**MODESTO JUNIOR COLLEGE**

**Behavioral & Social Science**

**History 119 – American Social & Cultural History Since 1900**

Instructor:  Al Smith   Founder’s Hall 120H

Office Hours: TTH 8:30-9:30 & 11-12:30 and by appointment (occasionally, I am out of town).

Ph.#, 575-6153

Texts: American Cultures, by Al Smith & A People's History of the United States, by Howard Zinn

**COURSE OUTLINE**

**Course Description:**

Three (3) unit historical surveys of the development of American society and culture focusing primarily on the United States. History 119 surveys 20th and 21st century U.S. social and cultural history.  The U.S. is presented as a nation of immigrants - a kind of stew that is at once multicultural and uniquely mono-cultural.

This course will analyze the social, political, economic, and technological contributions to the multi-cultured American system by various indigenous, European, African, and Asian peoples.  Specific aspects of cultural expropriation, as well as cross-cultural diffusion will be examined.  Discrimination based on gender, politics, and economics will be discussed, as will issues of ethnic assimilation.  These co-educational courses partially fulfill general educational, transferability, and degree requirements.

Social-Cultural History requires students to actively participate in topical class discussions and to apply critical thought in writing logical, focused arguments.  Exams will require short essay answers.  English 101 is recommended for success, but not required.

**HISTORY 119 STUDENT LEARNING OBJECTIVES**

1. Students will be able to demonstrate factual knowledge of key political, economic, social and cultural events and issues in U.S. Social & Cultural History since 1900.
2. Students will be able to apply critical thinking (including causal analysis and skeptical inquiry) to historical concepts and developments in U.S. Social & Cultural History since 1900.
3. Students will be able to evaluate, analyze and interpret primary and secondary historical sources and make historical arguments based on these sources about U.S. Social & Cultural History since 1900.
4. Students will be able to interpret recent events, ideas and cultural productions within the context of historical events in U.S. Social & Cultural History since 1900.

**COURSE WORK**

ALL WORK MUST BE TYPED.  All papers that you want back must be picked-up at my office -  in person – within two weeks of when they are announced to be ready.  Following that time, I will discard those papers. Keep copies of all your work. Online students will receive periodic feedback on their work.

**Writing………………..…………..…….……………………………….….200 pts**

There will be written work due weekly for at least ten of the 15 weeks of the semester.  This will be based on your readings. The total points available are 200 points for the semester.  Check the **syllabus** for specific details and an example of completed work.  These assignments are (approximately) 10 short 1-2 page papers worth 20 points each.

Although the instructions are the same, the readings you are required to critique are different each week.  These assignments will be comprehensive comparative Critiques of the readings and documents. While there is no magic word count that equals an “A” there is a rule of thumb: *quality of thought is better than quantity of BS*.

**A NOTE ON READING**:  Your performance relating to weekly reading is directly linked to your success with course assignments. If you do not read the course material you will not succeed on the writing, testing, or discussion/participation levels.

**Discussion……………………………………………………………….200 pts**

History is a discussion in print.  Each week’s readings and assignments are discussed.  ALL readings are required to be integrated into your **Discussion.**

This means discussion – interaction; written and verbal, etc. -  is 20% of your grade.  When you ask questions, when you discuss issues, when you talk among yourselves in class during a group project, or when you use any out of class tutorial it all counts.   I have individual and group tutorial sessions sometimes available.

**Mid-Term……….…………………………………………………………..200 pts**

We will read the books and some articles.  Portions will be discussed in class. Your mid-term will be in the form of **essay questions** supplied to you on the syllabus (see syllabus), and activated during midterm week.  The essay will be in standard five-paragraph (5) form.  The essay will have a five-source (5) bibliography.

**Final………………..………..………………………………………………...400 pts**

We will have a take home final. Your final will be Student Learning Outcomes annotated bibliography.  It will be take home.  You will provide a single four-page (4) examination of your historic period.  Different from your weekly Discussions, this Final Project will bring together not just a single chapter or week’s readings, but all of the semester into one historic discussion on Race, Gender, Class, Political Economy, and Human Rights.  Check your **syllabus** for details and an example of a completed SLO Final at the appropriate date.

**GRADING SCALE**

**Points possible:**

Writings (Reading Responses)                      = 200

Class Discussions                                            = 200

Mid Term Exam                                                = 200

SLO Final Exam ( take home)                          = 400

Total possible points                         =1000

**Point scale:**         **Percentage**:

900 - 1000+ = A    90%+   = A

800 - 899   = B                   80-89% = B

700 - 799   = C       70-79% = C

600 - 699   = D                            60-69% = D

599 & below = F

**A NOTE ON ATTENDANCE**:

As it is necessary to include aspects of class discussion for the most desirable grade, I recommend full attendance.  More than two (2) consecutive absences will result in impaired understanding of course specifics, but I will not drop you.  If you are having any kind of problems, let me know and we can work around them if possible.   Remember: **IT IS THE STUDENTS ULTIMATE RESPONSIBILITY TO MAKE SURE THAT THEY ARE PROPERLY WITHDRAWN FROM CLASS** should this become necessary.

**IF YOU CARE ABOUT YOUR GRADE, KEEP TRACK OF IT YOURSELF.**