

Course Information

Semester & Year: Fall 2021
Course ID & Section #: HIST-9-E1875
Instructor's name: April Ruth Hoffmann, PhD
Day/Time: MW 10:05AM- 11:30AM
Location: HU 217
Course units: 3

Instructor Contact Information

Instructor's name: April Ruth Hoffmann, PhD
Office location: Zoom link: <https://humboldtstate.zoom.us/my/dr.ruth>
Office hours: Thursdays 11 am-1 pm or by Appointment
Phone number: 707-440-9177 (call or text)
Email address: Message through Canvas for the fastest reply; CR email: April-Hoffmann@Redwoods.edu

Catalog Description

An exploration of the history of the United States from the Reconstruction period after the Civil War to the present. Of particular importance is how the social, cultural, political, diplomatic, technological/scientific, and economic relations and institutions changed over time. The course will also introduce students to the nature of historical interpretation and how to interpret sources written during the historical periods investigated in the class.

Course Student Learning Outcomes

1. Analyze and assess the merits of various historical interpretations.
2. Analyze significant historical developments (social, cultural, political, economic, diplomatic, technological/scientific, global context) by applying the historical concepts of process, context, and difference.
3. Apply secondary and primary source material to construct written and oral, logical, historical arguments

Prerequisites/co-requisites/ recommended preparation

None

Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment where all people feel comfortable contributing their perspectives to classroom discussions. It, therefore, encourages instructors and students to use language that is inclusive and respectful.

Course Content Advisory

Be aware that several topics presented in this course may be offensive or painful for students to process. If you are concerned about a particular topic, issue, or source, please see me in advance to determine appropriate alternatives.

Accessibility

College of the Redwoods is committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor or [Disability Services and Programs for Students](#) (DSPS). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: 707-476-4280, student services building, 1st floor
- Del Norte: 707-465-2324, main building near the library
- Klamath-Trinity: 530-625-4821 Ext 103

Canvas Information

Log in to Canvas at

<https://redwoods.instructure.com>

Password is your 8 digit birthdate

For tech help, email its@redwoods.edu or call 707-476-4160

Canvas Help for students: <https://www.redwoods.edu/online/Help-Student>

Canvas online orientation workshop: <https://www.redwoods.edu/online/Home/Student-Resources/Canvas-Resources>

Setting Your Preferred Name in Canvas

Students can have an alternate first name and pronouns appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name and pronoun. Your Preferred Name will change your legal name in our records. See the [Student Information Update Form](#).

Student Support Services

The following online resources are available to support your success as a student:

- [Library Articles & Databases](#)
- [Canvas help and tutorials](#)
- [Counseling](#) helps students in need of online professional counseling services such as crisis counseling.

[CR's Learning Resource Center](#) includes the following resources for students

- [Academic Support Center](#) for instructional support, tutoring, learning resources, and proctored exams. Consists of the Math Lab & Drop-in Writing Center
- [Library Services](#) to promote information literacy and provide organized information resources.
- [Multicultural & Diversity Center](#)

Community College Student Health and Wellness

- Resources, tools, and training regarding health, mental health, wellness, basic needs, and more designed for California community college students, faculty, and staff are available on the California Community Colleges [Health & Wellness website](#).
- [Wellness Central](#) is a free health and wellness resource available 24/7 in your space at your pace.
- Students seeking a counseling appointment for academic advising or general counseling can email counseling@redwoods.edu.

Special programs for Eligible Students

- [Extended Opportunity Programs & Services \(EOPS\)](#) provides financial assistance, support, and encouragement for eligible income disadvantaged students at all CR locations.
- The TRiO Student Success Program provides eligible students with various services, including career assessments and peer mentoring. Students can apply for the program in [Eureka](#) or [Del Norte](#)
- The [Veteran's Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans, and Dependents attending CR through Veteran-specific resources.
- Klamath-Trinity students can contact the CR KT Office for specific at 530-625-4821
- The [Honors Program](#) helps students succeed in transferring to a competitive four-year school.

Admissions deadlines & enrollment policies

Fall 2021 Dates

- *Classes begin: 8/21/21*
- *Last day to add a class: 8/27/21*
- *Last day to drop without a W and receive a refund: 9/03/21*
- *Labor Day Holiday (all campuses closed): 09/06/21*
- *Census date: 9/07/21 or 20% into the class duration*
- *Last day to petition to graduate or apply for certificate: 10/28/21*
- *Last day for student-initiated W (no refund): 10/29/21*
- *Last day for faculty-initiated W (no refund): 10/29/21*
- *Veteran's day (all campuses closed): 11/11/21*
- *Fall Break (no classes): 11/22/21 – 11/26/21*
- *Thanksgiving Holiday (all campuses closed): 11/24/21 – 11/26/21*
- *Final examinations: 12/11/21 – 12/17/21*
- *Last day to petition to file P/NP option: 12/17/21*
- *Last day of the semester: 12/17/21*
- *Grades available for transcript release: approximately 01/07/22*

Academic dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of academic dishonesty. In cases involving academic dishonesty, determination of the grade and the student's status in the course is left primarily to the faculty member's discretion. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment or exam, or a report may be sent to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

Disruptive behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

Emergency procedures / Everbridge

College of the Redwoods has implemented an emergency alert system called Everbridge. In an emergency on campus, you will receive an alert through your email or phone. Registration is not necessary to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into WebAdvisor <https://webadvisor.redwoods.edu> and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or security@redwoods.edu if you have any questions. For more information, see the [Redwoods Public Safety Page](#).

In an emergency that requires an evacuation of the building anywhere in the District:

- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building
- Keep streets and walkways clear for emergency vehicles and personnel.

Do not leave campus unless it has been deemed safe by the campus authorities.

Eureka Campus Emergency Procedures

Please review the [campus emergency map](#) for evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information on Public Safety, go to the [Redwoods Public Safety Page](#). It is the responsibility of College of the Redwoods to protect life and property from the effects of emergencies within its jurisdiction.

In the event of an emergency:

1. Evaluate the impact the emergency has on your activity/operation and take appropriate action.
2. Dial 911 to notify local agency support such as law enforcement or fire services.
3. Notify Public Safety 707-476-4111 and inform them of the situation, with as much relevant information as possible.
4. Public Safety shall relay threat information, warnings, and alerts through the Everbridge emergency alert system, public address system, and when possible, updates on the college website to ensure the school community is notified.
5. Follow established procedures for the specific emergency outlined in the College of the Redwoods Emergency Procedure Booklet (evacuation to a safe zone, shelter in place, lockdown, assist others if possible, cooperate with First Responders, etc.).
6. If safe to do so, notify key administrators, departments, and personnel.
7. Do not leave campus unless necessary to preserve life and is deemed safe by the person in command.

Del Norte Campus Emergency Procedures

Please review the [Crescent City campus emergency map](#) for campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information, see the [Redwoods Public Safety Page](#).

Klamath Trinity Campus Emergency Procedures

Please review the responsibilities and procedures used by the College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to communicate to faculty, staff, students, and the general public during an emergency. It is the responsibility of the College of the Redwoods, Klamath-Trinity Instructional Site (KTIS), to protect life and property from the effects of emergencies within its jurisdiction.

Evaluation & Grading Policy:

I do not GIVE you grades; you EARN them by completing your work, thinking intelligently and analytically about the discussions and required materials, and attending class regularly.

Grading Scale: 1000 points possible

935-1000, 94% & Up=A	795-834, 80%-83%=B-	665-694, 67%-69%= D+
895-934, 90%-93%= A-	765-794, 77%-79%= C+	595-664, 60%-66%= D
865-894, 87%-89%=B+	735-764, 74%-76%= C	594 & below = FAIL
835-864, 84%-86%=B	695-734, 70%-73%= C-	

Assignments: [60% of final grade; 600 total points; 14 Assignments total]

20% (200 points) 5 Course Project Assignments: Explore a historically significant theme, event, or person of your choice.

1. Topic Assignment (25 points)
2. Timeline Assignment (50 points)
3. Historical Continuity and Change Assignment (50 points)
4. Thesis & Source List (50 points)
5. Presentation (25 points)

10% (100 points) 2 American Institutions Workshops:

Each workshop includes a required assignment about an event or set of resources. Worth 50 points each.

10% (100 points) 5 Short Critical Analysis Essays:

One-page essays (20 points each), each critically evaluating ONE primary source document.

20% (200 points) 2 In-Depth Source Evaluation Essays:

Multiple-page essays (100 points each) examine a historical event using various media formats and present a thesis with supporting evidence from the provided source material.

Late Assignments:

- *Fall 2021: there are NO penalties for late Assignments. THIS DOES NOT APPLY TO QUIZZES AND EXAMS!*
- *Procrastinating is not recommended. If you cannot turn in assignments on time, contact me. It is YOUR job to plan your time and to communicate when needs arise.*

Quizzes & Examinations: [40% of course grade; 400 total points]

10%	(100 points)	<u>6 Online Quizzes</u> : Open book, multiple-choice. Based on course readings.
10%	(100 points)	<u>Midterm 1</u> : Lectures and Readings from Reconstruction-WW1 (1870s-1915) Multiple Choice, Matching & Short Answer Sections
10%	(100 points)	<u>Midterm 2</u> : Lectures and Readings from WWI-WWII Multiple Choice, Matching, and Short Answer Sections
10%	(100 points)	<u>Final Exam</u> : Lectures and Readings from (1945-"present-day") Multiple Choice, Matching, and Short Answer Sections

Missing an exam is only acceptable in case of an emergency and with prior approval

Attendance, Participation Expectations, and Extra Credit:

Attendance: Coming to class every day **is highly recommended**. If you miss class, your classmates (not me!) are your best resources for missed information- I cannot reproduce an hour-long lecture or discussion during a quick office meeting.

Participation Expectations: One of the primary goals for this class is to create an academic environment to engage with others in the many exciting stories woven throughout US history. To that end, it is not only essential that we respect each other but that we create an environment in which we all can learn. This means:

- *Don't be rude.*
- Arrive prepared—complete readings BEFORE class.

Extra Credit: Students can earn a total of 100 total points from Extra Credit Assignments (extra credit points on tests, quizzes, and other assignments do NOT count towards this 100-point limit).

1: Week One Text Message (10 points): Text me by Sunday at midnight on week one of class for 10 points. Text your name, your class (History 9), and what pizza topping is your favorite these days.

2: Attend Office Hours (20 points): Attend virtual office hours for 10 min or longer BEFORE FALL BREAK.

3: Attend a campus or community event (points vary): Announced in class.

4: Bonus Assignments: Independent field trips, movie reviews, & other extra credit opportunities will be announced throughout the semester.

Course Framework & Critical Engagement

This course adopts a decolonial framework to recognize the persistent legacies of hierarchies of difference evidenced both in discourses of thought and in the material conditions of the histories that we study. This course invites you to think critically about historical archives and evidence and to consider the role of American narratives in historical processes thoughtfully. We will also be conversing with one another using intellectually appropriate methods, including the intentional practice of acts of re-humanization and culturally affirming analysis that centers communities impacted by injustice and inequality. The grading approach for this course evaluates the strength of the evidence for your perspectives and intellectually appropriate engagement to express multiple, sometimes oppositional, viewpoints.

Antiracist Approach

We will talk in-depth about institutional (and other forms of) racism in this class. There is a zero-tolerance class policy against discriminatory or hateful words. It is not uncommon for discussions about injustice and inequality to cause harm to those whose families have been directly impacted. Therefore, we will not debate the merit of processes that result in the premature death of any group of people. [Read more about this approach here](#)

Gender-Inclusive Language

This course aspires to be a learning environment where all people feel comfortable contributing their perspectives to class discussions. It, therefore, encourages instructors and students to use language that is gender-inclusive and non-sexist to affirm and respect how people describe, express, and experience their gender. Just as sexist language excludes women's experiences, non-gender-inclusive language excludes the experiences of individuals whose identities may not fit the gender binary. Gender-inclusive/non-sexist language acknowledges people of any gender and recognizes the difference between biological sex and gender expression.

Cheating/Plagiarism

Because academic ethics and honesty are crucial to exploring ideas both in the academy and in the broader world, we expect CR students to maintain the highest academic integrity. For assignments turned in via Canvas, College of the Redwoods uses the Turnitin plagiarism detection software.

Fall 2021 History 9 Schedule

- Read (and take notes) for all required readings BEFORE class
- Closely examine (read/look at/take notes about) all resources, not just those in print. Don't forget to take notes when you watch video content!
- ALL Assignments are Due at MIDNIGHT (most due dates are on Fridays).
- Assigned Resources are Available in the Modules (on the course Canvas Page)

For most students, 10 hours per week is adequate for History 9 work which includes readings, videos, taking notes, doing assignments, studying, etc. You should adjust this estimate for your learning style. If you are consistently spending more than 15 hours a week on History 9, please seek help. Accessing the support offered at CR is the key to success for a large majority of scholars and is included in your tuition fees.

PART ONE: RECONSTRUCTION TO WORLD WAR ONE (1870s-1910s)			
Week	Assignments DUE (Friday at Midnight)	Assigned Resources (Readings, Primary Source Documents, Videos/Media)	Topics
Week 1: Aug 23- Aug 27	None	Course Syllabus Liberty Chapter 15 Blues Epistemology Resource(s)	Current Events & History 9: How to Think Like a Historian: Discussing the Past Reconstruction Blues Epistemology
Week 2: Aug 30- Sept 3	Online Quiz 1 (CourseBasics)	Liberty Chapter 16 Boarding School Resource(s)	The Gilded Age The Dawes Act, the BIA, and Boarding Schools
NO CLASS ON MONDAY SEPT 6: Labor Day			
Week 3: Sept 7- Sept 10	Primary Source Essay 1	Disability Rights Resource(s) 1	Primary Source Essay Assignments Overview Disability Rights: Criminalization, Incarceration, Liberation
Week 4: Sept 13- Sept 17	Online Quiz 2 (Foner Ch 15, 16, & 17)	Liberty Chapter 17 Imperialism & Resistance Resources Chinese Exclusion Act Resource(s)	Imperialism & Resistance Chinese Exclusion Act
Week 5: Sept 20- Sept 24	Documentary Essay 1	Liberty Chapter 18 Plessy v. Ferguson Resource(s)	The Progressive Paradox Freedom's Boundaries Plessy v. Ferguson Resource(s)
Week 6: Sept 27- Oct 1	MIDTERM 1	Lynching & Spectacle Resource(s) <i>Midterm Exam Review (Video)</i>	Lynching & Spectacle <i>*Graphic imagery and intense discussion</i> <i>Midterm Review</i>
MIDTERM 1 is AVAILABLE WED 9/29- SUN 10/3: (Open Book/Notes; Due Sunday at Midnight)			

PART TWO: WORLD WAR 1-WORLD WAR 2

Week	Assignments DUE (Friday at Midnight)	Assigned Resources (Readings, Primary Source Documents, Videos/Media)	Topics
Week 7: Oct 4- Oct 8	Primary Source Essay 2	Liberty Chapter 19 1919 Resource(s) 19th Amendment Resource(s) Disability Rights Resource(s) 2	1919: America 100 years ago; Prelude to WW1 Concept Focus: American Narratives
Week 8: Oct 11- Oct 15	Online Quiz 3 (Foner Ch 19 & 20)	Liberty Chapter 20 WW1 Resource(s) League of Nations Resource(s)	WW1 Treaty of Versailles & The League of Nations The Roaring 20s
Week 9: Oct 18- Oct 22	Documentary Essay 2	Liberty Chapter 21 Harlem Renaissance Resource(s) The New Deal Resource(s)	The Harlem Renaissance The Great Depression The New Deal Prelude to WW2
Week 10: Oct 25- Oct 29	CDOR Workshop Primary Source Essay 3 Online Quiz 4 (Foner Ch. 21 & 22)	Liberty Chapter 22 WW2 Resources CA in WW2 Resources	Liberty Chapter 20 WW2 CA in WW2
Week 11: Nov 1- Nov 5	WED 11/3- SUN 11/7: MIDTERM 2	Course Project Overview United Nations Resource(s)	Course Project Overview WW2 Aftermath Midterm Two Overview

WED 11/3- SUN 11/7: MIDTERM 2 (Open Book/Notes; Available Wed-Sun, due at Midnight on Sunday)

PART THREE: POST WORLD WAR TWO-"Present Day" (Hurricane Katrina/2005)			
Week	Assignments DUE (Friday at Midnight)	Assigned Resources (Readings, Primary Source Documents, Videos/Media)	Topics
THURSDAY NOV 11 IS VETERANS DAY			
Week 12: Nov 8-12	Primary Source Essay 4	Liberty Chapter 23 Liberty Chapter 24 Truman Doctrine Resource(s)	The Cold War An Affluent Society
Week 13: Nov 15-19	Course Project Assignment 1: Topic Online Quiz 5 (Foner Ch 23, 24, 25)	Liberty Chapter 25 Activism Movements in 1960s California Resource(s) Emmett Till Resource(s) Civil Rights Movement Resource(s)	The Life, Death, and Legacy of Emmitt Till The 1950s and 1960s /The Civil Rights Revolution Activism Movements in 1960s CA: Chavez, The IL Movement, The Black Panthers, & the AIM
FALL BREAK NOV 22-26 NO CLASS			
Week 14: Nov 29-Dec 3-	Course Project Assignment 2: Timeline Course Project Assignment 3: HistoricalContinuity and Change Course Project Assignment 4: Thesis and Source List	Liberty Chapter 26 Liberty Chapter 27 Disability Rights Resources	The Triumph of Conservatism Globalization and Its Discontents The Americans for Disabilities Act
Week 15: Dec 6-Dec 10	Workshop Two: Disability Rights Primary Source Essay 5 Online Quiz 6 (Foner Ch. 26, 27)	Liberty Chapter 28 *** Hurricane Katrina Resource(s)*** ***optional readings/this material is not on your final exam	How Historians think about the Future: Hurricane Katrina, Covid, and Historical Futurism 9/11 and the Next American Century Course Project Presentations/Discussion (Course Project Assignment 5: Presentation/Discussion in class on Wed Dec 8) Final Exam Review
Fri, Dec 10	DUE AT MIDNIGHT: ALL Late Work DUE		
FINAL EXAM	The Final Exam Time Slot for those who need to take an in-person exam is WEDNESDAY, Dec 15, 10:45-12:45		
MON Dec 13-Fri Dec 17: FINAL EXAM (Open Book/Notes; Available Mon-Fri, due at Midnight on Friday)			