

*History 203*

# The United States in the Global Age

(5 credits)

**Spring 2008**

Dr. Tim Heinrichs

Monday through Friday, 11:30-12:20 a.m., in C-165

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or by appt

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 April 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 203** is a survey of the changes and opportunities that have characterized United States history over the past century, including many that were barely apparent at the dawn of this era. 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 203** 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--*

\* Ayers et al, *American Passages*, compact edition This is the main text not only for this course, but also History 201 and 202.

\* On-line readings, assigned weekly.

## Assignments & assessments

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

Class participation	20%
Three midterm tests	20%
Four discussion essays	20%
Five-page 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

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 on class attendance, on eight or so quizzes, and on discussion performance. 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.

Most class discussions, and the **four brief essays**, will focus on assignments from the weekly online readings. These will be available in MyBCC. Each essay should be one page in length, 300-400 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 one of the questions.

There will be **three tests** plus a **final exam**. They will take place on **April 28 and May 19**, and the third will appear with the final on **June 11**. Before each test you will be able to download from MyBCC a multiple-choice preparation sheet, and you will be tested mainly on its questions. This process will guide your reading and give you a chance to assess what you are absorbing week by week. For the other half of each test, you will write brief essays in response to “Focus Questions” that correspond to the classes. 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-page essay**, due **June 6**. You will write each one in response to questions having to do with the non-text readings. In each essay, please frame an "argument" or thesis and support it with helpful evidence and illustrations. Try to bring together several sources. Details to follow.

There will be a final examination on **June 11** at 11:30-1:20. It will include essay and factual questions and will bring together the entire course. You will be able to download a preparation sheet for the final from MyBCC.

## **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.

# Topics & Assignments Schedule

Spring 2008

(Also see online discussion assignments)

## Week I: March 31-April 4

*New Concepts at Home and Abroad*

Topic #1: Themes of the New Century	Topic #2: The Republican Roosevelt	Topic #3: The Taft Interlude
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American Passages, Chapter 20;  
See Discussion page for online readings.

## Week II: April 7-11

*Great Crusades*

Topic #4: The New Diplomacy, 1901-1913	Topic #5: W. Wilson-- Progressive on a Mission	Topic #6: Teaching the World Democracy
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Passages, Chapters 21, 22;  
See Discussion page for online readings.

## Week III: April 14-18

*New Era*

Topic #7: World War I & Versailles	Topic #8: Politics of the New Era	Topic #9: American Life in the Twenties
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Passages, Chapter 23;  
See Discussion page for online readings.

## Week IV: April 21-25

*Depression and New Deal*

Topic #10: The Crash	Topic #11: Happy Days Are Here Again	Topic #12: Another New Deal (or Two)
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Passages, Chapters 24,25;  
See Discussion page for online readings.

**Week V: April 28-May 2***World War II*

Topic #13: Coming of World War II	Topic #14: Over There, Again	Topic #15: The Home Front
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Passages, Chapter 26;  
See Discussion page for online readings.

**Week VI: May 5-9***Early Cold War*

Topic #16: Onset of Cold War	Topic #17: Korea	Topic #18: Abundance and the Fair Deal
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Passages, Chapter 27;  
See Discussion page for online readings.

**Week VII: May 12-16***Swell Times*

Topic #19: Consensus Adrift	Topic #20: The New Look	Topic #21: New Frontiersmen
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Passages, Chapter 28;  
See Discussion page for online readings.

**Week VIII: May 19-23***Glory and Ashes*

Topic #22: The Great Society	Topic #23: From Glory to Ashes	Topic #24: Culture Wars I--the Sixties
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Passages, Chapter 29;  
See Discussion page for online readings.

**Week IX: May 27-30 (Monday holiday)***Malaise*

Topic #25: The Nixinger Years	Topic #26: The Edifice Crumbles	Topic #27: Culture Wars II
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Passages, Chapter 30;  
See Discussion page for online readings.

**Week X: June 2-6**

*Battle lines*

Topic #28: Malaise in the Age of Limits	Topic #29: Morning in America	Topic #30: Second Term, Three Phases
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Passages, Chapters 31,32;  
See Discussion page for online readings.

**Week XI: June 9-10**

*Into Y2K*

Topic #31: Bush-Clinton Years	Review
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***June 11: Final Exam***

## 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.



