

Bellevue College

HIST& 148: History of the United States since the 1890s

Winter 2016



This syllabus contains essential information about class policies, structure, etc. that are intended to help further your learning in the class. It is your responsibility to be familiar with the syllabus.

Make sure you read it! There will be a quiz!

Instructor: Dr. Brian Casserly

Office Hours: Daily, 11:30am – 12:20pm; and by appointment. My office is in D-110 (the main Social Sciences office)

Contact Information: Phone: (425) 564-3140
E-mail: brian.casserly@bellevuecollege.edu (best way of contacting me)

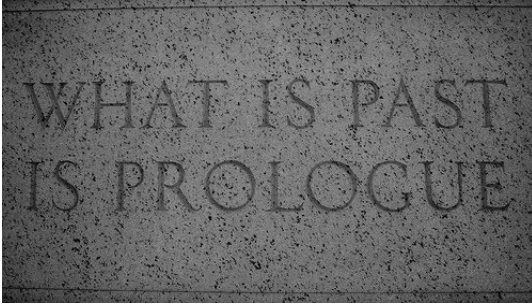


“With the historian it is an article of faith that knowledge of the past is a key to understanding the present.” Kenneth Stampp

“History is, in its essentials, the science of change.” Marc Bloch

“[historians] are the professional remembrancers of what their fellow citizens wish to forget.” Eric Hobsbawm

INTRODUCTION AND TEACHING PHILOSOPHY:



Welcome to HIST& 148! Fundamentally, history involves the study of change and seeks to explain why these changes occur and how they have influenced human societies and cultures. History helps us understand ourselves, our world, and how and why it is the way it is. For the rest of the quarter I look forward to working with you as we examine some of the major changes and developments in U.S. history from the late 1800s to the start of the 21st century.

Over the course of the quarter we will learn the process of history, what it is that historians do and the kinds of skills that they use. This will involve studying major historical changes and developments to figure out why these occurred and what their significance was. We will explore [primary sources](#), the tools that historians use to understand the past, such as letters, diaries, journals, song lyrics, government documents, newspaper and magazine articles, and photos, to name just a few. We will also examine how historians construct interpretations and analyses of the past, i.e. [secondary sources](#). We will learn to think critically about both these types of sources and what they can tell us about the past and about the explanations that historians produce. We will also focus on learning how to develop strong analyses of historical evidence. It is important that we understand that interpretations of the past are not static. Professional historians expect that newly discovered artifacts, newly released documents and new approaches to studying history will change and alter our perceptions of the past.

Between now and the end of the quarter we will use a variety of forms of evidence to explore the history of the United States from the end of the 19th to the beginning of the 21st centuries. We will be emphasizing several interconnected themes over the course of the quarter:

- Efforts to reform various aspects of American society. This includes the expansion of civil rights and changing ideas about freedom and who is entitled to participate fully in American society.
- The connections between the U.S. and the rest of the world, including the impact of wars on the international status, politics, economy, society, and culture of the United States.
- Debates over the changing role of government in American society and the related political ideologies of liberalism and conservatism

By examining the history of the nation, we will hopefully develop a greater understanding of how the U.S. came to be the way it is today and the issues it faces in the 21st century.

Your responsibility over the quarter is to attend and participate in class, complete all readings and assignments on time, and become familiar with the narrative of U.S. history as presented in the readings and class lessons. You will also be asked to develop skills in historical thinking, to learn how to analyze primary and secondary sources, to make arguments and interpretations from them, and to critically evaluate the interpretations that other historians have made. In addition, you will be working on your communication skills, especially in terms of writing.

This class meets daily. Class time will consist of lectures and analysis and discussion of primary source evidence and secondary source interpretations of historical developments. **This is not a distance learning class!** We will cover material during class meetings that is not covered in the books or readings and which is not available online. Some of this material will be included in exams, quizzes and other assignments. **Regular attendance in class is required and is essential if you are to receive a passing grade.**

I am available to meet with you individually during my office hours (or by appointment) to discuss any questions or problems you may have about any aspect of the course. Feel free to drop by to talk about anything related to the course or history more generally. Outside of office hours, E-mail is the easiest way to contact me and during the regular work week I will usually respond to messages within 24 hours. You should expect a longer response time to e-mail sent on the weekends.

Class materials are available through Canvas – log in to <http://bellevuecollege.edu/canvas/> and look for the link to HIST& 148.

In accordance with Bellevue College policy and in order to comply with federal privacy laws, I can only communicate with you via e-mail through your Bellevue College e-mail accounts or Canvas's e-mail system. I will NOT reply to messages sent from non-college accounts, e.g. Gmail, Yahoo, Hotmail, etc.

I reserve the right to make changes to any aspect of the course as I may see fit over the course of the quarter. It is each student's responsibility to regularly check the announcements and their e-mail in Canvas for possible changes.

LEARNING OUTCOMES ADDRESSED:

All of the course (discussions, lectures, assignments, readings, etc.) is geared toward helping you achieve the student learning outcomes. At the end of the course, as a successful student, you should be able to:

- Analyze and critically evaluate primary and secondary sources.
- Communicate effectively both orally and in writing.
- Identify and assess the causes and consequences of major political, economic, and social developments in the United States during the twentieth century.
- Articulate the influence of gender, class, and race on U.S. society over the course of the twentieth century.
- Evaluate the causes and significance of the rise of the United States as a global power over the course of the twentieth century.

HOW TO BE SUCCESSFUL IN HIST& 148:

One of my goals for the class is to help you learn how to be successful college students, whether at Bellevue College or wherever you may transfer to. The skills necessary for college success are also those valued by employers, i.e. [professionalism](#) in terms of good work habits such as punctuality, attendance, respect for others, the ability to collaborate and communicate effectively and appropriately, and the ability to complete assignments fully, etc. The following guidelines about how to be successful as a student and in the work place are based on what I've observed as a student, an instructor, and as someone who has worked for both large and small organizations in the business and government sectors:

- **Think critically about class topics and ask questions**
 - Ask about anything you don't understand related to class topics, readings, or assignments. You are welcome to visit me during my office hours to discuss anything related to class or if you wish to talk about history as a discipline or major, or about college more widely. You can also make an appointment to meet with me if my office hours don't work for your schedule.

- **Come to class and be on time**
 - Research shows that students who miss class tend to do significantly less well than those who come to class regularly, so attend all classes and actively participate in discussions. I will take attendance everyday – **if you do not attend class you will not be able to receive credit for class attendance or participation.**
 - Arriving late or leaving early is disruptive to the class and shows a lack of courtesy for your fellow students and myself. If you are late to class you will NOT receive credit for attendance that day. If you leave class early you will also not get attendance credit for that day. I will make exceptions for important off-campus commitments, but you MUST discuss this with me in advance.
 - Class outlines are NOT available online and I do not provide them to students who miss class. If you are absolutely unable to attend a class, make sure you obtain notes from a fellow student and make up all work covered during your absence.

- **Be prepared to work hard**
 - You will need to demonstrate independent work habits and to be ready to work on class materials almost every day. You should expect to work at least two hours outside of class for each hour of class time.
 - Take notes in class! What we focus on in class will be the subject of quizzes and exams and you will not be able to remember what we covered unless you take notes.
 - Read all of the assigned readings when you are supposed to be reading them. Take notes as you read.
 - You may occasionally find some of the readings for the class difficult due to their older style of language and/or the complex issues they raise. This is something that all historians have to grapple with and you should not get discouraged. Focus on trying to understand as much of the reading as possible and bring questions about it to class.

- **Complete assignments on time**
 - Complete assignments and submit them on time - at the beginning of class on the due date. Assignments and their due dates are noted in the course modules in Canvas. Because employers value timely completion of work and college is where you should be learning good habits for the workplace, **late assignments will be penalized.**
 - Keep copies of all graded exams and papers returned to you.
 - Hand in your own work. Academic dishonesty will not be tolerated. This includes cheating, copying and plagiarism (see the explanation of plagiarism later in this syllabus).

- **Behave appropriately and with respect**
 - Your behavior in class must not interfere with the learning of other students.
 - As a matter of respect towards myself and other students, and because there are a variety of expected behaviors that you will need to abide by while college students and when you enter the professional workforce, **I expect you to behave with courtesy and respect toward everyone in the class.** That means **you must arrive to class on time and not engage in private conversations, texting, reading unrelated material, or other disruptive or disrespectful behavior in class.**
 - Laptop computers, tablets and other electronic devices should be used for class work only. **If it's not being used for class-related work turn it off and put it away!**
 - Active participation in discussions means that sometimes there will be disagreement over issues and interpretations. I encourage you to challenge the

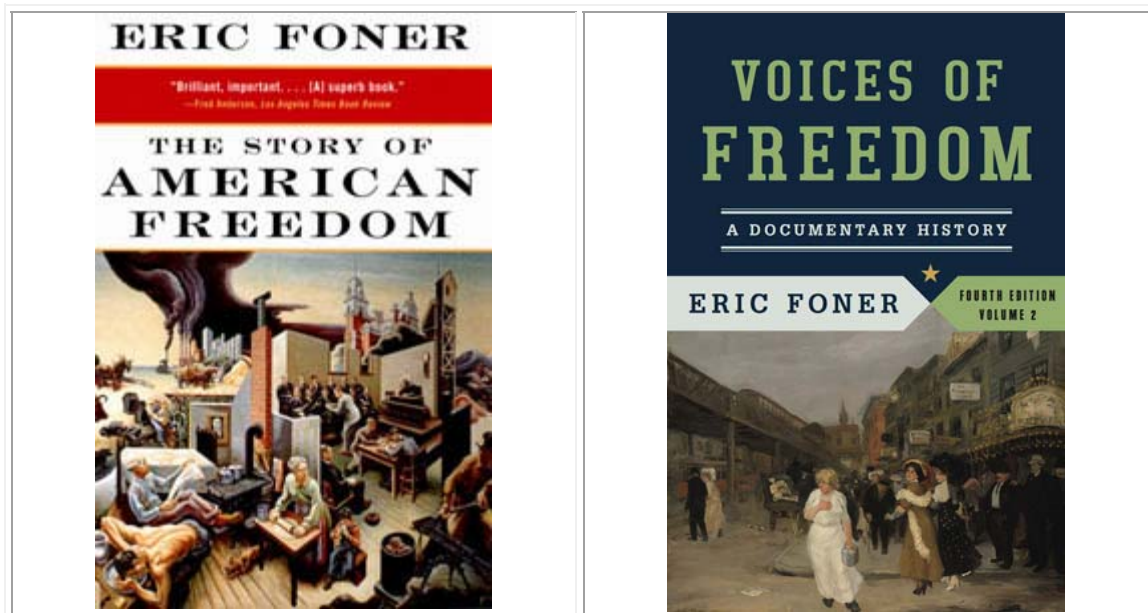
ideas you hear in class, in the readings, and from other students but you must do so in a respectful and courteous manner. Keep your comments to the issues and the evidence NOT the person!

- For first time breaches of classroom etiquette you will receive a warning. If you continue to disrupt the class you will be asked to leave and may be reported to the Dean of Students for possible disciplinary action.

Remember, coming to class, completing readings and written assignments on time, thinking seriously about class topics and materials, and asking questions about anything you're unclear of are the best ways of guaranteeing that you will be successful in the class.

REQUIRED READINGS:

The weekly reading assignments will be an important part of your learning experience. They will form the basis for our discussion in class and will allow us to investigate in greater depth the central issues covered by the class, using the academic tools of historical analysis. You are responsible for completing all of the reading assignments (detailed in the Class Modules in Canvas) on time. Material in the scheduled readings that is not discussed during class meetings may still appear on exams, so make sure you read all that has been assigned. The following are the required books for the class:



- Eric Foner, [*The Story of American Freedom*](#) (New York: W.W. Norton & Company, 1999) – clicking on the link will take you directly to the publisher's website where you can see the book required for the class.
- Eric Foner, ed., [*Voices of Freedom: A Documentary History*](#), 4th Edition, Volume II (New York: W.W. Norton & Company, 2013).
- Selections from Patrick Rael, *Reading, Writing, and Researching for History: A Guide for College Students* (Brunswick, ME: Bowdoin College, 2004). This is available for **FREE** at <http://www.bowdoin.edu/writing-guides/>

- There are also additional readings available in the weekly modules section of the class Canvas site – **these should be brought to class in either print or electronic format on the days they are scheduled for discussion.**

The books can be purchased at the college bookstore or from a variety of online booksellers.

Copies of all of the books required for the class are on reserve at the [Library and Media Center](#).

- **PLEASE BRING COPIES OF THE READINGS TO CLASS on the days we are scheduled to discuss them!**
- I will announce in class and in Canvas which reading assignments you need to complete for the next class meetings. It is your responsibility to be aware of the reading schedule and to have completed the readings on time.
- I will assume that you have completed all of the assigned readings for the class on time each week. I will expect that you will use this material in completing papers, exams, homework and in-class assignments and will grade your work accordingly.
- I highly recommend that you make notes as you complete the readings and attend class. These will be very useful when it comes to completing homework and preparing for exams.
- As you read for class, you should think critically about the information you are encountering. By this I mean that you should be skeptical about what the authors have to say. For questions to consider as you examine primary and secondary sources, see [“Reading Primary Sources”](#) and [“Evaluating Secondary Sources”](#).

To maximize the quality of discussions and the grades you get for class participation it is important that you complete all the readings that have been assigned for that week. **You MUST bring the readings to class on the days we are scheduled to discuss them.**

ASSIGNMENTS AND GRADING:

To be successful in this course you will need to master the narrative of U.S. history as presented in class and in the readings. In addition, you will be asked to think like historians and evaluate material critically so that you can make informed and intelligent interpretations and analyses. My job as the instructor is to help you acquire these skills and those you will need to write effective essays and exams.

The assignments for this class are intended to help you develop skills in critical thinking and effective writing. All written assignments (except those completed in-class) must meet my requirements for papers (available in the paper assignment instructions, which will be posted in the class site in Canvas). Papers must be submitted in hard copy at the start of class on the day they are due. For due dates of assignments please see the weekly Class Modules in Canvas. Late assignments will be penalized for each day they are late.

Your grade is based on a total possible course score of 1,000 points using the following scale:

A = 950 – 1,000 points	B- = 800 – 839	D+ = 670 – 699
A- = 900 – 949	C+ = 770 – 799	D = 620 – 669
B+ = 870 – 899	C = 740 – 769	F = under 620
B = 840 – 869	C- = 700 – 739	

Your grade in the class will be determined by the quality of your work on the following assignments:

- **Homework/short writing assignments** (150 points out of a total possible 1,000 points for the course). There will be **six** homework or in-class writing assignments over the course of the quarter; **your lowest score will be dropped**. They will be based on the reading assignments and/or material covered in class for that particular week.
- **Syllabus quiz**. This will be a multiple-choice quiz and will be completed in Canvas. It is worth 20 points.
- **Midterm and Final Exams**. Both will take place in class and both are worth 100 points.
- **Attendance and Participation in Discussion of Readings and Class Material** (200 points). 100 points of your overall grade will be based on class attendance. You are allowed **3 unexcused absences** from class over the quarter. **For each additional absence or late arrival to class (except in the case of documented illnesses or emergencies) your attendance grade will fall by 5 points**. In addition, it is also your responsibility to actively participate in discussions of the readings and class materials. An additional 100 points of your overall grade for the class will be based on the **quality and frequency** of your participation in class discussions, as well as on other in-class work that I may assign. **Make sure you bring the readings to class!**
- **Citing evidence assignment**. This is worth 30 points.
- **Two papers**. Both are worth 200 points of your overall class grade.

Class policy on assignments:

- All material covered in the readings, lectures, etc. is fair game for inclusion in exams, homework and quizzes.
- **Completing and earning a passing grade on ALL assignments is necessary to pass the course as a whole.**
- Your overall grade will be based on the assignments listed above.
- **Late assignments will be penalized** and I reserve the right not to refuse to accept them.
- **There are no make-ups on exams or homework assignments**, except in cases of documented emergency.
- Cheating on exams or quizzes or plagiarizing on papers or homework assignments will, at minimum, lead to a grade of zero on that assignment. See below for more details on plagiarism and cheating and how to avoid them.
- Grades for in-class discussion will be assigned as follows:
 - A: You regularly make insightful comments on the assigned readings or class materials that help to further the discussion.
 - B: You demonstrate through more than one comment that you have completed and understood the readings.
 - C: You make at least one pertinent, insightful comment on the readings.
 - D: You make an effort to participate, but do not show that you have adequately thought about, understood and/or completed the readings.
 - F: You make no effort to engage in class discussions
- If you disagree with my assessment of your work, you should discuss this with me. Before you meet with me to discuss your grade, you must describe in writing why you disagree with my assessment. Please supply the original paper, homework or exam with my comments and a description of why you feel the grade you received was not a fair evaluation of the quality of your work. After reevaluating your work I may decide to increase, decrease or leave your grade unchanged.
- Incomplete grades are only available for students who maintain a C average through Week 10 of the quarter and have completed all the assignments up to that point.

Remember, I am here to help you do as well as possible in the class – I am happy to meet with you to help you maximize the quality of your work or discuss problems you are having with the class.

STUDENT CODE OF CONDUCT AND ACADEMIC INTEGRITY:

Any act of academic dishonesty, including cheating, plagiarism (see below), fabrication and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue 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 Success for investigation. Specific student rights, responsibilities, and appeal procedures are listed in the Student Code of Conduct at: [Student Code](#)

PLAGIARISM AND ACADEMIC DISHONESTY:

Plagiarism involves the use of ideas or materials which are not your own without giving proper credit to whoever created the idea/material. Examples of plagiarism would include cutting and pasting material directly from a website into a paper or assignment without citation, or taking an idea from a book or website or other student's paper and presenting it as your own, or having someone else write a paper for you and presenting it as your work. To avoid plagiarism you should abide by these rules:



1. All assignments completed for the class should be the product of your work only.
2. If you copy material word for word from another source you need to place that copied material in quotation marks "... " and provide a citation for it.
3. Always provide a citation for ideas or material that you found on websites, books, articles, TV documentaries, etc. You should do this EVEN if you are not using the material from the source word for word.
4. All ideas and material that are not your own should be cited using the *Chicago Manual of Style* format. Information on providing citations for papers, interviews, etc. is available on the class website in Canvas.
5. You may not submit papers and assignments from other classes to meet assignment requirements for this course.

In the context of exams and quizzes cheating involves the use of unauthorized notes or other resources (e.g. cellphones), copying from other students, the use of a surrogate exam taker, etc. If you facilitate cheating by others you will also be considered to be cheating.

I will not tolerate plagiarism or cheating and I will investigate suspected cases. I reserve the right to use a plagiarism checking service such as Turnitin. In the event that I find instances of plagiarism or cheating I reserve the right to report the student to the college authorities for disciplinary action. **At minimum, the student will receive a failing grade on the assignment. I also reserve the right to give students guilty of plagiarism or cheating a failing grade for the class as a whole.**

The bottom line: ALL work submitted for the class must be your work only. If you have any concerns or questions about plagiarism or cheating, please discuss them with me.

AFFIRMATION OF INCLUSION:

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination. We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.

Religious Holidays:

Students who expect to miss classes, examinations, or any other assignments as a consequence of their religious observance should be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent, preferably at the beginning of the term. Students who are absent on days of examinations or class assignments should be offered an opportunity to make up the work without penalty (if they have previously arranged to be absent), unless it can be demonstrated that a makeup opportunity would constitute an unreasonable burden on a member of the faculty. Should disagreement arise over what constitutes an unreasonable burden or any element of this policy, parties involved should consult the department chair, or Dean.

College Anti-Discrimination Statement (Title IX)

Bellevue College does not discriminate on the basis of race or ethnicity; color; creed; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; gender identity or veteran status in educational programs and activities which it operates.

For further information and contacts, please consult [College Anti-Discrimination Statements](#).

DISABILITY ACCOMODATIONS:

The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact us as soon as possible.

If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc, please meet with me to develop a safety plan within the first week of the quarter.

If you are a student with a documented autism spectrum disorder, there is an additional access program available to you. Contact [Autism Spectrum Navigators](#) Email and phone number is on the web page. ASN is located in the Library Media Center in D125.

The DRC office is located in B132 or you can call our reception desk at 425.564.2498. Deaf students can reach us by Skype: the address is **DRCatBC** (NOTE: There is no @ sign...it is actually **DRCatBC**). Please visit our website at [Disability Resource Center](#) for application information for our program and other helpful links.

THE WRITING LAB:

The Writing Lab is a place where you can work on developing college-level writing skills. As a student, you can receive personalized feedback on your writing for class, college applications, or short personal correspondence. Tutors can listen to your ideas and help you develop strategies to see and avoid significant errors.

Students can drop in any time the Writing Lab is open as well as make an appointment. We recommend visiting the lab at least two days before a paper is due. A tutoring session is a 35-minute, face-to-face conversation to discuss your writing. The tutor will not fix your paper but will work with you to identify areas to revise independently. The Writing Lab is in D204-d. See <http://bellevuecollege.edu/asc/writing>

PUBLIC SAFETY:

Public Safety is located in the K building and can be reached at **425-564-2400** (easy to remember because it's the only office on campus open 24 hours a day—2400). Among other things, Public Safety serves as our Parking Permits, Lost and Found, and Emergency Notification center. Please ensure you are signed up to receive alerts through our campus alerting system by registering at [RAVE Alert Registration](#)

If you work late and are uneasy about going to your car, Public Safety will escort you to your vehicle. To coordinate this, please phone ahead and let Public Safety know when and where you will need an escort.

Please familiarize yourself with the emergency postings by the door of every classroom and know where to go in the event of an evacuation. Your instructor will be asked if anyone might still be in the building, so check in before you do anything else. Emergency responders will search for anyone unaccounted for.

If a major emergency occurs, please follow these three rules:

- 1) Take directions from those in charge of the response** -We all need to be working together.
- 2) Do not get in your car and leave campus (unless directed to)** - Doing so will clog streets and prevent emergency vehicles from entering the scene. Instead, follow directions from those in charge.
- 3) In an emergency, call 911 first, then Public Safety.**

Please do not hesitate to call Public Safety if you have safety questions or concerns at any time. You may also visit the [Public Safety](#) web page for answers to your questions.

CLASS CANCELLATION:

Class will meet at all scheduled times unless otherwise noted. In the unlikely event that the college is closed due to inclement weather and/or other emergency conditions, classes will not meet and arrangements will be made to adjust the course schedule accordingly. If you believe the college may be closed because of inclement weather or emergency conditions, you should check the college website for a posted announcement.

A NOTE ABOUT COURSE CONTENT:

Since historians examine just about every aspect of human culture and societies, we sometimes examine provocative or controversial material or issues that people may find disturbing. Please be advised that when we explore controversial topics or materials, they will always be framed within an academic context. For example, some of the sources we'll be examining during the quarter contain language or images that we may find offensive. Central to the study of history is the need to read materials ([primary sources](#)) produced by people in the past. Some of these historical actors had attitudes and used language that we would consider insensitive or offensive. My goals behind requiring you to analyze these materials are that you understand how people at various points in time thought, and that you can consider how those attitudes may have influenced people's historic actions. Keep in mind that if you choose not to participate in analysis of certain course materials because you feel uncomfortable with those materials you will still be responsible for any course material you miss. If you have any questions or concerns about content or the class climate surrounding controversial material, feel free to speak with me about it.

MISCELLANEOUS:

Audio or video recording of the class is not allowed without my express permission.

I reserve the right to make changes to any aspect of the course as I may see fit over the course of the quarter. It is each student's responsibility to regularly check the announcements and their e-mail in Canvas for possible changes.

CLASS SCHEDULE

This schedule provides details of which readings and assignments you need to complete each week. All reading assignments can be found in the following sources:

- Eric Foner, [*The Story of American Freedom*](#) (New York: W.W. Norton & Company, 1999) – clicking on the link will take you directly to the publisher’s website where you can see the book required for the class.
 - Eric Foner, ed., [*Voices of Freedom: A Documentary History*](#), 4th Edition, Volume II (New York: W.W. Norton & Company, 2013).
 - Selections from Patrick Rael, *Reading, Writing, and Researching for History: A Guide for College Students* (Brunswick, ME: Bowdoin College, 2004). This is available for **FREE** at <http://www.bowdoin.edu/writing-guides/>
 - Specific history-related websites that I have provided links to in the modules section of the class site in Canvas.
 - All of the books are available from the college bookstore or from various online booksellers. I have also placed copies on reserve at the college library.
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Week 1, January 4-10:

Introduction, Progressive reforms, imperialism

Watch:

- [To Conquer or Redeem: Manifest Destiny](#)

Read:

- Class syllabus;
 - [Why Study History?](#);
 - [“Defining Primary and Secondary Sources”](#);
 - Rael, [“How to Read a Primary Source Document”](#);
 - Foner, *The Story of American Freedom*, xiii-xxii, 130-161;
 - Foner, *Voices of Freedom*, Documents 107-113, 115-117, 119-121;
 - Albert Beveridge, [“The March of the Flag”](#);
 - [American Anti-Imperialist League Platform](#);
 - [American Soldiers in the Philippines write home](#)
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Week 2, January 11-17:

World War I, Red Scare, 1920s

Read:

- Foner, *The Story of American Freedom*, 163-193;
 - Foner, *Voices of Freedom*, Documents 122-127, 129, 131;
 - A. Mitchell Palmer, "[The Case Against the Reds](#)";
 - William Allen White, "[The Red Scare is UnAmerican](#)";
 - Rael, "[The Three Parts of a History Paper](#)";
 - Bedford St. Martin's Guide to [Chicago Documentation Style](#)
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Week 3, January 18-24:

Monday is the Dr. Martin Luther King, Jr. holiday – no class

Citation Assignment due on Friday, January 22

"Roaring Twenties," Great Depression

Read:

- Foner, *Voices of Freedom*, Documents 114, 118, 128, 130, 132-136
 - Hiram Evans, "[The Klan's Fight for Americanism](#)"
 - [Interviews with victims of the Great Depression](#);
 - "[Women on the Breadlines](#)";
 - President Franklin D. Roosevelt's [first inaugural address](#);
 - Rael, "[The Thesis](#)"
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Week 4, January 25-31:

New Deal

Watch:

- American Experience, "[Grand Coulee Dam](#)"

Read:

- Foner, *The Story of American Freedom*, 195-218;
 - Foner, *Voices of Freedom*, Documents 137-144;
 - Roosevelt's [second inaugural address](#);
 - Cartoons opposing the New Deal;
 - Interview with an African American farmer (file in Canvas);
 - Mary McLeod Bethune, "My Secret Talks with FDR";
 - Roy Wilkins, "The Roosevelt Record";
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Week 5, February 1-7:

Midterm Exam in class on Monday, Feb. 1

World War II

Watch:

- [War and Peace: The Latino Americans](#)
- ["The Girls of Atomic City";](#)

Read:

- Foner, *The Story of American Freedom*, 219-247;
 - Foner, *Voices of Freedom*, Documents 145-152;
 - Robert L. Fleegler, "Forget all Differences until the Forces of Freedom are Triumphant': The World War II Era Quest for Ethnic and Religious Tolerance," *Journal of American Ethnic History* 27 (Winter 2008)...file available in Canvas;
 - A. Philip Randolph, ["The Call to Negro America to March on Washington";](#)
 - [Executive Order 8802;](#)
 - Katherine Archibald, *Wartime Shipyard: A Study in Social Disunity*, 15-39;
 - [women war workers;](#)
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Week 6, February 8-14:

Paper 1 due on Monday, Feb. 8

No class on Thursday, Feb. 11

Early Cold War: International and Domestic Implications

Read:

- Foner, *The Story of American Freedom*, 250-262;
 - [Truman Doctrine;](#)
 - [Telegram from Soviet ambassador to the U.S., Nicolai Novikov, to Moscow, 1946](#)
 - Dwight Eisenhower's [Farewell Address;](#)
 - Foner, *Voices of Freedom*, Documents 155-157, 159-161;
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Week 7, February 15-21

No Class on Monday, February 15

The '50s: Suburbanization, Civil Rights

Read:

- Foner, *The Story of American Freedom*, 262-273;
 - Foner, *Voices of Freedom*, Documents 158, 162-168;
 - Documents on international context of Civil Rights struggle – [“Crushing Soviet Lies,” U.S. Justice Department’s Friend of the Court brief in *Brown v. Board of Education*, Nixon’s report to Eisenhower](#);
 - Dwight Eisenhower, [“Address on Little Rock, Arkansas situation”](#);
 - Betty Friedan, [excerpt from *The Feminine Mystique*](#);
 - Joanne Meyerowitz, "Beyond the Feminine Mystique: A Reassessment of Postwar Mass Culture, 1946-1958," *Journal of American History* 79 (1993);
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Week 8, February 22-28:

Civil Rights struggles continued, Great Society

Watch:

- [House hunters, 1953](#)

Read:

- Foner, *The Story of American Freedom*, 275-287;
 - Foner, *Voices of Freedom*, Documents 169, 172 & 176;
 - Ella Baker, [“Bigger than a Hamburger”](#);
 - Fannie Lou Hamer, [“Why we need the Vote”](#);
 - Lyndon Johnson, [“Speech on the “Great Society”](#);
 - Lyndon Johnson, [“Speech before Congress on voting rights”](#);
 - Arnold Hirsch, "Massive Resistance in the Urban North: Trumbull Park, Chicago, 1953 – 1966," *Journal of American History* 82 (September 1995)...file available in Canvas;
 - Clashing interpretations: Was Martin Luther King, Jr.’s leadership essential to the success of the Civil Rights Movement?
 - Adam Fairclough, [“Martin Luther King, Jr. and the Quest for Nonviolent Social Change.”](#) *Phylon*, 47:1 (Spring 1986);
 - Clayborne Carson, [“Martin Luther King, Jr.: Charismatic Leadership in a Mass Struggle.”](#) *Journal of American History*, 74:2 (September 1987).
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Week 9, February 29-March 6:

Vietnam, Feminism, Environmentalism

Watch:

- [Vietnam](#) for **Wednesday’s class** (this movie is available via the Bellevue College Library and Media Center - if you’re accessing it from off-campus you will be prompted to enter your student ID number and your last name before getting to the streaming video) - as you watch the documentary, you should think about:
 - 1). the factors that motivated the U.S. to intervene in Vietnam and continue that**

intervention until the early 1970s.

2). the major turning points in escalating U.S. involvement in Vietnam.

3). the context in which these developments occurred.

4). how the war affected those who fought in it and how it affected domestic American society.

Read:

- Foner, *The Story of American Freedom*, 287-305;
- Foner, *Voices of Freedom*, Documents 153, 173-177;
- President Lyndon B. Johnson, "[Peace Without Conquest](#)";
- Dr. Martin Luther King, Jr., "[Beyond Vietnam](#)";
- Barbara Winslow, "Primary and Secondary Contradictions in Seattle, 1967-1969," in Rachel Blau DuPlessis and Ann Snitow, eds., *The Feminist Memoir Project: Voices from Women's Liberation* (New York: Three Rivers Press, 1998)...file available in Canvas;
- Adam Rome, "'Give Earth a Chance': The Environmental Movement and the Sixties," *Journal of American History*, 90 (September 2003)... file available in Canvas
- [Black Panther Party Platform and Program](#);

Week 10, March 7-13:

No class on Tuesday, March 8

Paper 2 due on Friday

The aftermath of the '60s, rise of conservatism, end of the Cold War

Read:

- Foner, *The Story of American Freedom*, 307-332;
- Foner, *Voices of Freedom*, Documents 165, 170, 171, 178-184;
- Clashing views: Who deserves credit for ending the Cold War?
D. Deudney and G.J. Ikenberry, "[Who Won the Cold War?](#)" *Foreign Policy*, 87, Summer 1992;
- Dinesh D'Souza, "[How Reagan Won the Cold War.](#)" *National Review*, November 24, 1997;
- Peter Schrag, "The Forgotten American," *Harper's Magazine*, August 1969...file available in Canvas;
- Republican Party's "[Contract with America](#)," 1994

Week 11, March 14-20:

Post-Cold War era, globalization, early 21st century

Read:

- Foner, *Voices of Freedom*, Documents 185-196;

- Michael W. Flamm, "[From Harlem to Ferguson: LBJ's War on Crime and America's Prison Crisis.](#)" *Origins*, 8: 7 (April 2015)
 - [Planet Money makes a T-shirt](#) (read and watch short videos about the global nature of the humble t-shirt);
 - Barack Obama's [speech on race](#), March 2008;
 - Michael Mandelbaum, "[David's Friend Goliath.](#)" *Foreign Policy*, October 19, 2009;
 - Robert D. Kaplan, "[In Defense of Empire.](#)" *The Atlantic*, April 2014;
 - Andrew J. Bacevich, "[Breaking Washington's Rules.](#)" *The American Conservative*, January 1, 2011
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Week 12, March 21-23:

The FINAL EXAM will take place in the usual classroom on Monday, March 21

NOTE: This course ends at the end of the final exam. No assignments will be accepted after that time.

I reserve the right to make changes to this syllabus or any aspect of the course as I may see fit over the course of the quarter. It is each student's responsibility to regularly check e-mail and the announcements pages for possible changes.

PROCEDURES AND GUIDELINES OF THE SOCIAL SCIENCE DIVISION

Winter 2016

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 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 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 and at

[http://bellevuecollege.edu/policies/2/2050P_Student_Code_\(Procedures\).asp](http://bellevuecollege.edu/policies/2/2050P_Student_Code_(Procedures).asp)

Email Communication with instructors must be done through student email accounts only. Instructors cannot communicate with students about their course work or grades through student's personal email accounts.

Incomplete

If a student fails to complete all the required work for a course, an instructor may 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 BC 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 end of the seventh week of the quarter (Registration Office, B125). 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.

Students Who Require Disability Accommodations:

Students with disabilities who have accommodation needs are encouraged to meet with the Disability Resource Centre (DRC) office located in B132 (telephone 425.564.2498 or TTY 425.564.4110), to establish their eligibility for accommodation. The DRC office will provide each eligible student with an accommodation letter. Students who require accommodation in class should review the DRC accommodation letter with each instructor during the first week of the quarter.

Students with mobility challenges who may need assistance in case of an emergency situation or evacuation should register with Disability Resource Centre, and review those needs with the instructor as well.

Distribution of Grades

Grades will not be posted in the Social Science Division or in faculty offices, and program assistants or coordinators will not give out grades. Students should access their grades through the BC 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 sixty (60) instructional days following the end of the quarter.

**If you are accused of cheating, stealing exams and/or plagiarism, there is a Bellevue College Student Discipline and Appeals Procedure (the right to due process) which you may pursue. Contact the office of Division Chair (D110), the Dean of Student Services (B231A) or the Associated Student Body (C212) for information regarding the appeals process.*