

BCC Syllabus Template (adopted by the Faculty Senate for Gen Ed courses, 2003; adopted for all BCC courses, 2013; updated and approved for all BCC courses by Faculty Senate, May 8, 2024) Final additions: May 20, 2024

Bergen Community College

Division of Humanities
Department of History

Course Syllabus

HIS 113: 20th Century United States History to World War 2

An individual classroom syllabus for this course must include as much of the following information as is applicable:

Basic Information About Course and Instructor:

Semester and year:
Section Number:
Meeting Times:
Locations:

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. Major political, diplomatic, economic, social, and cultural developments will be covered.

>General Education Course-- Humanities

Credits: 3 (3 lecture)

Pre-requisites: None
Co-requisites: None

Student Learning Outcomes: As a result of meeting the requirements in this

course, students will be able to:

Student Learning Outcome:	Means of Assessment:
<p>1. Demonstrate, in both written and oral discussion, the ability to consider a diversity of viewpoints on 20th century American history, construct and defend a thesis, and revise it effectively as new evidence demands.</p>	<p>Assignments that include written and oral presentation of ideas including but not limited to: research papers, source analysis essays, essay exams, class presentations, class discussions, discussion forums, and other written or verbal demonstrations of historical thinking skills.</p>
<p>2. Read and comprehend a variety of primary and secondary sources from modern United States history, evaluate their perspective and bias, and contextualize them with appropriate detail.</p>	<p>Reading and demonstrated comprehension through writing or discussion of both primary sources and secondary scholarship</p>
<p>3. Develop a methodological practice of identifying, gathering, evaluating, analyzing, synthesizing, interpreting, and citing historical evidence.</p>	<p>Assignments that include written and oral presentation of ideas including but not limited to: research papers, source analysis essays, essay exams, class presentations, class discussions, discussion forums, and other written or verbal demonstrations of historical thinking skills.</p>
<p>4. Narrate, in written or oral form, an event from the early modern era in a way that recognizes different perspectives and multiple causation and rejects inevitability.</p>	<p>Assignments that include written and oral presentation of ideas including but not limited to: research papers, source analysis essays, essay exams, class presentations, class discussions, discussion forums, and other written or verbal demonstrations of historical thinking skills.</p>
<p>5. Recognize the important political, intellectual, social, and cultural forces that have shaped 20th century American history.</p>	<p>Assignments that include written and oral presentation of ideas including but not limited to: research papers, source analysis essays, essay exams, class presentations, class discussions, discussion forums, and other written or verbal demonstrations of historical thinking skills.</p>
<p>6. Identify examples of historical change and continuity over time and evaluate their</p>	<p>Assignments that include written and oral presentation of ideas including but not limited to: research papers,</p>

historical significance on 20 th century United States history.	source analysis essays, essay exams, class presentations, class discussions, discussion forums, and other written or verbal demonstrations of historical thinking skills.
7. Temper moral judgment in historical interpretation with an understanding of historical perspective and the significance of changing cultural context.	Assignments that include written and oral presentation of ideas including but not limited to: research papers, source analysis essays, essay exams, class presentations, class discussions, discussion forums, and other written or verbal demonstrations of historical thinking skills.

For General Education courses:

SLOs:	EL 1	EL 2	EL 3	EL 4	EL 5	EL 6	EL 7	EL 8	EL 9	EL 10	EL 11
1.	x	x									
2.								x			
3.						x		x			
4.	x	x						x			
5.							x	x	x	x	
6.								x			
7.								x		x	x

- EL1-Effective Speaking
- EL2-Effective Writing
- EL3-Mathematical Reasoning
- EL4-Scientific Reasoning
- EL5-Technological Competency
- EL6-Information Literacy
- EL7-Social-Behavioral Analysis
- EL8-Historical Analysis
- EL9-Humanistic Analysis
- EL10-Intercultural Awareness
- EL11-Moral Literacy

*In accordance with the *Standards for General Education Courses at Bergen Community College* (2013), all Gen Ed courses are required to address EL1, EL2, EL6, and EL11 (when appropriate), in addition to the ELO that corresponds to its area of study (EL 3-5 and 7-9).

For General Education courses: list a *Signature Assignment*

Signature Assignment criteria

1. At *minimum*, students must write at least one historical analysis essay (3-4 pages) *or give one class presentation (5-10 minutes) requiring the same skills* in each GenEd History course
2. Students must be asked to incorporate a detailed examination of at least one primary source and at least one secondary (preferably scholarly rather than textbook or website) source in that analysis
3. The student must provide historical context for the sources within the larger narrative of the event or historical debate and recognize the perspective and bias of the sources used.
4. The student must demonstrate the ability to construct a thesis and defend it using analysis of these sources
5. The speaking/writing must be clear and well organized

(Assesses course SLOs 1 and 2, and assesses EL1, 2, and 8)

Course Content:

This course is the first part of a two semester sequence covering 20th century American history. It emphasizes social history and the multicultural experiences of the American people in addition to political, diplomatic and military history from the end of the Gilded Age of 1890s to the end of World War 2. The class is loosely organized around major events and will cover the following topics: Progressivism, Rise to World Power, Great War, 1920s, Great Depression, FDR's New Deal, and in-depth study of the causes, course, and consequences of the Second World War.

Course Texts and/or Other Study Materials:

Textbooks change periodically and are assigned as either recommended or required at the discretion of the professor. Whenever possible the most appropriate but cost efficient texts will be used.

Research, Writing, and/or Examination Requirement(s):

The ability to write a cogent, well organized, and evidence-based narrative and to construct and defend a thesis based on historical evidence and scholarly interpretation are essential skills of the historian. Therefore, the course will require

students to read different kinds of source material and to write historical narratives of the past and analysis of these sources. Written exams and additional assignments including essays and analysis papers will be requirements for the course.

Grading Policy:

All written and oral assignments will be graded according to rubrics or instructions provided in advance to students. Written assignments and exams will represent up to 75% of the final grade and participation in discussions, forums, class presentations, and required class events will represent up to 25% of the final grade.

Both written and oral assignments will be evaluated for use of historical evidence, argument, and clarity of written or verbal expression and organization. Feedback from instructors will be timely and provide substantive comments to support student learning and improvement on subsequent assignments. Late work will be accepted but will lose a percentage of points up to 25% each day as indicated in the specific instructor's course syllabus.

Attendance Policy:

BCC Attendance Policy:

All students are expected to attend 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.

Other College, Divisional, and/or Departmental Policy Statements:

Statement on plagiarism and/or academic dishonesty:

[Academic Matters - Bergen Community College - Acalog ACMS™](#)

Statement on the appropriate use of AI (see the following link for guidance):

[AI-Guidance-Resource-Page.pdf \(bergen.edu\)](#)

ADA statement:

[Disability Services \(Office of Specialized Services\) | Bergen Community College](#)

Sexual Harassment statement:

[HR-003-001.2018-Policy-Prohibiting-Sexual-Harassment.pdf \(bergen.edu\)](#)

Statement on acceptable use of BCC technology:

[Acceptable-Use-Policy.pdf \(bergen.edu\)](#)

Recommended Syllabus Statements from the Office of Specialized Services:

[Syllabus Statements | Bergen Community College](#)

Statement on the purpose and value of faculty office hours.

Accessibility Statement

Bergen Community College is committed to ensuring the full participation of all students in its programs. If you have a documented disability (or think you may have a disability) and, as a result, need a reasonable accommodation to participate in this class, complete course requirements, or benefit from the College's programs or services, contact the Office of Special Services (OSS) as soon as possible at 201-612-5270 or www.bergen.edu/oss. To receive any academic accommodation, you must be appropriately registered with OSS. The OSS works with students confidentially and does not disclose any disability-related information without their permission. The OSS serves as a clearinghouse on disability issues and works in partnership with faculty and all other student service offices.

Student Support Services

Bergen Community College provides exemplary support to its students and offers a broad variety of opportunities and services. A comprehensive array of student support services including advising, tutoring, academic coaching, and more are available online at <https://bergen.edu/currentstudents/>.



Sidney Silverman Library Online Resources:

[Guides BY SUBJECT - LibGuides at Bergen Community College](#)

General Search and Databases: [Library | Bergen Community College](#)

Course Outline

Week:	Topic/Activity:	Learning Outcomes:	Assignments/Events:
1	America in 1890s	1-7	Gilded Age readings discussion and paper
2	Progressivism	1-7	Progressive society readings discussion and paper
3	Progressive Politics	1-7	TR, Taft, Wilson readings discussion and paper
4	World War I: Shell Shock	1-7	Great War readings discussion and paper
5	World War I: Homefront	1-7	Great War readings discussion and paper
6	Modern Times: 1920s	1-7	Roaring 20s readings discussion and paper
7	Midterm	1-7	Written exam
8	Great Depression	1-7	Boom to Bust readings discussion and paper
9	FDR's New Deal	1-7	New Deal readings discussion and paper
10	Road to World War II	1-7	Origins of World War 2 readings discussion and paper
11	World War II: foreign & military policy	1-7	World War II readings discussion and paper
12	World War II: mobilizing America	5,6	lecture
13	The Cold War	5,6	lecture
14	Final exam	1-7	Written exam

Note to Students: This Course Outline and Calendar is tentative and subject to change, depending upon the instructor.