



COURSE SYLLABUS
Dr. Sean Dinces
Long Beach City College

Welcome to history with Dr. Dinces! Here are a few things you should know:

First, **your success is my primary concern this semester.** Each of you has something valuable to contribute to this course, and each of you can succeed if you take the course seriously and put forth a genuine effort. I am not saying this just for the sake of saying it. I know this because I have worked in a lot of different fields—the military, labor unions, and higher education—with a lot of different people, in a lot of different places. Using these experiences, I have developed this course to be accessible for students from a wide variety of backgrounds. My job is to help you succeed, so never hesitate to ask me for help.

Second, **I believe that in order to learn, we have to be willing to ask questions and make mistakes.** I do not expect you to be perfect. Never be afraid to participate because you are unsure if your question or comment is “good.” Student comments help us practice using historical methods and evidence by giving us a chance to evaluate the comments’ soundness and accuracy. I also make mistakes sometimes when I teach history, even though I have a Ph.D.! If I mess up and you notice, let me know so I can fix it!

Next, **I respect you and I know your time is valuable.** I will never assign something that is not relevant to the course and your learning (e.g., “busy work”).

Finally, **I understand that you have a life outside of class and that it can get in the way of your success.** Many things that you do not have total control over can interfere with your education: work schedules, breakups, health issues, family emergencies, transportation problems, just to name a few. If something outside of class is seriously affecting your ability to succeed at LBCC, talk to me (and your other instructors) about it **AS SOON AS IT BECOMES A PROBLEM.** You do not have to get into personal details, but you do need to give me a heads-up so we can develop a plan to keep you—or get you back—on track before it is too late.

Professor S. M. Dinces, Ph.D.

HIST11- U.S. HISTORY FROM RECONSTRUCTION TO THE PRESENT

DR. SEAN DINCES (sdinces@lbcc.edu, Office T-2332 LAC)

OFFICE HOURS:

- Monday & Wednesday: 5 PM – 6 PM (LAC T-2332)
- Tuesday: 3 PM – 6 PM (LAC T-2332)

SUPPLEMENTAL INSTRUCTOR: JUAN OLIVEROS (SIBYJUAN2@GMAIL.COM)

MEETING TIME (SECTION 32784): Wed., 6:35 PM – 9:45 PM , T-2311



DESCRIPTION

Ever wonder what led people from so many different parts of the world to migrate to the U.S. in the 19th and 20th centuries? Why African Americans had to struggle for almost a century after the end of the Civil War to secure basic freedoms and why those freedoms remain under threat? Or why economic inequality is such a pressing social issue in the U.S. today? In this class, we will explore such questions. We will cover key people, events, and ideas in American history since the end of the Civil War. Instead of focusing just on “great men” (e.g., presidents, generals, business executives, etc.), we will spend much of our time looking at workers, women, immigrants, soldiers in the trenches, and non-conformists. In learning about the key roles of these ordinary Americans, we will not only gain a broader and deeper knowledge of the American past, but also an appreciation of the power of regular people to change the course of history.

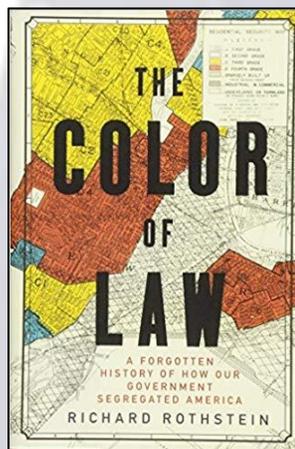
WHAT WILL I LEARN IN THIS CLASS? (STUDENT LEARNING OUTCOMES)

- How to think critically and distinguish between fact and opinion
- How to identify and distinguish between historical causes and effects
- How to distinguish between and analyze primary and secondary sources
- How to organize evidence in written/oral form to support historical arguments with coherence and clarity

WHAT BOOKS I DO I NEED?

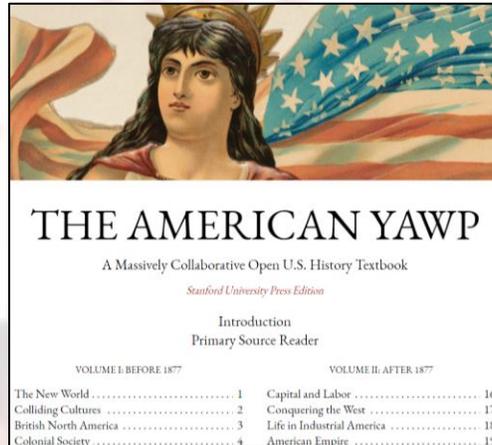
This course requires two textbooks:

- 1) Richard Rothstein, *The Color of Law: A Forgotten History of How Our Government Segregated America* (New York: Norton, 2017).



The Color of Law can be purchased or rented through the Viking bookstore or Amazon (<https://www.amazon.com/Color-Law-Forgotten-Government-Segregated-ebook/dp/B01M8IWJT2>). The book is also on reserve at the Library (LAC Campus).

- 2) Joseph Locke and Ben Wright, eds, *The American Yawp: A Massively Collaborative Open U.S. History Textbook* (Palo Alto: Stanford University Press, 2019), <http://www.americanyawp.com/>.



Since you can access *The American Yawp* online, you do not need to buy a hard copy. However, if you would like to purchase a hard copy, you can do so on Amazon here: <https://www.sup.org/books/title/?id=30476>. Ensure that you purchase Volume 2 if you purchase the hard copy, as this corresponds to the material covered in History 11.

WHAT WORK IS REQUIRED?

- **Syllabus Quiz (1 % of total grade, 10 possible points)**. After the first class, you will take a short, 10-question online quiz (multiple choice and true/false) that covers the information on the course syllabus.
- **American Yawp Quizzes (20 % of total grade, 200 possible points)**. Over the course of the semester, I will administer 16 open-note, online (Canvas) quizzes dealing with the main ideas, figures, and events covered in *American Yawp*. Each quiz will consist of 10 multiple-choice and True/False questions (2 points per question, 20 points per quiz). I will drop your 6 lowest grades, for a total of 200 possible points. The quizzes will be timed (15 minutes) and Canvas will randomly select questions from a question bank written by me. You get 2 attempts for each quiz and will retain your highest score. You **CANNOT** make up quizzes under any circumstances.

- **Midterm (15 % of total grade, 150 possible points)**. The midterm exam will consist of 75 fill-in-the-blank questions (2 points per question). You can bring one 8.5" x 11" sheet card with **handwritten** notes on **ONE SIDE** to the exam. I will provide you with a study guide to help you prepare.
- **The Color of Law Worksheet (10 % of total grade, or 100 possible points)**. As you read *The Color of Law*, you must complete a 50-question worksheet (2 points per question). The questions will be grouped by chapter, and appear in the order the answers appear in the text. You must complete the assignment on your own.
- **3-4 Page Essay (14 % of total grade, or 140 possible points)**. During the last third of the semester, you will be required to write a 3-4 page essay on a prompt related to the course material. I will provide detailed information on essay writing later in the semester. One letter grade will be deducted from the paper for each day it is late.
- **Final Exam (15 % of total grade, or 150 points)**. The non-cumulative final will consist of 75 multiple choice questions (2 points per question). You can bring one 8.5" x 11" sheet with **handwritten** notes on **BOTH SIDES** to the exam. I will provide you with a study guide to help you prepare.
- **Participation (25 % of total grade, 250 possible points)**. This course is a group effort. Successful participation consists of active, consistent, and respectful engagement with class. Active engagement means:
 - Consistent attendance and coming to class on time
 - **More than 3 unexcused absences will result in an automatic 100-point deduction from your participation grade. 2 unexcused, late arrivals will count as one unexcused absence.**
 - Getting involved in class discussions and group work
 - Asking questions if you have them, and asking for help if you need it
 - Not using electronic devices during class

GRADING SCALE (1,000 Total Points Possible)

A	=	90 % and above	or	900 points or more
B	=	80 % - 89.9 %	or	800 – 899 points
C	=	65 % - 79.9 %	or	650 – 799 points
D	=	60 % - 64.9 %	or	600 – 649 points
F	=	59.9 % and below	or	599 points or less

POLICIES

Academic Ethics. Cheating on any test or assignment, whether it involves plagiarism, copying from a neighbor, etc., will result in failure of the assignment. It is important to educate yourself about what constitutes plagiarism. A good place to start is www.plagiarism.org. For LBCC's policies on academic honesty, refer to: archive.lbcc.edu/Policies/documents/4018reg.pdf. Do not hesitate to ask me if you have **ANY** questions about this issue.

Attendance. I take attendance every class meeting. If an emergency or illness prevents you from attending, you must notify me in advance. **More than three (3) unexcused absences will trigger an automatic 100-point deduction from your participation grade. Two (2) unexcused, late arrivals count as one absence.**

Disabled Students Programs and Services. If you are a student with a documented disability in need of accommodations for this class, please contact the LBCC Disabled Students Program and Services Office (LAC: Room A-1134, Phone: (562) 938-4558; PCC: Room GG-107, Phone: (562) 938-3921). All accommodations must be arranged through LBCC staff at these offices. Please notify me privately if you have any questions or concerns about this.

E-mail. I make every effort to respond to student e-mails within 24-hours. If you do not receive a response from me, it is for one of the following reasons:

- The answer to your question is in the syllabus or on the Canvas page.
- You did not sign your e-mail (did not put your name at the bottom).

Late/Missed Work Policy. There are no make-up online quizzes, period. If you miss a quiz while it is active on Canvas, then it will count as one of your dropped scores. For every 24 hours that a take-home assignment is late, it will be docked one full letter grade (one “day” is anything within 24 hours of the submission time). There are no make-up midterms or finals, except in the case of a verifiable excuse (e.g., an unavoidable emergency such as an accident or illness) cleared by me **BEFORE** the exam date.

Learning Management System (LMS)/Canvas. I use the Canvas system to administer this course, including quizzes, attendance, and grading. If you are new to Canvas, you can log in here: www.lbcc.edu/student-lms. Technology questions regarding Canvas should be directed to the LBCC Student Technology Help Desk at www.lbcc.edu/student-tech-help-desk or (562) 938 - 4250.

Office Hours. If you are unable to visit my office for office hours during the times listed above, I am happy to make a separate appointment to meet with you. PLEASE do not hesitate to visit or make an appointment, no matter how small the issue. Coming to office hours demonstrates “active participation” in the course.

Respect Contract. One of the reasons that studying history is both important and exciting is that it addresses many controversial issues in politics, society, culture, and economics, most of which are still relevant today. This means that as we go through the semester, we must focus on what it means to debate these issues *respectfully*, so that everyone feels comfortable coming to class and sharing their perspectives. What does this mean, concretely?

- **Exhibiting basic courtesy:** This means not talking over people, not talking while your peers are presenting their ideas to the rest of the class, not dominating a discussion by repeating the same point over and over, exercising patience, trying not to jump to unfair conclusions, and doing your best to put yourself in other’s shoes before rushing to judgement.
- **Taking diversity seriously:** Making derogatory comments about an individual (or group) based on their race, gender, sexuality, disability, or national origin is unacceptable, period. This is not about being “politically correct,” it is about ensuring that everyone feels comfortable showing up to and participating in class.



Supplemental Instruction. We are *extremely* lucky to have Juan Oliveros, a History 11 veteran who took my class several years ago and received an A, on board as our Supplemental Instructor (SI). Juan will hold weekly SI sessions where you can review confusing material, get help with take-home assignments, and prepare for exams. Juan will come to our next class meeting to go into more detail on the SI program for History 11. Most important: **IT'S FREE!**

Technology Use in Class. Cell phones must be switched off and stowed out of reach during class. Unless cleared by DSPS or authorized by me in the context of a specific in-class activity, usage of laptops and tablets is not allowed in class. There is an important reason for all of this: education research has consistently shown that not using phones in class and taking notes by hand, rather than with a computer or tablet, results in better student outcomes. Why? With regard to phones, the answer is obvious: you and your classmates are less distracted when phones are put away. And when you take notes by hand, you must use your brain to prioritize and record important information, rather than just copying everything down mindlessly. As a result, you remember/understand things more!

SUMMARY OF IMPORTANT DATES (SUBJECT TO CHANGE)

Midterm Exam	WEDNESDAY, MARCH 13TH
<i>The Color of Law</i> Worksheet Due	WEDNESDAY, APRIL 24TH
3-4 Page Paper Due	WEDNESDAY, MAY 22ND
Final Exam	WEDNESDAY, JUNE 5TH

LECTURE/READING SCHEDULE (SUBJECT TO CHANGE)

Week 1

Lectures:

- February 6th
 - Introductions & Syllabus Review

Readings:

- *American Yawp*, start Ch. 15

Quizzes:

- No quizzes
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Week 2

Lectures:

- February 13th
 - Reconstruction (overview)
 - Screening/Discussion of *Birth of a Nation*

Readings:

- *American Yawp*, finish Ch. 15
- *American Yawp*, start Ch. 16

Quizzes (Due @ 11 PM on Sunday, Feb. 17th):

- Syllabus Quiz
 - *American Yawp* Quiz (Ch. 15)
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Week 3

Lectures:

- February 20th
 - Capital v. Labor in the Gilded Age: The Pullman Strike of 1894

Readings:

- *American Yawp*, finish Ch. 16
- *American Yawp*, Ch. 17

Quizzes (Due @ 11 PM on Sunday, Feb. 24th):

- *American Yawp* Quiz (Ch. 16)
- *American Yawp* Quiz (Ch. 17)

Week 4

Lectures:

- February 27th
 - Transcontinental Railroads and Westward Expansion
 - Westward Expansion and Final Stage of Indian Removal

Readings:

- *American Yawp*, finish Ch. 19

Quizzes (Due @ 11 PM on Sunday, Mar. 3rd):

- *American Yawp* Quiz (Ch. 19)

Week 5

Lectures:

- March 6th
 - America's New Global Empire (overview)
 - Catch-up Lecture/Midterm Exam Review

Readings:

- *American Yawp*, start Ch. 18

Quizzes:

- No quizzes

Week 6

Lectures:

- March 13th
 - **MIDTERM EXAM**
 - Ida B. Wells, Jim Crow, and the Campaign against Lynching

Readings:

- *American Yawp*, finish Ch. 18
- *American Yawp*, Ch. 20

Quizzes (Due @ 11 PM on Sunday, Mar. 17th):

- *American Yawp* Quiz (Ch. 18)
- *American Yawp* Quiz (Ch. 20)

Week 7

Lectures:

- March 20th
 - The Progressive Era (overview)
 - March 20th- The Children's Bureau

Readings:

- *American Yawp*, Ch. 21
- *American Yawp*, Ch. 22

Quizzes (Due @ 11 PM on Sunday, Mar. 24th):

- *American Yawp* Quiz (Ch. 21)
- *American Yawp* Quiz (Ch. 22)

Week 8

Lectures:

- March 27th
 - World War I through Primary Documents
 - From the Roaring Twenties to the Great Depression

Readings:

- *American Yawp*, Ch. 23

Quizzes (Due @ 11 PM on Sunday, Mar. 31st):

- *American Yawp* Quiz (Ch. 23)
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Week 9

Lectures:

- April 3rd
 - The New Deal (Part I)
 - The New Deal (Part II)

Readings:

- *American Yawp*, begin Ch. 24

Quizzes:

- No quizzes
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Week 10

Lectures:

- April 17th – **NO CLASS**

Readings:

- *American Yawp*, finish Ch. 24

Quizzes (Due @ 11 PM on Sunday, Apr. 21st):

- *American Yawp* Quiz (Ch. 24)

Week 11

Lectures:

- April 24th
 - World War II: The “Good” War?
 - Screening of *The Life and Times of Rosie the Riveter*
 - ***Color of Law* Worksheet Due at the Beginning of Class**

Readings:

- *American Yawp*, Ch. 25

Quizzes (Due @ 11 PM on Sunday, Apr. 28th):

- *American Yawp* Quiz (Ch. 25)

Week 12

Lectures:

- May 1st
 - Cold War Conservatism at Home and Abroad
 - Essay-Writing Workshop

Readings:

- *American Yawp*, Ch. 26

Quizzes (Due @ 11 PM on Sunday, May 5th):

- *American Yawp* Quiz (Ch. 26)

Week 13

Lectures:

- May 8th
 - Military Keynesianism and Postwar Prosperity
 - Screening of *The Pruitt-Igoe Myth*

Readings:

- *American Yawp*, Ch. 27

Quizzes (Due @ 11 PM on Sunday, May 12th):

- *American Yawp* Quiz (Ch. 27)

Week 14

Lectures:

- May 15th
 - Black Freedom Struggle (Part I)
 - Black Freedom Struggle (Part II)

Readings:

- *American Yawp*, Ch. 28

Quizzes (Due @ 11 PM on Sunday, May 19th):

- *American Yawp* Quiz (Ch. 28)

Week 15

Lectures:

- May 22nd
 - The Rise and Fall of the Farmworkers Movement
 - Screening of *Chisholm '72: Unbought and Unbossed*
 - **3-4 Page Paper Due at Beginning of Class**

Readings:

- *American Yawp*, Ch. 29

Quizzes (Due @ 11 PM on Sunday, May 26th):

- *American Yawp* Quiz (Ch. 29)

Week 16

Lectures:

- May 29th
 - How did We Get Here: The Reagan Revolution to Trump

Readings:

- *American Yawp*, Ch. 30

Quizzes (Due @ 11 PM on Sunday, Jun. 2nd):

- *American Yawp* Quiz (Ch. 30)

Week 17

Lectures:

- June 5th
 - **FINAL EXAM**

Readings:

- No readings

Quizzes:

- No quizzes