

SADDLEBACK COLLEGE

Course Syllabus

Course Title: U.S. History
Class Meetings: M 7:00-9:50PM
Room: BGS 134

Course Number: HST 22
Session: Spring 2012
Ticket: 17100

Instructor Name: Memo Fernandez
Email Address: efernandez7@saddleback.edu
Voice Mail: 949-582-4900 Ext. 3176
WEB SITE: <http://www.saddleback.edu/faculty/efernandez7/>

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
- **Nash and Others.** *The American People: Creating a Nation and a Society*, ISBN: 0-205-80553-1
- **Tyson, Timothy B.** *Radio Free Dixie*, ISBN: 0-8078-2502-6
- **Douglass, Frederick.** *Narrative of the Life of Frederick Douglass*, ISBN: 9780743487771

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 and other electronic devices must be turned off prior to entering the classroom.

Course Requirements:

Each Student is required to write two book reviews (**Douglass and Tyson**) and one 6-8 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%
Comparative Essays.....	10%
Book Reviews (2).....	30%
Research Paper/Presentation.....	15%
Final Exam	15%
	100%

Schedule:**Week One**

Monday, January 9
Introduction and course overview

Week Two

Monday, January 16
*Holiday

Week Three

Monday, January 23
**Columbus, the Indians, and Human Progress; Drawing the Color Line
Ancient America and Africa**

Week Four

Monday, January 30

Persons of Mean and Vile Condition; Tyranny is Tyranny

Week Five

Monday, February 6

A Kind of Revolution; The Intimately Oppressed**A People in Revolution****Week Six**

Monday, February 13

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

Week Seven

Monday, February 20

*Holiday

Week Eight

Monday, February 27

**Exam One

Slavery Without Submission, Emancipation Without Freedom

Week Nine

Monday, March 5

***Book Review due (*Narrative of the Life of Frederick Douglass*)**

(In class discussion)

The Other Civil War; Robber Barons and Rebels**The Union Severed****Week Ten**

Monday, March 12

*Holiday

Week Eleven

Monday, March 19

**Exam Two

The Empire and the People; The Socialist Challenge

Week Twelve

Monday, March 26

War is the Health of the State; Self-help in Hard Times**The Great War****Week Thirteen**

Monday, April 2

A People's War? "Or Does it Explode?"**World War II**

Week Fourteen

Monday, April 9
 The Impossible Victory: Vietnam; Surprises
 ***Book Review due (*Radio Free Dixie*)**
 (In class discussion)

Week Fifteen

Monday, April 16
 Revisiting the Cuban Missile Crisis
 Reform and Rebellion in the Turbulent Sixties, 1960-1969

Week Sixteen

Monday, April 23
 *Exam Three

Week Seventeen

Monday, April 30
 The Seventies: Under Control? Carter-Reagan-Bush: The Bipartisan Consensus
 The Unreported Resistance; The Coming Revolt of the Guards
 *Presentations

Week Eighteen

Monday May 7
 The Clinton Presidency; The 2000 Election and the “War on Terrorism”
 Conservatism and Shift in Course, 1980-2010
 *Presentations

Week Nineteen

Monday May 14
 ***Research paper due**
 *Presentations
 ** 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/~hcfl004/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?