**The United States in the Twentieth Century**
History 13
Pierce College

**Professor Citlali Sosa-Riddell**
Contact Information: sosaricl@piercecollege.edu
Office hours location: Faculty Office 2600
Office Hours: W: 9-12:35am and Th: 9-11am
Office Hours Obligation: 5.35 hours
Course Location: VLGE 8344

**Course Meeting Times:**
TuTh 12:45(Final Exam will be from 12:30 to 2:30 on Dec. 15th)
TuTh 2:15(Final exam will be from 2:15 to 4:15 on Dec. 13th)

**Course Description**
This course covers the main events, actors, and themes of the 20th century, primarily focusing on their impact on American history (i.e. cultural, political, and social movements), including a discussion of America’s central institutions.

**Required Readings:**


**Articles on Canvas:**

**History 013 - THE UNITED STATES IN THE TWENTIETH CENTURY**
1. Students will be able to assess the causes and ramifications of social, cultural, political, legal, and foreign policy change in the United States during the twentieth century.
2. Students will be able to demonstrate knowledge of the contributions of diverse groups and personages including women, African Americans, Native Americans, Mexican Americans, Asian Americans, and Europeans to the culture of the United States.
3. Students will be able to develop critical thinking skills by learning how to analyze, evaluate, and interpret the historical evidence of primary sources.

**Weekly Readings and Assignments**

**Week 1:** Introductions  
Group Work  
Discussion of Themes and Key Concepts: Global U.S., Race, Gender,  
Discussion of Core Class Values

**Week 2:** Roosevelt’s Racialized Nation  
Readings: Gerstle – Ch. 1-2  
Assignments: Practice quiz

**Week 3:** The 1920s: U.S. and the Boundaries of the Nation  
Assignments: Quiz 1

**Week 4:** The 1920s: U.S. and the World  
Assignments: Quiz 2

**Week 5:** FDR and the Nation Acsends  
Readings: Gerstle – Ch. 4, Ngai – Ch. 2-3  
Assignments: Quiz 3

**Week 6:** World War II  
Readings: Ngai – Ch. 4, Estrada – Los Angeles’ Old Plaza and Olvera Street”  
Assignments: Quiz 4

**Week 7:** World War II  
Readings: Gerstle – Ch. 5, Ngai – Ch. 5  
Assignments: Quiz 5

**Week 8:** Postwar Integration/Segregation  
1) Readings: Macias, Anthony. “Bringing Music to the People: Race, Urban Culture, and Municipal Politics in Postwar Los Angeles,”
Assignments: Quiz 6

Week 9: Early Cold War
Readings: Gerstle – Ch. 6, Ngai – Ch. 6
Assignments: Quiz 7

Week 10: Civil Rights
Readings: Gerstle – Ch. 7
Assignments: Quiz 8

Week 11: Vietnam
Readings: Gerstle - Ch. 8
Assignments: Quiz 9

Week 12: The 1970s
Assignments: Quiz 10

Week 13: Beyond the Rooseveltian Nation
Readings: Gerstle – Epilogue, Ngai - Ch. 7, Ruiz - “Citizen Restaurants”
Assignments: Quiz 11(extra)

Week 14: Final Presentations

Week 15: Final Presentations

ASSIGNMENTS

Overall Grade Breakdown
Quizzes(10): 30%
In-Class Assignments: 35%
Participation: 5%
Final Presentation: 15%
Final: 15%

Quizzes
The point of the quizzes is to enhance reading comprehension and learn comprehensive material acquisition. I will NOT reopen the quizzes for you to
take after the closing date. One quiz will be dropped. There will be a practice quiz. Each quiz will focus on the materials for the week prior and the quiz will be opened for a week. You will have 30 minutes to complete the quiz. They will be multiple choice.

In-Class Assignments and Participation
Each class period will include assignments that will be done during class. You will be graded for your work and your participation in the classroom based on these assignments. Each week the assignment will be different and you cannot do the assignment at home. If you need to miss class, please speak to me beforehand to find an accommodation for missing the in-class assignment.

Final Presentations
I will assign a set of articles concerning 20th century American history. From those articles, each group will choose an article to present to the class. The presentation will be between 15-20 minutes, depending on the size of your group. Please allow for the presentation to be in a discussion format. The goal of your presentation is to teach your fellow students about the subject, display your own knowledge of the material, and create an interactive experience.

You will be graded in the following manner:
Creative presentation (Style, Design, and Aesthetics): 20%
Interaction with the audience: 20%
Having the material memorized/note cards: 20%
Explaining the thesis: 10%
Use of class readings: 20%
Working as a group/Using class time wisely: 10%

Articles for final presentations:
4) Gifoyle’s - The Moral Origins of Police Surveillance
5) Alamillo – “Playing Across Borders”
Final
Your final will include one essay that will be focused entirely on the final presentations. They will examine the concepts and particular events covered during the class. They will be online, open book, and open notes. Because they will be open book and open note, I expect all students to use historical information with accuracy.

Students will be expected to consider the larger theoretical humanities questions as well as explain the details of history in a cohesive series of essays. You will answer two essays that will be open-ended questions and one question in which you will use your imagination to explore historical ideas and humanities’ concerns.

I will provide an online rubric and (ideally) the final will be done on personal student computers.

Student Learning Outcomes
4. Students will be able to assess the causes and ramifications of social, cultural, political, legal, and foreign policy change in the United States during the twentieth century.
5. Students will be able to demonstrate knowledge of the contributions of diverse groups and personages including women, African Americans, Native Americans, Mexican Americans, Asian Americans, and Europeans to the culture of the United States.
6. Students will be able to develop critical thinking skills by learning how to analyze, evaluate, and interpret the historical evidence of primary sources.

Requirements and Guidelines
Attendance/Drop Policy
During the first four weeks of class your attendance is mandatory if you want to remain in the class. If for any reason you must be absent please let me know ahead of time in the class before or afterwards in the following class. You may send me an e-mail but that will not count as letting me know of your absence.

After census has been taken, I will stop taking attendance in class. Regardless, please let me know ahead of time if you need to miss class and if you will miss more than two classes. If you have missed class, please speak to your fellow students about your missed work. While you may email me and ask me general questions, please do not ask me what you missed in
class. Your syllabus and canvas were created for you to follow the coursework.

Disruptive Behavior Consequences

Conversations in class will be civil while retaining the possibility for disagreement. Phones must be set to vibrate or silenced once class begins. Basic respect is expected: do not text or browse your phone during class out of regard for your instructor and for your peers. Take necessary conversations outside. Students found disruptive will be asked to leave.

Deadlines to drop, add, apply for Pass/Fail, and perform other bureaucratic business are your responsibility to know. Do not assume that the instructor will automatically drop students because of absences from class. Please feel free to fill out these dates appropriately to help you remember. They are in order of significant deadlines.

- Last day to add class
- Last day to request Pass/No-Pass grading
- Last day to submit audit cards
- Last day to drop class without a grade of “W”
- Last day to drop class with a grade of “W”

Academic Dishonesty Consequences

College study is the process of becoming an independent scholar. All students are expected to do their own work. All forms of cheating and plagiarism are absolutely forbidden. Students found cheating will receive a zero for the assignment and perhaps a failing grade for the course. Serious infractions might result in being reported to the College Administration and become part of the student’s file. Examples of cheating include, but are not limited to:

- Using unauthorized materials on exams
- Copying other student exams
- Submitting any assigned work not the student’s own

Special Services Statement

All students necessitating accommodations for completing class activities and taking exams are responsible for notifying the instructor on the first day of class and for making arrangements in a timely matter. Pierce College has a wealth of resources to help.

You can check out the Special Services link on the College’s website: http://www.piercecollege.edu/offices/special_services/

Call Special Services at: (818) 719-6430
E-mail Special Services at: special_services@piercecollege.edu