

History 148

U. S. History:
The Global Age

Winter 2015
(5 credits)
Dr. Tim Heinrichs, Instructor

Contact:

OFFICE: A-100B
PHONE: 425-564-2114
E-MAIL: theinric@bellevuecollege.edu

OFFICE HOURS:
Monday, Wednesday @ 4:15-5:15,
or by appointment

Welcome--

In tracing the American story from the age of Theodore Roosevelt to the beginning of the 21st century, HISTORY 148 stresses these themes:

- * the rise of the modern state--"big government"*
- * from barely involved to world leadership*
- * cultural change and confrontations*

What a story! It never lets up. As the 20th century dawned, the United States had completed a remarkable era of growth and was already atop the world as an industrial giant. The nation--merely a mosquito in world affairs a century before--had just recently flexed its muscles, stripping Spain of its empire and demanding a voice in the counsels of the Great Powers. Living standards were climbing as the age of electricity dawned, and American civilization appeared to be tied to perpetual progress. In September 1901 President William McKinley traveled to the Pan-American Exposition in Buffalo, New York, to greet the new era at this showcase for the amazing triumphs of American culture and technology...

But then, catastrophe! The President was shot by an anarchist. He lingered for a few days, while the technology that could save him was on display elsewhere at the exposition--the X-ray machine. But it was not put to use. The President died.

The new chief executive was the charismatic, unpredictable Theodore Roosevelt. This youngest President in American history gladly seized the reins of power. He loved the Presidency and made it the focus of American government. Americans rallied to his standard of civic righteousness. But as

time went on, the Republican Roosevelt worried over the possibilities and limits of American civilization. He pondered the apparently intractable divisions emerging in industrial society...the coming crash of the world order...the cultural crises facing an urbanized American civilization...the disturbing threat as well as the promise of the 20th century...

His successors from Taft to Obama would cover much of the same ground.

HISTORY 148 is a survey of United States history over the past century. It is designed to follow the major changes since 1900 in how Americans have thought and lived and been governed. We will try to understand not only major social and political processes that drove change, but also the human and personal experience of change. We will try to assess the long-standing issues of our time and use historical insight to interpret the new era facing us now. How relevant for today are the American political and cultural struggles that took place at the dawn of the 20th century?

Since 1900, a lot of water has flowed under the bridge. This nation has dealt with such issues as the Panama Canal, trust-busting, the "New Woman," the Pinchot-Ballinger affair, the "New Freedom," women's suffrage, the Lusitania disaster, "Over There," the Red Scare, the "return to normalcy," the Scopes trial, Babe Ruth, the Crash, the Hundred Days, Social Security, Court-packing, the China Incident, Munich, Pearl Harbor, D-Day, the Fair Deal, Korea, the Sputnik scare, the New Frontier, Freedom Rides, the War on Poverty, escalation, Spiro Agnew, the Yom Kippur War, Watergate, WIN buttons, abortion, the Olympic boycott, the Reagan tax cut, the arrival of the pc, the Reagan-Gorbachev summits, the Gulf War, the end of the Cold War, 9-11, the invasions of Iraq and Afghanistan, the 2008 crash...How can we make sense of it all?

The word "history" comes from a Greek term for "inquiry." This means that we are not flying blind, collecting swarms of unrelated items. Pursuing the meaning of the past is like amassing scientific evidence in that we propose a hypothesis and try to prove it. On the other hand, you can stage a laboratory experiment; you might even prove your hypothesis that some chemical is unstable by blowing up your work station. But you can't repeat history that way. Instead, historians--like lawyers--piece together what happened and what it means from a variety of lasting evidences such as newspapers, eyewitness accounts, diaries, archaeological finds, literature, etc.

COURSE STRATEGY--

At the conclusion of this course, successful students will be able to:

1. Analyze and explain the various processes of change in American society, the roles of key people, facts, and events of the period under study
2. Demonstrate the importance of traditions of thought and ethical values in historical change
3. Explain the international or global patterns of U. S. history
4. Evaluate historical arguments, judging the appropriateness of both logic and content
5. Differentiate between facts, value judgments, and generalizations
6. Write logically and clearly about historical topics

History is absolutely do-able if you think strategically. Think about overall trends. File facts away according to what they mean for major trends. The specific details absorbed in the course material will mean little unless you can do that. You are encouraged to put together your own interpretations of the facts.

COURSE REQUIREMENTS--

BOOKS

Robert A. Divine, T. H. Breen, et al, *The American Story*, combined fifth edition (2012). This is the main text; it is also used in History 146 and History 148. With it comes a series of printed readings, Voices of the American Past, containing many of the same readings as in My History Lab (more on that below).

Elliott J. Gorn, ed., *The McGuffey Readers: Selections from the 1879 Edition*. From the 1830s to the 1920s millions of youngsters were educated, socialized, and morally uplifted by these comprehensive readers. Exploring these readers will give us some understanding into the nation's intellectual and moral framework and will help us analyze the process of change in society

My History Lab. Additional assignments and resources are provided online. Our textbook publisher, Pearson, has a set of readings and videotaped discussions on which assignments will be based. This is called "My History Lab." You need to register for the Pearson site after you get your copy of American Story. This will take you to assigned readings in "My History Lab." See below.

Note: if you bought the Textbook used, or from a source other than the BC Bookstore, you have to pay separately for My History Lab. Follow the directions below and register.

COURSE NAVIGATION--

Essentially, there are two places to go in order to find information and directions for the class. There is the Home Page, with all its links toward the center. Then there is the menu on the left, where the "Modules" (and Grades) can be found. (Also be sure to check Announcements).

Time-wise, the class is divided into four "Modules." Within each of these periods are two "Discussions," which are tied to brief essay assignments. There are a total of eight "Discussions." Here is the schedule for modules and discussions, and for producing your Discussion essays:

MODULES & DISCUSSIONS
<i>First Module: January 5-26</i>
Discussion #1 essay due 1/12; response due 1/15
Discussion #2 essay due 1/22; response due 1/26
<i>Second Module: January 26-February 12</i>

Discussion #3 essay due 2/2; response due 2/5
Discussion #4 essay due 2/9; response 2/12
<i>Third Module: February 12-March 2</i>
Discussion #5 essay due 2/16; response 2/19
Discussion #6 essay due 2/26; response 3/2
<i>Fourth Module: March 2-19</i>
Discussion #7 essay due 3/12; response 3/16
Discussion #8 essay due 3/19; response 3/23

(See below about essays and responses.) Find the "Modules" link on the left menu of the Home Page. That takes you to the lectures, online readings, and essay assignment for each Discussion period. Each period is labeled "Discussion #1," or "Discussion #2," etc. When the time arrives, read the lectures from that week's "Discussion" page. Also, access the Assignment on each Discussion page, and follow directions for the listed readings and Discussion essays.

Be sure to look at the Overall Schedule, located on the "Set-up" page, accessible from the Home ("Front") Page. This will guide your reading through the term for textbook readings.

COURSEWORK—

Discussion Essays and Responses

First, more on the "Discussions" set-up, this time focusing on the brief essays you will write.

The basic grist in the mill of Historical research is *primary sources*. That means the letters, diaries, newspaper articles, train schedules, census data, land titles, films, memoirs, etc. left by contemporaries of the period under study. Not encyclopedias, documentary television shows, instructor lectures, etc. These are *secondary sources*. As I mentioned, the historical method of gathering evidence into proof is basically the approach taken in court. Imagine a case in which the jury was instructed to read newspapers and watch television learn in order to reach a verdict, based on knowing how people feel about the case.

On the other hand, this course is a survey of history, not a graduate seminar or research trip. So we are making full use of sources like textbooks and essays. But we will be assessing some primary sources provided by Pearson and myself.

Each Discussion has an essay assignment (of 250-400 words each). During the term you will write **only four** of these essays, **one from each Module**. You choose which of the two Discussions within each Module you will write the essay from. For example, for the first Module you could follow either the first discussion Assignment or the second. For a Discussion whose essay you decide not to write,

you will do the the reading anyway. You will then **write a response** to the essay of another student in that Discussion. Each response should be at least 75 words long and should express agreement, or disagreement, and reasons for your view.

Example: Madison wrote an essay for Discussion #1, so for Discussion #2 she wrote a response to Tyler's Discussion #2 essay. For Discussion #3 she wrote a response to Jason's Discussion #3 essay, then wrote her own essay for Discussion #4.

This means that during the term you must post four brief essays of your own and four responses to others' essays. NOTE: it also means that you will have an essay or a response for every Discussion essay assignment. You may not "double up," that is, send in both for one assignment so you can skip another.

Bad Examples; do not attempt these: Because essays get more points than responses, Jonathan tried to hand in two Discussion #1 essays. Meanwhile, Jessica decided that she was too busy to write essays, so she handed in three responses in a row. Jillian tried to make up her own question to answer, which was a combination of four questions. Josh didn't think he could write a really good essay if he had to use the assigned sources, so he found some ideas to write about in a page from the textbook plus a handy website called *aquickhistoryofeverything.com*

Final Exam

There will be a final exam of about two hours on March 25 at 11:30. The test will have multiple-choice and essay questions and will be based on the text and the lectures. About ten days before this exam, you will get a preparation sheet with possible questions.

Term Paper

You will also be responsible for a 1,500-word paper, due on March 16. Details to come.

Participation

The "Participation" grade will measure your engagement in the class, based on quizzes, attendance, and readiness for class discussions.

Extra Credit

From time to time opportunities for extra credit will be announced. One is to fill out the course evaluation at the end of the term, worth an additional 2%

LATE WORK --

Students are expected to finish all assignments and exams on the assigned dates. However, I recognize that unusual situations sometimes arise that prevent timely completion of the coursework. Here are policies governing late work, including submissions of late work at the end of the term.

Policy #1: Normally, late discussion essays and late papers are accepted, but with a penalty of two percent per day, up to a maximum of 10 percent. This can be avoided if you obtain permission for an extension in advance of the due date

Policy #2: No work will be accepted after Final Exam day if you have not completed at least half of the coursework by the day of the final. That means **at least two discussion essays and the midterm** must be in by the day of the final, or no work will be accepted.

Policy #3: If you miss the midterm or final exam for some unavoidable reason, all is not lost. But you must contact me and take the test right away, or you will lose 10% right away and another 10% after a week.

Policy #4: The "I" grade, if granted, has to be fulfilled during the next term or it will automatically change to F.

GRADING--

The following is a breakdown of the final grade by category:

Discussions:	30%
Paper	30%
Final exam	30%
Class participation	10%

All items will be assigned percentage grades, whose average will be translated into a letter grade according to the following:

93-plus	A	77-79%	C+
90-92%	A-	73-76%	C
87-89%	B+	70-72%	C-
83-86%	B	67-69%	D+
80-82%	B-	60-66%	D

If you're ever not sure you're on top of it all, if you have any questions about the course, ask questions by CANVAS e-mail, or to theinric@bellevuecollege.edu. Or call and leave a message at 425-564-2114.

POLICIES AND PROCEDURES OF THE SOCIAL SCIENCE DIVISION

Cheating, Stealing and Plagiarizing*

"Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue Community College. Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Dean of Student Services for possible probation or suspension from Bellevue Community College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Dean of Student Services."

Incomplete*

If a student fails to complete the majority of the work for a course due to unforeseen circumstances, an instructor may or may not assign the grade of Incomplete (I). The student must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an "F").

F Grade*

Students who fail a course will receive a letter grade of "F."

Final Examination Schedule

The Social Science Division will adhere to the final examination schedule as stated in the BCC Schedule. Final examinations will be held at the end of each quarter at fixed times. Instructors will not give examinations in advance of the regular schedule. A student who is absent from any examination held at any time during the quarter may forfeit the right to make up the examination. If, for illness or some other circumstance beyond the student's control, the student is unable to be present at any scheduled examination and has contacted the instructor on a timely basis, the student may be permitted to take such examination at a time designated by the instructor.

Withdrawal From Class

College policy states that students must formally withdraw from a class by the date posted in the quarterly schedule. If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course.

Hardship Withdrawal

Instructors may assign the grade of "HW" (hardship withdrawal) at their discretion in the event that a student cannot complete the coursework due to extreme and exceptional circumstances. Students may also contact the Enrollment Services office BEFORE grades are assigned in cases of hardship.

Disabled Students

Students with a disability requiring special accommodation from the College and/or the instructor are required to discuss their specific needs with both the Office of Disabled Students (B233) and the instructor. If you require accommodation based on a documented disability, emergency medical information to share, or need special arrangements in case of emergency evacuation, please make an appointment with your instructor as soon as possible.

If you would like to inquire about becoming a DSS student you may call 564-2498 or go in person to the DSS (Disability Support Services) reception area in the Student Services Building.

Distribution of Grades

Grades will not be posted in the Social Science Division or in faculty offices, and secretaries will not give out grades. Students should access their grades through the BCC Web site.

Return of Papers and Tests

Paper and/or Scantron score sheet returns will be arranged in the following ways ONLY: by mail, if student supplies the instructor with stamped, self-addressed envelope (with appropriate postage); or by the instructor designating a time and place whereby the student may retrieve his/her papers. Unclaimed papers and/or Scantron score sheets must be kept by the instructor for a minimum of one year and one quarter following the end of the registered quarter.

* If you are accused of cheating, stealing exams and/or plagiarism, there is a Bellevue Community College Student Discipline and Appeals Procedure (the right to due process) which you may pursue. Contact the office of Division Chair (D110C), the Dean of Student Services (B231A) or the Associated Student Body (C212) for information regarding the appeals process.

USING THE PEARSON SITE--DON'T BOTHER WITH THIS UNTIL I GIVE YOU THE COURSE ID.

You will be using MyHistoryLab, an online educational resource provided by our publishing company, Pearson. It holds readings that you need for writing assignments. You obtain the custom access code to MyHistoryLab with the purchase a new copy of the textbook, *American Story*, at the campus bookstore. However, if you bought a used copy of the text, *you do not have an access code*. If you bought a used copy, you will have to register with Pearson separately and will pay extra. The following describes how to register.

Before you begin registering, you will need:

- A Student Access Code
- Your school's zip code
- A valid email address
- The course i.d., which is heinrichs35632 for History 147 and heinrichs76546 for History 148

If you have them, follow these steps:

1. Enter http://www.pearsoncustom.com/wa/bcc_history into your Web Browser
2. Click on the **Register** button
3. Read the License Agreement and Privacy Policy and click **I Accept**
4. Under **Do You Have a Pearson Education Account**, select **No** and create your **Login Name** and **Password**. If you have a Pearson account, select **Yes**, and enter your previously created **Login Name** and **Password**
5. Type in your **Access Code** in the fields provided and click **Next**
6. Enter your **Name**, **Email Address**, and **School** information
7. Answer the **Security Question** and click **Next**

If successful, you will receive a **Confirmation Screen** with your information. This information will also be emailed to you.

"My Lab and Mastering" (MLM) contains many useful items for general coursework, including especially the "Multimedia Library," which contains most of the readings we will be using for the brief essays. For MLB and the portal page, go to [pearsoncustom.com/wa/bcc_history](http://www.pearsoncustom.com/wa/bcc_history) (the address you used to register).

1. Go to http://wps.prenhall.com/hss_divine_mhlapp_9.
2. Click on the **Login** button
3. Enter the **Log in name** and **password** you created and proceed from there.

If you want just to access the Multimedia Library, simply go to <http://www.mathxl.com/info/mmlib.aspx?bookcode=Divine10e>

You will choose a reading by chapter.

Need Help?

Assistance is available <http://247.support.pearsoned.com>. If you are still encountering problems, you can email Cory Blackman, tech specialist, at cory.blackman@pearson.com.