# **History 104**

#### **United States History 1877 to the Present**

#### **Spring 2020**

Lecture MW 12:00 Professor Lim

Engineering 143 Office: SBS N 327

Hours: MW 11-12 M 4-5

[Shirley.Lim@stonybrook.edu](mailto:Shirley.Lim@stonybrook.edu)

**PhD Graduate Student Teaching Assistants: Names, Office, Hours Email:**

Name:Matías Hermosilla

Office: SBS S-310

Office Hours: Mondays and Tuesdays (10:30-11:30)

Recitation Sections: REC03 Wednesdays 09:00-09:53 (SBS S328) / REC08 Wednesdays 10:00-10:53 (SBS S328)

Email: [Matias.Hermosilla@stonybrook.edu](mailto:Matias.Hermosilla@stonybrook.edu)

Name: Ximena López Carrillo

Office: SBS S-326

Office Hours: Wednesday 3:00-5:00pm & by appointment

Recitation Sections: REC02 Wednesday 11:00-11:53 (SBS S-328) / REC06 Friday 11:00-11:53 (SBS S-328)

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Name: Bonnie Soper

Office: SBS N-306

Office Hours: Monday 9:30-11:30 & by appointment

Recitation Sections: REC01 Friday 12:00-12:53 (SBS N118) / REC05 (SBS S328) 1:00-1:53

Email: [Bonnie.Soper@Stonybrook.edu](mailto:Bonnie.Soper@Stonybrook.edu)

Name: Willie Mack

Office: SBS N-308

Office Hours: Wednesdays 2:00 - 3:30 & by appointment

Recitation Sections: REC09 Monday 4:00-4:53 (SBS S328) & REC04 Wednesday 2:30 -3:23 (SBS N118)

Email: Willie.mack@stonybrook.edu

Name: Kenneth Wohl

Office: SBS N-322

Office Hours: Monday and Wednesday 2:00-3:00 & by appointment

Recitation Section: REC07 Monday 11:00-11:53 (SBS S328)

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**No Laptops, E-Readers, Cellphones, or other electronic devices allowed in Lecture** See Arnold L. Glass & Mengxue Kang (2018) “Dividing attention in the classroom reduces exam performance,” *Educational Psychology*, DOI: [10.1080/01443410.2018.1489046](https://doi.org/10.1080/01443410.2018.1489046)

A 2014 study by professors from Princeton and the University of California, Los Angeles, determined that taking handwritten notes allowed more effective learning than using laptops. The study also revealed that students who multitasked during classes had reduced comprehension of course material.

**Course Overview:**

This course in modern American history focuses on the critical social and cultural forces that shaped a distinctly modern American nation-state. The three major themes of the course are 1) Who can claim America?: Citizenship, democracy, and movements for social change 2) The rise of mass and consumer cultures 3) The emergence of the United States as a nation-state and growing global superpower. Readings will be drawn from autobiographical accounts, primary historical source documents, and secondary sources. The readings will range from works such as the *Autobiography of Malcolm X* to Mine Okubo’s Citizen 13660. Recitation section participation is mandatory and counts for a significant portion of the final grade. In fact, you cannot enroll in the class unless you have a place in a recitation section. There will be three in-class exams.

**Readings:**

Required Books: Zitkala-Sa, *American Indian Stories*

Mine Okubo, Citizen 13660

Malcolm X, *Autobiography of Malcolm X*

Blackboard readings

**Grading:**

3 In-class Exams 25% each (3\*25) 75%

Recitation 25%

In order to pass this course, you must complete every component of this course. There is no extra credit. Incompletes will only be given in the rarest of cases. They are not given automatically to students failing to submit the required course work. They must be requested by the student, in writing, no later than two weeks before the last day of class. The request must be justified by an excuse the professor finds valid.

We do not hand out lecture notes; if you miss class, it is your responsibility to get lecture notes from classmates or the teaching assistant during office hours.

If you need a religious accommodation, you must request it in writing (not email) at least one week ahead of time.

In case of a missed examination: Only written legal excuses will be accepted. Do not email excuses. In case of inclement weather, check the university website and the class blackboard site. Please provide documentation such as hospital discharge papers and obituaries to the Dean of Students office and ask them to forward the excuse to all your instructors.

**Email** etiquette: We prefer to get to know you in person and to speak with you before or after class or during office hours. All attendance issues or other documentation must be submitted in writing in person, not over email. We will not respond to unsigned emails or any inappropriate messages.

**Learning Outcomes:**

1. Describe the impact of power and privilege on self and society in the context of diversity and inclusion. Analyze the centrality of race, class, sexuality, and gender to human society.
2. Identify systematic barriers to equality and inclusiveness and discuss how those barriers and biases affect the perception of others.
3. Express skill in critical and analytical thinking, writing, and public presentation.

**Responsibilities in the Classroom** (from the Undergraduate Bulletin)

Students are expected to attend class regularly unless other arrangements are made; arrive for class on time and leave the classroom only at the end of class; engage in class discussions and activities when appropriate; exhibit classroom behavior that is not disruptive of the learning environment; secure and turn off all electronic communications and entertainment devices during class time unless otherwise directed by the course instructor. Any use of a cell phone or other unauthorized electronic device during an examination may lead to an accusation of academic dishonesty.

**Respect**: This is a college level course and your behavior and attitudes in class should reflect that. Come to class prepared to learn and participate. **Turn off and put away all electronic devices.** Do not text or websurf in class. Do not do homework for other classes. Do not sleep in class. Arriving late to class (or leaving early) is distracting and disrespectful to your peers who arrived on time. The professor reserves the right to lower your overall grade for each episode of unauthorized electronic device usage or other inappropriate or disruptive behavior. Your grade reflects conducting yourself in a professional manner.

**Regrading:** 24-hour rule. The Professor and/or the Teaching Assistant will not discuss graded materials for 24 hours after they have been handed back or until the student has had time to reflect upon the comments and verbal feedback. All requests for regrading must be submitted to your section leader or professor **in writing** and must include an explanation as to why you think a reconsideration of your work is appropriate. Except in the case of arithmetic errors, we reserve the right to regrade the entire piece of work if it is submitted for a regrade. Requests for regrades must be made within **seven** days of when the graded work is first made available. In order to ensure confidentiality, we will not discuss grades over email.

**Rule of Scholarly Discourse:**

In this course, we will be discussing complex issues about which most people have passionate feelings. We must be intellectually open to perspectives that may conflict with our presuppositions. It is essential that we treat each other's opinions and comments with courtesy and respect even when they diverge from our own. We must avoid personalizing our attacks to invalidate others' positions. Rather, we must develop a culture of civil argumentation, wherein all positions have the right to be defended and/or challenged in intellectually reasoned ways. Everyone must accept this standard of scholarly discourse in order to stay in this class -- a standard that applies to all inquiry in the university, but whose observance is especially important in a course whose subject material is so emotionally charged. (from T. Williams, M. Oliver, UCLA)

**Americans with Disabilities Act:**

If you have a physical, psychological, medical, or learning disability that may impact your course work, please contact the Student Accessibility Support Center, 128 ECC Building, (631) 632-6748, or at sasc@Stonybrook.edu. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

**Academic Integrity:**

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report and suspected instances of academic dishonesty to the Academic Judiciary. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at http://www.stonybrook.edu/uaa/academicjudiciary/

**Critical Incident Management:**

Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn.

The materials in this course are copyrighted. You may not record or reproduce the lectures without written permission from the professor and/or the guest lecturer.

Enrollment in this course means that you accept these policies.

##### **Week 1**

January 27 Syllabus Day

Find your TA!

Introduce yourself to your TA and pick up the Lecture syllabus

January 29 Course Introduction

Snapshot of America

**No Recitations**

**Week 2**

February 3 Who Can be An American?

The Chinese Exclusion Act

# <https://www.pbs.org/wgbh/americanexperience/films/chinese-exclusion-act/#part01>

February 5 “Germs, Genocides, and America’s Indigenous Peoples”

Guest Lecturer: Professor Paul Kelton

**Recitation Readings:** \*Blackboard: Confronting Immigration Exclusion--All

\*Blackboard: Chinese Americans New York Historical Society 8-12, 40,49, 50, 53,54,101, 112,113

**Week 3**

February 10 “Colonial Photography and the Phillipine-American War”

Guest Lecturer: Professor Nerissa Balce

February 12 City Vices, City Pleasures

Rise of mass consumer culture

*Coney Island*

**Recitation Readings:** Zitkala-Sa*, American Indian Stories* Introduction (v-xxv or v-xx) and “School Days,” 47-80 “Indian Teacher” and “America’s Indian Problem” 81-99, 185-195

**Week 4**

February 17 Exam 1 Practice Sessions

February 19 “Spanish Influenza”

Guest Lecturer: Professor Nancy Tomes

**Recitations**: Review for Exam 1

**Week 5**

February 24 Exam 1

February 26 Votes for Women

**No Recitations**

##### **Week 6**

March 2 Early African American Film

March 4 African American Radicals

Lecturer: Will Mack

**Recitation Reading**: \*Blackboard

##### **Week 7**

March 9 The Great Depression

Lecturer: Ken Wohl

March 11 WWII and the Great Depression

**Recitation Readings**: \*Blackboard The 1930s

**SPRING BREAK**

##### **Week 8**

March 23 Japanese American Internment

March 25 Exam 2 Review

**Recitation Reading**: Mine Okubo, *Citizen 13360*

##### **Week 9**

March 30 Exam 2

April 1 Women and World War II

**No Recitations**

**Week 10**

April 6 Cold War Civil Rights Era

*Eyes on the Prize*

April 8 Cold War Culture

Suburbanization

Honeymoon in a Bomb Shelter

Nixon v. Kennedy

**Recitation Reading**: Malcolm X, *Autobiography of Malcolm X*

Pages: 1-28, 87-117, 154-182, Ch. 13, Ch. 14, 284-293, 296-309, 319-324, 329-348, Ch. 18, Ch. 19.

**Supplemental Readings (Not Required):**

**“The Missing Malcolm X”-** Garret Felber

<http://bostonreview.net/race/garrett-felber-missing-malcolm-x>

*Waiting Till the Midnight Hour: A Narrative History of Black Power in America,* Peniel E. Joseph Pg. 35-37. PDF on BB

Malcolm X, “The Ballot or the Bullet”

<http://www.edchange.org/multicultural/speeches/malcolm_x_ballot.html>

Malcolm X, “The house Negro and the fied Negro”

<https://www.youtube.com/watch?v=fwgJewsy2BI>

Malcolm X “A global rebellion of the oppressed against the oppressor,” PDF on BB

##### **Week 11**

# April 13 Women’s Movement

She’s Beautiful When She’s Angry

Lecturer: Ximena López Carrillo

April 15 Black Power and Black Athletes

Guest Lecturer: Professor Robert Chase (to be confirmed)

**Recitation Readings**: \*Blackboard, Movements for Social Change

##### **Week 12**

April 20 Chicano and Red Movements/Latino Migration to the US

Guest Lecturer: Greg Lella, PhD candidate

April 22 Disco

Guest Lecturer: Professor Benjamin Tausig

**Recitation Reading**: Exam Review

\*Blackboard Disco Reading

##### **Week 13**

April 27 In-class Examination 3

April 29 Vietnam War

**No Recitation Sections**

##### **Week 14**

May 4 Student Movements for Social Change

Guest Lecturer: Yalile Suriel, PhD candidate

May 6 Final Class

**Recitation Sections**: TBA