

Bellevue College

HIST& 148: History of the United States since the 1890s

Fall 2021



This syllabus contains essential information about class policies, structure, etc. that are intended to help further your learning in the class. It is your responsibility to be familiar with it. There will be a quiz!

Instructor:
Dr. Brian Casserly

Office Hours:
Virtual – contact me via e-mail to make an appointment.

Contact Information:
E-mail (best way to contact me): Use Canvas e-mail or brian.casserly@bellevuecollege.edu

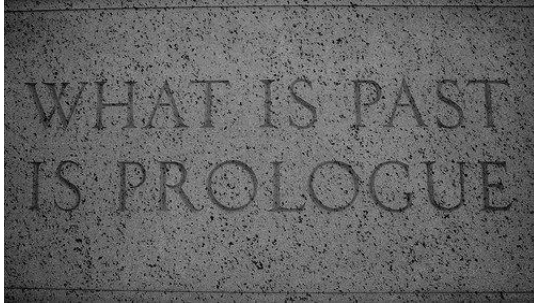
Phone: (425) 564-3140



“With the historian it is an article of faith that knowledge of the past is a key to understanding the present.” Kenneth Stampp

“History is, in its essentials, the science of change.” Marc Bloch

INTRODUCTION AND TEACHING PHILOSOPHY:



Welcome to HIST& 148! Fundamentally, history involves the study of change and seeks to explain why these changes occur and how they have influenced human societies and cultures. History helps us understand ourselves, our world, and how and why it is the way it is. For the rest of the quarter I look forward to working with you as we examine some of the major changes and developments in U.S. history from the late 1800s to the start of the 21st century.

Over the course of the quarter we will learn the process of history, what it is that historians do and the kinds of skills that they use. This will involve studying major historical changes and developments to figure out why these occurred and what their significance was. We will explore [primary sources](#), the tools that historians use to understand the past, such as letters, diaries, journals, song lyrics, government documents, newspaper and magazine articles, and photos, to name just a few. We will also examine how historians construct interpretations and analyses of the past, i.e. [secondary sources](#). We will learn to think critically about both these types of sources and what they can tell us about the past and about the explanations that historians produce. We will also focus on learning how to develop strong analyses of historical evidence. It is important that we understand that interpretations of the past are not static. Professional historians expect that newly discovered artifacts, newly released documents and new approaches to studying history will change and alter our perceptions of the past.

Between now and the end of the quarter we will use a variety of forms of evidence to explore the history of the United States from the end of the 19th to the beginning of the 21st centuries. We will be emphasizing several interconnected themes over the course of the quarter:

- What does it mean to be an “American,” who gets included in definitions of being “American,” and how has this changed over time? This includes the expansion of civil rights and changing ideas about who is entitled to participate fully in American society.
- Efforts to reform various aspects of American society, including civil rights, women’s rights, workers’ rights, environmentalism, etc.
- The connections between the U.S. and the rest of the world, including the impact of wars, immigration, trade, etc. on the international status, politics, economy, society, and culture of the United States.
- Debates over the changing role of government in American society, the economy, etc. and the related political ideologies of liberalism and conservatism.

By examining the history of the nation, we will hopefully develop a greater understanding of how the U.S. came to be the way it is today. This should help provide us with the historical background to better understand some of the issues the U.S. faces in the 21st century.

Your responsibility over the quarter is to complete all readings and assignments on time, and become familiar with the narrative of U.S. history as presented in the readings and class lessons. You will also be asked to develop skills in historical thinking, to learn how to analyze primary and secondary sources, to make arguments and interpretations from them, and to critically evaluate the interpretations that other historians have made. In addition, you will be working on your communication skills, especially in terms of writing.

HIST& 148 is a college-level class and it involves intensive reading and writing. To be successful, all students should have reading and writing skills that are at least at the English 101 level. If you are not comfortable at this level of reading and writing you

should not take the class.



Office hours via video conference can we do

I am available to meet with you individually via video conferencing to discuss any questions or problems you may have about any aspect of the course. E-mail me to make an appointment to talk virtually about anything related to the course or history more generally (virtual office hour times will be posted in Canvas). E-mail is always the easiest way to contact me and during the regular work week I will usually respond to messages within 24 hours. I will not respond to e-mail as quickly on the weekends.

In accordance with Bellevue College policy and in order to comply with federal privacy laws, **I can only communicate with you via e-mail through your Bellevue College e-mail accounts or Canvas's e-mail system. I will NOT reply to messages sent from non-college accounts, e.g. Gmail, Yahoo, Hotmail, etc.**

Class materials are available through Canvas – log in to <http://bellevuecollege.edu/canvas/> and look for the link to HIST& 148.

I reserve the right to make changes to any aspect of the course as I may see fit over the course of the quarter. It is each student's responsibility to regularly check the announcements and their e-mail in Canvas for possible changes.

LEARNING OUTCOMES ADDRESSED:

All of the course (discussions, lectures, assignments, readings, etc.) is geared toward helping you achieve the student learning outcomes. At the end of the course, as a successful student, you should be able to:

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

HOW TO BE SUCCESSFUL IN HIST& 148:

One of my goals for the class is to help you learn how to be successful college students, whether at Bellevue College or wherever you may transfer to.

The skills necessary for college success are also those valued by employers, i.e. [professionalism](#) in terms of good work habits such as punctuality, attendance, respect for others, the ability to collaborate and communicate effectively and appropriately, and the ability to complete assignments fully, etc.

The following guidelines about how to be successful as a student and in the work place are based on what I've observed as a student, an instructor, and as someone who has worked for both large and small organizations in the business and government sectors:

- **Think critically about class topics and ask questions**
 - Don't just accept what a document has to say as being an accurate or reliable source of information. Be skeptical and think about how the author (identity, affiliation, gender, race, social class, nationality, age, etc.) might shape the document or source. What was the author's agenda in producing the source? Who was the audience for the source? How might these factors shape the reliability of a source?
 - Ask about anything you don't understand related to class topics, readings, or assignments. You are welcome to meet with me via video conferencing to discuss anything related to class, or if you wish to talk about history as a discipline or major, or about college more widely.

- **Commit to class work at regular times**
 - It's very easy for students to get behind in online classes where there isn't a regular class meeting. **Don't let that happen to you!** Research shows that students who develop a schedule to complete their class work online at specific times and follow through on that schedule tend to do much better in online classes than those who "wing it" in terms of doing the work. I would encourage you to set aside time each day (or at least several times a week) to complete work for HIST& 148 (and your other classes).

- **Be prepared to work hard**
 - You will need to demonstrate independent work habits and to be ready to work on class materials almost every day.
 - **Take notes!** What we focus on in class lectures will be the subject of assignments and you will not be able to remember what we covered unless you take notes.
 - Read all of the assigned readings when you are supposed to be reading them. Take notes as you read.
 - You may occasionally find some of the readings for the class difficult due to their older style of language and/or the complex issues they raise. This is something that all historians have to grapple with and you should not get discouraged. Focus on trying to understand as much of the reading as possible and bring questions about it to class.

- **Complete assignments on time**
 - Complete assignments and submit them on time. Assignments and their due dates are noted in the course modules in Canvas. Because employers value timely completion of work and college is where you should be learning good habits for the workplace, **late assignments will be penalized.**
 - Keep copies of all graded assignments returned to you.
 - Hand in your own work. Academic dishonesty will not be tolerated. This includes cheating, copying and plagiarism (see the explanation of plagiarism later in this syllabus).

- **Behave appropriately and with respect**
 - Your behavior in class must not interfere with the learning of other students.
 - As a matter of respect towards myself and other students, and because there are a variety of expected behaviors that you will need to abide by while college students and when you enter the professional workforce, **I expect you to behave with courtesy and respect toward everyone in the class.** In the context of an online class that means that in online discussions you must not engage in insulting/disrespectful language.

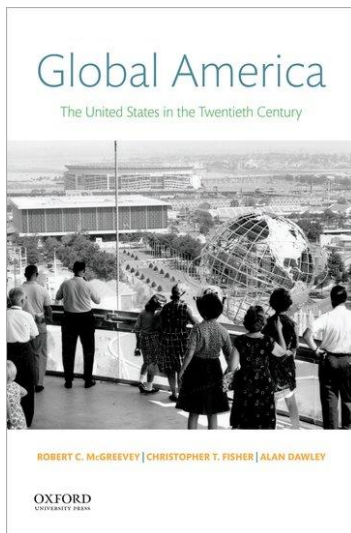
- Active participation in discussions means that sometimes there will be strong disagreement over issues and interpretations. I encourage you to challenge the ideas you hear in class, in the readings, from me, and from other students but you must do so in a respectful and courteous manner using evidence to support your contentions. Keep your comments to the issues and the evidence NOT the person!
- For first time breaches of classroom etiquette you will receive a warning. If you continue to disrupt the class you will lose points for that discussion assignment and may be reported to the Dean of Students for possible disciplinary action.

Watching class videos/lectures, completing readings and written assignments on time, thinking seriously about class topics and materials, and asking questions about anything you're unclear of are the best ways of guaranteeing that you will be successful in the class.

REQUIRED READINGS & VIDEOS:

“Think before you speak. Read before you think.” Fran Lebowitz

The weekly reading and video lectures/documentaries will be an important part of your learning experience. They will allow us to investigate in greater depth the central issues covered by the class, using the academic tools of historical analysis. The readings and video lectures/documentaries will also form the basis for many of the assignments you will be completing over the quarter. You are responsible for completing all of the reading assignments and watching all the assigned video lectures/documentaries (detailed in the Class Modules in Canvas) on time. The required book for the class is:



Robert C. McGreevy, Christopher T. Fisher, and Alan Dawley, *Global America: The United States in the Twentieth Century* (New York: Oxford University Press, 2017).

The book is available in Canvas as an e-book through the college bookstore's **Inclusive Access** program. This program offers electronic versions of course materials at a reduced price – you have paid for access to the book with your class registration. If you would prefer a print copy of the book, the bookstore has these available or you can purchase the book from online booksellers. You can opt out of the Inclusive Access program and get a refund of the fee you have been charged to access the electronic book. If you decide to opt out of the program, you must do so by Friday, October 8. If you have questions about the Inclusive Access program, contact joseph.jennings@bellevuecollege.edu

Some points to note:

- There are also additional primary and secondary source readings available in the weekly modules section of the class Canvas site – along with the textbook, these will be an important part of the assignments you complete for the class.
- The weekly reading and video lectures/documentaries can be found in the Canvas modules.

- I will assume that you have completed all of the assigned readings and watched the lectures/videos for the class on time each week. I will expect that you will use this material in completing papers, discussion posts, and other assignments and will grade your work accordingly.
- I highly recommend that you make notes as you complete the readings/watch videos. These will be very useful when it comes to completing assignments.
- As you read and watch materials for class, you should think critically about the information you are encountering. By this I mean that you should be skeptical about what the sources have to say. For questions to consider as you examine primary and secondary sources, see [“Reading Primary Sources”](#) and [“Evaluating Secondary Sources”](#).

To maximize the quality of discussions and the grades you earn for assignments it is important that you complete all the readings and watch the videos that have been assigned for that week.

ASSIGNMENTS AND GRADING:

To be successful in this course you will need to master the narrative of U.S. history as presented in class and in the readings. In addition, you will be asked to think like historians and evaluate material critically so that you can make informed and intelligent interpretations and analyses. My job as the instructor is to help you acquire these skills and those you will need to write effective essays and exams.

The assignments for this class are intended to help you develop skills in critical thinking and effective writing. Assignments must be submitted by the due dates and times as detailed in the instructions for each assignment in Canvas. Late assignments will be penalized for each day they are late.

Your grades for assignments, and for the course as a whole, will be based on the following scale:



A = 95 – 100%	B- = 80 – 83.9%	D+ = 67 – 69.9%
A- = 90 – 94.9%	C+ = 77 – 79.9%	D = 62 – 66.9%
B+ = 87 – 89.9%	C = 74 – 76.9%	F = under 62%
B = 84 – 86.9%	C- = 70 – 73.9%	

Your grade in the class will be determined by the quality of your work on the following assignments:

- **Discussion post assignments (350 points** out of a total possible 1,000 points for the course). There will be 8 discussion post assignments; **your lowest scores will be dropped at the end of the quarter**. These assignments will be based on the readings and other materials assigned for class.
- **Online quizzes**. There will be 8 of these over the quarter, based on what we cover in class readings and lectures; **your lowest score will be dropped at the end of the quarter**. They are worth **210 points** total.

- **Syllabus test.** This will be a multiple-choice test and will be completed in Canvas. It is based on this syllabus and is worth **40 points**.
- **Two papers.** These are designed to give you a chance to demonstrate your understanding of major developments in the history of 20th-century America. Each is worth **200 points** of your overall class grade.

Detailed instructions and due dates for all assignments will be available in the class site in Canvas under the “Assignments” tab.

Class policy on assignments:

- All material covered in the readings, lectures, videos, etc. is fair game for inclusion in assignments, etc.
- **Completing and earning a passing grade on ALL assignments is necessary to pass the course as a whole.**
- Your overall grade will be based on the assignments listed above.
- **Late assignments will be penalized** and I reserve the right not to accept them.
- **There are no make-ups on missed assignments**, except in cases of documented emergency.
- Cheating or plagiarizing on assignments will, at minimum, lead to a grade of zero on that assignment. See below for more details on plagiarism and cheating and how to avoid them.
- It is your responsibility to take notes on what you read and watch for class.
- If you disagree with my assessment of your work, you should discuss this with me. Before you meet with me to discuss your grade, you must describe in writing why you disagree with my assessment. Please supply the original paper, homework assignment, or exam with my comments and a description of why you feel the grade you received was not a fair evaluation of the quality of your work. After reevaluating your work, I may decide to increase, decrease or leave your grade unchanged.
- Incomplete grades are only available for students who maintain a C average through Week 10 of the quarter and have completed all the assignments up to that point.

Remember, I am here to help you do as well as possible in the class – I am happy to meet with you virtually or to chat via e-mail to help you maximize the quality of your work or discuss problems you are having with the class.

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.

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](https://www.bellevuecollege.edu/policies/id2950/) (https://www.bellevuecollege.edu/policies/id2950/)). 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](https://www.bellevuecollege.edu/policies/id-1440p/) (https://www.bellevuecollege.edu/policies/id-1440p/).

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](#).

DISABILITY ACCOMODATIONS:

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 us as soon as possible.

If you are a student with a documented autism spectrum disorder, there is an additional access program available to you. Contact [Autism Spectrum Navigators](#) Email and phone number is on the web page. ASN is located in the Library Media Center in D125.

The DRC office is located in B132 or you can call our reception desk at 425.564.2498. Deaf students can reach us by Skype: the address is **DRCatBC** (NOTE: There is no @ sign...it is actually **DRCatBC**). Please visit our website at [Disability Resource Center](#) for application information for our program and other helpful links.

STUDENT CODE OF CONDUCT AND ACADEMIC INTEGRITY:

Any act of academic dishonesty, including cheating, plagiarism (see below), fabrication 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 Success for investigation. Specific student rights, responsibilities, and appeal procedures are listed in the Student Code of Conduct at: [Student Code](#)

PLAGIARISM AND ACADEMIC DISHONESTY:

Plagiarism involves the use of ideas or materials which are not your own without giving proper credit to whoever created the idea/material. Examples of plagiarism would include cutting and pasting material directly from a website into a paper or assignment without citation, or taking an idea from a book or website or other student's paper and presenting it as your own, or having someone else write a paper for you and presenting it as your work. To avoid plagiarism, you should abide by these rules:



1. All assignments completed for the class should be the product of your work only.
2. If you copy material word for word from another source you need to place that copied material in quotation marks "... " and provide a complete citation for it.
3. Always provide a citation for ideas or material that you found on websites, books, articles, TV documentaries, etc. You should do this EVEN if you are not using the material from the source word for word.
4. You may not submit papers and assignments from other classes to meet assignment requirements for this course.

In the context of exams cheating involves the use of unauthorized notes or other resources (e.g. cellphones), copying from other students, the use of a surrogate exam taker, etc. If you facilitate cheating by others you will also be considered to be cheating.

I will not tolerate plagiarism or cheating and I will investigate suspected cases. I reserve the right to use a plagiarism checking service such as Turnitin. In the event that I find instances of plagiarism or cheating I reserve the right to report the student to the college authorities for disciplinary action. **At minimum, the student will receive a failing grade on the assignment. I also reserve the right to give students guilty of plagiarism or cheating a failing grade for the class as a whole.**

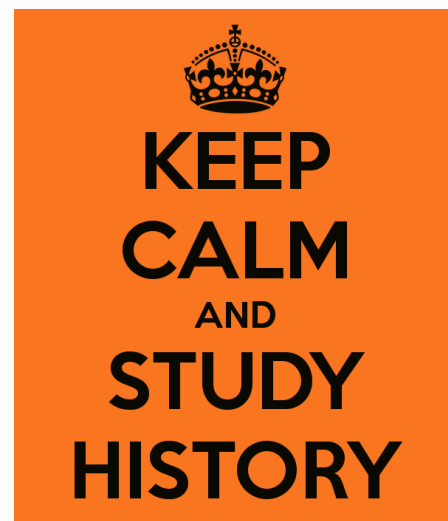
The bottom line: ALL work submitted for the class must be your work only. If you have any concerns or questions about plagiarism or cheating, please discuss them with me.

THE WRITING LAB:

The Writing Lab is a place where you can work on developing college-level writing skills. As a student, you can receive personalized feedback on your writing for class, college applications, or short personal correspondence. Tutors can listen to your ideas and help you develop strategies to see and avoid significant errors. For more details go to <http://bellevuecollege.edu/asc/writing>

A NOTE ABOUT COURSE CONTENT:

Since historians examine just about every aspect of human culture and societies, we sometimes examine provocative or controversial material or issues that people may find disturbing. Please be advised that when we explore controversial topics or materials, they will always be framed within an academic context. For example, some of the sources we'll be examining during the quarter contain language or images that we may find offensive. Central to the study of history is the need to read materials ([primary sources](#)) produced by people in the past. Some of these historical actors had attitudes and used language that we would consider insensitive or offensive. My goals behind requiring you to analyze these materials are that you understand how people at various points in time thought, and that you can consider how those attitudes may have influenced people's historic actions.



Keep in mind that if you choose not to participate in analysis of certain course materials because you feel uncomfortable with those materials you will still be responsible for any course material you miss. If you have any questions or concerns about content or the class climate surrounding controversial material, feel free to speak with me about it.

COURSE COPYRIGHT:

HIST& 148 is the intellectual property of Dr. Brian Casserly, who holds the copyright for it. No part of it may be copied or shared with anyone outside of the class without the express written permission of Dr. Casserly.

I reserve the right to make changes to any aspect of the course as I may see fit over the course of the quarter. It is each student's responsibility to regularly check the announcements and their e-mail in Canvas for possible changes.

CLASS SCHEDULE

This schedule provides details of which readings and assignments you need to complete each week. All reading assignments can be found in the following sources:

- Robert C. McGreevy, Christopher T. Fisher, and Alan Dawley, *Global America: The United States in the Twentieth Century* (New York: Oxford University Press, 2017).
- Specific history-related websites that I have provided links to in the modules section of the class site in Canvas.

This schedule is tentative. I reserve the right to make any changes to the class schedule as I see fit over the quarter. The most accurate and up to date schedule of readings and assignments for the class is available in the class site in Canvas.

Week 1: September 27 – October 3

Introduction, the U.S. in the late 1800s, reform efforts

Watch:

- [Reading and Note Taking](#)
- online lectures and/or online documentaries – see Canvas modules for links

Read:

- *Global America*, 3-30;
 - Class syllabus;
 - [Why Study History?](#);
 - [“Defining Primary and Secondary Sources”](#);
 - Rael, [“How to Read a Primary Source Document”](#);
 - [Populist Platform](#);
 - [Preamble to the Constitution of the Knights of Labor](#);
 - [Ida B. Wells and the anti-lynching campaign](#);
 - [Booker T. Washington v. W.E.B. DuBois](#);
 - Theodore Roosevelt, [“The New Nationalism”](#);
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Week 2: October 4 – 10

Imperialism, Reform continued, World War I

Watch online lectures and/or online documentaries – see Canvas modules for links

Read:

- *Global America*, 31-115;
- Albert Beveridge, [“The March of the Flag”](#);
- William Jennings Bryan, [“Will it Pay?”](#);
- [American Anti-Imperialist League Platform](#);
- Carrie Chapman Catt, [“Address to Congress on Women’s Suffrage”](#);

- [The struggle to legalize birth control](#);
 - [President Woodrow Wilson's message to congress asking for a declaration of war against Germany](#);
 - [Sedition Act, 1918](#);
 - [Rubie Bond and the Great Migration](#);
 - W.E.B. DuBois, "[Returning Soldiers](#)";
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Week 3: October 11 – 17

1920s, Great Depression, New Deal

Watch online lectures and/or online documentaries – see Canvas modules for links

Read:

- *Global America*, 116-170;
 - A Mexican American family in the 1920s...in Canvas;
 - Hiram Evans, "[The Klan's Fight for Americanism](#)";
 - [Immigration Quotas](#);
 - [Interviews with victims of the Great Depression](#);
 - "[Women on the Breadlines](#)";
 - President Franklin D. Roosevelt's [first inaugural address](#);
 - [Declaration of Independence by the United Steelworkers of America](#);
 - African Americans and the New Deal...in Canvas;
 - Rael, "[The Thesis](#)"
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Week 4: October 18 – 24

World War II

Watch online lectures and/or online documentaries – see Canvas modules for links

Read:

- *Global America*, 171-199;
- [Four Freedoms](#);
- A. Philip Randolph, "[The Call to Negro America to March on Washington](#)";
- [Executive Order 8802](#);
- Katherine Archibald, *Wartime Shipyard: A Study in Social Disunity*, 15-39...in Canvas;
- [women war workers](#);
- [Aiko Herzig-Yoshinaga on Japanese Internment](#);
- "[President Urges Congress Repeal Chinese Exclusion Act as War Aid](#)";
- Eleanor Roosevelt, "[Race, Religion, and Prejudice](#)," *The New Republic*, May 11, 1942;
- Franklin Roosevelt, excerpt from [Fireside Chat on the State of the Union, January 11, 1944](#)
- [G.I. Bill](#)

Week 5: October 25 – 31

World War II and Cold War

Watch online lectures and/or online documentaries – see Canvas modules for links

Read:

- *Global America*, 203-231;
- [Truman Doctrine](#);
- [Telegram from Soviet ambassador to the U.S., Nicolai Novikov, to Moscow, 1946](#)
- [NSC 68](#);
- [Joseph McCarthy's accusations of disloyalty](#);
- Henry Steele Commager, "Who is Loyal to America?" ...in Canvas;
- Dwight Eisenhower's [Farewell Address](#);

Week 6: November 1 – 7

The '50s: Suburbanization, domesticity, Civil Rights

Watch online lectures and/or online documentaries – see Canvas modules for links

Read:

- *Global America*, 231-260
- Julian Bond, "Civil Rights Master Narrative" ...in Canvas;
- President's Commission on Civil Rights, "To Secure these Rights" ...in Canvas;
- [Executive Order 9981](#);
- Documents on international context of Civil Rights struggle – ["Crushing Soviet Lies"](#) ; [Nixon's report to Eisenhower](#);
- Dwight Eisenhower, ["Address on Little Rock, Arkansas situation"](#);
- [Southern Manifesto](#);
- [Letter from Jo Ann Robinson about buses in Montgomery, Alabama](#);
- [Martin Luther King, Jr. and the Montgomery bus boycott](#);

Week 7: November 8 – 14

Civil Rights struggles continued

Watch:

- [Freedom Summer](#)
- online lectures and/or online documentaries – see Canvas modules for links

Read:

- *Global America*, 260-272;
 - [Dr. Martin Luther King, Jr., "Letter from a Birmingham Jail"](#);
 - Ella Baker, "[Bigger than a Hamburger](#)";
 - Fannie Lou Hamer, "[Why we need the Vote](#)";
 - John Lewis, speech at the March on Washington;
 - Lyndon Johnson, "[Speech on the "Great Society"](#)";
 - Lyndon Johnson, "[Speech before Congress on voting rights](#)";
 - Clashing interpretations: Was Martin Luther King, Jr.'s leadership essential to the success of the Civil Rights Movement?
 - Adam Fairclough, "[Martin Luther King, Jr. and the Quest for Nonviolent Social Change.](#)" *Phylon*, 47:1 (Spring 1986);
 - Clayborne Carson, "[Martin Luther King, Jr.: Charismatic Leadership in a Mass Struggle.](#)" *Journal of American History*, 74:2 (September 1987).
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Week 8: November 15 – 21

Vietnam

Watch:

- Online lectures
- [Vietnam](#) (this movie is available via the Bellevue College Library and Media Center - if you're accessing it from off-campus you will be prompted to enter your student ID number and your last name before getting to the streaming video) - as you watch the documentary, you should think about:
 - 1). the factors that motivated the U.S. to intervene in Vietnam and continue that intervention until the early 1970s.**
 - 2). the major turning points in escalating U.S. involvement in Vietnam.**
 - 3). the context in which these developments occurred.**
 - 4). how the war affected those who fought in it and how it affected domestic American society.**

Read:

- *Global America*, 273-307;
 - President Lyndon B. Johnson, "[Peace Without Conquest](#)";
 - Dr. Martin Luther King, Jr., "[Beyond Vietnam](#)";
 - [John Kerry, Vietnam Veterans Against the War](#);
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Week 9: November 22 – 28

Feminism, environmentalism, Black Power

Watch online lectures and/or online documentaries – see Canvas modules for links

Read:

- Betty Friedan, [excerpt from *The Feminine Mystique*](#);
 - Joanne Meyerowitz, "Beyond the Feminine Mystique: A Reassessment of Postwar Mass Culture, 1946-1958," *Journal of American History* 79 (1993)...in Canvas;
 - [National Organization for Women, "Statement of Purpose"](#);
 - Barbara Winslow, "Primary and Secondary Contradictions in Seattle, 1967-1969," in Rachel Blau DuPlessis and Ann Snitow, eds., *The Feminist Memoir Project: Voices from Women's Liberation* (New York: Three Rivers Press, 1998)... in Canvas;
 - Adam Rome, "'Give Earth a Chance': The Environmental Movement and the Sixties," *Journal of American History*, 90 (September 2003)...in Canvas
 - [Black Panther Party Platform and Program](#);
-

Week 10: November 29 – December 5

Triumph of conservatism

Watch:

- Online lectures
- [The Conservatives](#)

Read:

- *Global America*, 324-365;
 - Richard Rogin, "[Why the Construction Workers Holler, 'U.S.A., all the way!': Joe Kelly has Reached His Boiling Point.](#)" *New York Times*, June 28, 1970;
 - Rick Perlstein, "Thunder on the Right: The Roots of Conservative Victory in the 1960s," *OAH Magazine of History*, October 2006;
 - [Sharon Statement](#);
 - [Barry Goldwater, Republican Nomination Acceptance Speech](#);
 - Milton Friedman, excerpt from *Capitalism and Freedom*;
 - [Phyllis Schlafly, "The Fraud of the Equal Rights Amendment"](#);
 - [Jimmy Carter, "Crisis of Confidence"](#);
 - [Ronald Reagan's First Inaugural Address](#);
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Week 11: December 6 – 12

End and aftermath of the Cold War

Watch online lectures and/or online documentaries – see Canvas modules for links

Read:

- Melvyn P. Leffler, "[Ronald Reagan and the Cold War: What Mattered Most.](#)" *Texas National Security Review*, 1:3 (May 2018);
- Republican Party's "[Contract with America.](#)" 1994

- Socioeconomic inequality in the U.S. – Robert Putnam, [“Crumbling American Dreams,”](#) *New York Times*, August 3, 2013;
- Michael W. Flamm, [“From Harlem to Ferguson: LBJ’s War on Crime and America’s Prison Crisis,”](#) *Origins*, 8: 7 (April 2015)
- [Planet Money makes a T-shirt](#) (read and watch short videos about the global nature of the humble t-shirt);
- Michael Mandelbaum, [“David’s Friend Goliath,”](#) *Foreign Policy*, October 19, 2009;
- Robert D. Kaplan, [“In Defense of Empire,”](#) *The Atlantic*, April 2014;
- Andrew J. Bacevich, [“Breaking Washington’s Rules,”](#) *The American Conservative*, January 1, 2011;

Week 12: December 13 – 14

PAPER 2 due by 9:30am, Tuesday, December 14

NOTE: This course ends at the time scheduled for the final exam. No assignments will be accepted after that time.

“When all is said and done, a single word, ‘understanding,’ is the beacon light of our studies.”

Marc Bloch



“I’m only getting a D in history, so technically I’m not doomed to repeat it just yet.”

PROCEDURES AND GUIDELINES OF THE SOCIAL SCIENCE DIVISION

Fall 2021

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 and at [http://bellevuecollege.edu/policies/2/2050P_Student_Code_\(Procedures\).asp](http://bellevuecollege.edu/policies/2/2050P_Student_Code_(Procedures).asp)

Email Communication with instructors must be done through student email accounts only. Instructors cannot communicate with students about their course work or grades through student's personal email accounts.

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").

F Grade

Students who fail a course will receive a letter grade of "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 program assistants or coordinators 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.

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**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.*