

HONR 201B
American Institutions and Values Since 1900
Section 43 (Tues. & Thurs. 1:00-2:15 p.m. in UH-204)
Spring 2004

Prof. Scott Tang

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Office Hrs: Tues. 2:30-5:00 p.m. and Thurs. 2:30-4:00

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Course Description and Learning Goals

This class provides a foundation for analyzing American government and politics since 1900. Our discussions will focus on the changing meaning of democracy and equality and the changing relationship between state and society. The selected readings also address the theme for the sophomore honors seminar, "Empowerment, Rights, and Boundaries," and should allow us to examine the social and institutional construction of race, ethnicity, gender, and social class.

HONR 201B meets the General Education "American History, Institutions and Values" requirement (II.B.2.). In line with our university's "Goals of General Education," this course will ask you to do the following:

- To understand critically the historical development of American institutions and values and their impact on the individual and collective lives of Americans;
- To assess critically how the Constitution of the United States and government under the Constitution have shaped American democracy and contemporary American society;
- To understand critically the political culture of citizen participation, including political parties, pressure groups, public opinion and the electoral process;
- To assess critically the Constitutions of the United States and of California, and the operation of representative democratic government under those Constitutions;
- To explain the processes and interaction between and among local, state and national government, with particular reference to California;
- To understand critically the structures, functions, and processes of the three branches of government and resulting public policies; and
- To assess critically behavior and institutional practices in United States and California politics.

I will be assessing your critical thinking and communication skills. Critical thinking and effective speaking and writing are essential skills that are applicable to any endeavor you pursue. You will be writing four response papers and an in-class essay exam to demonstrate and to hone these skills. In addition, you will be writing a brief essay after analyzing the political content expressed in an approved alternative newspaper.

Required Reading

These are the books that you will be reading for this class:

- Lizabeth Cohen, *Making a New Deal*
- Steve Fraser and Gary Gerstle (eds.), *Rise and Fall of the New Deal Order*
- Ruth Rosen, *The World Split Open*
- Leland Saito, *Race and Politics*

You can purchase these books in our campus bookstore. While you are there, please purchase one large blue book (8.5" x 11.0") and give it to me at the start of the semester. You do not need to write your name on the blue book's cover.

In addition to discussing these books, we will be reading several handouts (coded "H" in the reading schedule and distributed through Blackboard).

Student Evaluation

Your semester grade will be determined in the following manner:

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| • Two Response Papers (March 5, May 6) | 25% |
| • Newspaper Essay (April 8) | 25% |
| • Final Exam (May 25, 12:00 p.m. – 1:50 p.m.) | 25% |
| • Attendance and Class Participation | 25% |

You will write response papers for *Making a New Deal* and *The World Split Open*. Each paper should be 4-5 pages long. It will relate the author's purpose as well as explain and evaluate some of the key arguments. Do not simply summarize the content of the book. I want you to include your informed opinion concerning the issues discussed.

You will be reading and analyzing an alternative newspaper for its political content. In the essay, you will contextualize the source and content and tell me what you learned. Detailed instructions for the assignment will be given in class.

Unless I authorize you to submit your response paper or newspaper essay at a later date, your grade for the assignment will be lowered a half a grade for each additional day following the deadline.

You will be receiving additional information concerning the final exam as we get closer to the scheduled date. All you need to know at this point is that you will need to convey your knowledge of the course materials. The grade you receive is an assessment of content, organization, and expression. If you miss the exam for a serious and documented reason, I will allow you to take a different test. Only exams written on inspected and stamped blue books will be graded. Moreover, unless I tell you otherwise, you will bring only writing instruments on the exam day. The exam proctor will give you a blue book to take the exam.

The success of the seminar depends on your abilities to engage in an intellectual exchange addressing the themes of the course. You will attend ALL class meetings, and you will come prepared to demonstrate a command of the assigned reading. Missing class will adversely affect your grade.

Grades:

- A Mastery of course material and excellent communication and critical thinking skills
- B Solid comprehension of course material and good communication and thinking skills
- C Met the minimum standard for knowledge, communication, and critical thinking
- D Incomplete understanding of course material or deficiencies in communication and critical thinking
- F Unsatisfactory performance

Incompletes will be given only for extremely compelling reasons.

Classroom Policies

Please maintain a positive learning environment by following these rules:

- **Come to class on time (1:00 p.m.) and stay until dismissed**
- **Give whoever is speaking your undivided attention**
- **Turn off pagers, phones, and other unnecessary electronic devices**
- **Refrain from eating in class**

Lastly, I will not tolerate any form of academic dishonesty. Those who get caught plagiarizing (i.e., unacknowledged and inappropriate use of the ideas or wording of another writer) or cheating on the final exam will fail the course and will be reported to the Dean of Students.

Semester Outline and Reading Schedule

	Meeting Topic	Completed Assignment
Week 1		
3-Feb	Introduction	
5-Feb	“We the People” and Others	H
Week 2		
10-Feb	Reactionary Politics in the early 20thC	H
12-Feb	Segmentation of the Working Class in Chicago	Cohen, 11-52
Week 3		
17-Feb	Persistence of Ethnic Subculture	Cohen, 100-158
19-Feb	Welfare Capitalism and Labor Relations	Cohen, 160-211
Week 4		
24-Feb	Politicization of Workers	Cohen, 214-249
26-Feb	Rise of the CIO	Cohen, 252-289
Week 5		
3-Mar	Organized Labor and the State	Cohen, 291-360; Fraser & Gerstle, 55-84
5-Mar	Political Alternatives	RESPONSE PAPER
Week 6		
9-Mar	Expanding Role of Government	Fraser & Gerstle, 3-31, 85-121
11-Mar	War Mobilization and the State	H
Week 7		
16-Mar	Perspectives on Wartime Internment	H
18-Mar	Business, Labor, and the State in the Postwar Era	Fraser & Gerstle, 122-153; H
Week 8		
23-Mar	Struggles for Civil Rights	H
25-Mar	Research Session	None
Week 9	SPRING BREAK	
Week 10		
6-Apr	Postwar Families	Fraser & Gerstle, 153-181; Rosen, 3-36
8-Apr	Mississippi Freedom Democratic Party	NEWSPAPER ESSAY
Week 11		
13-Apr	Feminist Movements	Rosen, 37-93
15-Apr	New Left Politics	Rosen, 94-140; Fraser & Gerstle, 212-242

Week 12		
20-Apr	Politicizing the Private I	Rosen, 143-195
22-Apr	Politicizing the Private II	Rosen, 196-260
Week 13		
27-Apr	Infusion of Feminism in American Culture	Rosen, 263-294
29-Apr	Backlash Against Feminism	Rosen, 295-330
Week 14		
4-May	New Conservatism	Fraser & Gerstle, 185-211; 243-293; H
6-May	Social Movements and State Response	RESPONSE PAPER
Week 15		
11-May	Suburban Melting Pot in California	Saito, 17-54
13-May	Minority Politics on the Local Level	Saito, 55-124
Week 16		
18-May	Challenge of Multiethnic Politics	Saito, 135-180
20-May	Democracy in the Media Age	
25-May	Final Exam (T 12:00 p.m. – 1:50 p.m.)	