

FALL 2017 HISTORY 148, US HISTORY III (Section 5225)
TTh 12:30pm-2:40pm in Room D274C

Dr. Devon Atchison

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Canvas: <http://www.bellevuecollege.edu/canvas/> (see PAGE 2 for instructions)

Office Hours: TTh 5:10-6:10pm; or by appointment

Course Description: Welcome! For the next few months we will be exploring American history during the 20th century. Since this is a survey course, we will explore many different types of history: social, cultural, political, economic, geographic, environmental and religious, to name a few. This course will pay particular attention to the history of “ordinary” Americans, as well as previously underrepresented groups of American people.

Course Outcomes: This course is both a lecture course and a discussion section. While I will lecture for some period of time at almost every meeting, each student will be responsible for participating in the accompanying discussion section. Our major goals for the quarter are not only to become familiar with the American story and the many facets and quirks of American history, but also to utilize a variety of primary sources in interpreting and analyzing the American story, and to learn to think critically about the analyses and interpretations of other historians (secondary sources). See the Introduction to your Course Reader, OpenBook: US History III Reader (“OB”) for a more detailed description on Primary and Secondary sources.

In particular, each student will be able to do the following upon completion of this course:

- Analyze and critically evaluate primary and secondary sources.
- Communicate effectively both orally and in writing.
- Articulate the influence of gender, class, and race on historical developments in U.S. society over the course of the twentieth century.
- Identify and assess the causes and consequences of major economic, social, political, and cultural developments in the United States during the twentieth century.
- Evaluate the causes and significance of the rise of the United States as a global power over the course of the twentieth century.

Required Materials:

1. COURSE READER: Devon Atchison, OpenBook: US History III Reader (you must either print this out, or bring an electronic version to class with you each day) (“OB”).
2. JOURNAL: one blank, spiral-bound notebook (you must bring this to class with you each day (“Journal”))
3. BLUE BOOKS: two blank “Blue Books,” (or “Green Books”) which can be purchased at the Campus Bookstore and will be used for the Midterm and Final Exams (any size ok)

Course Prerequisites:

Please note that this course focuses on reading difficult primary source documents, providing critical oral analyses of and writing analytical questions and essays on these documents. While there is no college prerequisite for this course, and while I do my best to teach to a wide variety of academic backgrounds, learning styles, and academic preparations, please take note that students will be spending, on average, 15-25 hours per week for this class. The amount of time you spend on this class mostly depends on your academic preparation for this class and the grade you hope to receive.

Additionally, you will need to have:

- Frequent access to a computer
- Access to Canvas (BC’s web-management system)—if you have never used Canvas before, please see this page for some helpful tools/hints:
<https://www.bellevuecollege.edu/service/sdesk/students/canvas/>)
- Microsoft Word
- An Internet connection and familiarity with the Internet

ACCESS TO THE INTERNET AND THE CANVAS LMS

We’ll be using the Canvas LMS this quarter. To access it, visit: <http://www.bellevuecollege.edu/canvas/>
If you have trouble accessing the Web, please let me know as soon as possible. Using Canvas is a requirement for our class. Please use the Firefox browser to access the website and Canvas. Your phone or tablet might not work well with the Canvas LMS, so use a laptop.

Classroom Rules:

1. Laptops are NOT allowed in class. On a case-by-case basis, I will approve the use of technology when documentation of special necessity is provided.
2. Texting is NOT allowed in class.
3. Late Policy: You will have “**1 Free Late Pass**” during the quarter. When necessary, you may submit 1 assignment late. You must contact me within 24 hours and you have 3 days to complete your work (even if you end up not turning in the assignment, you will have still used your Late Pass by saying you want to use it!). **NO OTHER LATE WORK WILL BE ACCEPTED.** If you do not use your late pass this quarter, you will be awarded one Extra Credit point at the end of the quarter.
4. Tardiness: We will follow the “5 Minute Rule.” Your presence is required within the first 5 minutes of class. If you are not in your seat, you will not be allowed in class.

REQUIREMENTS/ASSIGNMENTS:

This course is worth a grand total of 100 points. Any student earning less than 60% will receive a 0.0 unless the student specifies in writing that he/she is requesting a NC (No Credit) or an I (Incomplete). Final grades will be distributed as follows:

A: 100-94 points A-: 93-90 points	B+: 89-87 points B: 86-84 points B-: 83-80 points	C+: 79-77 points C: 76-74 points C-: 73-70 points	D: 69-64 points D-: 64-60 points	F: 59-0 points
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THE FINAL COURSE GRADE WILL BE BASED ON THE FOLLOWING:

I. Participation: 6 points (6% of grade). Students are expected to participate on a regular basis in in-class discussions and analysis. Everyone is allowed one absence during the quarter; this absence will not affect your participation grade. After this absence, each absence will result in the lowering of your grade, as a whole, by ½ point (up to 6 points) per absence. If you're absent on a test day, or when something is due, that particular grade might be affected. Additionally, if you are in class but not participating, you will lose points. These points will be awarded during Week 11 of the semester, but based on participation throughout the entire quarter.

II. Journal Notes/Questions (1 set per chapter for a total of 10 sets): 3 points each (30 points total, 30% of grade). Each week, you will be reading at least one chapter from Open Book: US History III Reader (“OB”). Since the material can be dense and difficult to get through, I would like for you to keep a “Journal” during your reading. At the start of the semester, you should purchase a blank spiral-bound notebook that you use exclusively for your Journal. **For each chapter of OB you read, I would like you to write 2-5 pages of notes in your Journal, and I would like you to write down 5 questions** (see “Journal Notes/Questions Guide Handout” on page 7 for more on this). At four different points in the quarter (see the “Class Schedule” for exact dates), you will be turning in your Journal; I will look through your Journal Notes/Questions, make comments, award you a grade, and return your Journal the following class.

III. Discussion Days (3 of them): 4 points each (12 points total, 12% of grade). Discussion is an essential part of this course; it is how I can gauge your understanding of the readings and assess your analytical skills. We will have three Discussion Days this quarter (I will give you at least a day’s heads up about the exact date of each one) and are designed to allow students to work together in groups, run a classroom discussion and demonstrate an understanding of the primary source material. There are 2 components to the Discussion Days: group working and running the discussion for your chapter; and participation during the remaining group’s chapter discussions. You will receive points based on how you do in each component.

IV. Primary Source-Based Short Essays (2 of them): 7 points each (14 points total, 14% of grade). At two points in the quarter (dates can be found on Class Schedule), you will be writing a Primary Source-Based Short Essay (“PSB Essay”). The prompts for these two essays can be found on page 10 of the Syllabus. On the designated day (please see the Class Schedule for the exact due dates), you will turn in a typewritten, hard copy of your 3-5 page short essay at the start of class. Guidelines for how to write the PSB Essays and a rubric for how I will grade the essays is provided on page 9.

V. Group Projects (2 of them): 4 points each (8 points total, 8% of grade). We will have two in-class Group Projects this quarter. You will be graded on your personal participation in the group project and on the product your group turns in. In order to receive the maximum points, you will need to have completed all appropriate readings assigned prior to each group project and contribute in a meaningful way to the group project.

VI. Midterm Exam: 15 points (15% of grade). On October 12, I will hand out the Midterm Exam Study Guide, with important terms to know and essay guide questions. On **October 26** (no make-up dates will be offered) you will have your Midterm Exam. The exam will consist of short-answer questions and one essay question and will cover material from *OB*, Chapters 1-6 and lectures and films from Weeks 1-6. Students are not permitted to use notes or other materials during the exam and must use a Blue Book to complete the exam.

VII. Final Exam: 15 points (15% of grade). On November 21, I will hand out the Final Exam Study Guide, with important terms to know and essay guide questions. On **Thursday, December 7 from 11:30am-1:20pm** (no make-up dates will be offered) you will have your Final Exam. The exam will consist of short-answer questions and one essay question and will cover material from *OB*, Chapters 7-10 and lectures and films from Weeks 7-11. Students are not permitted to use notes or other materials during the exam and must use a Blue Book to complete the exam.

Class/Assignment Schedule

	In Class We Will Be Covering:	By <u>Thursday morning</u> of this week you are responsible for reading/completing:	On <u>Thursday</u> of this week you are responsible for turning in the following homework:
Week 1 ----- 9/19 and 9/21	Introductions; Machine Age, Progressivism, and Imperialism	1. Read <i>OB</i> , Ch. 1 (all) 2. Complete Journal Notes and Questions on <i>OB</i> , Ch. 1	
Week 2 ----- 9/26 and 9/28	<i>Film: Iron Jawed Angels</i> ; World War I	1. Read <i>OB</i> , Ch. 2 (all) 2. Complete Journal Notes and Questions on <i>OB</i> , Ch. 2	
Week 3 ----- 10/3 and 10/5	The Roaring Twenties; Discussion Day #1 (on <i>OB</i> , Chs. 1-3)	1. Read <i>OB</i> , Ch. 3 (all) 2. Complete Journal Notes and Questions on <i>OB</i> Ch. 3	1. Journal Notes/Questions for <i>OB</i> , Chs. 1-3
Week 4 ----- 10/10 and 10/12	The Great Depression; Group Project #1	1. Read <i>OB</i> , Ch. 4(all) 2. Complete Journal Notes and Questions on <i>OB</i> Ch. 4 3. Start working on PSB Essay, Prompt ONE	

Week 5 10/17 and 10/19	World War II; Cold War, Warm Hearth	1. Read OB, Ch. 5 (all) 2. Complete Journal Notes and Questions on OB Ch. 5 3. Read OB, Ch. 6 (all) 4. Complete Journal Notes and Questions on OB Ch. 6 5. Complete PSB Essay, Prompt ONE (due on Thursday 10/19 at start of class!)	1. PSB Essay, Prompt One
Week 6 10/24 and 10/26	Discussion Day #2 (OB, Chs. 4-6) and Midterm Review; MIDTERM on 10/26	1. Study for Midterm (on Thursday 10/26!)	1. Journal Notes/Questions for OB, Chs. 4-6 <u>DUE ON TUESDAY, 10/24</u>
Week 7 10/31 and 11/2	African American Civil Rights Movement; <i>Film: Eyes on the Prize</i>	1. Read OB, Ch. 7 (all) 2. Complete Journal Notes and Questions on OB Ch. 7	
Week 8 11/7 and 11/9	Counterculture and 1960s Politics; Vietnam	1. Read OB, Ch. 8 (all) 2. Complete Journal Notes and Questions on OB Ch. 8	
Week 9 11/14 and 11/16	Nixon and the 1970s; Discussion Day #3 (OB, Chs. 7-9)	1. Read OB, Ch. 9 (all) 2. Complete Journal Notes and Questions on OB Ch. 9 3. Read OB, Ch. 10 (all) 4. Complete Journal Notes and Questions on OB Ch. 10 5. Complete PSB Essay, Prompt TWO (due on Tuesday 11/21 at start of class!)	1. Journal Notes/Questions for OB, Chs. 7-9
Week 10 11/21 [NO SCHOOL on 11/23]	<i>Film: All the President's Men</i> NO SCHOOL ON Thursday, 11/23		1. PSB Essay, Prompt Two <u>DUE ON TUESDAY, 11/21</u>
Week 11 11/28 and 11/30	Group Project #2; I heart the Eighties and Final Exam Review	1. Study for Final Exam	1. Journal Notes/Questions for OB, Ch. 10
Thursday, December 7 from 11:30am-1:20pm FINAL EXAM			

ADDITIONAL NOTES ON THE COURSE:

- ❖ **Academic Integrity:** Cheating and plagiarism (using as one's own ideas writings, materials, or images of someone else without acknowledgement or permission) can result in any one of a variety of sanctions. Such penalties may range from an adjusted grade on the particular exam, paper, project, or assignment (all of which may lead to a failing grade in the course) to, under certain conditions, suspension or expulsion from a class, program or the college. For further clarification and information on these issues, please consult the Student Code at <http://www.bellevuecollege.edu/policies/id-2050/>.
- ❖ **Disability Resource Center (DRC):** The Disability Resource Center (DRC) serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact the DRC as soon as possible. The DRC office is located in B 132 (425-564-2498). Hearing impaired students can access a video phone at 425-44-2025 or by TTY at 425-564-4110. Visit www.bellevuecollege.edu/drc for application information into the DRC program.
- ❖ **Class Behavior:** We will be delving into topics on which students may have a variety of opinions and experiences. Accordingly, it is necessary that everyone in this course treat each other with the utmost respect. While disagreement is completely acceptable and natural in a critical thinking course, disrespect is not acceptable. Do not use “you” statements (for example, “...and you are ridiculous for thinking that President Clinton was a good president.”). Additionally, you should always come to class prepared to talk and engage. Please do not take naps—if you fall asleep during class, I will gently wake you, if needed, and ask you to leave if your tiredness prevents you from participating in class.
- ❖ **Additional Course Readings/Handouts:** The instructor reserves the right to give pop-quizzes on additional course readings, handouts, lecture information or any other course-based information at any time during the semester. If it becomes clear that students are not keeping up on their readings, pop quizzes will likely be given.
- ❖ **Incompletes:** Incompletes will only be given in unforeseen and extreme circumstances that occur at the end of the semester; any request for an Incomplete must come to me in writing and I will discuss the circumstances and the calendar for completion of the Incomplete with the student, if the Incomplete is deemed appropriate. All Incompletes must be completed by the end of the following semester.

Journal Notes/Questions Guide

Each week, you will be reading at least one chapter from Open Book: US History Reader (“OB”). Since the material can be dense and difficult to get through, I would like for you to keep a “Journal” during your reading. At the start of the semester, you should purchase a blank spiral-bound notebook that you use exclusively for your Journal. **For each chapter of OB you read, I would like you to write 2-5 pages of notes in your Journal, and I would like you to write down 5 questions** (i.e. phrases you don’t understand, “aha!” moments you had, contemporary things that you are comparing the reading to). At four different points in the quarter (see the “Class Schedule” for exact dates), you will be turning in your Journal on a Thursday; I will look through your Journal Notes/Questions, make comments, award you a grade, and return your Journal that day in class.

Below please find an example¹ of part a great Journal Notes submission—note that it discusses the material almost entirely in the student’s own words. ***This excerpt only covers 3 documents; you are responsible for writing about all of the documents you have been assigned!***

JOURNAL NOTES FOR CHAPTER 3:

Document 1: scene from the movie *Rebel Without a Cause*. It shows how parents and teenagers were just trying to learn to understand each other. 1950s parents were going out to parties and buying their children anything they wanted just so they wouldn’t feel guilty about their “social duties”. Everything was about how you appeared to your peers and that was a very important thing back then, as it is now as well. In the scene, Jim’s parents come to pick him up at the police station and are not really worried why he was there in the first place. All his father cared about was why Jim acted this way when he gave Jim everything that he wanted. It was a time when parents and teenagers were both trying to find a new sense of identity in this new era. Neither of them could understand what the other was going through because it was a new way for both the parents and the kids. The teenagers were growing up in a completely different world than their parents did and the parents couldn’t understand what was going on for them because they didn’t grow up that way (Frazier, 33-34). Kind of seems like today and the way parents and teens are?

Document 2: Governor Adlai Stevenson, what he thinks the role of college women should be. “I think there is much you can do about our crisis in the humble role of housewife” (Frazier, 35). He felt, as did many other people, that the role of women in the 1950s was to stay home and support her husband. They needed to make sure that their husbands felt the encouragement and love from their wives necessary to help the nation. The encouragement was to make sure that the men felt the supported by their wives by their wives “letting” them go to work while they stayed home. Women were not supposed to have jobs anymore and they were not supposed to work outside the home. They were supposed to stay home and take care of their husbands and children and make sure the house stayed neat and clean and that dinner was ready and waiting when their husbands got home from work.

Document 3: Betty Friedan describing “the problem that has no name” (Frazier, 37). This ideal of women began to make women feel like there was something missing in their lives; the freedom to decide if they truly want to stay home or if they want to go out into the world have careers and still have families. It was a problem that women didn’t talk about but they felt like there was something more they could be doing with their lives. Doesn’t seem like a problem today. My mom stayed home and she was happy, but I also know women who work and have kids and are happy. Does seem different than Document 2, though. Lecture: this book started feminist movement—makes sense when I look at the unhappiness that Friedan describes. Also thinking that this sounds like a rich white woman’s problem—would minority and/or working-class people have had the same complaints??...

[...etc. for the remainder of the Chapter]

QUESTIONS FOR CHAPTER 3:

1. Was “Rebel Without a Cause” a widely seen film (was it popular)?
2. Was Governor Stevenson sexist? Were people mad at his speech?
3. What ethnicity and social class was Friedan in?
4. What jobs did exist for women at this time?
5. Is the feminist movement still alive or did it die out in the 1960s/1970s?

¹ Please note that this example comes from a different class of mine, with a different book and a different topic—the example is simply so you can see the type of style, quoting, and source usage that I am expecting.

Primary Source-Based Short Essays Guide

At two points in the quarter (dates can be found on Class Schedule), you will be writing a Primary Source-Based Short Essay (“PSB Essay”). On the designated day (please see the Class Schedule for the exact due dates), you will turn in a typewritten, hard copy of your 3-5 page short essay at the start of class. A rubric for how I will grade the essay is provided on the bottom of this page. The prompts are on the following page.

Below please find an example² of part a well-written essay that uses specific examples and brief quotes from the readings. ***This excerpt is only about a page long—please keep in mind that your essays should be 3-5 pages long!***

...According to political scientist Jeane Kirkpatrick, the difference between totalitarian leaders and authoritarian leaders was that authoritarian dictatorships should be supported by the people of the United States and were preferable. Kirkpatrick stated, “the traditional authoritarian governments are less repressive than revolutionary autocracies, that they are more susceptible of liberalization, and that they are more compatible with U.S. interests” (Frazier 209). President Reagan also shared these ideals with Kirkpatrick and backed her opinion. They believed America should support an authoritarian government because a totalitarian government is more repressive and brutal in terms of outlining laws and reinforcing that specific dictator’s wishes by whatever means necessary.

This notion was illustrated in the “Oliver North vs. George Mitchell” document. During the Iran Contra Hearings, Senator Mitchell argued for what he believed the rights of the president and government should be stating, “I think that the only way covert actions can be conducted in a manner consistent with democracy is if laws and orders are followed” (Frazier 241). Oliver North was interrogated by Senator Mitchell because White House aides were still funding Nicaraguan contras after Congress made it illegal to do so. Senator Mitchell was adamant about getting North to admit Reagan’s involvement in the controversy. He called out the elaborate plan to sell arms to Iraq and Iran than use the profit to secretly support contras. Although Reagan was not found to have knowledge of the Iran-Contra Affair, it was clear from the Affair that the Reagan administration believed strongly in supporting authoritarian leaders—the administration saw the Nicaraguan contras as democracy fighters, despite the fact that they were an authoritarian regime. A totalitarian government is strictly based on the ideas and laws set forth by the leader, and an authoritarian government is closer to what the United States practices, and therefore closer to the ideals we are building off. Towards the end of the hearing Mitchell also stated that one of the key reasons immigrants come to America from totalitarian nations is because in America, “you can criticize the government without looking over your shoulder. The freedom to disagree with the government” was, according to Mitchell, one of the most attractive things about American democracy (Frazier 247)...

Rubric for Grading the PSB Essays

	Did student answer the question(s)?	Did student include specific examples/quotes?	Was student’s grammar/organization appropriate?
Worth a possible: 7 points each	3	3	1

² Please note that this example comes from a different class of mine, with a different book and a different topic—the example is simply so you can see the type of style, quoting, and source usage that I am expecting.

HISTORY 148 PRIMARY SOURCE-BASED SHORT ESSAY PROMPTS

You should use specific examples and brief quotations from OB to answer each question. Your 3-5 page short-essay answers should be typewritten (double-spaced, Times New Roman) and will be collected at the start of class on the due date designated on your syllabus. Each PSB answer(s) is worth a maximum of 7 points. *You need to use citations for each document you take specific examples and/or brief quotations from—you may use footnotes or parenthetical citations.*

PSB Essay 1 Prompt (OB, Chapters 2-4): Chapters 2-4 of OB deal with some tumultuous times in the United States and abroad with the advent of World War I, the subsequent wild but ultimately disastrous 1920s, and the ensuing Great Depression of the 1930s. According to the documents in Chapters 2, 3 and 4 of OB, link the World War I period with the Great Depression by focusing on:

- 1) the experience of Americans with World War I and the concurrent Red Scare (Chapter 2);
- 2) the values and behaviors of Americans during the Roaring Twenties (Chapter 3);
- 3) the hard times of the Great Depression (Chapter 4); and
- 4) drawing some conclusions about how the World War I period influenced behaviors in the Roaring Twenties, and how those behaviors foreshadowed the Great Depression.

PSB Essay 2 Prompt (OB, Chapters 5-8): While World War II saw an expansion of roles/opportunities for many different groups of Americans, the 1950s and concurrent Cold War saw a contraction of most of those opportunities. According to the documents in Chapters 5, 6, 7 and 8 of OB, analyze how this expansion and subsequent contraction ultimately set the stage for the Civil Rights movements. You should focus (i.e. spend at least one paragraph each) on:

- 1) the positive experience of different groups of Americans (soldiers; women; African Americans; Japanese Americans; and Native Americans) during World War II (Chapter 5);
- 2) the negative experience (if any) of different groups of Americans (soldiers; women; African Americans; Japanese Americans; and Native Americans) during World War II (Chapter 5);
- 3) the experience of different groups of Americans (women; families; teenagers; homosexuals; immigrants; workers; and the poor) in the 1950s (Chapter 6);
- 4) the priorities of the United States during the Cold War (Chapter 7);
- 5) the experience of different groups of Americans (African Americans; Chicanos; women; Native Americans; and homosexuals) during the Civil Rights movement-era (Chapter 8); and
- 6) analyzing how the expansion of the World War II era, coupled with the contraction of the postwar era (and the Cold War) ultimately set the stage for the Civil Rights movements.