



History 148: U.S. History III, Spring 2020, #5225 OBS

Instructor: Dr. Sabrina Sanchez

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Course Outcomes

This course is a survey of the political, social, and cultural history of the United States during the twentieth century. Upon completion of the course, students will have learned to analyze primary source documents; interrogate historical representations of gender, class, ethnicity, war, and society; and explain key concepts, events, and people in U.S. history. This course may count as a Social Science or Humanities credit, but not both, at Bellevue College.

How Outcomes will be met

Course outcomes will be met through the following assessments: objective quizzes, discussions, and essays about primary and secondary sources.

Grading & Due Dates

This course includes 6 Modules. You are required to complete 4 Modules (any 4—you choose your favorite topic or the most convenient topic).

Each Module consists of a **Power Point Lecture with Audio**, a **primary source** (a document produced during the time period we are studying), and a **reading**. Your requirements for each Module are the same. For each Module you will take **one Multiple Choice & True/False quiz** based upon material from the Power Point lecture. You will make **one 500-word-minimum original post** on our discussion board about the primary source, as well as **one 300-word-minimum reply post** to a classmate's original comment. Finally, you will submit **one 1,500-word-minimum essay** answering prompt questions about the reading for that Module.

In addition to the 4 required modules, you will be completing a brief "Introduction: Start Here on the 1st Day of School" module that is worth 25 points. This module includes a quiz about the class rules, assignments, and instructions, as well as one original and one response post on our discussion board.

"Introduction: Start Here on the 1st Day of School" Module = DUE on Friday 4/10 at 11:59 p.m. = 25 points

- Quiz (Multiple Choice & True/False) = 10 points
- Original Discussion Post = 10 points
- Discussion Response Post = 5 points

Module 1, “The Gilded Age & the Progressive Era” = DUE on Sunday 4/12 at 11:59 p.m. = 100 points

- Power Point Lecture Quiz (Multiple Choice & True/False) = 25 points
- Primary Source Discussion Original Post = 20 points
- Primary Source Discussion Response Post = 5 points
- Reading Essay = 50 points

Module 2, “World War I & the 1920s” = DUE on Sunday 4/26 at 11:59 p.m. = 100 points

- Power Point Lecture Quiz (Multiple Choice & True/False) = 25 points
- Primary Source Discussion Original Post = 20 points
- Primary Source Discussion Response Post = 5 points
- Reading Essay = 50 points

Module 3, “The Great Depression & New Deal” = DUE on Sunday 5/10 at 11:59 p.m. = 100 points

- Power Point Lecture Quiz (Multiple Choice & True/False) = 25 points
- Primary Source Discussion Original Post = 20 points
- Primary Source Discussion Response Post = 5 points
- Reading Essay = 50 points

Module 4, “World War II” = DUE on Sunday 5/24 at 11:59 p.m. = 100 points

- Power Point Lecture Quiz (Multiple Choice & True/False) = 25 points
- Primary Source Discussion Original Post = 20 points
- Primary Source Discussion Response Post = 5 points
- Reading Essay = 50 points

Module 5, “The 1950s” = DUE on Sunday 6/7 at 11:59 p.m. = 100 points

- Power Point Lecture Quiz (Multiple Choice & True/False) = 25 points
- Primary Source Discussion Original Post = 20 points
- Primary Source Discussion Response Post = 5 points
- Reading Essay = 50 points

Module 6, “The Civil Rights Movement” = DUE on Sunday 6/14 at 11:59 p.m. = 100 points

- Power Point Lecture Quiz (Multiple Choice & True/False) = 25 points
- Primary Source Discussion Original Post = 20 points
- Primary Source Discussion Response Post = 5 points
- Reading Essay = 50 points

Extra Credit = DUE on Sunday 6/14 at 11:59 p.m. = 10 points

- Completion of Canvas Course Evaluation = 10 points

Course Rules

- 1) **First 4 Modules:** This course consists of 6 Modules. You will only complete 4. You get to pick which 4 you submit, and I will grade the first 4. In other words, you can't do all 6 and use the 4 highest grades. I will only grade the first 4 you submit.
- 2) **Late Policy: NO LATE WORK WILL BE ACCEPTED!** Once the 11:59 p.m. deadline passes, the Module is permanently closed.
- 3) **Respectful Discussions:** Each module includes an online discussion. Follow "The Golden Rule" of treating others as you would like to be treated and be respectful of the opinions of your classmates. Foul language, insults, and disrespectful comments will not be tolerated.

What Is My Final Course Grade?

This course is based upon a point system with a total of 425 points for the quarter. The "Introduction: Start Here on the 1st Day of School" module is worth 25 points, and each module after that is worth 100 points. All assignments are graded using a rubric. To calculate your grade for the course:

Step 1: Add your scores for your 4 Modules & the "Introduction: Start Here on the 1st Day of School" Module.

Step 2: Add any extra credit points.

Step 3: Compare your total score with the grade rubric.

A	(100 – 93%)	425 – 395 points	C	(< 77 – 73%)	326 – 310 points
A-	(< 93 – 90%)	394 – 383 points	C -	(< 73 – 70%)	309 – 297 points
B+	(< 90 – 87%)	382 – 370 points	D+	(< 70 – 67%)	296 – 284 points
B	(< 87 – 83%)	369 – 353 points	D	(< 67 – 63%)	283 – 267 points
B-	(< 83 – 80%)	352 – 340 points	D -	(< 63 – 60%)	266 – 255 points
C+	(< 80 – 77%)	339 – 327 points	F	(< 60%)	254 – 0 points

Canvas Technical Assistance

Bellevue College has been using Canvas software for our online classes since 2012. While it is generally reliable, it is still possible for technical difficulties to block you from accessing the website for a few minutes to a few hours. For any trouble accessing the site, please contact the IT Service Desk at 425-564-HELP from 7 a.m. – 7 p.m. on Monday through Thursday, and 8 a.m. – 4 p.m. on Friday. Their website can be [located here](#). For Canvas to function properly, your computer must have updated versions of Adobe Flash, Adobe Reader, and Java. Firefox, Chrome, and Safari are the recommended browsers.

Bellevue College Inclusion Statement & Title IX & Religious Accommodations Information

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. Bellevue College does not discriminate on the basis of race, color, national origin, language, ethnicity, religion, veteran status, sex, sexual orientation, including gender identity or expression, disability, or age in its programs and activities. Please see [policy 4150](#). The following people have been designated to handle inquiries regarding non-discrimination policies: Title IX Coordinator, 425-564-2641, Office C227, and EEOC/504 Compliance Officer, 425-564-2266, Office R130. The Title IX Coordinator can address student concerns related to sexual harassment, sexual assault and other actions that fall within the college's obligations under Title IX. [Visit the Title IX website](#) or contact the Title IX Coordinator, 425-564-2641, Office C227, and EEOC/504 Compliance Officer, 425-564-2266, Office R130, for further information. Reasonable Accommodations for Reasons of Faith and Conscience: Students who will be absent from course activities due to reasons of faith or conscience may seek reasonable accommodations so that grades are not impacted. Such requests must be made within the first two weeks of the course to the office of the Associate Vice President of Student Affairs (see Bellevue College [Policy 2950](#)). In the event you feel you are being discriminated against based on faith or conscience, you may refer to the procedures outlined in the college's Discrimination, Harassment and Retaliation Policy ([1440P](#)).

Disability Resource Center (DRC)

The Disability Resource Center 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 425-440-2025 or by TTY at 425-564-4110. Visit their [website located here](#) for application information into the DRC program.

Course Schedule

Introduction: Start Here on the 1st Day of School Module

Due Date = Friday 4/10 at 11:59 p.m.

Reading	<ul style="list-style-type: none"> Syllabus & Frequently Asked Questions
Discussion	<ul style="list-style-type: none"> Introduce yourself to the class in an original post. Minimum length is 150 words. Respond to one classmate. Minimum length is 50 words.
Quiz	<ul style="list-style-type: none"> 10-point Multiple Choice & True/False quiz about deadlines, rules, & assignments.

Module 1: The Gilded Age & the Progressive Era

Due Date = Sunday 4/12 at 11:59 p.m.

Lecture	<ul style="list-style-type: none"> • “The Gilded Age & Progressive Era” Power Point
Reading	<ul style="list-style-type: none"> • For Discussion: “The Lady’s Guide to Perfect Gentility” by Emily Thornwell • For Essay: “Report & Proceedings of the Senate Committee Appointed to Investigate the N.Y.P.D.,” “Professional Criminals of America” by Thomas Byrnes, “Saloon Culture” by Royal Melendy, and “The Juvenile-Adult Offender” by Jane Addams
Discussion	<ul style="list-style-type: none"> • One 500-word original post about “The Lady’s Guide to Perfect Gentility” • One 300-word response to classmate’s original post about “The Lady’s Guide to Perfect Gentility”
Quiz	<ul style="list-style-type: none"> • 25-point quiz about the Power Point
Essay	<ul style="list-style-type: none"> • Answer prompt question about “Report & Proceedings of the Senate Committee Appointed to Investigate the N.Y.P.D.,” “Professional Criminals of America” by Thomas Byrnes, “Saloon Culture” by Royal Melendy, and “The Juvenile-Adult Offender” by Jane Addams in a 1,500-word minimum essay

Module 2: “World War I & the 1920s”

Due Date = Sunday 4/26 at 11:59 p.m.

Lecture	<ul style="list-style-type: none"> • “World War I & the 1920s” Power Point
Reading	<ul style="list-style-type: none"> • For Discussion: “2 Diaries of World War I Soldiers” • For Essay: “A Bintel Brief,” “Letters from the Great Migration,” and “Mexican Migrants and the Promise of America”
Discussion	<ul style="list-style-type: none"> • One 500-word original post about “2 Diaries of World War I Soldiers” • One 300-word response to a classmate’s original post about “2 Diaries of World War I Soldiers”
Quiz	<ul style="list-style-type: none"> • 25-point quiz about the Power Point
Essay	<ul style="list-style-type: none"> • Answer prompt question about “A Bintel Brief,” “Letters from the Great Migration,” and “Mexican Migrants and the Promise of America” in a 1,500-word minimum essay.

Module 3: “The Great Depression & New Deal”

Due Date = Sunday 5/10 at 11:59 p.m.

Lecture	<ul style="list-style-type: none"> • “The Great Depression & New Deal” Power Point
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Reading	<ul style="list-style-type: none"> • For Discussion: New Deal Artwork (visual analysis of paintings) • For Essay: Jeffrey Ryan Suzik's article "Building Better Men: The CCC and the Changing Social Ideal of Manliness"
Discussion	<ul style="list-style-type: none"> • One 500-word original post about New Deal Artwork (visual analysis of paintings) • One 300-word response to a classmate's original post about New Deal Artwork (visual analysis of paintings)
Quiz	<ul style="list-style-type: none"> • 25-point quiz about the Power Point
Essay	<ul style="list-style-type: none"> • Answer prompt question about "Building Better Men: The CCC and the Changing Social Ideal of Manliness" in a 1,500-word minimum essay.

Module 4: "World War II"

Due Date = Sunday 5/24 at 11:59 p.m.

Lecture	<ul style="list-style-type: none"> • "World War II" Power Point • Documentary, "World War II: The Road to War" • Documentary, "World War II: The World at Home" • Documentary, "Time of Fear"
Reading	<ul style="list-style-type: none"> • For Discussion: "Monica Sone's Memories of a Japanese Internment Camp" • For Essay: Elizabeth Escobedo's article "The Pachuca Panic: Sexual and Cultural Battlegrounds in World War II Los Angeles"
Discussion	<ul style="list-style-type: none"> • One 500-word original post about "Monica Sone's Memories of a Japanese Internment Camp" • One 300-word response to a classmate's original post about "Monica Sone's Memories of a Japanese Internment Camp"
Quiz	<ul style="list-style-type: none"> • 25-point quiz about the Power Point
Essay	<ul style="list-style-type: none"> • Answer prompt question about "The Pachuca Panic: Sexual and Cultural Battlegrounds in World War II Los Angeles" in a 1,500-word minimum essay.

Module 5: "The 1950s"

Due Date = Sunday 6/7 at 11:59 p.m.

Lecture	<ul style="list-style-type: none"> • “The 1950s” Power Point
Reading	<ul style="list-style-type: none"> • For Discussion: “Teenage Temptations Comic Book” • For Essay: “Levittown: Making America Suburban,” “What TV is Doing to America,” and Vance Packer’s “The Status Seekers.”
Discussion	<ul style="list-style-type: none"> • One 500-word original post about “Teenage Temptations Comic Book” • One 300-word response to a classmate’s original post about “Teenage Temptations Comic Book”
Quiz	<ul style="list-style-type: none"> • 25-point quiz about the Power Point
Essay	<ul style="list-style-type: none"> • Answer prompt question about “Levittown: Making America Suburban,” “What TV is Doing to America,” and “The Status Seekers” in a 1,500-word minimum essay.

Module 6: “The Civil Rights Era”

Due Date = Sunday 6/14 at 11:59 p.m.

Lecture	<ul style="list-style-type: none"> • “The Civil Rights Era” Power Point
Reading	<ul style="list-style-type: none"> • For Discussion: “Housing Discrimination in 1960s Seattle” • For Essay: George Wallace, “The Civil Rights Movement: Fraud, Sham, and Hoax” (1964); “Mississippi Freedom Summer Letters” (1964); and “Letter by Volunteer Wallace Roberts” (July 1964)
Discussion	<ul style="list-style-type: none"> • One 500-word original post about “Housing Discrimination in 1960s Seattle” • One 300-word response to a classmate’s original post about “Housing Discrimination in 1960s Seattle”
Quiz	<ul style="list-style-type: none"> • 25-point quiz about the Power Point
Essay	<ul style="list-style-type: none"> • Answer prompt question about “Mississippi Freedom Summer Letters,” “Letter by Volunteer Wallace Roberts,” and “The Civil Rights Movement: Fraud, Sham, and Hoax” in a 1,500-word minimum essay.

Extra Credit: Completion of Canvas Course Evaluation

Due Date = Sunday 6/14 at 11:59 p.m.