

SADDLEBACK COLLEGE

Course Syllabus

Course Title: U.S. History
Class Meetings: M 7:00-9:50PM
Room: VIL 16-03

Course Number: HST 22
Session: Spring 2010
Ticket: 12040

Instructor Name: Memo Fernandez
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U.S. History

Course Description:

This course provides a general survey of American History from European exploration times to present. The course study includes the political, social, economic, and cultural history of the American people while also covering many local and regional experiences. An interdisciplinary approach is used to develop an understanding of the human experience. **Transferable to UC/CSU**

Student Learning Objectives:

Upon successful completion of this course, the student should be able to:

- Analyze the impact European exploration and colonization had on Native Americans (1400-1600's).
- Compare and contrast the development of English colonies (1600-1763).
- Examine the causes and impact of the American Revolution (1763-1790).
- Examine the nature of the National Political System (1790-1860).
- Assess the impact of market economy on American society (1800-1860).
- Analyze the impact of Manifest Destiny and Westward Expansion (1800-1860).
- Explore the relationship between slavery, Westward Expansion, and causes of Civil War (1845-1860).
- Assess the impact of the Civil War and Reconstruction Era on American society (1861-1877).
- Analyze the impact of industrialism on American society.
- Evaluate the Progressive Era and American expansionism (1890-1914).
- Examine the causes and results of World War I and World War II and their impact on the United States.
- Explore the causes of the Great Depression and impact of the New Deal on American society (1929-1941).
- Assess the impact of Cold War era on American society (1945-1990).
- Analyze the impact of Vietnam War and 1960's on American society.
- Assess the nature of post Cold War America (1990-present).

Required Texts: (available in the bookstore)

- **Zinn, Howard.** *A People's History of the United States*, ISBN: 1-56584-826-8
- **Secrest, William B.** *When the Great Spirit Died*, ISBN: 1-884995-40-3
- **Tyson, Timothy B.** *Radio Free Dixie*, ISBN: 0-8078-2502-6

Course Format and Procedures:

Informal and interactive lectures, readings, films and discussions will provide students with an overview of the American experience, as well as the European influences that shaped America's culture and history. Students are expected to be in class on time, prepared, and ready to participate in class discussions. More than (3) unexcused absences will cause your final average to be lowered by one full letter grade. Cell phones must be turned off prior to entering the classroom.

Course Requirements:

Each Student is required to write two book reviews (**Secrest and Tyson**) and one 3-5 page research paper on a historical figure/event in U.S. History. The research paper and book reviews must be typed, double-spaced, and stapled. Failure to turn in a research paper or book reviews will result in an "F" for the semester.

Grading Scale:

3 Exams (10% ea.).....	30%
Attendance/Class Participation	10%
Book Reviews (2).....	30%
Research Paper.....	15%
Final Exam	<u>15%</u>
	100%

Schedule:**Week One**

Monday, January 11
Introduction and course overview

Week Two

Monday, January 18
*Holiday
Columbus, the Indians, and Human Progress; Drawing the Color Line

Week Three

Monday, January 25

Persons of Mean and Vile Condition; Tyranny is Tyranny

Week Four

Monday, February 1

A Kind of Revolution; The Intimately Oppressed

Week Five

Monday, February 8

As Long Grass Grows or Water Runs; We Take Nothing by Conquest, Thank God

Week Six

Monday February 15

*Holiday

Week Seven

Monday, February 22

**Exam One

Week Eight

Monday, March 1

Slavery Without Submission, Emancipation Without Freedom

Week Nine

Monday, March 8

***Book Review due** (*When the Great Spirit Died*)

The Other Civil War; Robber Barons and Rebels

Week Ten

Monday, March 15

*Holiday

Week Eleven

Monday, March 22

**Exam Two

The Empire and the People; The Socialist Challenge

Week Twelve

Monday, March 29

War is the Health of the State; Self-help in Hard Times

Week Thirteen

Monday, April 5

A People's War? "Or Does it Explode?"

Week Fourteen

Monday, April 12

The Impossible Victory: Vietnam; Surprises

Book Review due (*Radio Free Dixie*)*Week Fifteen**

Monday, April 19

*Exam Three

-Revisiting the Cuban Missile Crisis

Week Sixteen

Monday, April 26

The Seventies: Under Control? Carter-Reagan-Bush: The Bipartisan Consensus

Week Seventeen

Monday May 3

The Unreported Resistance; The Coming Revolt of the Guards

Week Eighteen

Monday, May 10

The Clinton Presidency; The 2000 Election and the “War on Terrorism”

Week Nineteen

Monday, May 17

Research paper due*** Final Exam****History Research Paper Guidelines**

The bibliography should be arranged alphabetically with the last name of the author first, then their first name, then the title of the book in italics, the city it was published in, the publisher, and the year it was published.

Example: Author’s last name, author’s first name. *Title of Book*. City published in: Publisher’s name, year it was published.

Be sure to include primary as well as secondary sources in your bibliography. Primary sources are those created during the period under investigation and include documents, state papers, speeches, contemporary travel accounts, census data, diaries, memoirs, and autobiographies. Secondary sources are reconstructions and interpretations of primary sources. Encyclopedia articles **are not acceptable** for your bibliography. The following websites may be helpful:

The Preparation of Historical Essays (includes compiling a bibliography) from the University of Toronto.

<http://www.chass.utoronto.ca/history/undergraduate/essays.html>

Reading, Writing, and Research for History: Research Papers – a Working Bibliography from Bowdoin

College:

<http://academic.bowdoin.edu/WritingGuides/researching/papers/html/bibliography.shtml>

A. Introduction. The title page is followed by an introduction in which you outline the topic, raising the questions that you hope to answer in the main body of the paper, as well as indicating the methods by which you intend to do so.

B. Main Body. This contains the main narrative of your paper. Be sure that it has recognizable structure or organization. In this section, you provide the background to your document, discuss the document in length, and approach your document in much the same way that you did with the case study analyses.

C. Citations. Every time you make a statement that is not common knowledge, and every time you quote from a book or source, **you must employ a footnote**, giving the source of your information.

Footnotes look the same as a bibliography, except the author's first name goes first, then the last name, and the city, publisher, and year are in parentheses, followed by a comma and the page number you are citing from. Indent the first line only. Here are some examples of footnotes:

1 W. Warde Fowler, *The Religious Experience of the Roman People: From the Earliest Times to the Age of Augustus* (New York: Cooper Square Publishers, 1971), 29.

2 Ibid., 55.

3 Lucian. *Selected Satires of Lucian*, ed., trans. Lionel Casson (New York: W.W. Norton, 1968), 89.

Ibid is a Latin term, which loosely means the same book. For example, if you are citing a quote or using information directly from Fowler's book, you use the full citation the very first time you cite the book.

But what happens if you cite Fowler's book again, just a paragraph later? Then you put Ibid., page #. Ibid is followed by a period, a comma, and then the page number (s) you use. You only use Ibid if you cite the very same book twice in a row, without using any other source in between. If you use a citation from a different book, then you list the full citation, and the next time you use a book you already cited, just use the author's last name, comma, and page number. Note: if you cite more than one page, use pp. before the page numbers. Here are examples:

1 Deborah Sawyer, *Women and Religion in the First Christian Centuries* (London: Routledge, 1996), 19.

2 Livy. *The Early History of Rome: Books I-V of the History of Rome from its Foundations*, trans. Aubrey de Sélincourt (Baltimore: Penguin Books, 1960), 27.

3 Sawyer, pp. 21-28.

In a term paper you begin footnote numbering at the beginning of the paper and carry it through the entire paper. The footnotes belong at the bottom of the page to which they refer. To do this in Microsoft Word, click Insert, Footnote, make sure Footnote is checked, and click OK. Repeat this step anytime you wish to insert a footnote.

Other guidelines:

1" margins on top, left, right, and bottom

12 Point Font, preferably Times New Roman, for all submitted assignments

All Assignments Must Be Typed

All footnotes must be single spaced, and in 10 pt. font (footnote text)
 All use of quotations must be cited
 Bibliography in proper alphabetical order
 Cite All Information That is Not Your Own, or Quoted from a Source
 Double-Space Everything (except footnotes)
 Indent the first line of each new paragraph
 No Extra Spaces in Between Paragraphs
 No Report Covers or Folders, and No Rubber-banding or Folding of Assignments
 One-Sided Printing Only
 Page Number in Header or Footer, justified right
 Print in Black Ink on White Paper Only, and Staple (or clip) in Upper Left Corner
 Title page required for all assignments

Sample title page:

Sample paper with footnotes and bibliography:

In Roman society, from its earliest inception to its end, the structure of family revolved around the *paterfamilias*.¹ The role of the Roman women did not change much, as her world usually centered on domesticity. Her typical day revolved around raising children and running her household, but the Roman woman would also assist her husband with his farm or business.

Patrick Henry and Problems with the
 Constitution (your title)

BY

John Smith (your name)

HST 111-003 (the course)

4 December 2002 (date you finish paper)

Occasionally, she might have worked as an artisan or beautician, and may have even had a business of her own. The woman's position in the family was always second to that of her husband, and, within this type of structure, there "would appear to be little room for female liberation."² Roman women of all social classes would definitively be bound to their husbands, and the men would retain all rights to the women's person and property, with very few exceptions. Often suppressed in terms of worship, women had few rights. Evidence also exists that demonstrates from roughly from 50 B.C. to 14 A.D., women were also discouraged from marrying outside their immediate private sphere. Hence, marriages were tightly controlled and probably arranged. This custom would have effectively restricted the men Roman women encountered, as well as limited their exposure to religion and other societies.³ During the reigns of Julius Caesar, and later Augustus, "all women, regardless of their age, were in a state of permanent ritual and jural subordination to their husbands, fathers, or guardians."⁴ The father also controlled all of his children, no matter their age, and the woman had no legal rights to her children.⁵ Many wives could also not initiate separation or divorce, no matter how her husband may have treated her.⁶ This demonstrates an imbalance in gender hierarchy; this was no more evident than in religious worship. As far as religion and religious rituals were concerned, the role of women also varied. Within the familial sphere, women would usually take part in ancestor worship, and may have

1 See John A. North, *Roman Religion* (Oxford: Oxford University Press for the Classical Association, 2000), 19.

2 Deborah Sawyer, *Women and Religion in the First Christian Centuries* (London: Routledge, 1996), 19.

3 Livy. *The Early History of Rome: Books I-V of the History of Rome from its Foundations*, trans. Aubrey de Sélincourt (Baltimore: Penguin Books, 1960), 27.

4 Sawyer, 21. Note, "Secondly, like most of the evidence we have for women in Rome, her life story is told by a man, her husband." See Susan Martin, "Private Lives and Public Personae" at < <http://www.dl.ket.org/latin2/mores/women/womenful.htm>> (1 November 2001).

5 Lesley Adkins and Roy A. Adkins. *Handbook to Life in Ancient Rome* (New York: Facts on File, Inc.,

1994), 339. paid homage to a variety of goddesses. Among the most universal was Juno, a mother goddess, whose sect was founded in 509 B.C. Juno had many forms, but was most commonly worshipped as the goddess of childbirth or the protector of young girls.⁷ The popularity of Juno did not fade until pagan religions were banned in the fourth century A.D.; perhaps the myth of Juno partially merged with the worship of the Mary, the virgin mother of Jesus, whose adoration began in the first century A.D. One of the main goddesses for Roman women was Cybele, whose cult was founded sometime between 204 and 191 B.C. Cybele, a fertility goddess, known as the "mother of all living things," was usually worshipped at night.⁸ The cult of Cybele was symmetrical; that is, unlike later cults such as Bona Dea that segregated by gender, publicly both men and women could worship Cybele, but only as spectators, as both sexes were banned by the Romans from taking part in public worship.⁹ Moreover, what is interesting about the cult of Cybele was that men, who were eunuch priests, led the public rituals in honor of the goddess.

6 See Ibid., 340. See also James Malcolm Arlandson, *Women, Class, and Society in Early Christianity: Models from Luke-Acts*. (Peabody, MA: Hendrickson Publishers, Inc., 1997), 191.

7 The festival day for the female goddess Juno was 7 July, when women sacrificed to her in hopes of enhancing fertility. See Fowler, *Religious*, 143.

8 Adkins, 288.

9 Eugene Lane, ed. *Cybele, Attis, and Related Cults: Essays in Memory of M.J. Vermaseren* (Leiden; New

York: E.J. Brill, 1996), 339. Private worship of Cybele did take place, as many different cults dedicated to Cybele did exist. See Ibid., *passim*.

SAMPLE BIBLIOGRAPHY

Adkins, Lesley and Roy A. Adkins. *Handbook to Life in Ancient Rome*. New York: Facts on File, Inc., 1994.

Arlandson, James Malcolm. *Women, Class, and Society in Early Christianity: Models from Luke-Acts*. Peabody, MA: Hendrickson Publishers, Inc., 1997.

Bipsham, Edward, and Christopher Smith, eds. *Religion in Archaic and Republican Rome and Italy: Evidence and Experience*. Edinburgh: Edinburgh University Press, 2000.

Bridenthal, Renate, Claudia Koonz and Susan Stuard, eds. *Becoming Visible: Women in European History*. Boston: Houghton Mifflin Company, 1987.

- Burkert, Walter. *Ancient Mystery Cults*. Cambridge, MA: Harvard University Press, 1987.
- Carcopino, Jérôme. *Daily Life in Ancient Rome: The People and the City at the Height of the Empire*, 2nd ed. New Haven and London: Yale University Press, 1968.
- Livy. "The Dionysiac Scandal in Italy" *History of Rome: Book 39*.
<<http://www.csun.edu/~hcfll004/sc-baach.html>> (27 November 2001)
- _____. *The Early History of Rome: Books I-V of the History of Rome from its Foundations*, trans. Aubrey de Sélincourt. Baltimore: Penguin Books, 1960.
- Lucian. *Selected Satires of Lucian*, ed., trans. Lionel Casson. New York: W.W. Norton & Company, Inc., 1968.
- Perpetua. *Medieval Sourcebook: St. Perpetua: The Passion of Saints Perpetua and Felicity 203* <<http://www.fordham.edu/halsall/source/perpetua.html>> (26 November 2001).
- Suetonius. *The Twelve Caesars*. London: Penguin Books, 1989

How to Write a Book Review

There are two approaches to book reviewing: the descriptive and the critical. A descriptive review is one in which the writer, without over-enthusiasm or exaggeration, gives the essential information about a book. This is done by description and exposition, by stating the perceived aims and purposes of the author, and by quoting striking passages from the text. A critical review is one in which the writer describes and evaluates the book, in terms of accepted literary and historical standards, and supports this evaluation with evidence from the text. The following pointers are meant to be suggestions for writing a critical review.

Basic Requirements

Simply stated, the reviewer must know two things in order to write a critical review: the work being reviewed and the requirements of the genre to which the work belongs (novel, short story, biography, poetry, etc.). Knowledge of the work demands not only an attempt to understand what the author's purpose is and how the component parts of the work contribute to that purpose, but also some knowledge of the author--his/her nationality, time period, other works etc.

Knowledge of the genre means understanding the art form and how it functions. Without such understanding, the reviewer has no historical or literary standard upon which to base his/her evaluation.

Minimum Essentials of a Book Review

Description, not a summary, of the book. Sufficient description should be given so that the reader, as he reads the review, will have some understanding of the author's thoughts. This account of the contents of a book can often be woven into the critical remarks. Something about, not a biography of, the author. Biographical information should be relevant to the subject of the review and enhance the reader's understanding of the work under discussion. An appraisal, preferably indirect, through description and exposition

and based on the aims and purposes of the author. While a critical review is a statement of opinion, it must be a considered judgment including: a statement of the reviewer's understanding of the author's purpose how well the reviewer feels the author's purpose has been achieved evidence to support the reviewer's judgement of the author' achievement.

Preliminary Mechanical Steps

Read the book with care.

Note effective passages for quoting.

Note your impressions as you read.

Allow yourself time to assimilate what you have read so that the book can be seen in perspective.

Keep in mind the need for achieving a single impression which must be made clear to the reader.

The Review Outline

The review outline enables you to get an over-all grasp of the organization of the review, to determine what central point your review is going to make, to eliminate inessentials or irrelevancies, and to fill in gaps or omissions. By examining the notes you have made and eliminating those which have no relationship to your central thesis, and by organizing them into groups, several aspects of the book will emerge: e.g., theme, character, structure, etc. After ordering your topics--determining in what sequence they will be discussed--write down all the major headings of the outline and then fill in the subdivisions. Keep in mind that all parts of the outline should support your thesis or central point.

Some Considerations When Reviewing History

With what particular period does the book deal?

How thorough is the treatment?

What were the sources used?

Is the account given in broad outline or in detail?

Is the style that of reportorial writing, or is there an effort at interpretive writing?

What is the point of view or thesis of the author?

Is the treatment superficial or profound?

For what group is the book intended (textbook, popular, scholarly, etc.)?

What part does biographical writing play in the book?

Is social history or political history emphasized?

Are dates used extensively, and if so, are they used intelligently?

Is the book a revision? How does it compare with earlier editions?

Are maps, illustrations, charts, etc. used and how are these to be evaluated?