

HISTORY 148 – US History III - 1900 to present

Class #5229 D

Classroom: D274C

Times: T+Th. 3-5:10

Instructor: Dr. Robert Doan

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Office Hours: M +W -- 12:30-1 and 2:30-3; Th – 12-1, and by appt.

Description:

Examines the emergence of modern American society. Students look into problems of industrialization and urbanization, reform movements such as Populism, Progressivism, and the New Deal, and the multicultural society in an age of global interdependence. May be used as social science or humanities credit, not both, at BC. This course also 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 after 1800 to achieve great economic and territorial power, and become the world's largest economy and one of its great powers by 1900, and continue its 'rise', despite economic setbacks, through the 20th c.

But we will not only study these events and the forces that 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 includes the idea of "American exceptionalism" or of a modern "City on a Hill". In short, that America was a better civilization than the Europe we had once rebelled against, and thus a better example and "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 over the last century, or is mostly 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* – to women, minorities, 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.

Course Outcomes:

After completing this class, students should be able to:

- Through written essays and verbal class discussion, successful students will analyze relevant causes and effects in addressing such questions as how and why the United States emerged as a great power just before 1900; what inspirations infused Progressivism; what forces shape the modern presidency; why the United States entered World War I; reasons for cultural change in the 1920s; what the Great Depression swept this country; how effective Roosevelt's policies were; causes of U.S. intervention; why cultural confrontations took place in the 1960s and 1970s; why the economy was in trouble in the 1970s and why it recovered; why multiculturalism became a powerful force; and how the Cold War concluded.
- Successful students will present accurate timelines in written narrative forms (in written and oral analysis), such as exams or extended essays (including oral discussion, tests, and papers). They will be able to compare the timing of such events and developments as the growth of Progressivism, the intervention in World War I; the "first" and "second" New Deals, basic facts of World War II; the line of Presidents since that war; the 1960s protests especially the Civil Rights movement; major economic problems; cultural and political since the 1960s; and the presence of individuals who helped shape events.
- Successful students will understand and describe the impact on political developments and social relations of major cultural trends and patterns, such as evangelical Protestantism; modernism; the Afro-American cultural renaissance of the 1920s; the television; the 1960s movements; multiculturalism; and immigration.
- Successful students will evaluate evidence and construct cogent, logical arguments in response to questions of both interpretation and content on such items as the Panama Canal, trust-busting, the "New Woman," the Pinchot-Ballinger affair, the "New Freedom," women's suffrage, the Lusitania, "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, and the Gulf War, thereby demonstrating the use of evidences in historical study. They will display this ability on written exams, assigned essays, and in class discussions.
- Successful students will investigate primary source materials including memoirs policy statements, speeches, literary excerpts, and narrative accounts of the conditions of life in 20th-century America, learning to assess them in historical context and bringing analysis of the sources to bear in such issues as those listed above.
- Successful students will recognize historiographical debates and problems such as the reasons for the rise of the United States to world power, reasons for U.S. entry into World War II and the use of the atomic bomb in that war; origins of the Cold War, and questions about the women's movement.

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.

Class Expectations and Keys to Success:

1. Attend class regularly (which means 90%+ of the time). Participation portion of grade (see below) can only be gained if you attend. Plus, History builds on itself, like any story. You can only grasp the 'story' if you are there to hear it.
2. Take notes! You can't possibly remember all the info, nor the connecting points of the 'story' unless you are able to remind yourself of them. Take notes from readings too.
3. Do reading. Reading text and other materials before we discuss them is critical. You don't have to "get it" all initially, but you do need to have tried to understand it.
4. Ask and answer questions. This part of your grade, and helps you grasp points better.
5. Emergency procedures. Stay put and follow instructions, or go to Public Safety (D171)

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.

- ❖ **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*.

PROCEDURES AND GUIDELINES OF THE SOCIAL SCIENCE DIVISION - Spring 2012

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 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 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 all the required work for a course, an instructor may 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").

Final Examination Schedule

The Social Science Division will adhere to the final examination schedule as stated in the BC 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 end of the seventh week of the quarter (Registration Office, B125). 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.

Students Who Require Disability Accommodations:

Students with disabilities who have accommodation needs are encouraged to meet with the Disability Resource Centre (DRC) office located in B132 (telephone 425.564.2498 or TTY 425.564.4110), to establish their eligibility for accommodation. The DRC office will provide each eligible student with an accommodation letter. Students who require accommodation in class should review the DRC accommodation letter with each instructor during the first week of the quarter.

Students with mobility challenges who may need assistance in case of an emergency situation or evacuation should register with Disability Resource Centre, and review those needs with the instructor as well.

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 BC 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 sixty (60) instructional days following the end of the quarter.

**If you are accused of cheating, stealing exams and/or plagiarism, there is a Bellevue College Student Discipline and Appeals Procedure (the right to due process) which you may pursue. Contact the office of Division Chair (D110), the Dean 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>

Cell Phones and Laptops – You are expected to turn off/silence your cell phones, AND put them away and out of sight once each class begins. If I see you using them during class I will assume you are *using them for class related purposes AND I will ask you to share* what you are looking up with class. Using them for other purposes will result in a warning. A second incident may result in my asking you leave the room for the remainder of that class. If you need to check something or make a call, please leave class quietly to do so.
Laptops are fine, *providing* you are using them for class related matters. If not, the same procedures apply as with cell phones.

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:

Quizzes (4): 50% of total grade

There will be four quizzes, each organized the same and based on readings and lectures, as focused on handouts of terms and places to know. Quizzes will be primarily objective (T/F and matching), usually between 15-20 in total, with two Short Answers, as well as **map** questions based on lists of places noted above.

Short Answers will consist of individuals, places, programs, and events. Lists of terms will be given out and posted on line at stages in the course. They will also be related to group and discussion activities at various points. 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.

Make-up quizzes will not be given except when student alerts me as to why they missed BEFORE the following class, via email, etc.

Final Exam: 25% of total grade

There will be one blue book exam. Check the class Schedule for date.

- Essay may be cumulative. Other portions not.
- Questions similar as on a quiz, but 50% more of them.
- No map, BUT a substantial written essay question.
- List of essay questions given out approx. several weeks before.
- Essay includes doing outlines and critiques of other's outlines (required)

Essay questions will require longer answers (2-4 pages in many cases) that are well organized, clear, and supported by evidence. Worth about 50% of exam. 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.

Synopsis 12.5%

This assignment requires you to find and read relevant materials from text, etc. (and perhaps also beyond, but **MUST** use text readings) and then write brief synopsis or “overview” and interpretation of what you have read.

- Synopses questions will be handed out, and posted on CANVAS, throughout quarter.
- Each individual required to turn in only ONE for an individual grade, but all in your group will turn in on same day (see calendar for due dates for your group). Late submissions will incur deductions. 10% deductions per day late. (email the answer if not there on due date).
- Different groups will be assigned different questions with different due dates.
- Each person will choose a different question. Do people doing the same one may result in deductions!
- Questions will be based on textbook and document readings.
- Should be 1-2 typed (***NOT single spaced***) pages long (going long may incur deductions)
- Must be as clear and grammatically correct as possible.
- **MUST** include at least 3 internal citations of sources (at least two from Text Book or Source Book). Not including cites will demand your adding them. Until you do so it will be marked late!
- **Be prepared to SHARE your info IN CLASS! Your oral explanation of what you write is part of the grade for these assignments (c. 25%), as well as part of Class Participation**

Class Participation: 12.5% of total grade

There will be regular discussions based on assigned readings during weekly class time. Specific readings will be assigned in advance, often on Source book materials. Posted questions will also be the basis for many discussions. You are expected to come to class familiar with and ready to discuss them, and may involve graded writings to be submitted for group credit. To do well you obviously must attend the classes.

*You should strongly consider meeting with me in my office, preferably in a small group, during first week or so of quarter, to be sure you know what is expected and best techniques for doing well in class. This will also help your participation grade. Please pre-arrange such meetings (don’t have to be during scheduled office hours)

Extra Credit:

The **only** extra credit allowed is either a 2nd synopsis (at my discretion only!!) These will raise final grade .1 decimal point (if good) and *may* (no promises) raise a letter grade.

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

Final Exam -----	25%
Quizzes (4) -----	50%
Synopsis -----	12.5%
<u>Discussion/Participation ----</u>	<u>12.5%</u>
	100%

TEXTBOOK: The American Promise vol C (or 2): 978-0-312-56944-0
 ed. Roark, et. Al. Bedford-St. Martins Press 5th ed (4th or 6th ed acceptable)

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

Calendar: Dates, Readings, Topics, and Assessments *(subject to adjustments)*

T: = Textbook readings. S: = Source Book Readings (Read ALL Intros).

<u>Date</u>	<u>Topics</u>	<u>Readings</u>	<u>Assignments</u>
T:Sept. 18	Intro, Imperialism/debate.	T: Handouts S:#21.1-4	<u>Get books and read!</u>
Th.:Sept 20	Early Progressivism	T: pp. 675-92 (1 st 3 sections) in Ch. 21. S: #22.4	
T:Sept. 25	Progressive Era	T: Rest of Ch. 21, 1 st section of Ch. 22 S:#22.3, 24.1	
Th:Sept. 27	WWI	T: Ch. 22 through “Democ. at Risk.” S: #23.2, 24.3-4	<u>Group 1 Synopsis</u>
Th:Oct. 4	Post-War, Early 1920s	T: Rest of Ch. 22, 1 st section of Ch. 23 S: 24.5-6, 25.1	<u>Quiz 1</u>
T:Oct. 9	1920s to start of Depression	T: Ch. 23 to “Great Crash.” S: 25.2, 25.4	<u>Group 2 Synopsis</u>
Th:Oct. 11	Depression and New Deal	T: Rest of Ch. 23, Ch. 24 to “Challenges...” section. S: 26.1	
T:Oct. 16	Late 1930s to WWII	T:Rest of Ch. 24, 1 st 2 sections of Ch. 25 S: 26.2, 27.2-3	<u>Group 3 Synopsis</u>
Th:Oct. 18	WWII	T: Rest of Ch. 25 S: 27.4-5	<u>Quiz 2</u>
T:Oct. 23	WWII effects and Cold War	T: Last section in Ch. 25, 1 st section in Ch. 26 S:, 28.1-2	
Th:Oct. 25	Truman Years to Ike	T: Rest of Ch. 26, 1 st section in Ch. 27 S:28.3	<u>Group 4 Synopsis</u>
T: Oct. 30	Eisenhower years	T: Ch. 27 to “Civil Rights” section	

Th:Nov.1	Civil Rights and Early 60s	T: Rest of Ch. 27, 1 st 2 sections of Ch. 28 S: 29.1-3	<u>Quiz 3</u>
T:Nov. 6	Cuba and Vietnam	T: Ch. 29 to “Nation Polarized” S:30.2	
Th:Nov. 8	Late 1960s (Hippies, Protests, etc)	T:“Multitude of Movements” (Black Power” too) in Ch. 28; “Nation Polarized” in Ch. 29 S: 30.4-5	<u>Group 5 Synopsis</u>
T: Nov.13	Nixon’s 1 st term, Social Movements	T:Last 2 sections of Ch. 28 and last section of Ch. 29 S: 30.6, 31.2	
Th:Nov. 15	Nixon 2 nd term, Ford and Carter years	T: 1 st 2 sections of Ch. 30 S: 31.3-4	<u>Quiz 4</u>
T:Nov.20	Reagan era and 1980s	T: Rest of Ch. 30 S: 31.5	<u>Group 6 Synopsis</u>
T: Nov. 27	Bush I and Clinton years	T: 1st 2 sections of Ch. 31 S: 32.1-2	Outlines due
Th:Nov.29	Bush II and Obama years	T: Rest of Ch. 31 S: 32.3	Drafts due
Dec 6	<u>Final Exam</u>	1:30-3:20	Final