

*History 148*

# **The United States in the Global Age**

(5 credits)

**Winter 2012**

Dr. Tim Heinrichs

Monday through Friday, 12:30-1:20

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M-F @ 11:30-12:30,

or by appt.

## **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 20<sup>th</sup> 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 20<sup>th</sup> 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...

To make sense of all of this, sort it all out by thinking *strategically*. What major themes are these facts part of? Keep in mind such questions as what would have been the best policies for fighting the Depression and what impact the Korean War had on U. S. Cold War strategy. Specific details are best absorbed this way, and they will mean more to you if they are put together into your own overall ideas of American history. What you will remember from the course a year or five years from now will not be Dwight Eisenhower’s victory margin in 1952 but that he helped preserve the New Deal’s reforms and signaled the Republican party’s acceptance of them.

## Course Requirements

### ***Readings--***

- Robert A. Divine, T. H. Breen, et al, *The American Story*, Complete Edition. This is the main text; it is also used in History 146 and History 147.
- For other assigned readings, our textbook publishing company, Pearson, has put together a set of resources in its site MyHistoryLab. (You need to register for this once you get your copy of *American Story*. See page 6 of this syllabus, as well as directions in MyBCC.net. It's free if you have a new copy of the textbook..) Under "Documents" this gives you access to assigned readings.
- The main channel for course documents (such as papers and test preparations) is MyBCC.net.

### ***Classwork—***

Classes will involve both lecture and discussion. Most will follow the topic outlines, available in MyBC, though some days will be devoted to discussion and other matters. Try to read each section of the text before we talk about it in class. It makes class easier to follow, since you know what is in the book and what isn't. Be sure to take notes in class, but not on every word. Simply summarize the essence of things as you go and whatever details you want to support it. Often review your class and reading notes. If you're ever not sure you're on top of it all, ask questions in class--or drop by during my office hour.

The "class participation" grade will be based mainly on quizzes and discussion performance. Most class discussions will focus on assignments from the weekly online readings. These will be available at MyBC and also the Pearson portal. A few quizzes will be surprise ones, in which case they will cover the content of the previous day's class. Note: missed quizzes are not made up, though they may be excused.

**Attendance is expected.** If you miss more than two classes, apart from illness or some other necessity, your class participation grade will drop.

### ***Assessments & assignments***

At MyBCC you may access exam preparations and any assignments. The assignment load is a term paper, four brief essays, two exams, and a bunch of quizzes.

You will produce a 1,500-word term paper, due March 14. The assignment requirements are available in "Shared Documents" at MyBC.net. Next, the four brief "Discussion essays" will come from assignments from the weekly online readings. (These are described in weekly assignment sheets available in "Shared Documents" at MyBC.) Each essay should be 250-400 words. You do not need to write all ten assigned essays; you will choose two of the first five and two of the second five. Even if you don't do an

essay from a week's assignment, however, you will need to prepare for class discussion at least one of its questions.

There will be a midterm exam (February 13) plus a final exam (March 21). You will be able to download a preparation sheet for each test. The midterm will include a multiple-choice section, an in-test essay, and a take-home essay. The final will be the same except that both essays will be done in the test—no take-home work. A preparation will be made available for each text.

I sometimes have class quizzes, and some are previously announced while some are surprises. If I give you a quiz without prior warning, it will reflect the previous class material.

Late papers lose 2% per day, but not counting weekends or holidays. Discussion essays lose .5/25 points per school day. Missed tests are possible to make up within one week, if there was a compelling reason to miss it. Quizzes are not made up.

There is no extra-credit work in this course.

## ***Grading—***

Here is the summary of assignments and assessments, and how things are weighted:

Class participation	20%
Midterm exam	20%
Four discussion essays	20%
Term paper	20%
Final exam	20%

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

93-100%	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

## **Outcomes--**

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

1. Explain the significance of key people, facts, and events of the period under study, and develop standards to judge them from a historical-cultural perspective
2. Demonstrate the importance of traditions of thought and ethical values in the process of historical change
3. Expand their vocabulary
4. Evaluate historical arguments, judging the appropriateness of both logic and content
5. Adapt scholarly processes of analysis, interpretation, and synthesis to articulate their own points of view, demonstrating a command of relevant facts and a framework of logical deduction,
  - Drawing inferences from data
  - Differentiating between facts, value judgments, and generalizations.
  - Differentiating between description and explanation
  - Recognizing the role of cause and effect in historical analysis

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.

## ***Please observe these principles:***

1. Be here regularly. Your participation in class will form part of the grade, and skipping class will really hurt it. Let me know if you can't make it.
2. Arrive on time and do not leave early. No comings, goings, chit-chat, or other distracting behavior during class.
3. If you have any trouble following what is going on in class, please ask questions.
4. If you must miss a test or due date, inform me in advance as soon as possible in a written note. Tests May be made up during office hour within a week. Quizzes are not made up.
5. Unless previously arranged, late papers are penalized 2% a day.

## POLICIES AND PROCEDURES OF THE SOCIAL SCIENCE DIVISION

Revised Fall 2003

### 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.

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\* 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.