

## History 10B: US History 1877- 1977

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Location: J Baskin Engr 165

Office Hours: via Zoom Tuesdays 11:30-12:30p

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Meeting Time: MW 9:00AM-12:30PM

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### 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.

### 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. Something about talking and respect (10%)

### Norton Illumine Ebook:

Earn points as you read along for the course. (10%)

### InQuizitive:

An Adaptive quizzing tool that combines interactive question types with game-like elements. (15%)

### 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 @ 10% each=30%)

### Final Examination:

The final exam will consist of a comprehensive essay and short identifications terms taken from the final 2 weeks of class. (35%)

The grade distribution is as follows:

Lecture Participation

10%

Norton Illumine Book	10%
InQuizitive	15%
Response Papers (3 @ 10 % each)	
30%	
Final Exam	35%
<i>All coursework must be completed to receive a passing grade</i>	

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**No extensions will be given for any assignment.**

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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**

Eric Foner, *Give Me Liberty!: An American History*. 7<sup>th</sup> edition, Brief Version.

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Week One:

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DuBois’ General Strike, Reconstruction, and Questions of Citizenship

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6/24:

1. W.E.B DuBois, *Black Reconstruction in America, 1860-1880* (New York: Atheneum, 1998 [1935]), 55-83 (Canvas)
2. Lucy E. Parsons “Southern Lynchings” (Canvas) OR
3. Tim Bruno, “Canon Anarchy: Lucy Parsons, W.E.B. Du Bois, and the General Strike in Black Literary History.” J19: *The Journal of Nineteenth-Century Americanists* 10, no.1 (2022): 77-96.
4. CH15. “What is Freedom”—*Give Me Liberty! An American History* (Brief Ed.)

6/26: Expansion of Settler Society towards the West and Indigenous Resistance for Indigenous Life

1. Nick Estes “Liberation” Ch. 7 in *Our History is the Future*, Canvas, Files
2. Ch. 16 “American Guilded Age” pg 492-494, 500-503-- *Give Me Liberty*

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Week Two:

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Industrial/Urban Expansion and its Consequences. Immigration, Segregated South, and Continuation of Imperial Expansion

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7/01:

1. Ch. 16 “American Guilded Age” pg 496-483-- *Give Me Liberty*

2. Lucy Parsons "A Word to Tramps" (1884,) Canvas, Files  
7/03:

--Response Paper One--

1. Ch17 "Freedom's Boundaries at Home and Abroad" -- *Give Me Liberty*  
Week Three:

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Progressive Era/Progressive Reform & The Impact of the Mexican Revolution; WWI & The Roaring Twenties

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7/08

1. Ch 18. "Progressive Era" pg. 547-574-- *Give Me Liberty*

7/10:

-- Response Paper Two----

1. Ch. 19 "Safe for Democracy: The US and WWI" pg. 579-610-- *Give Me Liberty*

Week Four:

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Great Depression/Roosevelt's New Deal; WWII/So-Called "Cold War"

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7/15:

1. Martin Luther King Jr. "The Social Organization of Non-Violence" (Canvas)
2. "What We Want," Stokely Carmichael (Canvas, Files)

7/17:

--Response Paper Three--

1. Robert F Williams, "Is Violence Necessary to Combat Injustice?" (Canvas,110)

Week Five:

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Vietnam, Civil Rights, and ongoing Struggle for Black Liberation;

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Re-emergence of the "Right", Neoliberalism and its Discontents

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7/22:

1. Assata Shakur, "To my People" (written while in prison, July 4, 1973), Canvas, Files
2. Ch 26. "The Conservative Turn, 1969-1988" -- *Give Me Liberty*

7/24: FINAL EXAM IN-CLASS

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Final Exam: Please Bring 1 or 2 Blue Books

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