

HIST148 Syllabus Fall 2017

Instructor: Polly Good
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Office: B100-B

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Office Hours: 9:30 – 10:20 (Mon-Fri) & by appointment

Students can contact me at the above e-mail address or through the e-mail feature in Canvas.

Canvas

Please familiarize yourself immediately with Canvas. Course information and materials will be posted on Canvas, and assignments will be submitted on Canvas. If you miss class, it is your responsibility to check Canvas for announcements made in class that day. If class is unexpectedly cancelled, it is your responsibility to check Canvas for instructions and possible assignments to complete in lieu of class. It is important to remember that you are responsible for checking Canvas daily for any announcements or changes/additions to the class schedule.

Syllabus The syllabus contains valuable information for this class and will be available on Canvas throughout the quarter. The syllabus is subject to amendment or change at the discretion of the instructor. Changes to course assignments and due dates as well as general information will be announced in class and posted on Canvas.

Schedule of Readings and Due Date A detailed schedule of textbook readings and due dates will be posted to Canvas by the end of Week 1.

Course Description

In this course, we will explore the social, cultural, economic, and political lives of Americans during the 20th century. Their experiences varied depending on time and place and were often determined by race, gender, and class. Students will explore these experiences by reading and interpreting a variety of primary source documents (e.g., personal letters, public speeches, songs, and newspapers advertisements) and documentary films. A textbook will provide the historical context in which to place the primary sources and films. The goal of the course is for students to think critically about primary source documents and other information to create a meaningful historical narrative.

Course Outcomes

After completing this class, students should be able to: 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; and evaluate the causes and significance of the rise of the United States as a global power over the course of the twentieth century.

Required Readings

Online Textbook: <http://www.ushistory.org/us/index.asp>

Scanned Scholarly Articles (PDF on Canvas): TBA

Scanned Primary Source Documents for Point of View Assignments (PDF on Canvas): TBA

Scanned Readings for Analytic Essay (PDF on Canvas): TBA

Lecture Slides

Attendance and information presented in lecture is critical for success in this class. I use lecture slides to help facilitate and organize your note-taking during or after lecture. Weekly PowerPoints will be posted to Canvas at the end of each week. The PowerPoint slides are NOT designed to be a substitute for attending lecture. If you miss lecture, you should consult a classmate's notes then see me with any questions. There will be information presented in class that is not covered in the readings.

Submitting Assignments

Assignments are submitted through Canvas. See the Schedule of Readings and Due Dates on Canvas for due dates and times.

Course Work

Exams (100 points; 2 exams @ 50 points each) There will be an in-class midterm and final exam. The midterm and final exams will consist of short-answer questions and a longer essay question. More information, including a study guide, will be provided prior to the exam dates. A makeup exam may be scheduled for extreme and documented circumstances.

Participation Exercises (50 points; 5 points each) Participation Exercises are based on student's participation in in-class activities (e.g., document exercises, completion of viewing guides for films, etc...). The material covered in the Participation Exercises will appear on the exams along with information from the readings and lectures. These exercises will be unannounced and occur throughout the semester. At the end of the quarter, students' participation grade will be calculated as follows – $[(\text{points earned} \div \text{total points}) \div 2]$ – to make the participation grade out of 50 points. If a student misses an in-class exercise, they can complete it outside of class for half credit. Please see me if you would like to make-up a participation exercise. These will not be posted on Canvas.

Primary Source Document Quizzes (50 points; 5 points each) Beginning Week 2, there will be 10 weekly primary source document quizzes. Each Friday, a primary source document will be posted to Canvas (by the beginning of class time) along with 2 questions. One question will ask students to summarize the document and the second question will ask students to make connections between the document and that week's lecture material and readings. These quizzes are open book, and students may work together to understand and analyze the document. However, each student must complete and turn in their own written responses to the questions. Quiz responses will be due by midnight each Sunday night. Students may complete the quizzes in the classroom or another location. I will be in the classroom every Friday for questions and assistance.

Analytic Essay (70 points) Students will complete an analytic essay based on primary source documents. Students will be provided a set of primary source documents and a prompt question. Using class lectures and textbook readings as background, student will write a 5-6 page paper analyzing the primary source documents. The essay will have a thesis statement and use evidence from the primary sources to develop an argument in the body paragraphs of the essay. More information about the essay will be provided at least two weeks prior to the due date.

Scholarly Article Response (30 points; 15 points each) Students will read two scholarly articles and write a two paragraph informal response for each article. More specific instructions will be posted on Canvas along with the scholarly articles by the end of week 1.

Points of View Assignment (50 points; 25 points each) Students will read primary source documents about a particular event and write a 2-3 page informal response to an assigned question. More specific instructions will be posted on Canvas along with the primary sources by the end of week 1.

Late Work There will be penalties assessed for late work.

Students with Special Needs

If you have special needs that could affect your performance in this class, please let me know as soon as possible and make appropriate arrangements. Students who have documented disabilities and require accommodations need to contact the Disability Resource Center (DRC) located in B132. Contact the office either by phone (425-564 2498) or in person to fulfill the eligibility requirements for accommodations as soon as possible. Deaf students can reach the DRC by video phone at 425-440-2025 or by TTY at 425-564-4110. Please visit the DRC website (www.bellevuecollege.edu/drc) for application information and helpful links.

If you are a student with a documented autism spectrum disorder, there is an additional access program available to you. More information can be found at <http://www.bellevuecollege.edu/autismspectrumnavigators/>. Autism Spectrum Navigators is located in the Library Media Center in D125.

If you are a person who requires assistance in case of an emergency situation, please meet with your instructors to develop a safety plan within the first week of the quarter.

Affirmation of Inclusion

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

Religious Holidays: Students who expect to miss classes, examinations or other assignments as a consequence of their religious observance will be provided with a reasonable alternative opportunity to complete such academic responsibilities. Students must provide their instructor with reasonable notice of the dates of religious holidays when they will be absent, preferably at the beginning of the term. If disagreement arises over any element of this policy, the parties will consult the department chair or Dean.

College Anti-Discrimination Statement (Title IX): Bellevue College does not discriminate on the basis of race or ethnicity; color; creed; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; gender identity or veteran status in educational programs and activities which it operates. For further information and contacts, please consult [College Anti-Discrimination Statements](#).

Cheating and Plagiarism*

All work for this course must be your own and include proper citations of consulted work. Plagiarism need not be deliberate; it may be committed unintentionally through carelessness or ignorance. Since accidental plagiarism in a paper is indistinguishable from deliberate dishonesty, students must be alert to avoid the sort of carelessness or ignorance that may leave him or her open to a charge of having plagiarized another's work. Students who are guilty of plagiarism will receive a failing grade for the assignment and, depending on the degree of plagiarism, the course. Incidents of plagiarism will be reported to the Dean of Student Success. The dean may file the report in your permanent record or take further disciplinary action such as suspension or expulsion from the college. If you feel you have been unfairly accused of cheating, you may appeal. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct found online at http://bellevuecollege.edu/policies/2/2050_Student_Code.asp.

*Cheating includes, but is not limited to, copying answers on tests or assignments, glancing at nearby test papers, swapping papers, stealing, plagiarizing, lying, use of electronic information storage or communication devices to store or share answers and illicitly giving or receiving help on exams or assignments.

Course Etiquette

Electronic Etiquette Please turn off all cell phones and other electronic devices (computers, I-Pods, MP3 players, electronic organizers, etc.) prior to the start of class. Multiple infractions of the no cell phone policy may result in student being asked to leave an individual class. Students will need to speak to me individually if they require the use of a computer or tape recorder for note taking purposes. I reserve the right to view students' computer screens at any time during class and review notes or recordings.

Classroom Etiquette Students are expected to behave in a professional, courteous and respectful manner toward their classmates and the instructor. Students who arrive late or need to leave early should enter and/or exit as quickly, quietly, and unobtrusively as possible. Because the class is part workshop, you should work quietly during in-class assignments and be mindful that others may still be working after you've completed your work.

E-Mail Etiquette E-mail has become a space of casual conversation. However, e-mails to me, as well as other instructors, should be more formal in both tone and styles than e-mails to your family and friends.

Important Enrollment Dates

See Enrollment Calendar for important dates about deadlines for dropping classes with and without tuition refund.
<https://www.bellevuecollege.edu/enrollment/deadlines/>