

Course Information

- Semester & Year: Spring 2023
- Course ID & Section #: History 9 (D5051)
- Instructor's name: George Potamianos
- Day/Time of required meetings: Saturday/1:00-4:10PM
- Location: Pelican Bay Yard A
- Course units: 3 lecture units

Instructor Contact Information

- Office location: Eureka Campus, Creative Arts Building
- Office hours: Support provided as needed
- Phone number: (707)476-4318 (office phone)
- 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

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

No limitations, but there is a fair amount of reading and writing required in the class.

Accessibility

Students will have access to online course materials and correspondence course materials that comply with the Americans with Disabilities Act of 1990 (ADA), Section 508 of the Rehabilitation Act of 1973, and College of the Redwoods policies. Students who discover access issues with this class should contact the instructor. College of the Redwoods is also 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

During COVID19, approved accommodations for distance education classes will be emailed to the instructor by DSPS. In the case of face-to-face instruction, please present your written accommodation request to your instructor at least one week before the first test so that necessary arrangements can be made. Last-minute arrangements or post-test adjustments cannot usually be accommodated.

Student Support

Please let me know about any specific challenges or limitations that might affect your participation in class. I want every student to thrive and be successful in their studies. You may send me a formal letter or a question/comment on the provided Burning Question Sheets; these are to be mailed to the PBSP Education Office (Attn: CR Scholars). I will respond right away; however, keep in mind that there is a mail delay that needs to be accounted for. As a result, it may take me up to a week to respond; please be patient.

Required Materials

- 1) Locke, Joseph and Ben Wright, eds. *The American Yawp*. (Stanford: Board of Trustees of Leland Stanford University, 2019).
- 2) Foner, Eric, ed. *Voices of Freedom*. V.2. 6th edition. (New York: W.W. Norton, 2020).

Evaluation & Grading Policy

Method of determining final course grade:

1. Take-Home essay – **15% (DUE in class on March 11)**
2. POD assignment responses – **35%** (for total number due)
3. Primary Source Project Prospectus – **15% (DUE in class on March 25)**
4. Primary Source Project Paper – **25% (DUE in class May 6)**
5. Primary Source Project SHORT presentation – **10% (DUE in class May 6)**

FINAL GRADE COMPUTATION:

93-100: A (Defined as “Excellent”: Fulfills all requirements and exceeds expectations.)
 90-92: A- (Defined as “Excellent”: Fulfills all requirements and exceeds expectations.)
 88-89: B+ (Defined as “Good”: Fulfills all requirements and meets expectations.)
 83-87: B (Defined as “Good”: Fulfills all requirements and meets expectations.)
 80-82: B- (Defined as “Good”: Fulfills all requirements and meets expectations.)
 78-79: C+ (Defined as “satisfactory”: Fulfills most requirements and meets some expectations.)
 70-77: C (Defined as “satisfactory”: Fulfills most requirements and meets some expectations.)
 60-69: D (Defined as “Poor”: Fulfills some requirements; does not meet expectations.)
 <60: F (Defined as “Failing”: Does not fulfill requirements and expectations.)

Admissions deadlines & enrollment policies

Spring 2023 Dates

- *Classes begin: 01/14/23*
- *Martin Luther King's Birthday (all campuses closed): 01/16/23*
- *Last day to add a class: 01/20/23*
- *Last day to drop without a W and receive a refund: 01/27/23*
- *Census date: 01/30/23 or 20% into class duration*
- *Last day to petition to file P/NP option: 02/10/23*
- *Lincoln's Birthday (all campuses closed): 02/17/23*
- *President's Day (all campuses closed): 02/20/23*
- *Last day to petition to graduate or apply for certificate: 03/02/23*
- *Spring Break (no classes): 03/13/23 - 03/18/23*
- *Last day for student-initiated W (no refund): 03/31/23*
- *Last day for faculty-initiated W (no refund): 03/31/23*
- *Final examinations: 05/06/23 - 05/12/23*
- *Commencement: 05/15/23*
- *Semester ends: 05/12/23*
- *Grades available for transcript release: approximately 05/26/23*

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](#).

Inclusive Language in the Classroom

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

Class Norms

In this class (realistically, every class), students must demonstrate mutual respect in their interactions with both peers (other students in the course) and the instructor (me). In our texts, issues may arise that are sometimes difficult and/or controversial. Please note that our readings may discuss or acknowledge violence, sexuality, racial tension and racism, misogyny, gender norms, etc. I am aware that these topics may be difficult to read and write about at times; nonetheless, our topics present an overview of ideas that are typical of a college classroom. As the instructor, my goal for facilitating these discussions is not to intentionally make anyone uncomfortable or to add any existing traumatic experiences; of course not. My goal is to facilitate discussions that develop our critical thinking abilities and develop our abilities to have an appropriate dialog that is necessary in spaces of higher education. This being said, as an academic community, we share a mutual responsibility to create and maintain a supportive environment where students, as well as the instructor, feel able to speak up and respond to the text and course material in a thoughtful and productive way, despite differences in opinions or experiences. This means that each student's ideas, feelings, and questions are valued; the professor's ideas, feelings, and questions are valued. This should ground our interactions with the texts and one another throughout the semester. Never hesitate to contact me if something is not sitting well or if you need relevant support.

“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:** 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.
- 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:**
 - 1) Locke, Joseph and Ben Wright, eds. *The American Yawp*. (Stanford: Board of Trustees of Leland Stanford University, 2019).
 - 2) Foner, Eric, ed. *Voices of Freedom*. V.2. 6th edition. (New York: W.W. Norton, 2020).

IV. Tentative schedule of assignments:

January 14

Class Introductions

Lecture: Reconstruction and Race

Readings: None due (it's the first day of class). Reading assignments, if any, will be completed during the class session on the first day.

January 21 (complete readings and POD assignments listed below BEFORE class on this day)

Lecture: Reconstruction and Race (cont.)/Rise of Big Business

Readings: *American Yawp*, CH 15

POD assignments for sources in the *Voices of Freedom* book (see instruction sheet for POD assignments):

POD A: 96

POD B: 97

POD C: 98

POD D: 99

POD E: BYE WEEK

January 28 (complete readings and POD assignments listed below BEFORE class on this day)

Lecture: The Rise of Big Business

Readings: POD assignments for sources in the *Voices of Freedom* book (see instruction sheet for POD assignments):

POD A: BYE WEEK

POD B: 100

POD C: 101

POD D: 102

POD E: 113, 114

February 4 (complete readings and POD assignments listed below BEFORE class on this day)

Lecture: Labor Responses to the Rise of Big Business

Readings: *American Yawp*, CH 16

POD assignments for sources in the *Voices of Freedom* book (see instruction sheet for POD assignments):

POD A: 103, 104
POD B: BYE WEEK
POD C: 105, 106
POD D: 107, 108
POD E: 109, 110

February 11 (complete readings and POD assignments listed below BEFORE class on this day)

Lecture: Labor Responses to the Rise of Big Business/Progressives (Big Government)

Readings: *American Yawp*, CH 17

POD assignments for sources in the *Voices of Freedom* book (see instruction sheet for POD assignments):

POD A: 111, 119
POD B: 120, 121
POD C: BYE WEEK
POD D: 123, 124
POD E: 125, 133

February 18 (complete readings and POD assignments listed below BEFORE class on this day)

NO CLASS MEETING

Students should work on the Take-Home Essay and begin to identify some historical areas of interest that pertain to the period covered by this class for the Primary Source Research Project.

February 25 (complete readings and POD assignments listed below BEFORE class on this day)

Lecture: Progressives/Big Government

Readings: *American Yawp*, CH 18 AND CH 20

POD assignments for sources in the *Voices of Freedom* book (see instruction sheet for POD assignments):

POD A: 112, 118

POD B: 115, 122

POD C: 131

POD D: BYE WEEK

POD E: 129

March 4 (complete readings and POD assignments listed below BEFORE class on this day)

Lecture: Foreign Policies (Realism and Idealism)

Readings: *American Yawp*, CH 19 AND CH 21

POD assignments for sources in the *Voices of Freedom* book (see instruction sheet for POD assignments):

POD A: 116, 117

POD B: 126

POD C: 127, 128

POD D: 130

POD E: BYE WEEK

March 11 (complete readings and POD assignments listed below BEFORE class on this day)

Lecture: 1920s America

Readings: *American Yawp*, CH 22

POD assignments for sources in the *Voices of Freedom* book (see instruction sheet for POD assignments):

POD A: BYE WEEK

POD B: 132, 134, 139

POD C: 135, 136

POD D: 137, 138

POD E: 140, 141

TAKE-HOME ESSAY DUE (MARCH 11)

March 18

SPRING BREAK: NO CLASS

March 25 (complete readings and POD assignments listed below BEFORE class on this day)

Lecture: Great Depression/New Deal

Readings: *American Yawp*, CH 23

POD assignments for sources in the *Voices of Freedom* book (see instruction sheet for POD assignments):

POD A: 142, 143

POD B: BYE WEEK

POD C: 144, 145

POD D: 146, 147

POD E: 148, 149

PRIMARY SOURCE PROJECT PROSPECTUS DUE (March 25)

April 1 (complete readings and POD assignments listed below BEFORE class on this day)

Lecture: World War II

Readings: *American Yawp*, CH 24

POD assignments for sources in the *Voices of Freedom* book (see instruction sheet for POD assignments):

POD A: 150, 151

POD B: 152, 153

POD C: BYE WEEK

POD D: 154, 155

POD E: 156, 157

April 8 (complete readings and POD assignments listed below BEFORE class on this day)

Lecture: Cold War

Readings: *American Yawp*, CH 25

POD assignments for sources in the *Voices of Freedom* book (see instruction sheet for POD assignments):

POD A: 158, 159, 161

POD B: 160, 162

POD C: 163, 164

POD D: BYE WEEK

POD E: 165, 166

April 15 (complete readings and POD assignments listed below BEFORE class on this day)

Lecture: 1950s America

Readings: *American Yawp*, CH 26

POD assignments for sources in the *Voices of Freedom* book (see instruction sheet for POD assignments):

POD A: 173

POD B: 169, 170

POD C: 171, 172

POD D: 167, 168

POD E: BYE WEEK

April 22 (complete readings and POD assignments listed below BEFORE class on this day)

Lecture: Civil Rights Movements/1960s America

Readings: *American Yawp*, CH 27 AND CH 28

POD assignments for sources in the *Voices of Freedom* book (see instruction sheet for POD assignments):

POD A: BYE WEEK

POD B: 174, 175

POD C: 176, 177

POD D: 178, 179

POD E: 180, 181, 182

April 29 (complete readings and POD assignments listed below BEFORE class on this day)

Lecture: Civil Rights Movements II/Rise of Conservatism

Readings: *American Yawp*, CH 29 AND CH 30

POD assignments for sources in the *Voices of Freedom* book (see instruction sheet for POD assignments):

POD A: 185, 189

POD B: BYE WEEK

POD C: 186, 191

POD D: 195, 196

POD E: 200, 201

BRING DRAFT OF PRIMARY SOURCE PROJECT ESSAY FOR PEER REVIEW IN CLASS

May 6

PRIMARY SOURCE PROJECT ESSAY DUE along with a SHORT DISCUSSION WITH THE CLASS ABOUT WHAT YOU DISCOVERED IN YOUR RESEARCH

IF CLASS IS CANCELLED: If class is cancelled, we will continue with the reading/POD schedule as listed in the syllabus above. When we reconvene, students will be able to turn in all of their assignments that have accumulated during the missed class sessions. There may be a possibility to send written assignments to Professor Potamianos and, if so, we can proceed accordingly.

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

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