

HISTORY 148 – US History III - 1900 to present

Instructor: Dr. Robert Doan

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Classroom: R 301

Times: Daily 8:30-9:20

Office Hours: M/W.10-11am, and by appt.

Course Description: This course examines the history of the United States from just before the end of Nineteenth Century (Spanish-Am. War of 1898) to the present. The course focuses on key figures, events and eras, and explores important themes and issues relevant to the nation's historical development, including the rise of industrialization and labor, imperialism and overseas trade expansion, WWI, the "Roaring 20s", Depression and New Deal, WWII, Cold War and Post-war prosperity, 1960s and Vietnam, de-industrialization, Reagan era, and the end of Cold War to present issues. In the process students will develop historical thinking skills and draw conclusions from contradictory primary sources and historical interpretations. The diverse history of the nation will be emphasized by examining individual cultures, their interactions, and the challenges faced by multicultural America.

Course Content, Topics and Themes:

This course will familiarize you with the main events, as well as social and political forces, that spurred the United States to emerge from a generation of revolt, war, and turmoil to achieve after 1800 increasing stability, great economic and territorial expansion, and prosperity to become the world's largest economy and one of its great powers by 1900. But this century also includes the increasing divergence between North and South that led to catastrophic conflict. Thereafter, however, the nation became increasingly industrial, technological, and urban – pre-Civil War processes that accelerated rapidly between 1870 and 1900 (and continue to this day). In addition to the topics listed above, some key issues/themes we will examine throughout the quarter include:

But we will not only study these events and the forces the spawned them, for American history is too often taught in a vacuum. To fully understand how America fits into the world it is necessary to constantly keep in mind the world context in which its developments occurred. This course will seek to do that. American identity, from its origins to the present has, in many ways, been one of comparison to other societies, esp. Europe, and a belief in both "American exceptionalism", or of a modern "City on a Hill". In short, that America was a better civilization than the Europe we had rebelled against, and thus a better example to the world – a new "beacon of light for the world." Whether the promise of this vision (individual economic freedom, equality of justice and opportunity, representative government, etc.) has been realized, or is more rhetoric, will also be a constant topic of discussion in the course, just as they have always been huge issues among its citizens. But the 20th c. saw the US emerge first as one of several world powers, and after WWII as *the* world power among capitalist democracies and seek to project its values, as well as economic interests, beyond its borders.

All this occurred while many also tried to perfect and extend the *American dream* at home – to women, minorities, the working-class and poor -- despite powerful forces seeking to prevent such from happening. The US became more composed of diverse populations resulting from immigration – from all corners of Europe, but esp. Eastern and Southern, from migration of Blacks out of the South to all parts of the nation, from Mexicans and other Latinos, and finally Asians after WWII. This fact of American diversity in race and ethnicity, as well as gender and income, will also garner significant attention toward understanding the unique qualities and evolution of American civilization. All these topics will be sources of discussions.

TEXTBOOK: The American Story: 978-0-205-72897-8
ed. Divine, Breen, et. al. Penguin-Longman

DOCUMENT SOURCES: Voices of America: Past and Present vol. II 0-205-52152-5
Plus Handouts

Philosophy- Learning is a multifaceted process. In addition to the necessity of reading and making a solid effort to comprehend the reading, it also involves critical thinking, student/student and student/instructor dialogue and discussion, and collaborative learning. I expect us all to make an effort in all these areas by doing the reading and by engaging in discussion and group activities. I also will be available during office hours to facilitate your learning and projects, but the responsibility is yours. Finally, toleration must be observed. Viewpoints may be criticized, but criticizing individuals FOR their views (or anything else) will not. Open debate must not lead to personal attacks.

Course Outcomes:

Additional Learning Objectives:

1. To relate and compare American developments to global ones.
2. To see and understand opposing views of controversial issues of our society.
3. To perceive how different ethnic, racial, regional, and socioeconomic groups can and do have conflicting views of the same issue.
4. To identify the broad themes and forces at work in American society in the 20th century.
5. To hone the skills of reading comprehension, clear writing, and useful note taking.
6. To advance critical thinking (including of the text, instructor, and “American values”)
7. To develop basic library and research skills.

❖ **Academic Honesty:** The College regards acts of academic dishonesty, including such activities as plagiarism, cheating and/or violations of integrity in information technology, as very serious offenses. In the event that cheating, plagiarism or other forms of academic dishonesty are discovered, each incident will be handled as deemed appropriate. Care will be taken that students’ rights are not violated and that disciplinary procedures are instituted only in cases where documentation or other evidence of the offense(s) exists. A description of all such incidents shall be forwarded to the Vice President for Student Success, where a file of such occurrences will be maintained. The vice president may institute action against a student according to the college’s disciplinary policies and procedures as described in the *Student Handbook*.

**ONLINE PROCEDURES AND GUIDELINES
OF THE SOCIAL SCIENCE DIVISION
Revised Spring 2009**

Bellevue Community College's Affirmation of Inclusion

Bellevue Community 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 BCC, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.

The college's "Affirmation of Inclusion" is in line with the principle of free speech in a free society: we have the right to express unpopular ideas as long as we don't show disrespect for reasonable people who might believe otherwise. In an online course, you will be expressing ideas through the medium of the course site rather than face to face in the classroom. In that case, these expectations refer to the courtesy with which you communicate with one another through e-mails and e-discussions. Part of this respect involves professional behavior towards the instructor, colleagues, and the class itself.

Cheating, Stealing, and Plagiarizing* and Inappropriate Behavior

Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive behavior are violations of the Student Code of Conduct at Bellevue Community College. Examples of unacceptable behavior include, but are not limited to: plagiarizing material from the Internet and posting rude or personal attacks in discussions. When you are in doubt about any behavior, please consult your instructor. In addition, you may wish to review the general applicable rules of cyberspace, such as in the [Core Rules of Netiquette](#). The instructor reserves the right to remove posted messages, and downgrade assessments as a result of these types of behaviors. The instructor can refer any violation of the Student Code of Conduct to the Vice President 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 Vice President of Student Services, [link to Student Code](#).

Incomplete

If a student fails to complete all the required work for a course, an instructor may assign the grade of Incomplete ("I"). It is the student's responsibility for maintaining contact and adhering to the agreed-upon actions. Vista class sites, and material, may not be directly accessible after the end of the quarter so it is important to make arrangements before the quarter ends. The student must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an "F"). There is a standard form that instructors have access to in their instructor's grade briefcase.

F Grade

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

Final Examination Schedule

Final examinations may involve proctored on-campus arranged exams or may be administered completely online at the discretion of the instructor and in keeping with the stated policies provided in the course syllabus. Please refer to the syllabus at the start of the quarter for additional details and contact the instructor directly for any clarifications. A student who is not in compliance with the scheduled format 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 in compliance with 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 during the standard academic year (Registration Office, B125). If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course. Check [Enrollment Calendar Deadlines, Refunds/Withdrawals](#), for additional details. As with most enrollment deadlines, it is the student's responsibility to be aware of these dates and act accordingly.

Hardship Withdrawal (HW)

From page 9 of the current course catalog, [2008-2009 online catalog](#), HW indicates a withdrawal request made because of extenuating circumstances after the official withdrawal period is over. The student must contact the instructor to request this withdrawal option, or the faculty member may initiate the contact. No points are calculated into the grade-point average. 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 contact the Disability Resource Centre (DRC) [link to DRC](#). The office is located in B132 (telephone 425.564.2498 or TTY 425.564.4110, email drc@bellevuecollege.edu). Students will need to establish their eligibility for accommodation. The DRC office will provide each eligible student with an accommodation letter or contact your online instructor directly by email. Students who require accommodation in a course should review the DRC accommodation letter with each instructor during the first week of the quarter.

Distribution of Grades

Students should access their grades through the BCC Web site. Any returned material should be accessed prior to the end of the quarter. After the end of the quarter, Vista class sites may not be accessible by students. Individual instructors may use non-Vista tools for recording and maintaining the students' progress. Questions about grades assigned should be initially directed to your instructor.

Submission and Returning of Papers, Assignments and Assessments:

Specific guidelines for taking exams and submitting assignments are published in the syllabus. Please contact instructor at the start of the quarter for any clarifications.

Technical Assistance

Vista-related or technical issues should be referred to Distance Education, [link to Distance Education web resources](#). You may also email them at landerso@bellevuecollege.edu or call 425-564-2438 (1-877-641-2712). Vista tutorial help and basic instructions can be found at <http://bellevuecollege.edu/distance/studentguide/>

**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 (D110), the Vice President of Student Services (B231A) or the Associated Student Body (C212) for information regarding the appeals process.*

Plagiarism – Special Note: For all assignments, **NO PLAGIARISM** (direct copying, or close paraphrasing from any published material without *mention of the source*) will be tolerated, and no credit will be given for any assignment in which I find it. **If discovered, plagiarism will result in a zero score for that assignment, and raise the level of scrutiny for future assignments. A second example will result in a minimum 1.0 reduction (ex., 2.0 to a 1.0) in final grade.** If egregious second offense **may result in failure of the entire course.** I expect you to look on-line or elsewhere in order to fully understand just what plagiarism is. **THIS IS YOUR RESPONSIBILITY.** Below are some resources to do this.

For a description of plagiarism see the statement by the American Historical Association
<<http://www.historians.org/Perspectives/issues/2002/0203/0203aha4.cfm>>.

You need to be aware that plagiarism is a very serious academic offense. Although some students do this deliberately, many commit plagiarism out of a lack of understanding. Diana Hacker, in her book *A Pocket Style Manual*, describes plagiarism as the “unattributed use of a source of information that is not considered common knowledge. Three acts are considered plagiarism: (1) failing to cite quotations and borrowed ideas, (2) failing to enclose borrowed language in quotation marks, and (3) failing to put summaries and paraphrases in your own words.” (Diana Hacker, pp 157-158, *A Pocket Style Manual*)

Additionally, access the site “The Historian’s Toolbox” (the address follows) for some useful examples regarding plagiarism, quotes, and paraphrasing. To get the most out of these tutorials, select all the boxes to review the feedback. Start with this page “What is Plagiarism”:
http://guides.library.fullerton.edu/historians_toolbox/unit6/tutorial1/u6t1p2plagiarism.htm

Additionally, check out the following links to make sure there is no confusion relating to this topic:
University of Washington – Bothell Library <http://www.uwb.edu/library/guides/research/plagiarism.html>
<<http://library.csusm.edu/plagiarism/>>
<http://owl.english.purdue.edu/handouts/research/r_plagiar.html>
<http://bcs.bedfordstmartins.com/pocket5e/Player/pages/login.aspx?sViewAs=S>

Cell Phones -- You are expected to turn off or silence your cell phones prior to the start of each class. Using them during class will result in a warning; if a second incident occurs you will be asked to leave the room for the remainder of that class.

Americans With Disabilities Act: If you require special classroom accommodations due to disability, have emergency medical instructions, or need special arrangements for building evacuation, please tell the instructor as quickly as possible

GRADING PARAMETERS:

Exams: 40% of total grade

There will be two blue-book style exams, a midterm and a final. Check the class Schedule for dates.

- Final not cumulative.
- All consist of combination of objective, identification and essay questions.
- Study sheet and list of essay questions given out approx. one week before.
- Some essay questions *may* be take home (yet to be determined)

Identification terms (“IDs”) will consist of individuals, places, programs, and events. Lists of terms will be given out at stages in the course. They will also be related to group and discussion activities at various points. For EXAMs you will **describe terms in a full paragraphs and explain their historical significance**, and including time, place, and key facets. You will usually want to connect a term to other material we are studying, such as larger themes or issues. Worth about 40% of exams.

Essay questions will require longer answers (2-4 pages in many cases) that are well organized, clear, and supported by evidence. Worth about 40% of exams. There will also be several (no more than 10-12) objective questions on exams. Worth about 20% of exams.

Make-up exams will not be given except under extraordinary circumstances. Students who must miss an exam because of illness or family emergency **must leave me an email or phone message PRIOR to class on the day of the exam.**

Quizzes: 25% of total grade

There will be three quizzes based on readings and lectures. Same parameters on make-ups as with exams. Quizzes will be a combination of objective questions (T/F and matching mostly), usually between 10-15 total, a handful of map questions, as well as 1 or 2 IDs (see exams).

Synopsis Homework 10% of total grade

These are assignments that require finding and reading relevant materials and then writing brief synopsis and interpretation of what you have read.

- Homework questions will be handed out throughout quarter.
- You are only required to turn in **one**, but...
- Different groups will be assigned different sets of questions with different due dates.
- Questions will be based on textbook and document readings.
- For full credit all **MUST** be turned in *by due date*.
- Each should be 1-2 pages (don't go over much!) No single spacing or less than 11' font.
- Must be as grammatically correct and understandable as possible.

Class Participation: 10% of total grade

There will be regular discussions based on assigned readings during weekly class time. Specific readings will be assigned in advance. You are expected to come to class familiar with and ready to discuss these readings and participate in the discussion during the class. This may involve graded writings and/or whiteboard work. To do well you must attend, thus attendance is part of the grading process.

*Participation includes regularly answering my questions, asking questions, engaging in discussion, and especially participating in regular group discussions/exercises.

Group Paper/Presentation: 15% of total grade

You will work collaboratively in pairs (with a partner from groups assigned early in quarter) or small groups (no more than 3) to produce a paper and class presentation on a topic of your choosing. List of possible topics passed out a few weeks into quarter. All will be due during last week of class (BEFORE final exam). There also will be periodic due dates for topics, drafts, and commenting on the drafts of others. See syllabus for due dates. For most of you partners, drafts, and draft commenting will be with others in your group. These preliminary tasks are worth collectively 20% of the assignment grade. You will have two grading possibilities that your group will decide on. One is to turn in a paper worth 67% of this grade, and give a short (c. 5-8 minutes) talk on what you wrote on, worth 33%, **OR** give a more in depth/elaborate presentation (c. 10-15 minutes) worth 67% and a *detailed* outline of what you researched worth 33%

- Topics, possibilities, and more information will be discussed early in the quarter
- Will involve research in library and printed sources and a bibliography of 3+ sources.
- Grammar and spelling count, as do organization and clarity.

Extra Credit:

The **only** extra credit allowed is a short (2-3 minute) oral description to the class about a relevant article or book you have read. These *may* (no promise) raise your final grade one notch (3.5 to 3.6).

Grading Overview: The individual portions of grading include the following:

Exams -----	40%
Quizzes -----	25%
Paper/Presentation-----	15%
Homework Synopsis -----	10%
<u>Discussion/Participation ---</u>	<u>10%</u>
	100%

Calendar: Dates, Readings, Topics, and Assessments (subject to adjustments)T: = Textbook readings. S: = Primary document source book #). *Italics* concern Paper.

Week of	Topic	Readings	Assignments
Apr 4-8	Intro, 19 th c. background, Imperialism	T: Ch. 21, + pp. 433-5, 441-5, 448-52, 455-63, 483-4, 494-5, 506-8 S: 18.1, 19.2, 19.5, 19.7, 20.1, all Ch. 21	Get books and READ!
Apr 11-15	Progressive Era	T: Ch. 22, Ch. 23, + pp. 476-80 S: 22.2-4, Ch. 23	Group 1 Synopsis (4/15)
Apr 18-22	WWI, 1920s	T: Ch. 24, Ch. 25 S: 24.1, 24.3-6, Ch. 25	QUIZ 1 (4/21?)
Apr 25-29	Depression, 1930s, New Deal	T: Ch. 26, Ch. 27 to p. 671 S: Ch. 26	Group 2 Synopsis (4/25)
May 2-6	WWII, early Cold War	T: Rest of Ch. 27, Ch. 28 to p. 705 S: 27.2, 27.5, 28.1-2	QUIZ 2 (5/2) Group 3 Synopsis (5/5) <i>Pairs need to be set</i>
May 9-13	1950s, Civil Rights	T: Rest of Ch. 28, Ch. 29 S: 28.3,28.5, Ch. 29	<u>MIDTERM (5/9-10?)</u> <i>Topics to me</i>
May 16-20	1960s	T: Ch. 30 to p. 762 S: Ch 30.1-4	Group 4 Synopsis (5/16) <i>Need to have met with me</i>
May 23-27	Vietnam, 1970s	T: Rest of Ch. 30, Ch. 31 to p. 794 S: 30.6, 31.1-4	Group 5 Synopsis (5/24) QUIZ 3 (5/27)
May 31 - June 3	1980s, Reaganism	T: Rest of Ch. 31, Ch. 32 to p. 811 S: 31.5-6, 32.1	<i>Drafts Due (5/31)</i> Group 6 Synopsis (6/2) <i>Critiques returned (6/3)</i>
June 6-10	1990s-Present	T: Rest of Ch. 32 S: 32.3, 32.5	PAPERS DUE (6/10)
June 13-15	Presentations, Final	-----	<i>Presentations (6/13-14)</i> <u>FINAL EXAM</u> (6/15)

