**HIST 103--United States History: The 20th Century (Fall 2015)**

**Dr. Nicholas Trajano Molnar**

**Tuesday, 6:30-9:35 (249)**

**Contact Information: To contact Professor Molnar, send him a message via the course website.**

[**nmolnar@ccp.edu**](mailto:nmolnar@ccp.edu)**; 267-277-3315**

**In-Person Office Hours:**

Northeast Regional Center (NERC) 250:  Tuesday, 5:30-6:30; Friday, 10:30-12:00

**Digital/Phone Office Hours:**

Monday, 3:00-6:00, call @ 267-277-3315

**Course** **Description:**

United States History: The 20th Century surveys the political, social, economic, cultural and ideological characteristics of modernAmerica beginning c. 1900. Students are introduced to the techniques and strategies of historians through the use of historical texts, both primary and secondary, as well as the procedures of historical writing. Attention is given to prevalent American values and institutions; the explanations for change in such values and institutions; and the relationship between the United States and other cultures. Completion of this course will fulfill your "American/Global Diversity," "Interpretive Studies," and "Writing Intensive" requirements.

**Course** **Goals:**

In this course you will construct a narrative of history for yourself, drawn primarily from the textbook, supplementary materials, and the lectures. I assume that you have read the assigned readings as scheduled. The lectures will review some of the materials; they may provide additional interpretations or perspective, but they cannot serve as a substitute for mastery of these materials.

By participating in this course, you should acquire the basic vocabulary of the study of history and be able to explain major events to your peers with some sophistication. In constructing your narrative of history, you should acquire knowledge and ways of thinking that provide perspective on major social issues. It is my goal to provide you with the tools that historians use to help them understand the past, which, I hope, prove just as applicable to your understanding the present.

Another goal I have is to familiarize you with the electronic tools that historians use to conduct research. This course's Canvas website [(**https://ccp.instructure.com/login**)](https://ccp.instructure.com/login) and the Community College of Philadelphia's library website are large components of the class and will both be used regularly throughout the semester.

Students will be able to submit their assignments, access their grades at any time, and choose their preferred method of contact through this course's Canvas website. For information on how to set up your Canvas account for the first time, please follow the included instructions. **You** **must** **be** **registered** **to** **use** **the** **Canvas** **website** **by** **the** **end** **of** **the** **first** **week** **of** **class** **meetings** **in** **order** **to** **participate** **in** **this** **course.** **If** **you** **are** **having** **trouble** **logging** **into** **Canvas** **after** **following** **these** **instructions,** **please** **seek** **assistance** **from** **the** **staff** **at** **the** **nearest** **computer** **lab.**

**Course** **Materials:**

*American Horizons, Volume II Since 1865 With Sources, Second Edition (Textbook)*

Supplementary secondary and primary sources provided by Professor Molnar.

We will watch various films, docudramas, and documentaries throughout the semester. Information from these sources will be required for the weekly assignments, essays, and the final exam.

**Grading** **and** **Evaluation** **Criteria:**

50 % = Weekly Assignments

50 % =Three Essays, Final Exam

**Course** **Schedule** **(Subject** **to** **Change** **by** **the** **Discretion** **of** **Professor** **Molnar):**

*\* Please note that the specific dates and times that the assignments are due are posted on the course website. Enrichment visits, which are subject to change throughout the semester, are also posted on the course website.\**

WEEK 1: Course Introduction and Prelude to the 20th Century

Read *Textbook* (pages posted on Canvas)

Weekly Assignment

WEEK 2: The Progressive Dream and Nightmare

Read *Textbook* (pages posted on Canvas)

Weekly Assignment

WEEK 3: World War I

Read *Textbook* (pages posted on Canvas)

Weekly Assignment

WEEK 4: The Aftermath of World War I

Read *Textbook* (pages posted on Canvas)

Weekly Assignment

WEEK 5: The Great Depression

Read *Textbook* (pages posted on Canvas)

Weekly Assignment Essay

WEEK 6: World War II

Read *Textbook* (pages posted on Canvas)

Weekly Assignment Enrichment Visit

WEEK 7: The Aftermath of World War II

Read *Textbook* (pages posted on Canvas)

Weekly Assignment

WEEK 8: The Global Cold War

Read *Textbook* (pages posted on Canvas) Weekly Assignment

WEEK 9: The Struggle for Equality and America in Crisis

Read *Textbook* (pages posted on Canvas)

Weekly Assignment Essay

WEEK 10: The Vietnam War and the Great Society

Read *Textbook* (pages posted on Canvas)

Weekly Assignment

WEEK 11: The Impact of Vietnam at Home and Abroad

Read *Textbook* (pages posted on Canvas)

Weekly Assignment

WEEK 12: "Stagflation" and the "Reagan Revolution" of the 1980s

Read *Textbook* (pages posted on Canvas)

Weekly Assignment Enrichment Visit

WEEK 13: Beyond the Cold War and the War on Terror

Read *Textbook* (pages posted on Canvas)

Weekly Assignment Essay

WEEK 14: Information Literacy Instruction

Weekly Assignment

WEEK 15: Final Exam

Final Exam

**Community** **College** **of** **Philadelphia** **Academic** **Integrity** **Policy:**

The Community College of Philadelphia is dedicated to fostering the intellectual and personal development of its students, and to promoting an environment that exemplifies the College's core values, including Integrity, Academic Excellence, and a Commitment to Teaching and Learning. Academic Integrity requires respect for and acknowledgement of the work and efforts of others. It is essential to a high level of teaching and learning.

Academic integrity emphasizes fairness, honesty, and responsibility in all academic endeavors and communications, on the part of both faculty and students.

**Violations** **of** **theAcademic** **Integrity** **Policy:**

Violations of academic integrity can include, but are not limited to, cheating and plagiarism. Cheating is an intentional effort at deception or gaining of an unfair advantage in completing academic work. Plagiarism is the act of appropriating the work of another person and passing it off as one's own. Any student who assists another in an activity that constitutes a violation of academic integrity is also responsible and accountable for such a violation. The following list is not exhaustive, but includes some common examples of plagiarism and cheating:

 copying original ideas, images, words, or design elements and using them without proper citation or permission of the author.

 creating a bibliography with fabricated sources or citing sources as references that were not used in the preparation of the report or essay.

 deceiving the instructor to get more time for an assignment or examination.

 hiring someone to write an essay or complete other assignments.

 collaborating with classmates or others on an assignment when the class rules explain that only individual work is permitted.

 using unauthorized electronic devices or software during an examination.

 allowing other students to copy exam responses or homework assignment answers so that they can pass it off as their own work.

The Department of History, Philosophy, and Religious Studies takes violations of the Community College of Philadelphia's Academic Integrity Policy very seriously. "Even one violation of academic integrity results in your automatic failure of the course. There are no exceptions. Take this policy very seriously. Ignorance and carelessness are not acceptable excuses. If you are unsure about what is or is not appropriate, please contact the instructor without delay.” **If** **it** **is** **discovered** **after** **an** **assignment** **has** **been** **submitted** **that** **plagiarism** **has** **occurred,** **no** **credit** **will** **be** **given** **for** **that** **assignment** **even** **if** **the** **assignment** **has** **already** **has** **been** **marked** **by** **the** **instructor.**

**Final** **Exam** **Policy:**

If you miss the final exam you must schedule a make-up before the end of the semester. If you do not schedule a make-up or miss the scheduled make-up no credit will be given.

**Other** **Relevant** **Course** **Information:**

**Attendance/Class Participation Policy**

Students’participation in regularly scheduled class meetings is an essential part of the instructional process. College students are expected to fulfill their academic responsibilities by attending all class meetings. During every class meeting, students will be required to sign the attendance sheet/or check in with Professor Molnar upon entering the classroom.

This course follows the attendance policy set forth by the Community College of Philadelphia which states that "if a student misses the equivalent of two weeks’work in any class without an acceptable excuse, the instructor may initiate an official drop for the student, and the student will be notified about the drop. If the drop occurs after the 20 percent point of a term, the student will receive a "W" grade for the course. No drop can be processed after the equivalent of the eleventh week of classes."

Class participation is based on active, prepared participation in group discussions of readings, other class activities, and any unannounced quizzes. Therefore, you must not only be present, but be paying attention (i.e. not using an electronic device, sleeping, or having a private conversation).

If a student participates in a class discussion by either volunteering an answer or asking a relevant question, please listen carefully to avoid repeating what was already said, and most importantly, listen respectfully to contrary opinions so others will do the same for you. Always treat your fellow students with respect.

**If** **you** **miss** **two** **weeks** **worth** **of** **meetings** **or** **do** **not** **participate** **in** **two** **weeks** **of** **assignments** **you** **may** **be** **dropped** **from** **this** **course.** **In** **the** **event** **that** **you** **cannot** **be** **dropped,** **you** **will** **receive** **one** **full** **letter** **grade** **deduction** **for** **each** **additional** **absence.**

**Late Policy/Early Departure Policy**

 If you are late for class it will count as half an absence.

 If you are over 15 minutes late for class it will count as a full absence. You are welcome to attend the rest of class but will not receive credit for being present.

 If you leave the class for any reason it will count as half an absence.

 If you depart early from class it will count as half an absence.

 If you depart more than 15 minutes early from class it will count as a full absence.

**Enrichment Visit (Extra Credit) Policy**

**There will be an opportunity for every student to earn up to an additional ten percent of their overall grade throughout the semester.** Extra credit will immediately be calculated into the student's overall grade at the end of the semester and will not be reflected in the online gradebook.

**Electronic Device/Cell Phone Policy**

 The use of electronic devices/cell phones are prohibited during all class meetings to encourage note-taking skills. There are no exceptions to this policy.

 At the beginning of each class meeting, every student will take out their cell phones and place them face down in front of them in the clear view of the professor to prevent their inappropriate use during instructional time.

 **Inappropriate** **use** **of** **electronic** **devices/cell** **phones** **will** **result** **in** **the** **student** **being** **asked** **to** **leave** **the** **classroom.** **The** **student** **will** **be** **marked** **absent** **as** **they** **chose** **to** **use** **instructional** **time** **inappropriately** **and** **in** **violation** **of** **the** **attendance/class** **participation** **policy.**

 If circumstances arise where a student must take a phone call during the class meeting, please inform Professor Molnar before class begins and arrangements will be made to accommodate this request.

**Contacting Professor Molnar and Response Expectations**

 An extensive course syllabus and Canvas website has been provided that includes answers to the most common student inquiries regarding this course. In the event that a question arises, please review the course syllabus and Canvas website for an answer to your inquiry.

 If the student's inquiry cannot be answered through a review of the course syllabus and Canvas website, students are encouraged to contact Professor Molnar via a message through Canvas. Professor Molnar, however, does not have the ability to check Canvas in "real-time" via an electronic device. Therefore, students should not expect to receive an immediate response to their inquiries via Canvas. **Students** **who** **contact** **Professor** **Molnar** **via** **Canvas** **will** **receive** **a** **response** **to** **their** **questions** **within** **72** **hours.** Students who do not receive a response within 72 hours should review the course syllabus and Canvas website for the answer to their inquiry. Nor will I respond to angry, discourteous, or otherwise inappropriate messages.

 For students seeking an immediate response, they are welcome to speak with Professor Molnar during his regularly scheduled office hours.

 Any discussion of individual grades will not be done in front of other students and will only be conducted during Professor Molnar's regularly scheduled office hours or at another scheduled time.

**Is This Course Right For Me?**

 This course is best suited for students who are open to the possibility that rigorous learning can be a fun and enjoyable experience.

 This course is best suited for students who do not see attending class as a semester-long burden, and who are committed to attending class regularly and meeting assignment deadlines. Almost every human being has procrastination issues, but students who succeed in this class will want to learn strategies to overcome them.

 This course is best suited for students who have passed English 101 and who wish to further improve their writing. Besides learning about history, writing is the most important skill that will be utilized in this course.

 This course is best suited for students who are curious information seekers and will ask for assistance when they cannot find answers.

 This course is best suited for students who want to learn to think analytically about the past and its relationship to the present beyond memorizing names, places, and dates.

 This course is best suited for students who want to become confident participants in classroom discussions.

 This course is best suited for students who are prepared to listen to lengthy lectures and takes notes attentively.

**If** **you** **responded** **positively** **to** **most** **of** **the** **above** **criteria,** **you** **will** **find** **this** **course** **interesting** **and** **well-suited** **to** **your** **learning** **style.** **If** **you** **did** **not,** **then** **you** **will** **likely** **struggle** **with** **keeping** **your** **attention** **and** **effort** **focused** **in** **this** **course.** **You** **might** **consider** **switching** **to** **a** **different** **course** **that** **better** **suits** **your** **learning** **style** **and** **interests.** **If** **you** **choose** **to** **stay** **in** **this** **course,** **do** **not** **expect** **it** **to** **be** **different** **than** **what** **is** **clearly** **described** **in** **this** **syllabus.** **Bring** **a** **positive,** **willing** **attitude** **and** **an** **open** **mind** **for** **trying** **new** **approaches** **to** **learning.**

**Strategies For Success In This Course**

Adapting to an adult learning environment can be a challenging transition, especially for those who have been out of the classroom for a period of time or who have never taken a college course. Success begins with a clear understanding of how college courses function and what role you are expected to play.

**Take** **Responsibility** **for** **Keeping** **Up:**

Attend class and arrive on time. Keep a planner and record all deadlines for the semester in advance. Use reminders such as wall calendars, post-it notes, and electronic alarms to stay on track. Avoid relying on classmates to tell you what to do. Instead, review assignment instructions for yourself and ask me for help if necessary. Learn how the Canvas website works and log in regularly to submit assignments.

**Manage** **yourTime:**

This is by far the most challenging aspect of college for most students. In high school, you may have started assignments just before the deadline and still achieved good grades. **In** **college,** **however,** **where** **expectations** **are** **higher** **and** **work** **takes** **longer** **to** **complete,** **this** **is** **a** **poor** **strategy.** Persistent procrastination will drain your energy and optimism with needless stress, reducing the quality of your performance.

**Meet** **Deadlines:**

Just as your employer will not accept you arriving to work late, I do not accept work that is submitted late. Computer crashes and lost files are not legitimate excuses. Plan ahead for the unexpected.

**Start** **Assignments** **WellAhead** **of** **the** **Due** **Date:**

Keep a homework planner, begin work early, and complete it in stages. Avoid putting it off until the last minute when you can easily run out of time, energy, and ideas.

**Plan** **to** **Avoid** **or** **Overcome** **Computer** **Malfunctions:**

Always save a copy of essays you submit online. Each time you update your work, save it in more than one place or send it as an electronic message to yourself. Purchase an inexpensive flash drive to back up the files you save on your computer. If you fear that viruses may corrupt your files, print out a copy of your work when you make significant revisions. If your computer or internet connection at home is unreliable, plan ahead to use the computer labs at the college.

**Catch** **Up** **AfterAbsences:**

Contact a classmate to copy lecture notes. Check the announcements on the Canvas website for any new information.

**Be** **an** **Active** **Learner:**

Take notes in class to supplement what you learn from the textbooks. Ask questions about material you do not understand. Seek additional information on your own from reputable sources. Use a dictionary to look up unfamiliar words. Consult an encyclopedia for background on unfamiliar topics. Read additional sections of the textbooks that have not been formally assigned. Seek help from our librarians to find books and articles on a topic of particular interest to you.

**Talk** **to** **Me:**

I am always willing to assist those who seek my help, but I need you to tell me if you have questions, concerns, or are struggling in any way. See me during my office hours or contact me through the Canvas website.

**Own** **the** **Grades** **You** **Earn:**

Effort might have earned you points in high school, but results are what count in college. **You** **may** **try** **very** **hard** **but** **still** **fall** **short** **of** **requirements** **and** **not** **receive** **the** **grade** **you** **wanted.** If you receive a disappointing grade, make it the start of a productive conversation. Come to my office hours to ask for explanations on how to improve.

**Conduct** **Yourself** **Professionally:**

College simulates the professional world very accurately by requiring you to be ambitious, self-motivated, respectful, cooperative, and responsible. Some students resist these expectations and make excuses. However, I believe that every student has the potential to raise their skills and habits to a professional level. I cannot do the work for you, but I can help you build upon your strengths and improve upon your weaknesses so that you leave this course a stronger and more capable researcher and writer. Think of me as your partner in learning and as someone who can mentor you to develop important skills necessary beyond the college classroom.

**Marketable Skills You Will Develop In This Course**

This course offers the opportunity to hone marketable skills and traits that are consistently ranked among the top ten characteristics employers seek in college educated people. These skills and traits will help you stand out on the job market and succeed in any professional career. Students who understand this seek every opportunity to practice them, no matter what course they are taking. **You** **will** **have** **the** **opportunity** **to** **practice** **these** **skills** **and** **traits--crucial** **for** **success** **in** **the** **professional** **world--all** **semester.**

**Punctuality,** **Discipline,** **and** **Adequate** **Preparation** **for** **Expected** **Tasks:**

Why are these skills and traits important? Employers want mature, reliable people who show up and get the job done. They have no tolerance for people who "wing it" due to lack of preparation. Nor do they have tolerance for people whose productivity is negatively impacted by using electronic devices rather than focusing on the task at hand. They expect college educated people to work independently, effectively, and with minimal supervision. They list "flexibility/adaptability/managing multiple priorities" as valuable skills, meaning they expect you can handle several tasks at once, set priorities, and adapt to changing conditions without missing deadlines. Keeping up with the readings and assignments in this course is good practice for what employers will expect of you. If you miss assignments and fail to show up to class, your grade will suffer and you may be dropped from the course. However, if you miss assignments and fail to show up to the workplace, you may be subject to being unemployed.

**Digesting** **Information** **Efficiently** **and** **Accurately:**

Why are these skills and traits important? Employers expect college educated people to have polished "analytical/research skills," meaning the ability to comprehend what you read, focus on the important details, put these important details together with other information you have gathered, and apply them to the task at hand. Employers also value people who have "persistence" and "determination" to work through challenging or tedious analytical tasks. Professor Molnar is impressed by students who display these traits by demonstrating improvement as the course progresses. Employers will be impressed as well.

**Concise** **and** **Coherent** **Writing:**

Why are these skills and traits important? Employers consistently rank "written communication" at or near the top of the list of desired skills. They seek college educated people with a broad range of advanced writing competencies, from professional e-mails to formal reports. Writing is a skill that can be honed with practice. Employers expect college educated people to write clearly, correctly, and succinctly.

**Ability** **to** **UseAdvanced** **ComputerTechnology** **and** **Software:**

Why are these skills and traits important? Employers value "technical literacy." They seek competent computer users who can perform word processing functions, internet searching, and use other types of digital interfaces. Using this course's Canvas website to check course information, upload files, and submit assignments is a low-stakes way to familiarize yourself with the most recent computer technology and software. The information literacy sessions scheduled throughout the semester will teach you how to use the resources of the modern digital library for your research and leisure.

**Clear** **and** **Persuasive** **Verbal** **Communication:**

Why are these skills and traits important? Employers consistently rank polished "verbal communication" as the most important skill they seek in college educated people. Now is the time to overcome shyness and gain experience sharing your ideas in a low-stakes environment. From your first interview to the day you retire, you will need a confident and articulate "professional voice" to succeed. In this course, you will be expected to communicate your ideas in order to receive extra credit for participating in class discussions. In the workplace, employers will expect you to communicate your ideas regularly.

**Ability** **to** **Work** **with** **Other** **Individuals** **and** **Groups** **of** **People:**

Why are these skills and traits important? Teamwork, or "the ability to work in harmony with co-workers," is another expectation of today’s employers. Successful teamwork requires interpersonal skills, including

listening carefully, communicating your thoughts clearly, helping to keep others on task, and bringing out the best from the group to solve problems. In this course, there will be regular group work and games in which you will be required to work with other individuals and groups of people to achieve common objectives. In the workplace, you will be expected to work productively with colleagues from diverse backgrounds.

**Degree Requirements this Course Fulfills at the Community College of Philadelphia**

**Writing** **Intensive:**

AWriting Intensive course is a college-level course designed to integrate the teaching of writing with the teaching of specific subject matter. Writing Intensive courses are offered across the curriculum and may overlap with other degree requirements. AWriting Intensive course should include the practice of general forms of academic or creative writing or the introduction of specific forms of academic writing common to the discipline or set of disciplines pertaining to the course. The course should approach writing as a process of planning, drafting, revising and editing.

**Interpretive** **Studies:**

An Interpretive Studies course is a college-level course designed to focus on the study, analysis, and interpretation of “primary sources,” defined as those written documents, material artifacts, visual works, and musical works closest to the subject under investigation or created in the historical period or culture under study. In addition, relevant case studies and field research contained within a syllabus would be considered an interpretive endeavor.

**American/Global** **Diversity:**

AnAmerican/Global Diversity Studies course is a college-level course designed to focus on either the comparative study of race/ethnicity, gender and gender relations, class, and/or religion in the United States (American Diversity), the study of a country, culture, civilization, or region outside the United States or a comparative analysis of countries, systems, or cultures outside the United States, or the study of a language other than English (Global Diversity). These courses prepare students to function effectively in a democratic society by helping them to understand the complexities and differences among the people of the United States or the complexities and differences between the cultures, languages and history of the United States and other regions of the world.

**History Student Learning Outcomes**

 Demonstrate understanding of the main events, topics and themes inherent in the cultural, socio-economic, political and ideological patterns ofAmerica and the United States and to develop some insight into the forces of historical change.

 Define what is historically factual and to distinguish inference from opinion.

 Recognize the range of interpretation in the discipline (historical revisionism) and comprehend the varying arguments, voices, inferences, etc., within primary and secondary historical texts.

 Recognize the “clues” in primary texts and materials for a more informed analysis: authorship; the purpose of authorship; intended audiences; the rhetorical devices employed; the “story line;” possible interpretations of a piece unintended by the author; connections with other texts; credibility, consistency and/or accuracy and to realize that varied interpretations of such texts is probable.

 Recognize the ethical commitment of the historian to alter an historical a priori or hypothesis in light of research and evidence.

 Recognize value in history for a greater understanding of the present and its importance for making choices for the future.

 Demonstrate ability and confidence in voicing curiosity, responding to questions of instructors or other students, being able to defend taken positions, and to apply the protocols of intellectual discussion and debate.

 Demonstrate an ability to write coherently and analytically; to think and write like historians.

 Recognize the ethnic, racial, gender and religious diversity inherent inAmerica.

 Demonstrate an ability to cipher historical maps pertinent to History 103. For example, to point out the cultural assumptions and implications of William Penn’s plans for the city of Philadelphia.