

San José State University  
College of Social Sciences – Department of History  
**HIST 210C: ADVANCED COLLOQUIUM IN U.S. HISTORY (SINCE 1900)**  
Prof. Gendzel – Spring 2019

**DOWNLOAD REQUIRED COURSE MATERIALS ON CANVAS HERE:**

<https://sjsu.instructure.com>

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**Call (408) 924-2337 or Email to: [ecampus@sjsu.edu](mailto:ecampus@sjsu.edu)**

<b>Instructor:</b>	Prof. Glen Gendzel
<b>Office Location:</b>	DMH 134
<b>Telephone:</b>	(408) 924-5514
<b>Email:</b>	<a href="mailto:glen.gendzel@sjsu.edu">glen.gendzel@sjsu.edu</a>
<b>Office Hours:</b>	Tues. 3:00-4:00 PM, Thurs. 3:00-5:00 PM, or by appointment
<b>Class Days/Time:</b>	Thursdays 6:00-8:45 PM
<b>Classroom:</b>	DMH 167
<b>Prerequisites:</b>	Graduate standing or instructor consent
<b>Units:</b>	4 units

### **Course Enrollment and Student Consent**

By enrolling in this course, you consent to all course requirements listed in this syllabus or announced in class. You accept responsibility for using CANVAS (see login URL above) to access required course materials and online resources. You agree to submit all writing assignments to TURNITIN through CANVAS. You are responsible for regularly checking your email via the MySJSU messaging system for announcements. Make sure that MySJSU has your current email address. Contact Prof. Gendzel right away if you cannot access CANVAS, receive email, use the Internet, or read .pdf files. **Do NOT send messages to Prof. Gendzel through CANVAS.** Use email instead.

### **Course Description**

From the catalog: “Intensive readings, discussions, and reports on American history in the twentieth century.” This course will survey the history and historiography of the United States from the late nineteenth century to the late twentieth century. This course is primarily designed to help History graduate students prepare for the “Plan B” MA exam in U.S. history (Part 2, Post-1865). All of the required textbooks for this course are on the History department’s required reading list (2019 edition) for the Plan B exam.

## Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will be able to:

**CLO1:** Demonstrate comprehension of major secondary works of U.S. history, focusing on main arguments rather than minor details. Assessed by class discussion, book reviews, and final exam.

**CLO2:** Critically analyze the work of major U.S. historians, focusing on the author's thesis, argument, and use of evidence. Assessed by class discussion, book reviews, and final exam.

**CLO3:** Write persuasively in the style of the historical profession and use proper Chicago style citations. Assessed by book reviews.

## Required Textbooks

1. Matthew Frye Jacobson, *Barbarian Virtues: The United States Encounters Foreign Peoples at Home and Abroad, 1876-1917* (New York: Hill and Wang, 2000). ISBN 9780809016280
2. Michael McGerr, *A Fierce Discontent: The Rise and Fall of the Progressive Movement in America, 1870-1920* (New York: Oxford University Press, 2005). ISBN 9780195183658
3. Christopher Capozzola, *Uncle Sam Wants You: World War I and the Making of the Modern American Citizen* (New York: Oxford University Press, 2008). ISBN 9780199734795
4. Lizabeth Cohen, *Making a New Deal: Industrial Workers in Chicago, 1919-1939*, 2nd ed. (1990; repr., New York: Cambridge University Press, 2014). ISBN 9781107431799 [1990 ED. ACCEPTABLE]
5. Robert S. McElvaine, *The Great Depression: America 1929-194*, 25th Anniversary Edition (New York: Three Rivers Press, 2009). ISBN 9780812923278
6. Kenneth D. Rose, *Myth and the Greatest Generation: A Social History of Americans in World War II* (New York: Routledge, 2008). ISBN 9780415956772
7. Campbell Craig and Fredrik Logevall, *America's Cold War: The Politics of Insecurity* (Cambridge, MA: Belknap Press of Harvard University Press, 2009). ISBN 9780674064065
8. Elaine Tyler May, *Homeward Bound: American Families in the Cold War Era*, Revised Edition (New York: Basic Books, 2017) ISBN 9780465064649
9. Jeanne Theoharis, *A More Beautiful and Terrible History: The Uses and Misuses of Civil Rights History* (Boston: Beacon Press, 2018) ISBN 9780807063484
10. Christian G. Appy, *Working-Class War: American Combat Soldiers and Vietnam* (Chapel Hill: University of North Carolina Press, 1993). ISBN 9780807843918
11. Ruth Rosen, *The World Split Open: How the Modern Women's Movement Changed America*, rev. ed. (New York: Penguin, 2006). ISBN 9780140097191 [2000 ED. ACCEPTABLE]
12. Jefferson Cowie, *Stayin' Alive: The 1970s and the Last Days of the Working Class* (New York: New Press, 2012). ISBN 9781595587077
13. Doug Rossinow, *The Reagan Era: A History of the 1980s* (New York: Columbia University Press, 2016). ISBN 9780231169899
14. Neil Foley, *Mexicans in the Making of America* (Cambridge, MA: Harvard University Press, 2014). ISBN 9780674975354

All textbooks are available for purchase at the Spartan Bookstore. Most are also on 2-hour reserve at King Library's circulation desk. A few supplementary readings (3 articles) are posted on CANVAS.

## **University Credit Hour Requirement**

University policy S16-9: “Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Because this is a 4-unit course, you can expect to spend a minimum of **8 hours per week** completing class-related assignments, in addition to the in-person class meetings. Outside of class, you are expected to complete all reading assignments, write four or five book reviews, and prepare for the final exam. Careful time management will enable you to keep up with assignments and succeed in all your classes.

## **Course Overview**

Each week you are expected to do the assigned reading, attend class, and participate actively in discussion. One week, you will write discussion questions for the class and lead (or co-lead) class discussion. In four other weeks (i.e., NOT the week when you lead discussion), you will write book reviews (6-8 pages) of the assigned books for those weeks. Choose four different books assigned in four different weeks to review, based on your interests and your schedule. Submit each book review at the beginning of class on the day when the book that you reviewed is assigned and about to be discussed in class. Book reviews must follow the format in the Book Review Instructions (download from CANVAS) and use proper Chicago Style citations. At the end of the semester, you will take a 2 1/2 hour written final exam that will serve as practice for the “Plan B” MA exam.

## **Classroom Protocol**

Class meetings will begin with an overview of relevant historiography by Prof. Gendzel. Most class time will be devoted to discussion of the assigned reading. At the first class meeting, you will sign up to lead (or co-lead) one week’s discussion and to provide discussion questions in advance for your classmates. Each week, a student will lead discussion of assigned readings based on the discussion questions distributed in advance. Come prepared to answer the discussion questions every week. Share your thoughts and reactions to the readings in response to the discussion questions. Listen attentively and respectfully to your classmates, and to Prof. Gendzel as well. Give others a chance to talk. Don’t confront anyone or put anyone on the spot. Don’t get defensive or take anything personally. Don’t be offended if Prof. Gendzel asks you to stop talking so someone else can talk.

## **Electronic Devices**

University Policy S12-7: “You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.” Turn off ALL electronic devices such as phones, recorders, and laptops and put them away when you come to class. Do not use ANY electronic devices in class without Prof. Gendzel’s written permission in advance. Do not send or receive calls, texts, or messages in class (except in emergencies). Do not leave the room during class to send or receive messages or phone calls (except in emergencies). Wait until break or after class. Do not photograph, record, transmit, share, stream, upload, broadcast, archive, or post anything from this class to anyone in any way for any purpose.

## Attendance Policy

University Policy F15-12: “Students are expected to attend all meetings for the courses in which they are enrolled as they are responsible for material discussed therein . . . . Attendance is the responsibility of the student.” Attendance will be taken in this class, though attendance per se is not part of your grade. You are expected to attend every class meeting from start to finish. If you must arrive late or leave early, use the rear door and sit in the back of the room. Students who come and go repeatedly during class may be prohibited from reentering.

## Missed Classes and Makeup Papers

Notify Prof. Gendzel IN ADVANCE if you will miss a class. You must write a makeup paper (4-6 pages) that answers all of the discussion questions for any class meeting that you miss. Submit your makeup paper to TURNITIN through CANVAS before the start of the next class meeting and bring a printed, stapled copy of the same makeup paper to that class meeting. NEVER submit a book review and a makeup paper about the same book. If you are excessively late to any class, Prof. Gendzel may require that you to submit a makeup paper in the following week. If you attend every class meeting on time, you do not need to submit any makeup papers.

## Makeup Paper Format

Makeup papers (4-6 pages) should answer all of the discussion questions for class meetings that you missed, making ample reference to the assigned reading (including any supplementary assigned readings). Makeup papers should conclusively demonstrate that you did the reading and that you could have answered all of the discussion questions even though you were not in class. Use regular essay format, NOT bullet points. Do NOT restate the discussion questions in your paper. Use the format specified in the Book Review Instructions for margins, typeface, quotations, Chicago Style references, etc. Makeup papers will not be returned. Failure to submit a satisfactory makeup paper on time for any missed class meeting will negatively affect your class participation grade.

## Grading Policy

Grading will reflect Prof. Gendzel’s professional judgment of your performance according to the criteria listed in this syllabus and in the Book Review Instructions. There is no “extra credit.” Instead, you will earn seven letter grades with these standard point values:

<b>A+ = 4.3</b>	<b>B+ = 3.3</b>	<b>C+ = 2.3</b>	<b>D+ = 1.3</b>	<b>F = 0</b>
<b>A = 4.0</b>	<b>B = 3.0</b>	<b>C = 2.0</b>	<b>D = 1.0</b>	
<b>A- = 3.7</b>	<b>B- = 2.7</b>	<b>C- = 1.7</b>	<b>D- = 0.7</b>	

Your final grade in the course will be calculated strictly by these point values, weighted according to the chart below, rounded up OR down to the NEAREST grade. In borderline cases, class participation could be decisive.

<b>Class Participation</b>	<b>30%</b>
<b>Discussion Questions &amp; Leadership</b>	<b>10%</b>
<b>4 Book Reviews</b>	<b>4 x 10% = 40%</b>
<b>Final Exam (Thursday, May 16, 6:00-8:30 PM)</b>	<b><u>20%</u></b>
	<b>100%</b>

### **Grading Criteria for Class Participation (30%)**

You are expected to participate actively in class discussion every week in order to show that you are doing the assigned reading and preparing answers to the weekly discussion questions. Your contributions to class discussion should pertain to the assigned readings, the discussion questions, and related history or historiography. Please refrain from discussing TV shows, movies, music, sports, celebrities, current events, or your personal life. Try to respond to what others have said. Show courtesy, respect, charity, and consideration toward others. At the end of the semester, Prof. Gendzel will assess your average weekly preparation and performance. Quantity, quality, courteousness, responsiveness, insightfulness, and relevance of your class participation all “count.”

### **Grading Criteria for Discussion Questions and Leadership (10%)**

One week this semester, you are required to write discussion questions about the assigned readings. Write 2 or 3 questions per book chapter, plus more for any supplementary assigned readings, 1 or 2 single-spaced pages in total. You are required to email your discussion questions to Prof. Gendzel in advance, and then lead (or co-lead) the class discussion. Structure the discussion any way you wish, but try to cover as much of the assigned reading as possible. Email your discussion questions to Prof. Gendzel by 9:00 PM on Monday of the week when you are scheduled to lead discussion. Prof. Gendzel may edit your questions; then he will resend them to the entire class within 24 hours or so. When class meets on Thursday, you should begin the discussion by giving your general impression of the book in your own words. Then lead the discussion based on your (possibly edited) questions that your classmates received in advance. State your questions aloud, give your classmates time to respond, and answer your own questions before moving on to the next one. Try to maximize input from your classmates. Your grade on discussion questions and discussion leadership will reflect Prof. Gendzel’s assessment of the quality of your questions, your general impression of the book, your structuring of the discussion, your own answers to your questions, and the effectiveness of your discussion leadership in eliciting maximum, lively participation from your classmates.

### **Grading Criteria for Book Reviews (4 x 10% each = 40%)**

You are required to submit FOUR book reviews (6-8 pages each) during the semester. Each review is due at the beginning of the class meeting when the book you review is scheduled for discussion (except for Week 2; you can turn in a book review for that week in Week 2 or in Week 3). Choose books to review based on your interests and your schedule. There is NO advance sign-up. Do NOT submit a book review in any week when you will miss class or lead discussion. NEVER submit a book review and a makeup paper about the same book. Reviewing unassigned chapters in the assigned books is optional. Do NOT include any supplementary readings in your review. If you consult ANY outside sources in writing a review, you must cite them fully in Chicago Style. Each of your book reviews should summarize and critically analyze one assigned book using the format described in the Book Review Instructions (download from CANVAS), with proper Chicago Style references. Your reviews will be graded 40% on summary, 50% on critical analysis, and 10% on style and mechanics. Late reviews will be penalized two full steps (e.g., from “B+” to “B-”) for missing the due date by up to 24 hours, and another two full steps for every 24 hours thereafter based on the time/date of submission to TURNITIN through CANVAS, which is the ONLY way to submit a late review. Download the Book Review Instructions from CANVAS for more information. **Any book review not submitted to TURNITIN through CANVAS will receive a grade of “F” (0).**

## **Rewrite Policy and Optional Fifth Book Review**

At Prof. Gendzel's discretion, rewrites of individual book reviews MAY be allowed, but only for reviews that earned a "C" or below. No grade better than "B+" is possible on a rewrite. Rewrites must be very substantially improved in response to Prof. Gendzel's comments. Rewrites are due in class one week after the original version was returned in class. Alternatively, if you are dissatisfied with the grade you earned on any book review, you may submit a fifth book review and substitute the grade that you receive on it for your lowest previous book review grade, if your grade on your fifth review is higher. (If not, then your grade on your fifth book review will simply "not count.") The usual requirements for book review format, due dates, and lateness penalty apply to rewrites and fifth book reviews.

## **Grading Criteria for the Final Exam (20%)**

You are required to take the final exam on Thursday, May 16, 6:00-8:30 PM. It will cover all assigned readings for the semester. You will write TWO essays similar in format to the "Plan B" MA Exam in U.S. History (Part 2, Post-1865). Essay questions will not be distributed in advance. The final exam will provide some choice of questions for you to answer. Write your answers in blue or black ink in two large-size 8½" x 11" exam booklets available for purchase at the Spartan Bookstore. The final exam will be closed-book, with no notes allowed. You may NOT refer to books, notes, printouts, photocopies, headphones, earbuds, or any electronic devices (e.g., computers, cell phones, digital assistants, recorders, players, laptops, tablets, etc.) during the final exam. (NOTE: The actual Plan B exam requires that you write THREE essays in 4 hours; the Final Exam for this class requires that you wrote TWO essays in 2 1/2 hours. This will be good practice.)

## **Incompletes**

University Policy S09-7 requires that a grade of Incomplete may be granted only when a student has satisfactorily completed a substantial portion of the course requirements and is unable to complete the course because of an accident, illness, military service, or some other "unforeseen, but fully justified" event beyond the student's control. Incompletes will only be considered for students with documented emergencies who have successfully completed over 50% of course requirements already. Incompletes are NOT for students who want more time to work on book reviews or who decide, after the course is over, that they want a better grade. No student will receive a grade of Incomplete without prior consultation with Prof. Gendzel, who may grant an "F" instead. University Policy S09-7 also requires that a grade of Incomplete must be made up within a calendar year, or else it will automatically convert into a failing grade.

## **Office Hours**

Prof. Gendzel wants you to do well in this course. For this reason, he will hold office hours every week (see schedule on p. 1). This is your time to meet with Prof. Gendzel to discuss your performance and how to improve. Office hours are first-come, first-served with no appointment necessary. If you are concerned about your performance in the course, it is your responsibility to seek Prof. Gendzel's help. If you cannot attend regularly scheduled office hours, make an appointment. During office hours, Prof. Gendzel will gladly look over rough drafts of your book reviews before they are due and make suggestions for improvement, but only in person. Do NOT email rough drafts or any portions of rough drafts to Prof. Gendzel. You may also get help from the SJSU Writing Center and/or the History writing tutors at the ACCESS Center.

## UNIVERSITY POLICIES

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc., will be available on the Office of Graduate and Undergraduate Programs syllabus information web page (<http://www.wjsu.edu/gup/syllabusinfo>). Make sure to review these university policies and resources.

NOTE: Academic Integrity, Cheating, and Plagiarism policies are reprinted here for your convenience.

### Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at SJSU. The University Academic Integrity Policy F15-7 (<http://www.sjsu.edu/senate/docs/F15-7.pdf>) requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. Visit the Student Conduct and Ethical Development website (<http://www.sjsu.edu/studentconduct>) for more information.

### Cheating & Plagiarism

**Cheating – from University Policy F15-7:** “San José State University defines cheating as the act of obtaining credit, attempting to obtain credit, or assisting others to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating includes: copying, in part or in whole, from another’s test. . . . submitting work previously graded in another course without prior approval by the course instructor. . . . submitting work previously graded in another course without prior approval by the course instructor. . . . submitting work simultaneously presented in two or more courses without prior approval of all course instructors. . . . using or consulting sources, tools or materials prohibited by the instructor prior to or during an examination; altering or interfering with the grading process; sitting for an examination by a surrogate or as a surrogate; any other act committed by a student in the course of his or her academic work that defrauds or misrepresents, including aiding others in any of the actions defined above.”

**Plagiarism – from University Policy F15-7:** “San José State University defines plagiarism as the act of representing the work of another as one’s own without giving appropriate credit, regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism includes: knowingly or unknowingly incorporating the ideas, words, sentences, paragraphs, parts of sentences or paragraphs, or the specific substance of another’s work without giving appropriate credit, and representing the product as one’s own work.”

**Cheating and/or plagiarism will result in a grade of “F” in this course and possible sanctions by the University, as authorized by Sec. 3.1.6 of University Policy F15-7.** All assignments for this class must be completed by the individual student. Your name on your submitted coursework constitutes your promise that it represents 100% your own effort, unless you properly acknowledge every source. You are responsible for knowing and abiding by the definition of cheating and plagiarism in SJSU’s Academic Integrity Policy. Claims of innocence, good intentions, forgetfulness, ignorance of rules, reliance on others, or technological failures do not excuse cheating or plagiarism.

### Library Liaison

The History Department Library Liaison is Nyle Monday ([Nyle.Monday@sjsu.edu](mailto:Nyle.Monday@sjsu.edu)). Contact him for help with any library assignments in your History classes. His telephone number is (408) 808-2041.

# HIST 210C: ADVANCED COLLOQUIUM IN U.S. HISTORY (SINCE 1900)

## SPRING 2019 COURSE SCHEDULE

This schedule is subject to change with fair notice. Changes will be announced in class, by email, and/or posted on CANVAS. Follow the weekly schedule of reading assignments. Be prepared to spend at least 8 hours per week doing the reading, plus additional time writing book reviews, discussion questions, and studying for the final exam. Budget your time accordingly. Read the assigned books and come to class prepared to answer the discussion questions orally. **The proper edition of the assigned books must be read in their entirety, including prefaces, forewords, introductions, conclusions, afterwords, postscripts, and epilogues, unless otherwise indicated.** If you need help reading history books, consult the Rael Guide posted on CANVAS.

All textbooks are available for purchase at the Spartan Bookstore. Some are also on 2-hour reserve at King Library's circulation desk. Supplementary readings are available to download from CANVAS as .pdf files free of charge. Notify Prof. Gendzel immediately if you are unable to access them.

Week	Date	Discussion Topics & Reading Assignments
1	Jan. 24	<p><b>COURSE INTRODUCTION</b></p> <p>Read and discuss this syllabus. Sign up for the week when you will lead class discussion. Start planning when you will write your book reviews and start arranging your schedule so that you will have adequate time to write them.</p>
2	Jan. 31	<p><b>GILDED AGE AMERICA</b></p> <p>Matthew Frye Jacobson, <i>Barbarian Virtues: The United States Encounters Foreign Peoples at Home and Abroad, 1876-1917</i> (New York: Hill and Wang, 2000).</p>
3	Feb. 7	<p><b>THE PROGRESSIVE ERA</b></p> <p>Michael McGerr, <i>A Fierce Discontent: The Rise and Fall of the Progressive Movement in America, 1870-1920</i> (New York: Oxford University Press, 2005). [SKIP CHAP. 9]</p> <p style="padding-left: 40px;">ALSO ASSIGNED: Glen Gendzel, "What the Progressives Had in Common," <i>Journal of the Gilded Age and Progressive Era</i> 10 (July 2011): 331-339. [DOWNLOAD FROM CANVAS]</p> <p>[DO include the article in discussion questions for this week.] [DO NOT include the article in book reviews for this week.]</p>
4	Feb. 14	<p><b>WORLD WAR I</b></p> <p>Christopher Capozzola, <i>Uncle Sam Wants You: World War I and the Making of the Modern American Citizen</i> (New York: Oxford University Press, 2008).</p>

Week	Date	Discussion Topics & Reading Assignments
5	Feb. 21	<p><b>IMMIGRANTS &amp; THE 1920s</b></p> <p>Lizabeth Cohen, <i>Making a New Deal: Industrial Workers in Chicago, 1919-1939</i>, 2nd ed. (1990; New York: Cambridge University Press, 2014). [1990 ED. ACCEPTABLE] [SKIP PREFACES, CHAPS. 7-8, AND CONCLUSION]</p>
6	Feb. 28	<p><b>THE GREAT DEPRESSION</b></p> <p>Robert S. McElvaine, <i>The Great Depression: America 1929-194</i>, 25th Anniversary Edition (New York: Three Rivers Press, 2009). [SKIP CHAP. 1 AND CHAP. 14]</p>
7	Mar. 7	<p><b>WORLD WAR II</b></p> <p>Kenneth D. Rose, <i>Myth and the Greatest Generation: A Social History of Americans in World War II</i> (New York: Routledge, 2008). [SKIP CHAP. 8]</p> <p>ALSO ASSIGNED: Stephen Ambrose, "Just Dumb Luck': American Entry into World War II," in <i>Pearl Harbor Revisited</i> (New York: St. Martin's Press, 1995), 93-102. [DOWNLOAD FROM CANVAS]</p> <p>ALSO ASSIGNED: Gar Alperovitz, "Historians Reassess: Did We Need to Drop the Bomb?" in <i>Hiroshima's Shadow</i> (Stony Creek, CN: Pamphleteer's Press, 1998), 5-21. [DOWNLOAD FROM CANVAS]</p> <p>[DO include the articles in discussion questions for this week.]</p> <p>[DO NOT include the articles in book reviews for this week.]</p>
8	Mar. 14	<p><b>THE COLD WAR ABROAD</b></p> <p>Campbell Craig and Fredrik Logevall, <i>America's Cold War: The Politics of Insecurity</i> (Cambridge, MA: Belknap Press of Harvard University Press, 2009). [SKIP CHAPS. 7-9]</p>
9	Mar. 21	<p><b>THE COLD WAR AT HOME</b></p> <p>Elaine Tyler May, <i>Homeward Bound: American Families in the Cold War Era</i>, Revised Edition (New York: Basic Books, 2017).</p>
10	Mar. 28	<p><b>THE CIVIL RIGHTS MOVEMENT</b></p> <p>Jeanne Theoharis, <i>A More Beautiful and Terrible History: The Uses and Misuses of Civil Rights History</i> (Boston: Beacon Press, 2018).</p>

Week	Date	Discussion Topics & Reading Assignments
	April 4	<b>SPRING BREAK – NO CLASS MEETING</b>
11	April 11	<b>THE VIETNAM WAR</b> Christian G. Appy, <i>Working-Class War: American Combat Soldiers and Vietnam</i> (Chapel Hill: University of North Carolina Press, 1993). [SKIP CHAP. 9]
12	April 18	<b>FEMINISM</b> Ruth Rosen, <i>The World Split Open: How the Modern Women’s Movement Changed America</i> , rev. ed. (New York: Penguin, 2006). [2000 ED. ACCEPTABLE] [SKIP CHAPS. 8-10 AND EPILOGUE]
13	April 25	<b>THE 1970s</b> Jefferson Cowie, <i>Stayin’ Alive: The 1970s and the Last Days of the Working Class</i> (New York: New Press, 2012). [SKIP CHAP. 1 & CHAP. 8]
14	May 2	<b>THE 1980s</b> Doug Rossinow, <i>The Reagan Era: A History of the 1980s</i> (New York: Columbia University Press, 2015).
15	May 9	<b>IMMIGRATION</b> Neil Foley, <i>Mexicans in the Making of America</i> (Cambridge, MA: Harvard University Press, 2014).
Final Exam	May 16 6:00-8:30 PM	<b>FINAL EXAM: THURSDAY, MAY 16, 6:00-8:30 PM IN DMH 167</b> <b>BRING TWO BLANK 8½” x 11” EXAM BOOKLETS AND TWO PENS</b> <b>NO BOOKS, NOTES, COMPUTERS, OR ELECTRONIC DEVICES ALLOWED</b> <b>FINAL GRADES WILL BE POSTED ON MySJSU</b> <b>ENJOY WINTER BREAK!</b>