

*History 148*

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

(5 credits)

**Spring 2009**

Dr. Tim Heinrichs

Monday through Friday, 12:30-1:20 p.m.

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*OFFICE HOURS:*  
MWF @ 11:30-12:30,  
TTh at 1:30-2:20, or by appt.

## **Welcome**

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 but 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. But as time went on, the Republican Roosevelt contemplated and often despaired over the possibilities and limits of political power. 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...

**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. Are the American political and cultural values prevalent at the dawn of the 20<sup>th</sup> century at all relevant now?

In tracing the American story from the age of Theodore Roosevelt to the end of this century, **HISTORY 148** stresses these themes:

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

As we deal 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, Reagan-Gorbachev summits, the Gulf War, and the end of the Cold War, 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.

\* Additional assignments will be available at several sites. One is Mybcc.net. Our textbook publishing company, Pearson, also has put together a set of resources on which assignments will be based. (You need to register for this after you get your copy of *American Story*. See p. 6) The Pearson site will direct you to my class link, which will take you to the HEINRICHS HOME OF HISTORY which has and course materials for

several of my classes as well as some fun videos. Use it to access MY HISTORY LAB, which (under “Documents”) gives you access to assigned readings.

## **Classwork—**

Classes will involve both lecture and discussion. Most will follow the topic outlines, available in MyBCC, though some days will be set aside for 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 partly on quizzes and on discussion performance. Most class discussions will focus on assignments from the weekly online readings. These will be available at MyBCC 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. The policy toward no-shows is “three strikes and you’re out.” That means that having more than two absences without a legitimate written excuse will result in forfeiture of half of the class participation grade (=10%), meaning that the course grade will drop from A to B, B to C, C+ to D+, or whatever. Note: you may work off up to two past absences by coming to office hour within one week after them, and passing quizzes on the missed classes.

## **Assessments & assignments**

The four brief essays also will focus on assignments from the weekly online readings. Each essay should be one page in length, 250-350 words, single-space. It will answer one of the of the discussion questions. You do not need to write all ten assigned essays; you will choose two of the first five and two of the second five. But you will need to prepare for class discussion of at least one of the questions.

There will be a midterm exam (May 11) plus a final exam (June 18). You will be able to download a preparation sheet for each test. The midterm will include a 25-question 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. Multiple-choice questions will be found on a preparation sheet made available before each exam, while most essay questions are drawn from write the “Focus Questions” from lecture outlines.

*Note: missed tests may be made up within a week, during office hour, if the absence was unavoidable. Please submit a written note of explanation.*

One assignment is to write a typed 5- or 6-page essay, due June 11. You will write it in response to questions having to do with the non-text online readings.

Late papers lose 2% per day, but not counting weekends or holidays. Discussion essays lose .5/25 points per school day.

There is no extra-credit work or testing 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 hurt that. 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.



*Prohibition*

## MY HISTORY LAB

### HISTORY 146/147/148

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**Dear BCC Student,**

In this class you will be using MyHistoryLab, an online educational resource built specifically for this class. You can obtain the custom access code to MyHistoryLab with the purchase of the textbook, *American Story*, at the campus bookstore. Once you register you will have access to all your materials with just a few clicks.

#### ***Before You Begin***

You will need to register to access your custom resources. To register you will need:

- **A Student Access Code**
- **Your school's zip code**
- **A valid email address**

#### ***Registration***

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

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

#### ***Logging In***

1. **Enter [http://www.pearsoncustom.com/wa/bcc\\_history](http://www.pearsoncustom.com/wa/bcc_history)** into your Web Browser
2. Click on the **Login** button
3. Enter the **Log in name** and **password** you created and click **Next**

#### ***Need Help?***

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

***We wish you success in your course!***

# Lectures & Text Readings Schedule

## Week I: April 1-10

*New Concepts at Home and Abroad*

Topic #1: The United States in a New World Order	Topic #2: The Republican Roosevelt	Topic #3: The Taft Interlude	Topic #4: The New Diplomacy, 1901-1913
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American Story, Chapters 21-23;  
See Discussion #1 for other reading assigns.

## Week II: April 13-17

*Great Crusades*

Topic #5: Woodrow Wilson-- Progressive on a Mission	Topic #6: Teaching the World Democracy	Topic #7: World War I and Versailles
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American Story, Chapter 24  
See Discussion #2 for other reading assigns.

## Week III: April 20-24

*New Era*

Topic #8: Politics of the New Era	Topic #9: American Life in the Twenties	Topic #10: The Crash
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American Story, Chapter 25  
See Discussion #3 for other reading assigns.

**No Class Thursday.**

## Week IV: April 27-May 1

*Depression and New Deal*

Topic #11: Happy Days Are Here Again	Topic #12: Another New Deal (or Two)
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American Story, Chapter 26  
See Discussion #4 for other reading assigns

## Week V: May 4-8

*World War II*

Topic #13: Coming of World War II	Topic #14: Over There, Again	Topic #15: The Home Front
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American Story, Chapter 27  
See Discussion #5 for other reading assigns.

**No class Friday**

## Week VI: May 11-15

*Cold War*

Topic #16: Onset of Cold War	Topic #17: Korea	Topic #18: Abundance and the Fair Deal
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American Story, Chapter 28  
See Discussion #6 for other reading assigns.

**\* \* \* Midterm Exam May 11 \* \* \***

## Week VII: May 18-22

*Swell Times*

Topic #19: Consensus Adrift	Topic #20: The New Look	Topic #21: New Frontiersmen
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American Story, Chapters 29, 30 (to p. 791)  
See Discussion #7 for other reading assigns.

## Week VIII: May 25-29

*Glory and Ashes*

Topic #22: Great Society	Topic #23: From Glory to Ashes	Topic #24: Culture Wars I--the Sixties
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American Story, Chapter 30 (finish)  
See Discussion #8 for other reading assigns.

**No class Monday**



## Week IX: June 1-5

*Broken Promises*

Topic #25: The Nixinger Years

Topic #26: The Edifice Crumbles

Topic #27: Culture Wars II--Ex  
Unum Plures

American Story, Chapter 31

See Discussion #9 for other reading assigns.

## Week X : June 8-12

*Triumph s and Setbacks*

Topic #28: Malaise in the  
Age of Limits

Topic #29: Morning in  
America

Topic #30: Second Term,  
Three Phases

Topic #31: Bush-Clinton-  
Bush Era

American Story, Chapters 31, 32

See Discussion #10 for other reading assigns.

\* \* \* *Final Exam June 18* \* \* \*



*The 'It Girl,' Clara Bow*

## 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.