

History 17C: History of the United States 1900 to Present**Instructor Michelle Fabian****Spring 2024, CRN#46097****De Anza Community College - Canvas Online****Office Hours: Wednesdays 2:30pm to 3:30pm over Zoom or by Appointment****Use the De Anza Zoom Tab or [Click Here](#)****Reach me by email - overtonmichelle@fhda.edu or****by Canvas messenger on the left-hand side****Course Outcomes and Goals****To pass this course, all students are expected to meet the following learning outcomes:**

United States History 1900 to the present is an introductory level course that satisfies part of the American Institutions' requirement for the General Education program and is transferable within the CSU and UC systems. This course will hopefully inspire you to think outside the box. You will gain valuable knowledge and skills that can be used in any field or occupation no matter your major. By the end of this course, students should be able to:

- A. Analyze the nature of the historical discipline and apply critical thinking skills within a multicultural diverse approach of the historical method to the critical examination and interpretation of primary and secondary sources.
- B. Analyze and evaluate by use of primary and secondary sources the evolution and application of the Constitution to life in the United States through legislation, Supreme Court decisions, and executive actions to obtain an informed interpretation of important issues as well as an understanding of the extent of political, social, and cultural change.
- C. Apply with use of primary and secondary sources a broad factual knowledge of the history of people and events as a basis for understanding the development of the society and culture of the United States from 1900 to the present day.
- D. Appraise with use of primary and secondary sources, the interactive role of specific events and individuals in affecting social and cultural change, and assess why individuals were able to be historical agents for change.
- E. Compare and contrast using primary and secondary sources, the experiences, and contributions of various American cultural groups, such as those below, so that major theoretical and analytical issues relevant to, but not limited to race, ethnicity, gender, and sexual orientation, can be evaluated in the development of American society, culture, and history.
- F. Summarize by use of primary and secondary sources, the rise of the United States to the status of a global superpower, by analyzing its causes, assessing how U.S. foreign policy

has influenced U.S. Society, American culture, and the world, and comprehending the limitations of such power.

- G. Explain and evaluate, with use of primary and secondary sources, the connections between corporate industrial economies, the role of technological change, popular consumer culture, and other forms of cultural change which question dominant paradigms in American society.
- H. Demonstrate and illustrate by use of primary and secondary sources, how knowledge of the past and a critical sense of history contribute to understanding and addressing critical present day issues and challenges.

Student Learning Outcomes

- Relate important historical events and patterns to current events and patterns and identify significant similarities and differences GE - sophisticated critical comparison of past to present conditions requires considerable analytical thinking.
- Demonstrate factual knowledge of important public figures, social, economic, cultural, political and intellectual developments in United States history.
- Analyze issues that have a direct bearing and influence on American life today.
- Explain the principle of historical debates and problems within the field of American historiography concerning the sources and verification of historical evidence.
- Recognize the impact of different ethnic groups and other minorities on the evolution of early American society.
- Utilize the skills of historiographical analysis and interpretative exposition to explain and evaluate important developments in American history.
- Use primary and secondary sources effectively to articulate sound historical analysis.

Course Overview

In this course, we will examine and reflect on the history of the United States from 1900 to the present. We will concentrate on specific themes and analyze these themes to create a better understanding of the United States' past and present. Through lectures, discussions and deciphering sources, we will create a better understanding of how history impacts us today.

Course Readings and Materials

1. **Zinn, Howard, *A People's History of the United States* (New York, NY: HarperCollins Publishers, 2015).**
 - Purchase a print copy through the bookstore or online.
 - Amazon \$3 (used) or \$11 (new)

- OR you may use the Free PDF version by using this link:
<https://files.libcom.org/files/A%20People's%20History%20of%20the%20Unite%20-%20Howard%20Zinn.pdf>
 - OR you may listen online on YouTube
 - <https://www.youtube.com/watch?v=IAaGPswxa38&list=PLXDkPvC0y-E-XTQqzqi9SMcene70Dp96h&index=6>
 - Please note this version does not have page numbers.
 - This textbook will provide maps, photos, charts, and other documents that will support your learning in this course.
2. ***The American Yawp: A Massively Collaborative Open U.S. History Textbook.* Ed. Joseph L. Locke and Ben Wright. (Stanford University Press Edition, 2022-2023).**
 - You may use the online version: <https://www.americanyawp.com/>
 - OR you may use the PDF version. You can download the PDF version by going to the bottom of the main page of this textbook.
 3. **Internet Connection, Canvas, and Zoom app. If you are unable to have a stable internet connection or unable to access Zoom, please email me.**
 4. **Primary and secondary documents will be distributed on Canvas.**

Assignments and Grading

- Research Project (4 Parts) = 225 points**
 - Part One: Topic w/Annotations = 25 points
 - Part Two: Rough Draft = 65 points
 - Part Three: Final Paper = 85 points
 - Part Four: Presentations = 50 points
 - Discussion Posts = 11 posts x 10 points each = 110 points**
 - Weekly Reading Notes w/Primary Source Analysis – 10 assignments x 10 points each = 100 points**
 - Video Lectures = 5 video lectures x 5 points each = 50 points**
 - Final Exam = 115 points**
- Total: 600 Total Points**

Grading Scale

A (100-93%), A- (92-90%), B+ (89-87%), B (86-83%), B- (82-80%), C+ (79-77%), C (76-70%), D+ (69-67%), D (66-63%), D- (62-60%), F (59-0%), anything below a C is considered a less than satisfactory grade.

Dropping this Course

To avoid being dropped from this course, you will need to contribute to ONE discussion post in the first week of the class. Remember discussion posts are worth 10 points each and missing one or two will impact your grade. The final day for drops with a “W” is May 31st, 2024.

Virtual Learning through Canvas

This course is fully online through Canvas. Please see <https://www.deanza.edu/online-ed/help.html> for information on how to access this course on Canvas. Please email me if you have any difficulties. Each week you will follow a module, such as Module 1, Module 2, etc. Each Module is week-long and begins on Wednesday and ends on Wednesday. This class is a fully asynchronous class, which allows you to work according to your schedule. You have flexibility on when you complete each module as long as the assignments are turned in by the correlating due date. Most all assignments are due every Wednesday by 11:30pm.

Assignments Breakdown

Weekly Discussions – 11 Total x 10 pts. each

Participating in individual and group discussions will help strengthen the key objectives of this course. There are a total of 11 discussions throughout this course. There are three steps to completing your discussion. Each discussion is worth 10 points. There may be times where the discussions use Padlet or another discussion board tool. Here is the general breakdown for completing discussions:

1. The first step is to respond to the discussion question in **at least** 5-6 well-thought-out sentences (a paragraph). Your response should showcase critical thinking skills and elaborate on what you've learned in that week's learning content (up to 5 points). See the discussion rubric on how the response will be graded.
2. The second step is to ask a question about that week's learning content or something related. Asking simple questions that are already answered in the learning content will receive a deduction of points. Questions that do not relate to that week's content will receive a deduction in points. (up to 2 points)
3. The last step is to answer/respond to a classmate's question. This response should be in at least 5-6 sentences and use credible reliable information. (up to 3 points)
4. *Late discussions will be accepted up to 24 hours late (Thursday by 11:30 pm) and will receive a 2-point deduction.*

This class provides a safe space for open discussions. You are invited to share your thoughts and ideas in a respectful and mindful way. Any discussions that violate this safe environment will be referred to the Dean of Students. We won't all agree, but we can be respectful with open minds.

Video Lecture with In-Video Quizzes – 5 Total x 10 pts. each

There are 5 video lectures throughout this course. These video lectures are based on the variety of themes in this course. Embedded in each video lecture there are pop-up questions that you will need to answer. These questions are solely based on what is being discussed by me in the video lecture to ensure you are grasping the content. Each video lecture quiz is worth 10 points. 5 video lectures x 10 points = 50 points. All video lecture submissions are due by the assigned Wednesday by 11:30 pm. *Late video lecture admissions will be accepted up to 24 hours late (Thursday by 11:30pm) with a 2-point deduction. There is only one attempt allowed for each video quiz.*

Weekly Reading Notes w/Primary Source Analysis - 10 worksheets x 10 pts. each

Throughout this course, you will read textbook chapters and module lecture content. You will complete two Cornell Note worksheets (one for textbook reading and one for module lecture content) to discuss and summarize the main points of the assigned readings. You will write 5-10 key terms, main characters and answer and ask a few questions. You will be graded on a scale of 1-5 (1 being the least effort and 5 being the most effort). In addition, with the Weekly Reading Notes, you will also receive a primary source to analyze using William & Mary's School of Education primary source worksheet. Analyzing primary sources will help observe and reflect on different types of sources. Thinking critically about sources will encourage you to identify the credibility and reliability of the source. This will be graded on a scale from 1-5 (1 being the least effort and 5 being the most effort). Points can be deducted for lack of organization, spelling, grammar and for your own work (not AI work or your classmates' work). *Late work is accepted up to 24 hours late (Thursday by 11:30pm) with a 2-point deduction.*

Final Exam - 115 points – Week of June 24th to June 28th – Due by June 28th by 11:30pm

The final exam will consist of identifying and explaining the significance of specific terms, events and issues described throughout the course. You will answer multiple-choice, short-answer questions and other test methods regarding the textbook and the lecture content. You will also write one to two short essays. This is why it is important to take notes! You will have 2 hours to complete your exam. **The information for this exam will come from the assigned pages of the textbooks and lecture content. Answers outside of the assigned reading pages will be marked down.** You will receive a study guide before the exam. Detailed information about the final exam will be posted near the end of the term. *Late final exams will not be accepted and may not be retaken or moved.*

De Anza's Academic Integrity

I (your instructor) am familiar with ChatGPT and most all of the AI programs out there. I (your instructor) strongly believe you are capable of using your own unique minds to complete the work in this course without using any outside help. I understand that times are changing (I'm not that old) and understand that incorporating ChatGPT is most likely something I will have to do in this course. I have no issue with students using ChatGPT or AI programs to create outlines or edit for grammar mistakes, but all writing and sources should be conducted on your own. Being able to research and find credible and reliable sources are highly valuable tools especially in deciphering between what is called "fake news" and what is not. This is a skill that we need to be using in our daily lives.

Being able to research and write your own papers is such a huge accomplishment because of the time, creativity and dedication you put into it. You can actually use this skill in your futures, especially with knowing you do this work on your own. If you are using outside help such as AI, plagiarizing from a source or copying from a classmate, what are you learning and why are you here? You should be here to expand your own knowledge and prove to yourself you can do this. If you are in this class just to get a passing grade, I cannot provide much insight on that. I only hope you leave my class learning something new.

Anyways... anyone found cheating on a test or quiz (using AI, notes, accessing electronic devices, etc.) will receive an "Incomplete" or "Zero" for the assignment and will be referred to the Dean of Student Services. Please see De Anza's "Academic Integrity" page on what your academic responsibility is. https://www.deanza.edu/policies/academic_integrity.html

Plagiarism

It is important for students to acknowledge sources that are used for completing classroom assignments. Plagiarism is a form of academic dishonesty. As mentioned before, you have an amazingly brilliant mind, so why not use it? Being able to critically think and assess assignments on your own is a skill that you will carry with you throughout your education and career. No one and nothing can replace your ability to think critically and creatively. This is something special only to you and the human brain.

Plagiarism may be any one of the following:

1. Verbatim copying without proper documentation of the source(s).
2. Paraphrasing without proper documentation of the source(s).
3. Unacknowledged appropriation of information or ideas from someone else.
4. Purchasing or using artificial intelligence (ChatGPT) or other automated writing tools to write, edit or brainstorm ideas.

If students have any questions about these forms of plagiarism or about an assignment they are preparing, they should ask their instructor for clarification rather than risk unintentional plagiarism.

Cheating

Students need to act in an honest and trustworthy manner. Work performed on examinations or other forms of evaluation must represent an individual's work, knowledge and experience of the subject matter. Students are expected to follow the classroom rules established by the instructor.

Cheating may be any one of the following:

1. Unauthorized looking at or procuring information from any unauthorized sources or from another student's work during an examination or from any work that will be graded or given points.
2. Unauthorized acquiring, reading or learning of test questions before the testing date and time.
3. Changing any portion of a returned graded test or report and resubmitting it as an original work to be regraded.
4. Presenting the work of another as one's own for a grade or points.
5. Knowingly assisting another student in cheating.

This list is not all-inclusive and the list itself is not meant to limit the definition of cheating to just these items mentioned.

Consequences

The disciplinary action for cheating or plagiarism is up to the discretion of the instructor. The instructor may select one or more of the following options:

1. Issue an oral or written notification and warn the student that further acts of this sort will result in additional disciplinary action.
2. Issue an "NP" or a failing grade ("F") or "0" for the assignment in question.
3. Refer the student to the Vice President or Dean of Student Services for disciplinary action.

ADA and Accommodations

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Disability Resource Center to coordinate reasonable accommodations for students with documented disabilities. *Please contact the Disability Support Programs and Services (DSPS) by visiting: <https://www.deanza.edu/dsps/index.html> or calling 408-430-7681 or emailing dss@deanza.edu.*

The DSPS requests that you contact your professor about this within the first two weeks of the quarter to schedule exams or discuss your needs. Delays in this process could make meeting last-minute accommodations difficult, so please meet with your professor and file the required paperwork as soon as possible.

****This syllabus is subject to change at any time and an amended syllabus will be provided at the earliest opportunity.**

****Please Read! Important! ****

Creating a Safe Classroom Environment

Creating a safe classroom environment is immensely important to me. Please be considerate and respectful of your classmates, me, and yourself. To create and promote a safe learning environment, I and you, the student, will not engage in unfair discrimination based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, socioeconomic status, or any basis proscribed by law. There'll be uncomfortable discussions and content and I expect the highest amount of respect and maturity from you.

Something to Consider

We cannot ignore what is going on presently in America concerning racial disparities, social injustices, politics, environmental issues, and the impacts of COVID-19. What we can do is create a place to hold safe and open discussions around these topics and find ways to empower individual and collective action. We will relate past historical events and movements to our current history and continually ask ourselves how can we learn from our past and How do you see yourself creating change?

Critically thinking about the foundation of the United States is essential to bringing about change. Collectively and individually, we can create change. This is why I value history as a vital role in learning from the past to understand and empower the future.

Important Take Away from Me

We as individuals are responsible for our own actions. The amount of effort you dedicate to your education will reward you back. I will be here to guide you in the best direction, but it is up to you to fulfill that path and cross the finish line. Keep your head up, contribute to class, rest when needed, be kind to others, and keep pushing yourself.

****Please take care of yourself and your family. Practice Mindfulness. Stay informed and engaged with friends, family, and colleagues. We all need support virtually and mentally right now.**

- If you need somewhere to vent or someone to talk to, please use De Anza's Mental Health and Wellness Center by visiting <https://www.deanza.edu/mhwc/>.
 - This service is free and available 24/7
- Check out 10 Percent App (the basic free level is good) to practice mindfulness and/or the Headspace App.
- **Please read this syllabus over!**