



Internationalizing the Curriculum Project

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HIS 104 United States History – 3 Credits

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- Course Description: This course examines the political, economic, social, cultural and technological development of the United States and its relationship to the world at large. To further develop students' understanding of the interconnectedness of the United States to other nations of the world, students are required to complete assignments identifying imports in their homes and local stores, and to study one country from Latin America or eastern Asia.

International Component Summary

The international components and integration of materials is listed in the course syllabus.

Special Assignments and Activities

In addition to other assigned course work and readings, students are required to complete the following exercises described on the worksheet attached.

1. Study one country from Latin America or Eastern Asia and write essay (see worksheet).
2. Survey of their closet and home to identify foreign-made products (see worksheet).
3. Visit local stores to identify foreign-made/grown products (see worksheet).

An extra credit assignment is also available to interested students.

Syllabus/Course Outline

Attached

Resources

Noted in course syllabus. (Documentary Films and Videos)

SYLLABUS/COURSE OUTLINE FOR HIS104—UNITED STATES HISTORY

I. First Timeframe – 1865-1915

A. International Material/Components

1. 1865-1915 – A major component of this period is U.S. expansion overseas. Topics covered are:

- a. Reasons for U.S. expansion
- b. Areas into which U.S. expanded
- c. Impact of U.S. expansion (Here the instructor should stress the significance of the U.S. opening up Japan to foreign trade. This becomes a pivotal point in Japanese history and future events in Asia and the Pacific.)
- d. Major Events
 - (1) Opening of Japan (Mathew Perry's voyage)
 - (2) Spanish-American War, 1898
 - (3) Building the Panama Canal
 - (4) Dollar Diplomacy

B. Description of Supplemental Material and How Integrated into Course

1. Overlay showing U.S. acquisitions
2. Slides showing aspects of U.S. expansion, i.e. Spanish-American War/Panama Canal

C. Special Assignments and Activities: As part of U.S. history (HIS 104) students have to learn the countries of the world. This is done in 4 parts: 1) Latin America, 2) Europe, 3) Asia, and 4) Africa. Students are given outline maps with the names of the countries. Come test time students must identify the countries on a blank outline map.

II. Second Timeframe—1914-1945

A. International Material/Component (War is a major component of this period.)

1. World War I
2. World War II – Relate America's role on opening Japan to western ideas and science to their expansion and role in Asia that helped bring about WWII.

B. Description of Supplemental Material and How Integrated into Course

1. Excerpts from Documentary *World War I* (Excellent material)
2. Excerpts from *Why We Fought* (U.S. propaganda films in WWI) and documentary, *In the Name of the Emperor* (Japanese atrocities in Peking, 1937)

C. Special Assignments and Activities – None in this section

III. Third Timeframe – 1945-1975

A. International Material/Component (Foreign Relations is a major aspect of this period, especially aspects of the Cold War)

1. Origins of the Cold War
2. Major Aspects of the Cold War
 - a. Korean Conflict
 - b. Cuban-U.S. Relations
 - c. Vietnam Conflict
 - d. U.S. relations with other nations

B. Description of Supplemental Material and How Integrated

1. *Silver Stallion* (Korean film based on Korean novel with same name. Impact of an American military unit located next to a small Korean village during the Korean conflict. Excellent for depicting changing social structure in Korea as result of the conflict and modernization.)
2. Excerpts from documentary *Vietnam: A Television History* 13-part documentary with lots of excellent material for classroom use. Unfortunately, there is no indexing as there is with such documentaries as Ken Burn's *Civil War* series or *The Great War*.
3. Frontline documentary: *The Yankee Years: Central America, 1900-1950*. (Time wise, this documentary fits into this time period. However, the instructor might wait until post WWII for continuity and show it to provide background for U.S. actions during the Cold War, that American intervention in Central America did not begin post WWII. It could be used for background for U.S. actions in Guatemala in 1954 and Nicaragua in the 1970s and 1980s.)

C. Special Assignments and Activities

IV. Four Timeframe – 1975 – present

A. International Component Material

1. Interconnectedness of the World: Focus on U.S. relations and impact with/on other nations
2. Below is an exercise designed to allow students to see the interconnectedness of the world. The exercise may be abbreviated depending on the desire of the instructor.

B. Special Assignments and Activities (See Foreign Connections Worksheet)

A simple way for students to begin thinking about the interconnectedness of nations is to have them look at bananas in the produce section of a supermarket. Most bananas have a sticker telling where they were grown.

Another way is for students to sample the produce section of any supermarket during the winter months. During the winter most of our vegetables, and many of our fruits, come from Latin American countries, especially Mexico.

WORKSHEET: INTERNATIONAL CONNECTIONS

I. Country: _____

II. Economic connections:

A. Imports

1. USA imports: Total value of all U.S. imports from all countries.

Year _____

Value: \$ _____

2. USA imports solely from your country: Year _____

a. Value of imports solely from your county: \$ _____

b. Percent of your country to total of entire USA imports: _____

3. Specific products imported from your country: List 3-5 of the most important ones.

a. _____

b. _____

c. _____

d. _____

e. _____

B. Exports

1. USA exports: Total value of all USA exports: \$ _____

2. USA exports to your country: Year _____

3. Specific products exported to your country. List 3-5 of the most important ones.

a. _____

b. _____

c. _____

d. _____

III. In addition to economic ties, what other connections can be made between the two nations?

A. Immigration

1. How many people from your country live in the USA? _____
2. How many Americans live in your country? _____. This figure may be hard to locate, but try to get a general idea. For example, is this a country where Americans retire because the cost of living is cheaper, such as Costa Rica and Mexico?

B. Cultural connections between the two nations: Who are the artists, writers, entertainers, personalities, and sports figures? For example, many Americans know the great Brazilian soccer player Pele, or have read the Colombian Nobel Laureate Gabriel Garcia Marquez. Likewise, many foreigners know Ernest Hemingway's work or know who Neil Armstrong and Muhammed Ali are.

1. What U.S. persons would citizens of your country know something about? Who are they and why would they be known?
2. Who in your country would Americans know? Who are they and why would they be known?

IV. Personal connections

A. Merchandise: Check out local stores that carry foreign products. Circle the ones from your country.

Product/Products	Store	Country
1.		
2.		
3.		
4.		
5.		

B. Task: To identify tangible connections to foreign countries in your own home.

1. Closet – Check out your closet and identify the countries that make your clothing.
2. Home – Look around your home and identify items made in other countries.

List Items

List Country(ies)

V. Essay:

Write a short essay describing the general living conditions for the majority of the people in the country you selected. For example, what do you think would be the working conditions and the wages of the workers? Are children employed? Relate anything that would give the reader a general understanding of the country.

Extra Credit

Internet connection or personal connection with someone from another country, such as an exchange student --make a connection with someone who lives in another country, or is from another country. Preferably the country you have selected to study. Tell about your exchanges with your contact. What did you learn? If possible, find out what your contact thinks about the USA. (If you make an Internet connection, attach at least one response from your contact and provide the Internet address in the space below.)

Internet address: _____

Country of your contact: _____

Findings: