

# History 148

# U. S. History: The Global Age

## SUMMER, 2011

(5 credits)

*Dr. Tim Heinrichs, Instructor*

### *Contact:*

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## 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...

To make sense of all 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--

### Reading

\* Robert A. Divine, T. H. Breen, et al, The American Story, Complete Edition (Pearson Longman). This is the main text; it is also used in History 146 and History 147.

\* Additional reading assignments are available in "**Lectures & Discussions**" on the "Assignments" page; it carries class lectures and other assignments week by week.

\* Additional reading assignments are available in "Lectures & Discussions" on the "Assignments" page; it carries class lectures and other assignments week by week. Our textbook publishing company, Pearson, has put together a set of resources on which these assignments will be based. You need to register for it after you get your new copy of American Story (but not with a used book). After reading the instructions ("About Online Access") on the Home Page, access the link either from the Home Page or [here](#). The Pearson site will direct you to MY HISTORY LAB, which gives you access to assigned readings (under "Documents") and has other resources. On the way there you will encounter my class link, the HEINRICHS HOUSE OF HISTORY, which is under construction (but has some fun videos available and course materials for other classes). You may read about My History Lab in "About MHL"

### Strategy--

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 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.

### Coursework—

Go to the "**Assignments**" page (accessible from the **Home Page**). Be sure to look at the "**Reading Schedule**." This will guide your reading through the term for lectures and textbook readings. The **Paper** assignment will be located under Assignments as well; you will compose a six-page paper (due August 8), following a sheet provided there.

One central element of the course is the four discussion essays and four discussion responses you will write, based on the Pearson Publishing Company's "**MY HISTORY LAB**." Please read "About MY HISTORY LAB" in Assignments. Note that there are chapter tests in My History Lab that I want you to take. These are to help you see how you are doing and will not be reflected in your grade, but are still mandatory.

## About the Discussions

One central element of the course is the four Discussion essays and four essay responses you will write. These assignments are tied to the online Pearson readings in My History Lab, but also will involve the Divine text and the lectures.

Find the weekly Discussion assignment (the first is due April 11), and follow directions for the listed readings. Do not substitute your own choice of readings for the assigned ones. (For discussions, it's good for everyone to be, literally, "on the same page.") After doing the reading, choose one essay question to answer from the Discussion assignment. Submit your essay through the Discussion's "Posts" icon. Each essay should be 250-400 words. The deadlines for these normally fall on Mondays, with holiday exceptions (see schedule below). **You don't have to write an essay every week**, just two out of the first five (Discussions #1-#5), and two from the rest.

Your answers should contain references to specific information by page, as (Divine, p. 25) and/or ([name of online document]) and to lectures, or (Haslam, Lecture 1). You are expected to use and refer to lectures, textbook, and My History Lab. Your response must be grounded in evidence. Show us your insights. Use your imagination with evidence from the readings to try to understand how people lived and the range of options available to them. Avoid speculations that push evidence too far, as "Thomas Jefferson must have thought that..." because nobody knows what he thought unless he reported it.

The point of the exercise is not to make you come to a certain view, but to make you use relevant evidence to support your point of view. Avoid "fluff"; if Patrick Henry reminds you of a family member, it is not relevant to our discussions. And you don't need to use up words with generalities such as "Through history we learn how different people were in the old days." Avoid raging moral pronouncements, which may feel good to write but don't teach us about the past. I know you do not agree with slavery – nor do I -- but if our understanding of this institution ends with the conclusion that slaveowners were immoral or hypocritical, what have we learned?

Use quotes from the sources to **back your points, not to make them**. Anybody can copy someone else's words, and that does not really show your understanding. As much as possible, use your own words--paraphrase the source. Quote to illustrate or back your point, and when you do, reference as using page number (if there is one in your source). Avoid both long quotes (more than 30 words) and overly brief ones (less than eight words).

Avoid typo's and misspellings.

Make sure the essay comes to grips with your chosen question. This dialogue illustrates how some essays appear to me:

*Q: So why did you quit your job at Starbucks?*

*A: The Starbucks I worked in was a new place in Issaquah. Right across the street from a gas station. Really modern, and like a blue color inside. I served all kinds of lattes and I liked the customers pretty much, especially if they tipped me. The most popular selection by far was "Grecian Urn." I had to work 11-2 three days a week. When I drove to work I listened to "Fusion" music on my CD player, which my girlfriend liked. I talked to my boss and told him I was leaving cause I was tired of the job."*

Be specific. Be sure to use dates. Don't just narrate--explain and offer analysis. Think of yourself as a lawyer in the courtroom. Your client is accused of murder. You rise, look meaningfully at the jury and say, "My client is not guilty!" Then you sit down and say not another word. Or worse, you keep talking and list everything you know about your client whether or not it is important for your case. What happens? Your client is convicted. You should have built a case based on relevant evidence and witnesses. Where was your client, when, how? Your grade will be based upon how well you can explain whatever point of view you wish, using evidence, that is, information derived from text, documents and lectures.

**Note what the assignment says about a purpose statement.** This tells the reader what question you are answering and what sources you used.

For most Discussions, when you don't post an essay that week, you will do the assigned reading anyway and post a **response** of at least 75 words to the essay of another student. This is usually due on Thursdays. You will do a total of two responses in Discussions #1-#5 and two in

Discussions #6-#10.

Find other students’ essays through each Discussion assignment’s Post icon. Your response should directly answer the argument or explanation of the essay you are taking on. You don't need to waste space congratulating the person on how much you liked the essay, but agree or disagree with what is in the essay (or someone else's response on the thread). Express agreement, or disagreement, and reasons for your view.

This means that during the term you must post four bulletin essays of your own and four responses to others' essays--on a total of eight Discussions.. Essays are graded on a 25-point scale; responses on a 5-point scale. Unfortunately, when you get a grade for your response, it'll read something like 4 or 5 "out of 25." Don't come unglued. It's really out of 5. Vista won't let me pool essays and responses with different "out of \_\_" numbers. Instead, even response grades say, "Out of 25." Please bear with me.

Also, **there is no credit for posting a response on a Discussion for which you have already submitted an essay.** That does not mean just the same question, but the entire Discussion of the week. If you submit an essay Monday, a response submitted three days later is welcome, but non-credit.

The following is this term's schedule of due dates for essays and responses for each Discussion:

Assignment	Due Date	Assignment	Due Date
Discussion #1 Essay	Thursday June 30	Discussion #6 Essay	Monday July 25
Discussion #1 Response	Tuesday July 5	Discussion #6 Response	Thursday July 28
Discussion #2 Essay	Tuesday July 5	Discussion #7 Essay	Thursday July 28
Discussion #2 Response	Friday July 8	Discussion #7 Response	Monday August 1
Discussion #3 Essay	Friday July 8	Discussion #8 Essay	Monday August 1
Discussion #3 Response	Monday July 11	Discussion #8 Response	Thursday August 4
Discussion #4 Essay	Monday July 11	Discussion #9 Essay	Thursday August 4
Discussion #4 Response	Thursday July 14	Discussion #9 Response	Monday August 8
Discussion #5 Essay	Thursday July 14	Discussion #10 Essay	Monday August 8
Discussion #5 Response	Monday July 18	Discussion #10 Response	Thursday August 11

There will also be two exams, each about two hours, on these dates: July 13 and August 11. You will take them online. (You are responsible for having access to a functioning computer on test days, so plan ahead.) The tests will have multiple-choice and essay questions and will be based on the text and the lectures. There will be preparation sheets for each listing possible questions.

Copying material in print or on the Internet is forbidden. A zero grade will be assigned to paper or test in which plagiarized material appears, or if on a Discussion essay, the entire Discussions grade (25% of the total term grade).

**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 and have a compelling reason for that. Note: weekly essays are graded on a 25-point scale, so the late penalty amounts to .5/25 per day (up to a maximum of 2.5/25).

Policy #2: No work will be accepted after Final Exam day (March 21) 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, and no incomplete grade will be granted.

Policy #3: If you miss the midterm or final exam for some legitimate reason, all is not lost. However, if you don't contact me and take the test right away, you will lose 10% right away and another 10% after a week. If a problem prevented you from taking the final exam, you will be allowed to take it another time before the end of the term, but with a 10% grade subtraction. This subtraction will be waived if you informed me of a conflict before the day of the exam and I agreed to reschedule it for you. It will be waived in case of an unforeseen valid emergency. It will be

waived if the problem was the responsibility of myself or of Vista, but not if it was with your computer or a scheduling problem.

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:	25%
Paper	25%
Midterm exam	25%
Final exam	25%

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 WebCT e-mail, or to [theinric@bellevuecollege.edu](mailto:theinric@bellevuecollege.edu). Or call and leave a message at 425-564-2114.

**FREQUENTLY ASKED QUESTIONS**

**1) So I'm supposed to do two essays out of the first five Discussions, and two for the rest. Also I respond to two essays from other students in the first five discussions, and two for the rest. Is that right?**

Yes.

**2) What are you looking for in these essays?**

*Go to each Discussion assignment for the specifications and questions. I like an essay that comes to grips with the student's chosen question, that tries to answer it logically with details and facts. It is especially desirable to use facts and details from the Discussion (especially online) readings. The Ayers text is helpful, but don't write a mere summary of what the Ayers text says, without input from the primary sources and the lectures ("Topics"). Don't base your essay on an encyclopedia article (especially that unreliable Wikipedia), though feel free to consult a decent encyclopedia for background.*

*Use paraphrases and quotes from the sources to back your points, not to make them, and avoid both long quotes (more than 40 words) and overly brief ones (less than 15 words).*

*Remember what the assignment says about a purpose statement.*

*Avoid typo's and misspellings.*

**3) What are you looking for in the responses?**

*Agree or disagree with the author, using your own facts. Don't simply write your own essay about the topic; show that you've read the essay and thought about it.*

**4) Can I save time for myself by doing a response from a Discussion for which I wrote an essay?**

*No. Your essays and responses have to be separate Discussions in order to get credit. But feel free to post input any time (useful for defending your essay).*

**5) Hey, I got only a "4" for my response to an essay, and it says "out of 25"! Why such a low grade?**

*It's really out of 5. But Vista won't let me put on one thread essays and responses with different "out of \_\_" numbers. Instead, all the Discussion assignments say, "Out of 25." Please bear with me.*

6) What about the exams? Will there be a preparation sheet for each?

Yes, about 10 days before each one.

7) What if my computer messes up? Or I lose internet access and can't turn in an assignment?

Do your best to have a working computer and stable internet access, especially for exams. If there is a problem, however, find a way to notify me and we'll deal with it in some common-sense way. Also, if trouble prevents you from doing one of the weekly Discussion assignments, you often can just wait for the next Discussion assignment.

8) I don't have time to do the assignments for this class. Should that count against me?

No, but your grade will reflect what you actually do.

9) I don't have time to do the assignments for this class. Can I do extra credit work to make up for it?

No.

10) Should I read the lectures?

Yes. They'll make your Discussion essays and exam answers better.

11) What if Vista crashes?

Communicate by email. I am at [theinric@bellevuecollege.edu](mailto:theinric@bellevuecollege.edu). Or leave a message at 425-564-2114.

GRADING--

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

Discussions:	25%
Paper	25%
First exam	25%
Second exam	25%

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 WebCT e-mail, or to [theinric@bcc.ctc.edu](mailto:theinric@bcc.ctc.edu). Or call and leave a message at 425-564-2114.

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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.