

Course: HIST 018 History of the United States since 1877

1. Date of Application: 11/23/201
2. Name, Dept of Proposer: Carl Guarneri, History
3. Name of Dept/Program housing course: History
4. Name of Chair/PD: Myrna Santiago
5. How often is the course taught:yearly
6. Course Prerequisites:None
7. Unit value of course:1
- 8: Normal Class Size: 30
9. Number of sections expected Fall 2012:0
10. Number of sections expected Spring 2013:2
11. Is the course appropriate for first-year students: Yes
12. Relevant Learning Goal(s):Social, Historical, Cultural Understanding, American Diversity
13. Chair will oversee submission of student work: Yes
14. Chair will oversee instructor participation in norming/asst: Yes

15. Teaching: "Learning Outcome #1 of the Social, Historical, Cultural Understanding learning goal is to ?thoughtfully examine human activity in particular periods or places from a social, cultural, or historical perspective.? This course concentrates on the United States from 1877 to the present, asking students to examine political behavior, social institutions, cultural categories (such as class, race, and gender), and individual decisions as they related to key issues and episodes in the nation?s history. Using historical perspective entails placing American history from 1877 to the present in an accurate and coherent chronological sequence, identifying in hindsight the major political, economic, social, and cultural trends and issues of this period, and examining the origins, dynamics, and effects of these issues and trends. As the course syllabus indicates, individual topics are selected from a sequence of periods that covers the South and West after the Civil War, Business and Labor in the Industrial Age, the Age of Cities, the Progressive Movement and World War I, Cultural Collisions in the 1920s, Depression America, World War II and the Cold War, the Turbulent 1960s, and Challenges to the American Dream since 1973.

Learning Outcome #2 of the Social, Historical, Cultural Understanding learning goal is to understand ?interpretations of historical causation and change.? The syllabus for History 18 indicates the variety of historical interpretations that will be introduced, examined, and compared. In the unit on Business and Labor in the Industrial Age, for example, students view a video, ?Money on the Land,? that credits entrepreneurial ?Captains of Industry? with creating American Big Business, with its attendant disparities of wealth. They then read an essay on the Rise of Big Business in the U.S., Great Britain, and Japan that takes a comparative perspective and stresses impersonal forces, such as the size of the U.S. domestic market and a hospitable legal environment, as the spur to U.S. industrial growth. During class discussion students are asked to compare, contrast, and assess these apparently conflicting interpretations. To take another example, paper assignment #2, the Workers Respond to Industrialism, requires students to understand and assess alternative explanations for why there was no strong socialist political movement during the industrial age. In other classes students will consider conflicting interpretations of U.S intervention in Latin America, the roots of Progressive Reform, the degree of change in women?s roles during the 1920s, the origins and impact of the Great Depression, the decision to drop the atomic bomb on Hiroshima, U.S. versus Soviet views of the Cold War, and so on. Understanding the complexity of historical causation and change, which is reflected in part in debates over historical interpretation, is built into the very fabric of the course.

Learning Outcome #3 of the Social, Historical, Cultural Understanding learning goal is to ?learn how to collect evidence about the social world using social science or historical methodology.? In History 18 students learn how to gather and assess an appropriate array of documents (primary sources) as evidence, as well as how to locate and use historical essays (secondary sources) to advance their interpretations and arguments. For primary sources, all students have to complete a Document Report, both oral and written, that requires them to locate a rich and appropriate document that illuminates an event, movement, or trend in the syllabus, to assess its intent and credibility, and to use it to address an important historical issue (see ?Document Report? in syllabus). All three papers in the course present students with document sets about historical episodes and ask them to use them to examine questions of historical causation and change (See Papers in syllabus). Course readings feature almost daily discussion of secondary sources (essays by historians) in which students are challenged to find the author?s thesis, assess the argument and supporting evidence, and discuss the implications of its overall interpretation.

Learning Outcome #4 of the Social, Historical, Cultural Understanding learning goal requires students to ?learn how to interpret evidence about the social world using ? historical methodology.? In History 18, the readings, class discussions, and writing assignments are directed toward interrogating primary and secondary sources in order to learn some of the fundamentals of historical method: examining historical issues within their context, identifying the origins and impact of change, generating and evaluating historical arguments, comparing and contrasting interpretations, and analyzing the influence of social categories such as race, class, and gender on the past. Topics and readings are selected to sample a range of methodological skills, such as decoding visual sources (cartoons about Reconstruction, ads about home appliances, World War I posters), assessing conflicting interpretations (How revolutionary was the New Deal?, how successful was the Civil Rights movement?, Is Globalization an American victory or defeat?), and analyzing decision-making in context (what options were available to African Americans in the Jim Crow South?, why did American leaders drop an atomic bomb on Japan?, why did the U.S. enter World War I?).

Learning Outcome #1 for the American Diversity Learning Goal asks students to analyze aspects of social diversity (including ethnicity, race, class, gender, religion, age, and political identity) and how they affect American society. Specific class topics and readings in History 18 cover all these dimensions of diversity. To give just a few examples: Race relations are featured in coverage of Reconstruction and the Jim Crow Era, conflict between Native Americans and whites in the West, Chinese Exclusion, U.S. Imperialism in the Philippines, the World War Two home front, and the Civil Rights/Black Power movement. Questions of ethnicity are central to our coverage of immigration, the labor movement, the debate over U.S. entry into World War One, and the post-World War Two Global Immigration and Multiculturalism. Gender takes center stage when we discuss Mass Consumption, Women?s Activism in the Suffrage Movement and Progressive Reform, and the Revival of Feminism in the 1960s and 1970s. The focus is not just on the internal workings of these social categories but how changes and trends in society at large affected them and how, conversely, movements based on racial, cultural, economic, religious, and age-related affiliations spurred profound changes in American politics and society. Although entire class meetings are often devoted to such aspects of social diversity, they are not ?ghettoized? in the course but threaded through it. For virtually every topic we discuss we consider the role that diverse groups played and its impact on them.

Learning Outcome #2 for the American Diversity Learning Goal asks students to explain how

social categories and structures of power may affect the human person. This goal is addressed whenever we discuss political and social changes by bringing them down to the level of the individual to discuss impacts, agency, and identity. Course readings feature many first-person narrative documents and eyewitness accounts in coverage of such historical topics as racial segregation in the South, the labor movement and immigration, child labor reform, the "New Woman" of the 1920s, the impact of the Great Depression, Japanese internment, the youth movement of the 1960s and the campaign for Civil Rights, and the impact of the Vietnam War on soldiers and resisters. Students also frequently choose individual speeches, memoirs, or writings--often with social diversity content-- as their featured primary sources for their Document Reports.

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16. Learning: "In History 18 student learning in each of the core outcomes will be assessed through a variety of tools. The course's three exams consist of two parts. The first part asks students to identify, describe, and relate the significance of key events, terms, laws, or people in U.S. history. By relating each identification term to its period and discussing its significance for a key issue of that era, these ID questions are designed to assess Learning Outcome #1 of the Social, Historical, Cultural Understanding learning goal. The second part of each exam is an essay question that asks students to construct a coherent and persuasive historical interpretation of an event or trend, such as the influx of European immigrants or the decision to annex the Philippines, by using supporting factual evidence and by comparing or assessing alternative explanations. These essays are addressed to Learning Outcome #2 of the Social, Historical, Cultural Understanding learning goal.

Students' written and oral Document Reports, in which they gather, assess, and interpret documents relating to a historical event, provide an opportunity to evaluate Learning Outcomes #3 and #4 of the Social, Historical, Cultural Understanding learning goal.

The three papers required in History 18 (see syllabus) ask students to use document sets (and in Paper #1, historical essays) to develop and/or evaluate historical interpretations of important trends in U.S. social history such as the rise of the labor movement, the controversy over women's roles in the 1920s, and the 1960s Civil Rights Movement. These assignments are intended to assess Learning Outcomes #3 and #4 of the Social, Historical, Cultural Understanding learning goal.

The class discussion component of the course grade, which includes quizzes, take-home responses to videos, and oral Document Reports, encompasses all four learning objectives, alternating among them according to the topic of the day.

American Diversity learning goals are assessed in several ways. Exam essays concentrate on such questions as surveying African-American responses to racial subjugation in the South, comparing the European and Asian immigrant experience, assessing the role of women in reform movements, analyzing the impact of the Great Depression on different social groups, explaining the rise of the 1960s youth movement, or describing the transformations spurred by the new global immigration of the post-World War Two era. The course's three paper topics (see syllabus) center on economic, gender, and racial movements, respectively. Students' written and oral Document Reports often are based on primary sources that emerge from issues or movements based on race, ethnicity, class, gender, and other social categories, and the assignment requires that they discuss the writer's "social location" and its importance. All this is in addition to the instructor's evaluation of students' performance during in-class discussion of diversity-oriented readings, including many first-person accounts, throughout the course.

