

Spring 1-20-2017

## BCC HIS 20 OER: History of the US

Stephen R. Duncan  
*CUNY Bronx Community College*

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## THE AMERICAN NATION: DEVELOPMENT OF A PEOPLE (HIS 20)

Bronx Community College -- City University of New York

Fall 2017

3 credits, 3 hours

**Course:** HIS 20-D09H Mo/We 12:00 -1:15 PM, BA 201

**Instructor:** Prof. Stephen Duncan

**Office Hours (341 Colston Hall):** Monday & Wednesday, 10:00-11:00 AM, and by appointment

**Contact:** stephen.duncan@bcc.cuny.edu, 718.289.5297

**The American Nation: Development of a People (HIS 20)** This is a one-semester survey of the history of the United States covering significant political, social, and cultural currents of the last 400 years. This class will introduce students to the major developments in United States history, with a focus on individual and collective action. Students will analyze how these developments helped shape American society and the United States' role in the global community. By exploring major historical developments (nationalism, industrialization, imperialism, civil rights, warfare, and technological advances) and competing systems (localism and federalism; liberalism and conservatism; capitalism and socialism), and how they interacted, you will gain a deeper understanding today's complex society. In the process, you will develop critical thinking skills useful in and out of the classroom, and become a "well-informed, globally aware, engaged world citizen."<sup>1</sup> HIS 20 is in CUNY Pathways Flexible Core Area B: U.S. Experience in Its Diversity.

In written assignments for this course, you will:

1. Investigate, evaluate and analyze a variety of historical sources and points of view.
2. Evaluate primary and secondary sources to analyze critical questions on key themes in U.S. history.
3. Produce well-reasoned evidence-based arguments to support conclusions.
4. Address social and political issues through the identification and application of historical methods and concepts.
5. Analyze formative ideologies and movements that have shaped U.S. history.
6. Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
7. Explain and evaluate the role of the United States in international relations.
8. Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
9. Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation

### **Required Materials:**

**Textbook:** *The American Yawp*, <http://www.americanyawp.com/>

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<sup>1</sup> Bronx Community College General Education Objectives, *BCC Catalog 2009-2010*, p. 5.

**Primary source documents:** The documents for HIS 20 are all available on an e-Portfolio website: <https://bcc-cuny.digication.com/ushistoryreader/Welcome/> This link is also found on the “Content” page of Blackboard. You are responsible for reading the assigned documents and for having the required documents with you in class for use in discussion.

### **Supplementary Materials:**

**The History Department Website** has an online guide to history. Go to <http://www.bcc.cuny.edu/History/?p=his-Web-Resources> and scroll through the online resources, many of which will be helpful in your research.

### **Tutoring Services:**

**History Department Tutoring:** Tutoring in HIS 20 is available in Colston 345 on a walk-in basis. No appointment is necessary. Tutoring usually runs from the third week to the last week of the semester and is available during day and evening hours. Check the schedule on the door of CO 345. Writing help is also available.

For additional writing help, the **Writing Center** in Sage Hall has day, evening and weekend hours. An excellent online resource is the Purdue University Online Writing Lab, <http://owl.english.purdue.edu>. It has tutorials on grammar and style, writing a thesis statement, organizing an essay, ESL, and more. (See the “Suggested Resources” box on the OWL home page.)

### **What goes into your grade:**

Class Discussion:	20%
Response Paper/Bibliography:	20% (10% each)
Mid-term exam:	15%
Honors Research Paper:	25%
Final exam:	20%

You are expected to attend all lessons and are responsible for **all** assigned reading and lecture material. The exams will consist of essays and identification. There will be **no make-up examinations without a written excuse**.

**Daily Exercises and Class Discussions** will be based on the assigned readings. The purpose of class discussion is to foster a better understanding of the course materials and to develop critical thinking skills through *group* discussion of historical topics. This will require that *everyone* participate in a manner that shows both familiarity with the weekly readings and respect for your fellow students. This means that you are expected to:

- Complete the assigned readings *prior* to class.
- Come to class on time and participate in discussions with your classmates regarding issues and concepts that arise in the lectures and the readings.
- Refrain from unrelated internet activity.

- Keep bathroom breaks to a minimum (emergencies only—plan ahead!), they are disruptive to your classmates, especially during exams
- Respect everyone in the class regardless of ability, age, class, ethnicity, gender, political affiliations, race, rank, religion, sexual orientation, and viewpoint.

**Please note that if you are not in class, you cannot participate and this will seriously affect your ability to do well in the course!**

**Class Participation Grade Rubric:** Each class you will start with a base grade of 60%. Class attendance is then worth 10 points, participation up to 20 points, and the in-class exercise up to 10 points, for a total of 100%. Exercises will be written in Blue Books, which will be collected weekly, at which time that week's participation grades will be averaged and entered into the Blackboard Grade Book.

**The Response Paper and Bibliography/Introduction** are due on the dates listed below. Late papers will be deducted ½ a letter grade (5 points) for each week they are late. You will be allowed one (1) revision of the response paper for an improved grade. The revision must be turned in within one (1) week of the graded first draft's return to the student.

**Research Paper:** The instructions for the research paper are on Blackboard and the due date is listed below. Late research papers will be penalized one points for *each day* they are late and revisions will not be accepted.

**Plagiarism policy:** all quotations taken from other authors, including from the Internet, must be indicated by quotation marks and referenced. Paraphrasing must be referenced as well.

Write in your own words. It develops your writing skills and helps you master the material. Copying from the textbook or internet may give you the correct answer to a question, but it does not demonstrate that you understand the material and your professor may decline to give you credit. Also note that plagiarism, which is presenting someone else's words or ideas as your own, is a form of cheating. Cheating also includes copying what a classmate has written, using notes during an in-class exam (unless permitted), looking up answers on quizzes and tests electronically, or getting someone else to write your assignments for you. Bronx Community College has asked faculty who believe that a student may have cheated to report the situation to the BCC Academic Integrity Officer. For more information on CUNY's policies on academic dishonesty, see the BCC catalog, pp. 61-65, [http://www.bcc.cuny.edu/College-Catalog/2012-2013/Academic\\_Policies\\_2012\\_2013\\_catalog.pdf](http://www.bcc.cuny.edu/College-Catalog/2012-2013/Academic_Policies_2012_2013_catalog.pdf). BCC has a **Code of Academic Integrity** which prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, facilitating academic dishonesty, submitting fraudulent documents, and forging signatures. "Academic honesty," as defined in the Student Handbook, is expected of all students. "Academic honesty" means the use of one's own thoughts and materials in the writing of papers, taking of tests and other classroom related activities. Any student intentionally aiding another student in any infraction of the academic honesty policy is considered equally guilty.

Students are expected to give full credit for the borrowing of other's words or ideas. Intentional or unintentional use of another's words or ideas without acknowledging this use constitutes plagiarism.

There are five common forms of plagiarism:

- The duplication of an author's words without quotation marks and accurate references or footnotes.
- The duplication of an author's words with footnotes or accurate references, but without quotation marks.
- The use of an author's ideas in paraphrase without accurate references or footnotes.
- Submitting a paper in which exact words are merely rearranged even though footnoted.
- "Misrepresentation" is the submission of materials for evaluation that are not the student's own. This includes everything from purchased papers to the use of language that is not your own due to the "help" of someone such as a tutor, friend, or family member.

Unauthorized use of notes, copying, using another individual's materials, or prior knowledge of instructional materials during tests, quizzes, or other educational experience shall be considered a violation of the Academic Honesty Policy.

**Penalties:** For the first infraction of the Academic Honesty Policy the student will receive an "F" or its equivalent on the paper or examination in question.

A second infraction of academic dishonesty will result in an automatic "F" for the semester. The student will be dropped from the course and barred from further class participation.

A third instance of plagiarism or any behavior involving an infraction of the Academic Honesty Policy will result in disciplinary action as determined by the Vice President for Academic Affairs. **Penalties can range from failing grades to dismissal from the college.**

**Religious observance:** Please inform your instructor of any intended absences for religious observance well in advance.

**Students with disabilities** should contact the instructor at the beginning of the semester to discuss any accommodation for this course.

### **Topics and Schedule of Readings**

*Please do the assigned reading and writing before class starts on the day indicated. Schedule and readings are subject to change (changes will be announced, emailed and posted on Blackboard).*

## **Unit I: A New World?: Global Exchange, Native Societies, and American Colonies**

Aug. 28: Introduction to the Course: What Is History?

Aug. 30: Global Trade, European Exploration, and Native-American Societies

- Textbook:** Chapter 1: “The New World”  
Chapter 2: “Colliding Cultures” (I, IV, V, VI, & VII)  
**Documents:** *Columbus Letter to Gabriel Sanchez* (1493)  
John Smith, “Settlement of Jamestown, 1607”  
Powhatan, “Speech to Captain John Smith” (1609)

**Sept. 4: \*\*\*Labor Day – College is closed – No Classes Scheduled\*\*\***

Sept. 6: Cooperation, Conflict, and Conquest: Native Americans and the British Colonies

- Textbook:** Chapter 3: “British North America”  
**Documents:** “The Journal of John Winthrop”  
Hector St. John de Crevecoeur, *Letters from an American Farmer*,  
Parts I and II

Sept. 11: Plantation Slavery

- Textbook:** Chapter 4: “Colonial Society” (I, III, IV, V, & VII)  
**Documents:** “Virginia Slave Laws” (1662-9)

## **Unit II: Revolution and the New Nation**

Sept. 13: The American Revolution—Part 1

- Textbook:** Chapter 5: “The American Revolution”  
**Document:** Thomas Paine, *Common Sense* (1776)

Sept. 18: The American Revolution—Part 2

- Textbook:** Chapter 5: “The American Revolution”  
**Document:** *The Declaration of Independence* (1776)

**Sept. 20: \*\*\*No classes scheduled\*\*\***

Sept. 25: The Constitution & the Young Republic: Enlightenment Institutions?

- Textbook:** Chapter 6: “A New Nation” (I-VI, IX, & XI); Chapter 7: “The  
Early Republic” (I, II, III, V, & VII)  
**Document:** The Bill of Rights (1791)  
**Recommended:** The Constitution of the United States (1787)

## **Unit III: Citizenship and Conflict: Democracy, Slavery, and the Civil War**

Sept. 27: Jackson and the New American Democracy

- Textbook:** Chapter 9: “Democracy in America” (I, II, IV, VII, IX, & XI)  
Chapter 12: “Manifest Destiny” (II)  
**Documents:** First Annual Message to Congress: President Andrew Jackson  
Letter from Chief John Ross

**\*\*\*Sunday, Oct. 1, 11:59 PM: Response Paper Due\*\*\***

Oct. 2: Information, Transportation, and Empire: The Market Revolution and Manifest Destiny

**Textbook:** Chapter 8: “The Market Revolution”  
Chapter 12: “Manifest Destiny” (I, III-V, & IX)

**Documents:** Harriett Hanson Robinson, “Lowell Mill Girls Go on Strike, 1836”  
John L. O’Sullivan, “The Nation of Futurity” (1839)

Oct. 4: Sectional Conflict and Social Movements

**Textbook:** Chapter 10: “Religion and Reform” (VI);  
Chapter 11: “The Old South”; Chapter 13: “The Sectional Crisis”

**Documents:** Elizabeth Cady Stanton, “Seneca Falls Declaration” (1848)  
Frederick Douglass, “What to the Slave is the 4<sup>th</sup> of July?”

Oct. 11: The American Civil War

**Textbook:** Chapter 14: “The Civil War”

**Documents:** Georgia Debates Secession  
Men of Color, to Arms!

Oct. 16: An Unfinished Revolution: Reconstruction; **Midterm Review**

**Textbook:** Chapter 15: “Reconstruction”

**Document:** Reconstruction Amendments: 13<sup>th</sup>, 14<sup>th</sup>, & 15<sup>th</sup> (1865-70)

**Oct. 18: \*\*\*MIDTERM EXAM IN CLASS\*\*\***

**Unit IV: A Global Stage: Industrialization, Immigration, Empire, and World War I**

Oct. 23: The Industrial Revolution and Gilded Age

**Textbook:** Chapter 16: “Industrial America”

**Documents:** Pacific Railway Act (1862)  
Andrew Carnegie, “The Gospel of Wealth” (1889)  
August Spies on Anarchy (1887)

Oct. 25: American Empire and the Myth of the “Old West”

**Textbook:** Chapter 17: “Conquering the West” (III & VII)  
Chapter 19: “American Empire”

**Documents:** Fort Laramie Treaty (1868)  
Accounts of the Wounded Knee Massacre (1890)  
“The Roosevelt Corollary” (1904)

Oct. 30: Immigration, Urbanization, and the Rise of Jim Crow

**Textbook:** Chapter 20: “The Progressive Era”

**Documents:** “Exclusion of the Chinese” (1884)  
Lee Chew, “The Life of a Chinese Immigrant” (1903)  
Ida B. Wells, “Lynch Law in America” (1900)  
W.E.B. Du Bois, “Of Booker T. Washington” (1903)

Nov. 1: A World Safe for Democracy?: The Progressive Movement and the Great War

**Textbook:** Chapter 21: “World War I and Its Aftermath”

**Documents:** La Follette, “The Danger Threatening Representative Government” (1897)  
Jane Addams, “Why Women Should Vote” (1915)  
Wilson, *Fourteen Points* (1918)

### **Unit VI: Age of Anxiety: Mass Society, Mass Politics, and the Expansion of Federal Power**

Nov. 6: The “Jazz Age”: A Culture of Contradictions in the 1920s

**Textbook:** Chapter 22: “The New Era”

**Document:** Margaret Sanger, “No Gods, No Masters” (1914)

Nov. 8: The Great Depression and the New Deal

**Textbook:** Chapter 23: “The Great Depression”

**Documents:** El Rio Migrant Camp: Interview (1941)  
Huey P. Long, “Every Man a King”

### **Unit VII: World War II and the Holocaust**

Nov. 13: The Good War?: World War II Abroad

**Textbook:** Chapter 24: “World War II”

**Document:** Roosevelt: Arsenal of Democracy Speech (1940)

Nov. 15: Race, Gender, and Genocide: World War II and Civilians

**Documents:** Mary McLeod Bethune, “Letter to Roosevelt” (“Civil Rights Era”)  
Japanese Relocation (Video)

**\*\*Sunday, Nov. 19, 11:59 PM: Annotated Bibliography & Introduction Due\*\***

### **Unit VIII: The Cold War and American Society**

Nov. 20: Cold War and the New American Empire

**Textbook:** Chapter 25: “The Cold War”

**Documents:** NSC-68 (1950)

Nov. 22: The Red Scare and the Affluent Society

**Textbook:** Chapter 26: “The Affluent Society”

**Documents:** “Testimony of J. Edgar Hoover before HUAC” (1947)  
“Testimony of Paul Robeson before HUAC” (1956)

**Nov. 23-26: \*\*\*College Closed for Thanksgiving Holiday—No Classes\*\*\***

Nov. 27: The Civil Rights Revolution

**Textbook:** Chapter 27: “The Sixties”



**Documents:** Civil Rights Act of 1964  
“Black Panther Party: Ten Point Program” (1966)

Nov. 29: The 1960s and the Vietnam War

**Blackboard:** Students for a Democratic Society, “Port Huron Statement” (1962)  
National Organization for Women, “Statement of Purpose” (1966)

**\*\*Sunday, Dec. 3: Semester Project DUE by 11:59 PM\*\***

### **Unit IX: Deindustrialization and Late Twentieth-Century Society, 1973-2001**

Dec. 4: American Crisis?: The 1970s

**Textbook:** Chapter 28: “The Unraveling”

**Documents:** “Roe v. Wade” (1973)  
Jimmy Carter, “Crisis of Confidence” (1979)

Dec. 6: The Reagan Revolution and a “New World Order”

**Textbook:** Chapter 29: “The Rise of the Right”  
Chapter 30: “The Recent Past”

**Document:** Ronald Reagan Inauguration Speech (1981)

### **Unit X: The End of Empire?**

Dec. 11: Oil, the Middle East, and the Age of Terror; **Final Review**

### **FINAL EXAM T.B.A. BY COLLEGE**

This syllabus may be subject to change. Students will be notified in advance of important changes that could affect grading, assignments, etc.

“History doesn’t repeat itself, but it rhymes.”

—Mark Twain

“Knowledge is power. Information is power. The secreting or hoarding of knowledge or information may be an act of tyranny camouflaged as humility.”

—Robin Morgan