

History 10B: US History 1877- 1977

Mr. Erik Bernardino

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Office: Humanities 1, office 115

Office Hours: Tuesdays 11:30-12:30

Course Description:

This course provides an introduction to United States history beginning with the post-Civil War Reconstruction Era to the end of the Cold War. Some concepts, people, events or issues, may be familiar to some, but I will challenge you to think beyond the “famous” and “notable” and think critically about the lives of people who are not celebrated. To that end this course will focus on the social history of the United States. It will explore themes of race, citizenship, class, migration, and gender to show these that have historically been used to constitute the American body politic.

I do not expect every student to enter this course with previous knowledge of U.S. history. However, I expect every student to engage seriously with course texts, class discussions, and lectures. Historians do not learn history through the memorization of facts and dates. To “do” history is to critically analyze materials and connect them to other sources and events, asking not just *what* but also *why* things happened as they did.

Course Objectives:

1. Students will learn and apply the concepts of class, race/ethnicity, and gender to understand social interaction and social change.
2. Students will understand the tensions and pressures from “above” and “below” driving social and political change through the twentieth century.
3. Students will be able to evaluate American concepts of equal rights and citizenship, and their historical valances, through written response papers.

Attendance:

Your daily presence is critical to your success in the class; make sure to sign the daily attendance sheet even if you are late. Although I do not expect perfect attendance, I do expect near perfect attendance. In other words, you may be absent no more than *once* during the summer session—no explanation from you is necessary or desired. **More than one absence will result in a failing grade.**

Participation During Lectures:

Your *consistent, verbal* engagement is critical in achieving an intellectually provocative experience in this course. It is vital that you complete all readings on the syllabus in a timely manner and keep up with the pace of the course. If there are changes in the course syllabus, it is your responsibility to adhere to these shifts, however infrequent they may be. Attendance is mandatory and ungraded while participation in lectures is graded. **(10%)**

Response Papers:

Three response papers will measure your ability to write somewhat *spontaneously* and *analytically* on particular topics. Students will write an essay responding to an instructor-posed question. Lecture and readings will guide response-paper topics; likewise, appropriate material must be referenced in the response papers. **(3 @ 20% each=60%)**

Final Examination:

The final exam will consist of a comprehensive essay and short identifications terms taken from the final 2 weeks of class. **(30%)**

The grade distribution is as follows:

Lecture Participation	10%
Response Papers (3 @ 20% each)	60%
Final Exam	30%

All coursework must be completed to receive a passing grade

No extensions will be given for any assignment.

Make-up exams response papers will be arranged only in extraordinary cases. You must also have a verifiable reason for missing the exam (note from doctor, religious leader...). In case of a missed examination, you must contact me no later than a week after the original exam, quiz, or response-paper date to discuss the nature of your situation. Otherwise, you may fail the assignment.

On Academic Integrity from the UCSC Division of Undergraduate Education: "All members of the UCSC community have an explicit responsibility to foster an environment of trust, honesty, fairness, respect, and responsibility. All members of the university community are expected to present as their original work only that which is truly their own. All members of the community are expected to report observed instances of cheating, plagiarism, and other forms of academic dishonesty in order to ensure that the integrity of scholarship is valued and preserved at UCSC. In the event a student is found in violation of the UCSC Academic Integrity policy, he or she may face both academic sanctions imposed by the instructor of record and disciplinary sanctions imposed either by the provost of his or her college or the Academic Tribunal convened to hear the case. Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student's transcript." I will not tolerate violations of academic integrity.

Students with Disabilities:

UCSC provides a climate of equal opportunity to all of its programs, activities, and services, and is in full compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Reasonable accommodations will be made based on recommendations from the Disability Resource Center. If you anticipate needing any type of accommodation or have any questions about physical access, please speak to me immediately.

Required Texts

Martin Luther King Jr., *Stride Toward Freedom: The Montgomery Story* (Boston: Beacon Press, 2010).
Eric Larson, *Devil in the White City: Murder, Magic and Madness at the Fair that Changed America* (New York: Vintage, 2004).
Devra Weber, *Dark Sweat, White Gold: California Farm Workers, Cotton, and the New Deal* (Berkeley: University of California Press, 1994).

Week One:

Complicated Reconstruction and Questions of Citizenship

6/26:

1. Sojourner Truth, "Ain't I a Woman?" (1851)
2. Frederick Douglass "What to the Slave is the 4th of July?"
3. Susan B Anthony " On a Woman's Right to Vote"

6/28:

1. Eric Larson, *Devil in the White City* (Prologue, Part I)

Week Two:

From the Gilded Age to the Progressive Era

7/03:

1. Eric Larson, *Devil in the White City* (Parts II, III)

7/05:

--Response Paper One--

1. Eric Larson, *Devil in the White City* (Part IV, Epilogue)

Week Three:

The New Deal and its Shortcomings

7/10

1. Devra Weber, *Dark Sweat, White Gold* (Introduction, Chapters 4-6)

7/12:

- Response Paper Two---

1. Devra Weber, *Dark Sweat, White Gold* (Chapters 4-6, Conclusion)

Week Four:

Forcing Inclusion: Sit-ins, Boycotts, Marches and Growing National Divides

7/17:

1. Martin Luther King Jr., *Stride Toward Freedom* (Chapters 1-5)

7/19:

--Response Paper Three--

1. Martin Luther King Jr., *Stride Toward Freedom* (Chapters 6-11)

Week Five:

Globalization and the Rise of the New Right

7/24:

1. Jesse Jackson, 1984 Democratic National Convention Address (Canvas)
2. Jeff Chang, *Can't Stop Won't Stop: A History of the Hip-Hop Generation* (Canvas)

7/26:

Final Exam: Please Bring 1 or 2 Blue Books