Assignments), writing guidelines, links, and other helpful information. for these materials and all course-related assignments and updates.

Some historical quotes:

- The function of the historian is neither to love the past nor to emancipate himself from the past, but to master and understand it as the key to the understanding of the present. (E. H. Carr)
- History doesn’t repeat itself, but it does rhyme. (Mark Twain)
- History is a pack of lies about events that never happened told by people who weren't there. (George Santayana)
- The only good is knowledge, and the only evil is ignorance. (Herodotus)
- No war is inevitable until it breaks out. (A.J.P. Taylor)
- The element of interpretation enters into every fact of history. (E.H. Carr)
- Reporter: “What do you think of western civilization?” Mahatma Gandhi: “I think it would be a good idea.”
- Hope is the other side of history. (Marcia Cavell)
- Maps are your friends. (M. Mangin)

COURSE DESCRIPTION  History 17B is a survey of the political, diplomatic, social, economic, cultural, and intellectual history of the United States since the Civil War. Particular emphasis is placed on issues of race, class, and gender, the increasing power of the federal government, imperialism, the conflict between business and labor, and consumerism. We will spend more time on issues of race and equality than any other theme. In addition to the traditional lecture format, this course will encourage discussion, debate, and dialogue among all members of the class as we examine the significance of American history in our lives.

REQUIRED BOOKS:  
A copy of the Foner book will be on reserve in the Cabrillo College Library.

Learner Outcomes: At the end of the course students should be able to:  
1. Write an analytical essay on American history containing a thesis, appropriate historical evidence, and
awareness of counter-arguments to your proposed thesis.
2. Synthesize and address the major events, ideas, and transformations in American social, cultural, political, economic, and diplomatic history from the early colonial period to 1877.
3. Critically analyze primary historical sources to investigate specific events or historical issues.
4. Evaluate historical myth, clichés, and/or prejudices in American history and ideology, including myths about race, class, and gender, and the history of opposition to the hegemonic power of those myths.

Note well: This is a Writing Factor course. Critical, analytical writing will be the primary determinant of your grade.

My expectations for you:
- Come to class with a positive attitude and an open and questioning mind
- That you can complete an average of 3 hours of homework between each class session
- Come to class on time; stay for the entire class
- Bring the text, other assigned readings, paper, and pens to class
- Leave other work/reading out of sight and (mostly) out of mind. Please turn off cellphones.
- Treat other people with respect; be considerate

My commitment to you:
- All the stuff above, although the “open” mind part might have some limitations (see the next few pages)
- To share my enthusiasm for studying history
- To respect you as an adult who has made an important commitment toward trying to improve your life by attending community college
- To prepare and present thoughtful and engaging lessons and lectures
- To give challenging and clear writing assignments; and to return them to you with comments in a reasonable amount of time.
- To help you succeed in this class.

A Note on Academic Honesty: While I encourage the formation of study groups for this class and want you to help each other to succeed, I also expect that each student will do his or her own work. It's great to talk with each other about the course content, but it is not O.K. for you to use your friend's outline as the basis for your essay. Think and talk with each other; write by yourself. Instances of plagiarism on assignments or take-home essays (presenting the words or ideas of another author as your own - without citation) could also result in a referral to the college’s Dean of Students and your receiving no credit for the class. All you have to do to avoid this is to write your own paper and when you DO use the words or ideas of another author, simply tell where you got that information in a footnote.

Course Requirements:
1. Book Analysis Paper.................................................................10%
2. Document Analysis Homework Papers........................................10%
3. Midterm Exams (2 at 15% each)..............................................30%
4. Final Exam..................................................................................20%
5. Class Participation, Other Homework, and In-class work............20%
6. Reading Quizzes.........................................................................10%
I use a "traditional" grading system and will convert all grades to a 1000-point scale.

- 90-100%..................A -- Superior achievement
- 80-89%..................B -- Very good work
- 70-79%.....................C -- Acceptable, college-level work
- 60-69%....................D -- Below college-level work
- 59%.....................F -- Clear failure to approach college-level work

**ATTENDANCE:** Class attendance is required. Lectures contain the majority of information that you will need in order to do well (or, simply survive) in this course. In addition, in-class activities will reveal how you need to approach the vast amount of material in this course and how to prepare yourself for exams. Regardless of reasons, if you have an excessive number of absences (more than three weeks – nine hours) you **should expect to be dropped from the class.** If you think that you will miss more than a few classes during the semester, then you should consider dropping this class. I count two tardies (after the quiz) or leaving early as one absence. If you decide to drop the class, then you are responsible for dropping it officially.

* If for any reason you are having difficulty with this course, please see me during office hours or drop me a note. I want to make this course a special and enriching experience for you. To do that, I need your help. If there is any situation in your life (now or later in the semester) which may have an impact on your schoolwork, please let me know. I may not be able to help, but I will try to do whatever I can, if only by being more patient. Even if there is nothing dramatic happening in your life right now, you will find it a good idea (in this and all of your college classes) to drop in for an office hour visit early in the semester.

**A note on emails and late work.** Email is a wonderful mechanism for quick questions on class content, to schedule appointments, and general communication. Be sure to review the online syllabus for basic information. However, I encourage you to come to office hours (or make an appointment) if you want detailed feedback on drafts of your writing. I prefer that you not submit written work via email. **Printer problem?** Email your work as an attachment before class (as a down payment), and bring me (or my mailbox) a printed copy of your work later that day.

* Students needing accommodations should contact the instructor ASAP. As required by the Americans with Disabilities Act (ADA), accommodations are provided to insure equal opportunity for students with verified disabilities. If you need assistance with an accommodation, please contact the Accessibility Support Center (479-6379), or the Learning Skills Program (479-6220) both in Room 1073.

**Student Requirements**

1. **Book Analysis Paper.** (10 percent of your grade) You will write a 4-5 page paper on the Stevenson book that you will read. More details coming soon.

2. **“Voices of Freedom” Documents Analysis Papers.** (10% of grade) You will write six 1-2 page papers that respond to the “Voices of Freedom” documents in the Foner chapters. Your paper is due at the beginning of class on the day we consider that chapter in class. Check the separate assignment for more details.
3. Exams (15% each) will consist of multiple choice, identification and (mostly) essay questions. You'll get a Study Guide for each exam. Multiple choice questions will come from the readings and lectures, identification terms from the lectures, readings, and films, and the essay questions will ask you to integrate the course material in a critical manner. The essay questions themselves will not be a surprise and some of them will be take-home. The purpose of these essays is to give you the opportunity to organize, clarify, and present your ideas, as well as assist you in learning how to give order and form to those ideas. Short of an act of God, make-up exams will not be allowed. However, in the event that you need to make up a midterm exam, you will need to contact the instructor before the exam, and arrange to take the test before the exams are returned to the class. Note well, make-up exams will be significantly more difficult than the regular exam and you will need to schedule 2 and a half hours to complete it. You will need to BRING A GREEN BOOK (available at the Bookstore) TO EACH EXAM.

4. All of the final exam (20% of grade) will cover material studied since the second midterm.

5. Class Participation (20% of grade): The in-class grade will be based on written homework, class participation, demonstrated interest and preparation, intelligent contribution, and respect for the contributions made by your classmates. In addition, the grade will reflect your effort on in-class written work and your participation in group activities, mapping assignments, class discussions, and debates. Obviously, missing class can affect this part of your grade.

Extra Credit opportunities will pop up 2-4 times over the semester. Participating in these events will not be worth a lot of points, but might be worth 5-25 points on our 1000-point scale.

CLASS PARTICIPATION/HOMEWORK GRADE: I will first look at your “checks” for the seven (out of 9 to choose from) written document-response homework assignments. Then I’ll review the various in-class activities (attendance) that you participated in. If you did the seven homework assignments and nearly all of the in-class work, earning a check or check-plus on each, then you earn a grade of between 86 and 94%, depending on the consistency and quality of the work. If you actively participated in class discussions, then the grade will be raised higher in the “A” range. If you miss more than one in-class assignment, or failed to turn in a homework assignment, then your base grade will be lowered into regions below that happy “B” place, depending on how many assignments were missed.

- If you miss 4-5 classes then the highest class participation grade you can earn is a 75%
- If you miss 6+ classes, then you may be dropped and the highest class participation grade you can earn is a 65%

6. Reading Quizzes. (10% of grade) In order to encourage you to read the text and readings on the assigned date, I will be giving about 11-12 reading quizzes at the beginning of the class session. I will count only your EIGHT HIGHEST quiz grades. For each quiz there will be six or more objective questions that are designed to test your reading comprehension. The questions are not easy, but if you have read (not skimmed) the material, you should do well. If you answer 4 or more of the questions correctly, then you'll receive full credit for the quiz.
The quiz scores will be recorded on a 1-5 point scale:
1 - your name 
2 - name and one question correct 
3 - name and two questions correct 
4 - name and three questions correct 
5 - name and 4+ questions correct 

When I add up your eight highest scores, I will convert the total to 100-point percentage scale:

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<thead>
<tr>
<th>Point Total</th>
<th>Recorded Quiz Grade</th>
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<th>Point Total</th>
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Point totals will translate to the proportional percentage. So, if you get 3 correct on all of your quizzes (Plus one point for your name), you'll end up with 32 points, an 85% grade on quizzes. If you have at least 40 points on the quizzes, then you will receive FIVE BONUS POINTS on the final.

Some thoughts on the Foner text:

The single authorship of *Give Me Liberty!* results in a coherent, streamlined, authoritative, and engaging narrative. Eric Foner excels at showing students the big picture—how events and developments fit together—without excessive detail. The narrative strikes the balance between political and social history: attentive to the importance of political power and to the impact of social movements acting in the public arena.

*Give Me Liberty!* delivers a clear, event-based narrative account of American history. This basic narrative is enriched throughout by the theme of American freedom—its changing meanings, its promise, its limits, and the continuing efforts of Americans to define and achieve it. Freedom is the concept at the core of American history: it integrates social and political history, it’s motivating and inspiring to students, and it is relevant to all parts of the political spectrum.

As Foner says in his Preface, “*Give Me Liberty!* draws attention to three dimensions of freedom that have been critical in American history: 1) the *meanings of freedom*; 2) the *social conditions* that make freedom possible; and 3) the *boundaries* of freedom that determine who is entitled to enjoy freedom and who is not. All have changed over time.”
A Few Thoughts about the Course

Most students entering a college history course are rightfully concerned about dealing with the enormous quantity of material they will encounter, especially the learning of names and dates. The most important component of your grade will depend on your ability to synthesize and critically evaluate the major themes and ideas that we will be studying. To do that, however, you need to have a solid grasp of the "facts" of history. Knowing the key historical actors, having a sense of chronological order (in order to explain cause and effect), and recognizing the connections between social, economic, and political forces are all important in doing well in the course. To help you prioritize things I will be providing study guides for all the exams. In general, if you read the text on time and take good lecture notes, you should have a pretty good idea of the kinds of material you ought to know.

To be successful at Cabrillo College, I encourage you to:

- Figure out your goal(s) for attending college
- Prioritize the hours required to be successful in your classes
- Create and update your education plan, using WebAdvisor and counselors
- Talk with instructors, counselors, and your peers about your transfer plans
- Decide on your top 2-5 possible transfer colleges. Using “assist.org” find out the entrance requirements and courses you need to take at Cabrillo to transfer into your intended major
- Make a Transfer Admission Agreement with your future university
- Recognize that education is a lifelong goal – that the rewards of a good liberal arts education are often personal, ethical, and societal, not always financial

To be successful in this course I encourage you to:

- Take good class/lecture notes and go over them after every lecture
- Use online notes for backup
- **Skim the reading first; read with a pen in hand; come prepared with questions**
- Come to office hours to discuss course material and writing assignments
- Read a newspaper or news website every day
- Form study groups, or work with a study buddy
- Use the services of Cabrillo's Writing Center, Reading Center, Tutorial Center, Veterans’ Center, etc.
- Use the help of the Cabrillo Library and librarians in finding source material
- Feel free to supplement the required material with outside research. The Cabrillo Library has a number of video series that you might want to view, including *America, The Century, History of the 20th Century, The West, and Eyes on the Prize*. Check out the “E” shelves in the video section of the library.
History 17B  
Schedule Spring 2016  
Mangin

Note well: This syllabus will probably change a bit as we go along. There will be some additional readings assigned, usually articles or selections from other history books.

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<tr>
<th>Date</th>
<th>Topic/Activity</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>1/25</td>
<td>Introduction, Opener</td>
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<td>1/27</td>
<td>Geography, America in 1877 Reconstruction</td>
<td>F, Preface, Ch. 15 skim</td>
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<td>2/1</td>
<td>The Gilded Age</td>
<td>F, Ch. 16</td>
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<td>The Transformation of the West</td>
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<td>The Road to Freedom</td>
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<td>Imperialism</td>
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<td>2/17</td>
<td>The Progressive Era</td>
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<td>2/22</td>
<td>World War One</td>
<td>F, Ch. 19</td>
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<td>2/24</td>
<td>Who is an American?</td>
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<td>2/29</td>
<td><strong>Exam One – Toward a Global Presence, 1870-1920</strong></td>
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<td>3/2</td>
<td>The Roaring 20s</td>
<td>F, Ch. 20</td>
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<td>3/7</td>
<td>The Great Depression</td>
<td>F, Ch. 21</td>
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<td>3/9</td>
<td>The New Deal</td>
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<tr>
<td>3/14</td>
<td>World War Two</td>
<td>F, Ch. 22</td>
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<tr>
<td>3/16</td>
<td>Fighting for Four Freedoms</td>
<td>F, Ch. 23</td>
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</tbody>
</table>
The Early Cold War

Exam Two – Depression and Wars, 1920-1953

Week of 3/28  Spring Break

4/4  An Affluent Society  F, Ch. 24

4/6  Separate but Equal  Coates Article – “Reparations”

4/11  The Sixties  F, Ch. 25

4/13  The Impact of Vietnam

4/18  Book Paper and Discussion  Just Mercy

4/20  Limits and Opportunities  F, Ch. 26

4/25  The Triumph of Conservatism

4/27  The Post-Cold War World  F, Ch. 27

5/2  Culture Wars  F, Ch. 28

5/4  A New Gilded Age

5/9  The New Millennium

5/11  Review

5/16  Final Exam (7 - 10am) – What Kind of Nation? 1953-2012

The key to success in this class is to keep up with the reading assignments. If you do, I hope that you will enjoy the class as much as I.

You will succeed if you can do these three things:
   1. Attend every class and participate actively.
   2. Read the text with care and effort when it is assigned.
   3. Write and think clearly and analytically.