Bergen Community College  
School of Arts, Humanities, & Wellness  
Department of History & Geography

Course Syllabus

HIS113-20th Century U.S. History to World War II

Basic Information about Course and Instructor

<table>
<thead>
<tr>
<th>Semester and year:</th>
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<tbody>
<tr>
<td>Course and Section Number:</td>
<td></td>
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<tr>
<td>Meeting Times and Locations:</td>
<td></td>
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</tbody>
</table>

Instructor:  
Office Location:  
Phone:  
Departmental Secretary: [optional]  
Office Hours:  
Email Address:  

Course Description

This class is a study of the United States from the beginning of the 20th century to the end of the Second World War.  
3 credits  
General Education Course – Humanities Elective

Student Learning Objectives: As a result of meeting the requirements in this course, students will be able to

1. Identify the major periods in the history of United States from 1900 to 1945.
2. Demonstrate an understanding of the narrative framework and factual basis of American history.
3. Identify and analyze the important political, economic, social, intellectual, and international forces that shaped these periods.
4. Demonstrate the ability to develop a thesis and support it with historical evidence both in writing and orally.
5. Demonstrate basic research skills by locating and using source materials.
6. Summarize, paraphrase, and quote historical information in properly cited written analyses.
7. Demonstrate the ability to state and support their own interpretation of historical issues concisely, coherently, and logically.

--All learning objectives will be assessed by student’s performance in answering test questions, writing essays, writing research papers, oral presentations, and class discussions.

In pursuit of the foregoing goals, the course is based on the reading and discussion of historical writings both primary and secondary sources; the techniques of historical research and writing are reviewed; students are given the opportunity and are encouraged to participate actively in class discussions; and
students are required to do a substantial amount of expository and critical writing in response to the material presented in the course.

The Student Learning Objectives (SLOs) in this course are intended to be aligned with as many of the college's Core Competencies and General Education Goals as possible. They are also correlated with the overall Learning Goals of the Philosophy Program. In addition, student progress in reaching the course's SLOs is to be assessed through a variety of assessment types (tools) and on the basis of a variety of assessment criteria. These alignments and correlations are depicted in the attached document. [Back to course listing]

See an individual classroom syllabus for this course based on the policies stated in this departmental syllabus. [Back to course listing]

Course Content

This course is the first part of the history of the United States in the 20th Century. It will give students the basic narrative framework for understanding the United States from the Gilded Age to the onset of the Cold War. Attention will be paid to political, social, cultural, economic, and diplomatic developments that shaped the U.S. Students will also be introduced to historical methodologies of research and writing. The class also serves as an introduction to basic historical methodology and historiography. Students will acquire a solid understanding of historical facts and interpretation while gaining a sense of the broad scope of history as a discipline.

The authors accomplished this by seeking integration -- combing political and social history, to fit the experience of particular groups into the broader perspective of the American past, and to give voice to minor and major players alike. This strong, clear narrative is told in an engaging, forthright way, but also provides students with an abundance of tools to help them absorb the material and put it into context.

Special Features of the Course (if any) [to be designated by the instructor]

E.g., the use of learning technologies in the course (Internet, PowerPoint, etc.); the inclusion of technological literacy and/or information literacy learning in the course; etc.

Course Texts and/or Other Study Materials

The required text for this course is George Donelson Moss Rise of Modern America, The: A History of the American People, 1890-1945 (Pearson).

Writing and Critical Thinking Requirement(s)

Because HIS-113 is a General Education course, it requires students to complete a variety of critical thinking and writing assignments. These assignments may include class discussions and debates requiring the application of critical thinking skills, short in-class essays, out-of-class writing projects (journals, research papers, argument-analysis papers, book reviews, etc.), tests and examinations containing essay components, and so forth. Instructors will respond to and comment on students' writing in detail.
Grading Policy

A student's final grade for the course is based primarily on his or her performance on the required work for the course (writing assignments, examinations, class presentations, etc.) and on his or her overall mastery of the material covered in the course. A student's class participation may also be evaluated, and the grade thereon may be used as a factor in determining the student's final grade for the course; but a class participation grade will count for no more than fifteen percent (15%) of the final grade.

Attendance Policy

BCC Attendance Policy:

All students are expected to attend punctually every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each section of each course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes.

History and Geography Departmental Attendance Policy:

It is imperative that students attend class on a daily basis in order to secure the knowledge necessary to succeed in the course. Coming to class on time and staying for the entire class period is expected. Excessive absences will have a detrimental effect on your performance in this course. Attendance will be taken at each class session. It is expected that class will be conducted such that students will benefit in their written work by the lectures and class discussion. If students occasionally arrive late, they should be encouraged to enter quietly, not disturbing the class. If students miss class, they should be encouraged to use the course calendar to stay abreast of material. It is probably a good idea for students to find study partners and to exchange telephone numbers. Make-ups for examinations should be allowed by the instructor if, in the instructor's judgment, the student has presented a good excuse for missing the work. Instructors may penalize work which is late; however, the instructor's policies for make-ups and late work must be clearly specified on the student guide. Collegiality is expected at all times during the course.

Attendance Policy in this Course:

[To be designated by the instructor]

Other College, Divisional, and/or Departmental Policy Statements [optional but recommended]

<table>
<thead>
<tr>
<th>Examples:</th>
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<tbody>
<tr>
<td>Statement on plagiarism and/or academic dishonesty.</td>
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<td>ADA statement.</td>
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<td>Sexual Harassment statement.</td>
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<td>Statement on acceptable use of BCC technology.</td>
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<td>Statement on the purpose and value of faculty office hours.</td>
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Student and Faculty Support Services [optional but recommended]

List support services, e.g., the Writing Center, the Math Lab, the Tutorial Center, Online Writing Lab (OWL), Office of Specialized Services, etc. Include information on the BCC Library.
Example:

Student and Faculty Support Services

<table>
<thead>
<tr>
<th>Service</th>
<th>Room</th>
<th>Phone</th>
<th>Email</th>
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<tbody>
<tr>
<td>The Distance Learning Office – for any</td>
<td>C-334</td>
<td>201-612-5581</td>
<td><a href="mailto:psimms@bergen.edu">psimms@bergen.edu</a></td>
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<td>problems you may have accessing your online</td>
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<td>courses</td>
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<td>Smartthinking Tutorial Service</td>
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<td><a href="http://www.bergen.edu/library/">www.bergen.edu/library/</a></td>
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<td>learning/tutor/smart/</td>
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<td>index.asp</td>
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<tr>
<td>The Tutoring Center</td>
<td>S-118</td>
<td>201-447-7908</td>
<td></td>
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<tr>
<td>The Technology Assisted Learning Lab (Math</td>
<td>C-110</td>
<td>201-447-7988</td>
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<td>and English)</td>
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<tr>
<td>The Writing Center</td>
<td>C-110</td>
<td>201-447-7136</td>
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<tr>
<td>The Online Writing Lab (OWL)</td>
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<td><a href="http://www.bergen.edu/owl">www.bergen.edu/owl</a></td>
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<tr>
<td>The Office of Specialized Services (for</td>
<td>S-153</td>
<td>201-612-5270</td>
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<td>Students with Disabilities)</td>
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<tr>
<td>The Sidney Silverman Library – Reference</td>
<td>L-226</td>
<td>201-447-7436</td>
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Include a Course Outline and Calendar [can be combined in a single syllabus section]

The Course Outline and Calendar must include all of the following elements:

- A daily or (at least) weekly schedule of topics to be covered.
- Dates for exams, quizzes, or other means of assessment. (This does not mean that all evaluation of students must be in groups and at the same time. Exams and other means of assessment can be listed as "to be scheduled individually.")
- Due dates for major assignments – e.g., when is a paper due; if the topic has to be approved, when; if an outline or draft is an interim step, when it is due.
- Any required special events must be included in the outline/calendar, e.g., a lecture by a visiting speaker, a dramatic or musical performance, a field trip.
- Designation of Student Learning Objectives – by number – for each topic (see sample below).
- A note to students stating that the course outline and calendar is tentative and subject to change, depending upon the progress of the class.

Sample Format for Course Outline and Calendar

Note to Students: The following Course Outline and Calendar is tentative and subject to change, depending upon the progress of the class.

<table>
<thead>
<tr>
<th>Week(s)</th>
<th>Date(s)</th>
<th>Topic/Activity</th>
<th>Learning Objectives</th>
<th>Assignments/Events</th>
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See the Sample Course Outline and Calendar below.

1. The American Journey in 1900.
   New Industry.
   New Immigrants.
   Settling the Race Issue.
   New Cities.
   Attacking the American Indian Problem.
   An Emerging World Power.

2. Toward a Progressive Society.
   The Ferment of Reform.
   Reforming Industrial Society.
   Moral Crusades and Social Control.

   Reforming Politics and Government.
   Theodore Roosevelt and the Progressive Presidency.
   Taft and the Tensions of Progressive Politics.
   Woodrow Wilson and Progressive Reform.

   The Roots of Imperialism.
   The Spanish-American War.
   Imperial Ambitions: The United States and East Asia, 1899-1917.
   Imperial Power: The United States and Latin America, 1899-1917.
   Playing “An Ever Growing Part:” The United States and Europe, 1900-1914.

   Waging Neutrality.
   Waging War in America.
   Waging War and Peace Abroad.
   Waging Peace at Home.

6. Toward a Modern America: The 1920s.
   The Economy That Roared.
   The Business of Government.
   Cities and Suburbs.
   Mass Culture in the Jazz Age.
   Culture Wars.
   A New Era in the World?
   Herbert Hoover and the Final Triumph of the New Era.

CRASH!
Hard Times in Hooverville.
Herbert Hoover and the Depression.
Repudiating Hoover: The Election of 1932.
Waiting for Roosevelt.
Conclusion.

8. Franklin D. Roosevelt, the Great Depression, and the New Deal: 1933-1939.
Launching the New Deal.
Consolidating the New Deal.
The New Deal and American Life.
Ebbing of the New Deal.
Good Neighbors and Hostile Forces.

The Dilemmas of Neutrality.
Holding the Line.
Mobilizing for Victory.
War and Peace.

Launching the Great Boom.
Truman, Republicans, and the Fair Deal.
Confronting the Soviet Union.
Cold War and Hot War.
The Second Red State.