



## Syllabus for History 9 (E3491)

### **Course Information**

Semester & Year: Fall 2022

Course ID & Section #: History 9 (E3491)

Instructor's name: George Potamianos

[if synchronous] Day/Time of required meetings: MW 1:15-2:40 (in-person class)

[if in-person] Location: CA 113

[if needed] Number of proctored exams:

Course units: 3 units

### **Instructor Contact Information**

Office location or \*Online: CA 119

Office hours: MW 11:30-12:00 and by appointment

Phone number: (707) 476-4318

Email address: george-potamianos@redwoods.edu

### **Catalog Description**

An exploration in the history of the United States from the Reconstruction period after the Civil War to the present. Of special 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 time periods investigated in the class.

### **Course Student Learning Outcomes (*from course outline of record*)**

1. Analyze and assess the merits of various historical interpretations.
2. Apply secondary and/or primary source material to construct written and oral, logical, historical arguments.

### **Prerequisites/co-requisites/ recommended preparation**

### **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, 1<sup>st</sup> floor
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

If you are taking online classes DSPS will email approved accommodations for distance education classes to your instructor. In the case of face-to-face instruction, please present your written accommodation request to your instructor at least one week before the needed accommodation so that necessary arrangements can be made. Last minute arrangements or post-test adjustments usually cannot be accommodated.

## **Admissions deadlines & enrollment policies**

### **Fall 2022 Dates**

- *Classes begin: 8/20/22*
- *Last day to add a class: 8/26/22*
- *Last day to drop without a W and receive a refund: 9/02/22*
- *Labor Day Holiday (all campuses closed): 09/05/22*
- *Census date: 9/06/22 or 20% into class duration*
- *Last day to petition to file P/NP option: 09/16/22*
- *Last day to petition to graduate or apply for certificate: 10/27/22*
- *Last day for student-initiated W (no refund): 10/28/22*
- *Last day for faculty-initiated W (no refund): 10/28/22*
- *Veteran's Day (all campuses closed): 11/11/22*
- *Fall Break (no classes): 11/21/22 – 11/25/22*
- *Thanksgiving Holiday (all campuses closed): 11/23/22 – 11/25/22*
- *Final examinations: 12/10/22 – 12/16/22*
- *Semester ends: 12/16/22*
- *Grades available for transcript release: approximately 01/06/23*

## **Academic dishonesty**

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and 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](#).

### **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](#).

### **Canvas Information**

If using Canvas, include navigation instructions, tech support information, what Canvas is used for, and your expectation for how regularly students should check Canvas for your class.

Log into Canvas at <https://redwoods.instructure.com>

Password is your 8 digit birth date

For tech help, email [its@redwoods.edu](mailto:its@redwoods.edu) or call 707-476-4160

Canvas Help for students: <https://webapps.redwoods.edu/tutorial/>

Canvas online orientation workshop: [Canvas Student Orientation Course \(instructure.com\)](#)

### **Community College Student Health and Wellness**

Resources, tools, and trainings 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 online health and wellness resource that is available 24/7 in your space at your pace.

Students seeking to request a counseling appointment for academic advising or general counseling can email [counseling@redwoods.edu](mailto:counseling@redwoods.edu).

### **Emergency procedures / Everbridge**

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or

phones. Registration is not necessary in order 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](mailto: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 [CR Police Department-Public Safety](#). It is the responsibility of College of the Redwoods to protect life and property from the effects of emergencies within its own 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 as 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 it is necessary to preserve life and/or has been deemed safe by the person in command.

## **Student Support Services**

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

- [CR-Online](#) (Comprehensive information for online students)
- [Library Articles & Databases](#)
- [Canvas help and tutorials](#)
- [Online Student Handbook](#)

[Counseling](#) offers assistance to students in need of professional counseling services such as crisis counseling.

Learning Resource Center includes the following resources for students

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

Special programs are also available for eligible students include

- [Extended Opportunity Programs & Services \(EOPS\)](#) provides services to eligible income disadvantaged students including: textbook award, career academic and personal counseling, school supplies, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!
- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#)
- The [Veteran's Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821

**Instructor:** Dr. George Potamianos  
**Office hours:** MW 11:30-12:00 and by appointment  
**Office:** Creative Arts 119 (Eureka campus)  
**Office telephone:** (707) 476-4318  
**e-mail address:** [george-potamianos@redwoods.edu](mailto:george-potamianos@redwoods.edu)

HISTORY 9 (E3491): US History, 1877 to the Present  
 (MW 1:15-2:40, CA 113)

"History is the art of making an argument about the past by telling a story accountable to evidence." Jill Lepore, *The Story of America*, p. 15

I. **Course Description:** History 9 is an introduction to American civilization from the end of the Reconstruction period to the recent past. The course focuses on central themes and issues in the development of American society and institutions by raising questions about human values, economic growth, institutional change, cultural development, and political "democracy" as various Americans have faced them since 1877. Topics treated in the course include: the rise of big business and its effects on American society, the economy, and political processes; immigration and urbanization; Progressivism and government regulation; women's suffrage and feminism; the Great Depression and New Deal; mass culture and its importance in the twentieth century; civil rights movements; and the cold war.

II. **Academic Outcomes:** To develop the following skills and competencies:

1. Analyze and assess the merits of various historical interpretations.
2. Apply secondary and/or primary source material to construct written and oral, logical, historical arguments.

### III. Required Texts and media:

- 1) *The American Yawp*. This text is free at this site:  
<https://www.americanyawp.com/>
- 2) Leon Litwack. *How Free Is Free?: The Long Death of Jim Crow*. Cambridge: Harvard U Press, 2009.
- 3) Andrew Bacevich. *The Age of Illusions: How America Squandered Its Cold War Victory*. New York: Metropolitan Books, 2020.
- 4) Access to a computer with an internet connection.

- IV. **In-Class Essays: (40% of your grade)** There will be three in-class essays that you will write in this course. The first in-class essay will cover the material from the first third of the course, the second will cover material from the second third of the course, and the final deals with the last third of the course. Prior to each in-class essay, you will receive a list of possible questions from which the exam will be constructed—no surprises! The in-class essays will cover material from all books, lectures, and class discussions. The first in-class essay is worth 10% of your overall grade, the second 15%, and the final 15%.

**Make-up in-class essays** are extremely rare and will only be given under the direst of circumstances (i.e. loss of limbs the night before). If you must miss an in-class essay, you are required to notify the instructor **within twenty-four hours of the scheduled day or you will not be able to make the in-class essay up.**

- V. **Papers and Presentations Guidelines (40% of your grade; 20% each—5% for each presentation, 15% for each paper):**

- 1) Over the course of the semester, each student will be required to make **two** short presentations to the class, about 5 minutes in length. One presentation will be based on your assessment of specific readings from Leon Litwack's book *How Free Is Free?* and the other one will be from a specific part of Andrew Bacevich's *The Age of Illusions*.
- 2) **One week after each presentation, a written review of the reading you selected to present is due. Please note that every student always has the opportunity to rewrite the review paper in order to improve.**
- 3) Specific instructions regarding this assignment and the terms for rewriting it will be distributed in class and they are on the Canvas site.

- 4) Failure to deliver your scheduled presentation will result in the loss of the entire grade, even if you turn in a completed paper. If an emergency arises, you need to contact me within 24 hours of your scheduled presentation to make other arrangements and, under those circumstances, it will be possible to waive this penalty.

**Late papers** will be penalized **one grade** for every day they are late, not including Saturdays, Sundays, and holidays. For example, if your paper is due on Monday, and you turn it in the following Monday, you will lose 5 grades on the assignment.

VI. **Attendance and On-Line Discussion Board Participation policy** (20% of your grade)

Just about the entire Wednesday class period will be devoted exclusively to class discussion of the week's readings. The class will assemble to discuss the reading material due that day and listen to student presentations. Your grade in this category is entirely dependent upon the quantity and quality of your discussion of the readings in class each week and, mostly, upon your participation in the on-line discussion boards. Because this is a face-to-face course, you are expected to show up regularly in the class and to be prepared to discuss the readings for the week when they are due.

**ABSENCE/PARTICIPATION POLICY:**

If you are feeling ill, please DO NOT come to class. Just let me know via email, complete the class work on Canvas, and identify a classmate you can rely upon to give you notes from the class session. If you do this, you will not receive any penalty for missing the class session.

If you miss more than 5 class meetings WITHOUT doing what is in the paragraph above, then you cannot get higher than a "D" in your class participation grade (60%). If you miss more than 5 class meetings WITHOUT doing what is in the paragraph above, you will be withdrawn from the class for lack of adequate participation.

VIa. **Discussion Board Postings**: There is a Canvas site set up for this class. You are required to post a response to and at least two questions about the readings each week in the discussion board section of the site, located in the Modules part, and respond to the comments of others on the list. **Postings to the board are due Sundays and Tuesdays by 10:00PM.** We will use the boards to guide our discussion for that week.



VII. **Method of determining final course grade:**

1. First in-class essay - **10% (Wednesday, September 28)**
2. Second in-class essay - **15% (Wednesday, November 2)**
3. Final in-class essay - **15% (Wednesday, December 14, 1:00-3:00)**
4. Paper and presentation on Leon Litwack's *How Free Is Free?* - **20%**  
(presentation, 5%; paper, 15%)
5. Paper and presentation on Andrew Bacevich's *The Age of Illusions* - **20%**  
(presentation, 5%; paper, 15%)
6. Attendance and participation (on discussion boards and in class  
(mostly from discussion board postings)) - **20%**

FINAL GRADE COMPUTATION:

|        |      |
|--------|------|
| 93-100 | - A  |
| 90-92  | - A- |
| 88-89  | - B+ |
| 83-87  | - B  |
| 80-82  | - B- |
| 78-79  | - C+ |
| 70-77  | - C  |
| 60-69  | - D  |
| <60    | - F  |

**NOTE ABOUT GRADES:** For a variety of reasons, I do not post grades on Canvas. I will give you an update on your "grade to date" when I return each of the "In-class essay" assignments. I am also happy to meet with you at any point to go over your grade in the course—just let me know.

VIII. **Tentative schedule of assignments:** Canvas discussion board postings about each reading are due Sundays and Tuesdays by 10PM.

DATES

TOPICS AND READING ASSIGNMENTS

August 22 & 24

Monday: Class Introductions, **Lecture:** Reconstruction and Race Relations  
**Readings:** None

Wednesday: **Lecture:** Reconstruction and Race (cont.)/Discuss Canvas readings  
**Readings:** Two short articles in Canvas (post questions and responses to Canvas discussion board 1, Module 1, 8/23 by 10PM)

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August 29 & 31

Monday: **Lecture:** Reconstruction and Race (cont.), Rise of Big Business  
**Readings:** *American Yawp*, CH 15 (post questions and responses to Canvas discussion board 2A, Module 2, 8/28 by 10PM)

Wednesday: **Lecture:** Rise of Big Business (cont.)  
**Readings:** Litwack, pp. 1-27 (post questions and responses to Canvas discussion board 2B, Module 2, 8/30 by 10PM); we will also read the documents in class that are in Module 2

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Sep. 5 & 7

Monday: **COLLEGE HOLIDAY (NO CLASS MEETING)**

Wednesday: **Lecture:** The Rise of Big Business (cont.)  
**Readings:** *American Yawp*, CH 16 (post questions and responses to Canvas discussion board 3A, Module 3, 9/6 by 10PM) **and** Litwack, pp. 27-50 (post questions and responses to Canvas discussion board 3B, Module 3, 9/6 by 10PM)

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Sep. 12 & 14

Monday: **Lecture:** Labor Responses to the Rise of Big Business  
**Readings:** *American Yawp*, CH 18 (post questions and responses to Canvas Discussion board 4A, Module 4, 9/11 by 10PM)

Wednesday: **Lecture:** Labor Responses (cont.)  
**Readings:** Litwack, pp. 51-72 (post questions and responses to Canvas discussion board 4B, Module 4, 9/13 by 10PM); we will also read the documents in class that are in Module 4.

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Sep. 19 & 21

Monday: **Lecture:** The Rise of Big Government

**Readings:** *American Yawp*, CH 20 (post questions and responses to Canvas discussion board 5A, Module 5, 9/18 by 10PM)

Wednesday: **Lecture:** Big Govt. (cont.)

**Readings:** Litwack, pp. 72-94 (post questions and responses to Canvas discussion board 5B, Module 5, 9/20 by 10PM)

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Sep. 26 & 28

Monday: **Lecture:** Big Govt. (cont.)

**Readings:** None

Wednesday: **In-Class Essay #1**

**Readings:** None

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Oct. 3 & 5

Monday: **Lecture:** Foreign Policies (Realism and Idealism)

**Readings:** *American Yawp*, CH 19 **and** 21 (post questions and responses to Canvas discussion board 7A, Module 7, 10/2 by 10PM)

Wednesday: **Lecture:** Foreign Policies (cont.)

**Readings:** Litwack, pp. 95-118 (post questions and responses to Canvas discussion board 7B, Module 7, 10/4 by 10PM)

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Oct. 10 & 12

Monday: **Lecture:** 1920s America

**Readings:** *American Yawp*, CH 22 (post questions and responses to Canvas discussion board 8A, Module 8, 10/9 by 10PM)

Wednesday: **Lecture:** 1920s America (cont.)

**Readings:** Litwack, pp. 118-143 (post questions and responses to Canvas discussion board 8B, Module 8, 10/11 by 10PM)

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Oct. 17 & 19

Monday: **Lecture:** The Great Depression and New Deal

**Readings:** *American Yawp*, CH 23 (post questions and responses to Canvas discussion board 9A, Module 9, 10/16 by 10PM)

Wednesday: **Lecture:** Gt. Depression (cont.)

**Readings:** Bacevich, Introduction, Chapter 1 and Chapter 2 (post questions and responses to Canvas discussion board 9B, Module 9, 10/18 by 10PM)

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Oct. 24 & 26

Monday: **Lecture:** WWII home and abroad

**Readings:** *American Yawp*, CH 24 (post questions and responses to Canvas discussion board 10A, Module 10, 10/23 by 10PM)

Wednesday: **Lecture:** WWII (cont.)

**Readings:** Bacevich, Chapter 3 and Chapter 4 (post questions and responses to Canvas discussion board 10B, Module 10, 10/25 by 10PM)

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Oct. 31 & Nov. 2

Monday: **Lecture:** Cold War Origins

**Readings:** None

Wednesday: **In-Class Essay #2**

**Readings:** None

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Nov. 7 & 9

Monday: **Lecture:** Cold War Origins (cont.)

**Readings:** *American Yawp*, CH 25 (post questions and responses to Canvas discussion board 12A, Module 12, 11/6 by 10PM)

Wednesday: **Lecture:** 1950s America (introduction)

**Readings:** Bacevich, Chapter 5 (post questions and responses to Canvas discussion board 12B, Module 12, 11/8 by 10PM)

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Nov. 14 & 16

Monday: **Lecture:** 1950s America

**Readings:** *American Yawp*, CH 26 (post questions and responses to Canvas discussion board 13A, Module 13, 11/13 by 10PM)

Wednesday: **Lecture:** 1950s America (cont.)

**Readings:** Bacevich, Chapter 6 and Chapter 7 (post questions and responses to Canvas discussion board 13B, Module 13, 11/15 by 10PM)

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Nov. 21 & 23

Monday: **NO CLASS (COLLEGE HOLIDAY)**

Wednesday: **NO CLASS (COLLEGE HOLIDAY)**

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Nov. 28 & 30

Monday: **Lecture:** Civil Rights Movements I

**Readings:** *American Yawp*, CH 27 and CH 28 (post questions and responses to Canvas discussion board 14A, Module 14, 11/27 by 10PM)

Wednesday: **Lecture:** Civil Rights (cont.)

**Readings:** Bacevich, Chapter 8 (post questions and responses to Canvas discussion board 14B, Module 14, 11/29 by 10PM)

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Dec. 5 & 7

Monday: **Lecture:** Civil Rights Movements II

**Readings:** *American Yawp*, CH 29 (post questions and responses to Canvas discussion board 15A, Module 15, 12/4 by 10PM)

Wednesday: **Lecture:** Civil Rights (cont.)

**Readings:** *American Yawp*, Chapter 30 (post questions and responses to Canvas discussion board 15B, Module 15, 12/6 by 10PM)

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**FINAL IN-CLASS ESSAY DATE AND TIME: WEDNESDAY, December 14, 1:00-3:00**

**Special accommodations:** College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first in-class essay so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. If you have a disability or believe you might benefit from disability related services and may need accommodations, please see me or contact Disabled Students Programs and Services. Students may make requests for alternative media by contacting DSPS.

**An Invitation:** Finally, experience tells us that people who think carefully about their education and become more reflective about it generally have the greatest success. Probably the best way to get involved in this process is to get to know your teachers and speak with them outside of the classroom. Talk to them after class. Visit them in their offices. Make appointments and let them know what's going through your mind as it relates to your work in their classes. And most important of all, let your teachers know if something in particular isn't coming across clearly for you. Sometimes your problem is just a particularly difficult concept, a complex section of reading, or a challenging assignment or series of assignments. Your teachers will, in almost every case, want to help you work through those tougher parts of the class. But you need to communicate with them. **You especially need to communicate with me—this is an intense and very involved class that requires a lot of discipline from you.** If you feel that you are falling behind, you should ***let me know right away***. If you ask me, I will offer plenty of extra help and even direct you toward others who can help. Even if our schedules seem to clash at first glance, come see me—I will certainly be able to schedule a time to meet. I look forward to getting to know each of you better and to seeing all of you succeed. Welcome and good luck!

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| <p>ANY INSTANCE OF CHEATING, INCLUDING BUT NOT LIMITED TO COPYING FROM OTHERS IN THE CLASS, PLAGIARISM (TAKING WORDS DIRECTLY FROM OTHER BOOKS, ARTICLES, AND WEBSITES AND CLAIMING THEM AS YOUR OWN), COPYING FROM STUDENTS WHO HAVE TAKEN THIS CLASS IN PREVIOUS SEMESTERS, AND ACADEMIC DISHONESTY WILL BE PUNISHED BY <b>AT LEAST</b> A ONE GRADE REDUCTION IN THE STUDENT'S FINAL GRADE IN THE CLASS. IN MOST INSTANCES, THE STUDENT WILL RECEIVE AN "F" IN THE CLASS AND MAY BE PLACED ON ACADEMIC PROBATION.</p> |
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