

# **HISTORY 148 – US History III - 1900 to present**

Class #5229 OAS

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Office Hours: M-T -- 11-12, W-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 20<sup>th</sup> 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 20<sup>th</sup> 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 20<sup>th</sup> 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.

**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*.

**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](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](http://owl.english.purdue.edu/handouts/research/r_plagiar.html)>

<http://bcs.bedfordsmartins.com/pocket5e/Player/pages/login.aspx?sViewAs=S>

**Cell Phones** -- You are expected to turn off or silence your cell phones prior to the start of each class. Using them during class will result in a warning; if a second incident occurs you will be asked to leave the room for the remainder of that class.

**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

**ONLINE PROCEDURES AND GUIDELINES  
OF THE SOCIAL SCIENCE DIVISION  
Revised Spring 2009**

**Bellevue Community College's Affirmation of Inclusion**

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

The college's "Affirmation of Inclusion" is in line with the principle of free speech in a free society: we have the right to express unpopular ideas as long as we don't show disrespect for reasonable people who might believe otherwise. In an online course, you will be expressing ideas through the medium of the course site rather than face to face in the classroom. In that case, these expectations refer to the courtesy with which you communicate with one another through e-mails and e-discussions. Part of this respect involves professional behavior towards the instructor, colleagues, and the class itself.

**Cheating, Stealing, and Plagiarizing\* and Inappropriate Behavior**

Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive behavior are violations of the Student Code of Conduct at Bellevue Community College. Examples of unacceptable behavior include, but are not limited to: plagiarizing material from the Internet and posting rude or personal attacks in discussions. When you are in doubt about any behavior, please consult your instructor. In addition, you may wish to review the general applicable rules of cyberspace, such as in the [Core Rules of Netiquette](#). The instructor reserves the right to remove posted messages, and downgrade assessments as a result of these types of behaviors. The instructor can refer any violation of the Student Code of Conduct to the Vice President 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 Vice President of Student Services, [link to Student Code](#).

**Incomplete**

If a student fails to complete all the required work for a course, an instructor may assign the grade of Incomplete ("I"). It is the student's responsibility for maintaining contact and adhering to the agreed-upon actions. Vista class sites, and material, may not be directly accessible after the end of the quarter so it is important to make arrangements before the quarter ends. The student must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an "F"). There is a standard form that instructors have access to in their instructor's grade briefcase.

**F Grade**

Students who fail a course will receive a letter grade of "F."

**Final Examination Schedule**

Final examinations may involve proctored on-campus arranged exams or may be administrated completely online at the discretion of the instructor and in keeping with the stated policies provided in the course syllabus. Please refer to the syllabus at the start of the quarter for additional details and contact the instructor directly for any clarifications. A student who is not in compliance with the scheduled format 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 in compliance with 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 during the standard academic year (Registration Office, B125). If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course. Check [Enrollment Calendar Deadlines, Refunds/Withdrawals](#), for additional details. As with most enrollment deadlines, it is the student's responsibility to be aware of these dates and act accordingly.

#### Hardship Withdrawal (HW)

From page 9 of the current course catalog, [2008-2009 online catalog](#), HW indicates a withdrawal request made because of extenuating circumstances after the official withdrawal period is over. The student must contact the instructor to request this withdrawal option, or the faculty member may initiate the contact. No points are calculated into the grade-point average. 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 contact the Disability Resource Centre (DRC) [link to DRC](#). The office is located in B132 (telephone 425.564.2498 or TTY 425.564.4110, email [drc@bellevuecollege.edu](mailto:drc@bellevuecollege.edu)). Students will need to establish their eligibility for accommodation. The DRC office will provide each eligible student with an accommodation letter or contact your online instructor directly by email. Students who require accommodation in a course should review the DRC accommodation letter with each instructor during the first week of the quarter.

#### Distribution of Grades

Students should access their grades through the BCC Web site. Any returned material should be accessed prior to the end of the quarter. After the end of the quarter, Vista class sites may not be accessible by students. Individual instructors may use non-Vista tools for recording and maintaining the students' progress. Questions about grades assigned should be initially directed to your instructor.

#### Submission and Returning of Papers, Assignments and Assessments:

Specific guidelines for taking exams and submitting assignments are published in the syllabus. Please contact instructor at the start of the quarter for any clarifications.

#### Technical Assistance

Vista-related or technical issues should be referred to Distance Education, [link to Distance Education web resources](#). You may also email them at [landerso@bellevuecollege.edu](mailto:landerso@bellevuecollege.edu) or call 425-564-2438 (1-877-641-2712). Vista tutorial help and basic instructions can be found at <http://bellevuecollege.edu/distance/studentguide/>

*\*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 (D110), the Vice President of Student Services (B231A) or the Associated Student Body (C212) for information regarding the appeals process.*

## **GRADING REQUIREMENTS**

**QUIZZES 30%** Three quizzes will *be based on readings* and related videos and lectures: Will be primarily objective questions (T/F, Multiple choice and/or matching), usually between 10-15 total, and Short Answer Identifications (see below for explanation) based on terms (also from posted lists) Identification terms ("IDs", or "short answers") will consist of either individuals, places, programs, policies, and events. Lists of terms will be given out at stages in the course. They will also be related to exams, and group and discussion activities at various points. Those without an \* will relate to objective questions (and perhaps be relevant to exam essays). Those with an \* may also be chosen as identification/short answers. 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. Worth between 30-40% of quizzes.

- **Exam 20%:** There will be a Final blue book exam. Check the class Schedule for date.
- Final not cumulative.
- Consists of combination of objective, short answer and essay questions.
- List of essay questions given out several weeks early.
- Essay question *may* be partially take-home.

Essay questions will require longer answers (2-4 pages in many cases) that are well organized, clear, and supported by evidence. Worth between 30%-40% of exams.

- **Discussions 45%** There will be weekly graded discussions based on assigned readings. Each week there will be questions to choose from based on the previous week's readings. Answers will be due on Monday nights. (For example, Jan. 2-5 you will read first week's readings, then Mon. Jan. 8 week 1 Answers will be due). Subsequent Answers will be due on Monday following when readings are assigned. Then each Thurs. (Jan. 11 for Week ONE), Responses to other classmate's Answers that were posted by Monday will be due. Each week will follow a similar pattern.

- Whether you post an Answer or a Response in a given week will depend on your last name. You will all alternate. One week posting an Answer, the next a Response (or two, see below). Thus, every week you will be posting one or the other. The only exceptions are that you *may* skip one Answer without penalty (though doing all will gain you extra credit, and/or replace a poor Answer grade from a previous week). Also, in one week only you may post both an Answer and a Response for credit. (I realize that some weeks you may have a lot going on and decide to skip a week, but assume going in that every week you will post something)

- Each **Answer** you post will be worth 25 points. Each response worth 10, for a maximum of 150 possible points. (Be aware that while you may post more than one Response in a given week you will only get one grade, as I will combine multiple Responses in a given week into one grade). **Answers** should be c. 400-600 words (Going over 700 will begin to incur deductions), and in the process should include the key information (not simply regurgitation of details, but do include several key ones while showing understanding and that you indeed read the relevant material and explanations. Assume you are explaining the material to someone who doesn't know it, as learning from each other's post IS the key to on-line classes. This always assumes well written English. Poor writing will incur deductions too.

- **Responses** to person's answers (due Thursday evenings) should be c.200-300 words each (or slightly more or less). And need to say more than "good job..." but have to add to understanding, especially what the author erred on or ignored, and you should explain what they needed, not just say something was missing, but perhaps what they should have written about that topic. Also, personal reactions and insights to the material (as in comparing to modern developments, etc.) are good too, but not in lieu of the above point.

**Introductions and Syllabus Quiz** – 5% -- Early in quarter you will post an Introductory Bio of yourself and take a brief on line quiz about Syllabus grading parameters. Look for these during first week.

## **Grading Recap –**

Discussion Posts – 45%  
Quizzes (3) – 30%  
Final Exam – 20%  
Intro and Syllabus Quiz – 5%

**TEXTBOOK: The American Promise vol C:** 978-0-312-56944-0  
ed. Roark, et. Al. Bedford-St. Martins Press

**DOCUMENT SOURCES: Voices of America: Past and Present** vol. II 0-205-52152-5

**MARCH** series: Available in Library

**Plus occasional on-line posts**

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

T: = Textbook readings. S: = Source Book Readings(Read ALL Intros). *Italics* = Paper due dates

<b>Week of</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignment</b>
Jan. 2-5	Early Progressivism, Philippines/Imperialism	T: Handouts, pp. 675-84 S: 21.1-4, 22.4, 24.1	
Jan. 7-12	Progressive Era to WWI	T: Rest of Ch. 21, Ch. 22 to p. 723 S:22.3, 23.2, 24.4	<u>Week 1 Answers 1/7</u> <u>Week 1 Responses 1/10</u>
Jan. 14-19	Effects of War and Early 1920s	T: Rest of Ch. 22, and Ch. 23 to p. 770 S: 24.3, 24.5-6, 25.1	<u>Week 2 Answers 1/14</u> <u>Week 2 Responses 1/17</u>
Jan. 21-26	Late 20s, Depression, and New Deal	T: Rest of Ch. 23, Ch. 24 to p. 804 S:25.2, 25.4, 26.1	<b>Quiz 1</b> <u>Week 3 Answers 1/21</u> <u>Week 3 Responses 1/24</u>
Jan. 28-Feb. 2	1930s to WWII	T:Rest of Ch. 24, pp. 823-38 S:26.2, 27.2	<u>Week 4 Answers 1/28</u> <u>Week 4 Responses 1/31</u>
Feb. 4-9	WWII and Effects, Start of Cold War	T: pp. 839-59, pp. 863-75 S:27.4-5, 28.1-2	<b>Quiz 2</b> <u>Week 5 Answers 2/4</u> <u>Week 5 Responses 2/7</u>
Feb. 11-16	Cold War and 1950s	T: Rest of Ch. 26, Ch. 27 S:28.3	<u>Week 6 Answers 2/11</u> <u>Week 6 Responses 2/14</u>
Feb. 18-23	1960s and Civil Rights	T: pp. 931-49, 952-4, 971-75 S:29.2-3, 30.1, 30.3-4	<u>Week 7 Answers 2/18</u> <u>Week 7 Responses 2/21</u>
Feb. 25-March 2	Late 1960s, Vietnam, 1970s	T: pp. 955-64, Ch. 29 (pp.976-98), pp. 1005-11 S:30.2, 31.1-3	<b>Quiz 3</b> <u>Week 8 Answers 2/25</u> <u>Week 8 Responses 2/28</u>
March 4-9	Late 1970s to 2000	T: Rest of Ch. 30, First 10 pages of Ch. 31 S:31.4-5, 32.1	<u>Week 9 Answers 3/4</u> <u>Week 9 Responses 3/7</u>
Mar.11-16	After 9/11/01 to Present	T: Rest of Ch.31 (most of it) S: 32.3	<u>Week 10 Answers 3/11</u> <u>Week 10 Responses 3/14</u>
Mar 18-22	Final Exam		<b>Final Exam</b>