

## **HIS 10B - US History – 1877 – Present Summer Session 1**

Instructor: Martin Rizzo  
mrizzo@ucsc.edu

### **Course Description:**

This course examines the history of the United States, starting from Reconstruction following the Civil War, through the latter part of the 20<sup>th</sup> Century to today.

We will examine a number of key issues in American history: Reconstruction, industrialization, immigration, empire and the closing of the frontier, labor movements, World War I, the Great Depression, New Deal, World War II, Cold War politics, Civil Rights, Vietnam, social movements, and de-industrialization.

This course will combine elements from textbooks and articles from the course reader, as well as non-textual materials, including visual material such as documentaries, slides, artwork, and music. The goals of this course are threefold: to better understand America's past and present; to develop skills for studying history; to improve your ability to read sources analytically.

### **Required Texts:**

Eric Foner, *Give Me Liberty! An American History* (New York: WW Norton, 2004)

Jeff Chang, *Can't Stop, Won't Stop: A History of the Hip Hop Generation* (New York: St. Martin's Press, 2005)

WEB DuBois, *The Souls of Black Folk*, (New York: Penguin Press, 2005 [1903])

Vicki Ruiz, *Cannery Women, Cannery Lives: Mexican Women, Unionization, and the California Food Processing Industry, 1930-1950*, (Albuquerque: University of New Mexico Press, 1987).

### **Course Requirements:**

*Attendance:* As a summer course, this is a five-week version of a ten-week course, so attendance will be critical. Lecture will be followed by discussion in our meetings, so attendance for every class is mandatory. More than one absence will result in a failing grade.

*Participation:* It is crucial that you come to class prepared, having completed the readings, and ready to respectfully discuss, debate, and question the readings, lecture, and one another.

*Papers & Assignments:* You will be required to turn in a 2-3 page writing assignment based on the readings each week. The prompt for these writing assignments will be given in class. There will also be two quizzes throughout the five-week quarter, and one final 7-8 page term paper, due in the final class.

### **Grading:**

Weekly writing assignments (3): 30%

Attendance: 15%

Two Quizzes: 20%  
7-8 page term paper: 35%

### **Accommodation Needs:**

If you qualify for classroom accommodations because of a disability, please submit your Accommodation Authorization from the Disability Resource Center (DRC) to me as soon as possible, preferably within the first week of the Summer Session. Contact DRC at 459-2089, [drc@ucsc.edu](mailto:drc@ucsc.edu), for more information on the requirements and/or process.

### **Week One**

Readings:

Texts: *Give Me Liberty!*, Ch. 15-17; *Souls of Black Folk*, entire book.

Day One: Course Introduction – Reconstruction: Freedom, Citizenship & Sharecropping, End of the “Indian Wars” & Closing of the Frontier.

Day Two: Immigration & Industrialization, Populism & the Gilded Age, Women’s Suffrage, intro to the Progressive Era.

### **Week Two**

Readings:

Textbook: *Give Me Liberty!*, Ch. 18-19

online: Eugene Debs, *Canton Ohio Anti-War Speech, 1918*  
<https://www.marxists.org/archive/debs/works/1918/canton.htm>

Carrie Chapman Catt, *Women’s Suffrage is Inevitable, Speech Before Congress, 1917* [[http://www.sojust.net/speeches/catt\\_congress.html](http://www.sojust.net/speeches/catt_congress.html)]

Day One: **(discuss final paper)** Annexation and Empire: Hawaii, Cuba, Puerto Rico, The Philippines, Birth of A Nation, what was “progressive” about the Progressive Era?

Day Two: World War: Empire, Progress, and Commemoration, Post-War World: Consumption, Work, and Mass Culture

### **Week Three**

Readings: *Give Me Liberty!*, Ch. 20-22

Textbook: *Cannery Women, Cannery Lives*, Ch. 1-3

Day One: Immigration, The Depression, FDR, New Deal, Indian New Deal

Day Two WWII: Democracy, Communism, Fascism, & Genocide, Military Occupation, American Global Influence, & Cold War

### **Week Four**

Readings:

Textbook: *Give Me Liberty!*, Ch 24, 25, "Port Huron Statement," p. 866  
*Can't Stop, Won't Stop*, Ch. 1,3, 8-10

Online: MLK Jr., *Letters from a Birmingham Jail*,  
[http://www.africa.upenn.edu/Articles\\_Gen/Letter\\_Birmingham.html](http://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html)

Malcolm X, *The Ballot or the Bullet*  
[http://www.edchange.org/multicultural/speeches/malcolm\\_x\\_ballot.html](http://www.edchange.org/multicultural/speeches/malcolm_x_ballot.html)

Day One: The 1950's, Korean War, Baby Boom, Civil Rights Movement, Youth Culture & Cold War Politics, Social movements in the '60's.

Day Two: Vietnam & Anti-Colonial Movements Worldwide, The 1970's, Watergate, Co-Intelpro: from Black Panthers to street gangs.

### **Week Five**

Readings:

Textbook: *Give Me Liberty!*, Ch 24, 25 (optional)  
*Can't Stop, Won't Stop*, Ch 14-16

Online: Ronald Reagan, *Evil Empire Speech*, 1983  
<http://voicesofdemocracy.umd.edu/reagan-evil-empire-speech-text/>

Day One: De-Industrialization & Rise of New Right, End of Cold War & New World Order, Jails, War on Drugs & Hip Hop

Day Two Globalization: The U.S. and the World Economy, 9/11, War on Terror & Grass Roots Movement

**Final Paper Due in class**