

History 2112-25H
United States History from 1865 to the Present
(Honors)
Spring 2015

Instructor: Dr. Dan Williams

Office Hours: TLC 3207

Tues. & Thurs., 9:45-10:45am, 1-5pm

(Additional office hours available by appointment)

Email: dkw@westga.edu

Phone: 678-839-6034

Class Location:

Pafford 208

Tues. & Thurs., 11:00am-12:20pm

Description:

This course will provide an overview of the social, cultural, and political history of the United States from 1865 to the beginning of the twenty-first century, and will equip you to better understand the problems and challenges of the contemporary world in relation to events and trends in modern American history.

This course does not require you to have a prior background in American history or historical writing, but you should come to the class with the willingness to learn techniques of writing and historical analysis that will help you in other college courses and in your future career.

This is an honors course, so it will require a heavier reading load and more writing assignments than a regular History 2112 survey course. You will also have the opportunity to discuss ideas in much greater depth than you would in a typical survey class.

Learning Outcomes:

In accordance with the learning outcomes adopted for the University of West Georgia's Core Area E, students in this course will demonstrate the ability to understand the political, social, economic, or cultural dimensions of American history.

In addition, the exams and assignments in this class will require students to demonstrate an ability to interpret and evaluate opposing arguments and different points of view through the analysis of primary source documents representing a wide range of perspectives on historical events.

Assessment:

Students' final grades will be determined as follows:

Midterm exam	15%
Weekly essays	20%
Research project	10%
Interview-based essay	15%
Class participation & book summaries	20%
Final exam	20%

Grading Methodology: This university does not use a plus / minus grading system, but during the course of the semester, I will use plus / minus grades, as well as split-letter grades (e.g., an A- / B+), in order to evaluate students' written work with precision. In computing final course grades, I convert all grades into numeric scores according to the following system:

A = 95

A/A- = 94

A- = 92

A-/B+ = 90

B+ = 88

B+/B = 87

B = 85

B/B- = 84

B- = 82

B-/C+ = 80

(A similar pattern is used for grades in the C-range and D-range).

In computing final course grades, a grade average of 89.5 or higher converts to a course grade of A, a grade average between 79.5 and 89.49 converts to a course grade of B, and a grade average between 69.5 and 79.49 converts to a course grade of C. A grade average of 59.5, which converts to a D, is the lowest possible passing grade in the course.

A-range grades, including the grade of A-/B+, are reserved for work that is of exceptional quality. In order to receive an A-range grade on an essay assignment, a student's essay must show evidence of original thinking and the ability to synthesize information from a variety of assigned sources, as well as an accurate understanding of the material and good writing technique. Essays that receive a grade of 90 or above must be cogent and persuasive in their argumentation, and they must be well written and tightly organized around a strong thesis. In short, an essay that receives an A-range grade not only meets the basic requirements for the assignment, but also demonstrates that a student has mastered the interpretative, analytical, and writing skills expected for a course at this level.

B-range grades are given to essays that demonstrate a student's accurate understanding of the material, adequate use of the assigned sources, and competence in writing. They rarely contain the sophisticated analysis required for an A-range essay, but they meet the requirements and expectations for the assignment.

C-range grades are given to essays that contain factual inaccuracies, errors in interpretation, inadequate use of the assigned sources, or poor writing technique, even though they usually meet most of the basic requirements for the assignment.

D-range and failing grades are assigned to work that fails to meet the requirements and expectations for the assignment.

Exams: There will be two exams in this class – a midterm exam and a final exam, both of which will consist of essay questions. The exams will emphasize broad themes of the course and will test your ability to analyze concepts presented in the assigned readings and the lectures. One week before each exam, I will post a study guide on CourseDen that will give you more information about the material covered on the tests. I will give make-up exams only in cases of a pre-arranged, excused absence for which documentation must be provided, or in cases of a legitimate health or family emergency that must be documented with a doctor's note, dean's note, or similar measure of proof. In all other cases, make-up exams will not be an option.

Interview-based essay: One of the assignments for this course is a 4-6 page paper that applies historical analysis to the experiences of an older relative or family friend. The essay should be based on an interview with your subject, and should also use information from the assigned primary source readings and class lectures to interpret that person's experiences in their historical context. If you choose an older relative as your interview subject (as many students do), this essay assignment will give you a chance to examine your own family's history in the context of broader trends in American society. Consult the essay guidelines for suggested interview questions and additional tips for writing this paper.

Papers that are turned in after the assigned date will be marked down 1/3 of a letter grade for each day they are overdue.

Research project: This assignment will give you the opportunity to research a historical question of your choice that relates to some aspect of American history from 1865 to 2001. After getting my approval for the research question, you will need to research your chosen topic and come to my office during the week of March 3 to give a 5-minute oral presentation answering the research question that you have created. You will also need to be prepared to answer my questions on your presentation during your visit to my office. If you would like, you are welcome to partner with a classmate for this project. If you choose to partner with a classmate, the two of you will give the presentation together and you will share a grade for this assignment. Guidelines for this assignment are posted online.

Weekly essay assignment: During this semester, you are expected to write at least ten short essays (each consisting of approximately 3-5 paragraphs) using assigned primary source documents to answer assigned questions. This is a weekly assignment, so essays can be submitted every Thursday of the term. These essays are due by 11:59pm each Thursday, and must be submitted to the Dropbox in CourseDen. Late assignments will not be accepted, so please keep up with this assignment throughout the semester and submit your essays on time. For each essay assignment, you may choose to use the assigned primary source documents as your sources to write a response to some of the questions listed for class discussion for that week.

or you may choose to use some of the assigned primary source documents from *For the Record* and / or assigned websites to respond to the historical arguments presented in the readings from *Taking Sides* assigned for that week. The primary source documents and assigned questions that you are allowed to use for your assignment are listed on the syllabus under each class lecture topic. For more information on this assignment, please see the guidelines that are posted on CourseDen.

Class participation and book summaries: Your class participation grade will be based on your level of participation in class discussions throughout the term. In particular, I will look for evidence that you have read, understood, and analyzed the assigned primary source documents, the essays from *Taking Sides*, and the five assigned books. In nearly every class session, we will discuss some of the assigned documents in Shi and Mayer's *For the Record* or an assigned website, so be prepared to participate in these discussions by reviewing the suggested class discussion questions in advance. Approximately once a week, we will discuss a set of contrasting essays from *Taking Sides*, and I will expect you to participate in each of those discussions. It is also important for you to participate in the discussions of the five books assigned this semester.

The class participation grade will also be based on the summaries that you write of the five assigned books and post to the discussion forum on CourseDen, as well as the comments that you make in response to others' summaries of the reading. I will not assign a letter grade for these summaries, but I will take their content (in addition to the content of the comments that you make during the discussion of these books) into consideration when assigning a grade for your class participation. Each of these summaries should consist of approximately two or more paragraphs that summarize the main argument of the book and your thoughts on the book's relationship to concepts discussed in this course. The summary should also highlight a concept from the book that you would like to discuss in class. After you post your summary, you should then comment on at least two other students' posts.

In addition, your class participation grade will also reflect your level of engagement with the course's assigned reading in other ways, particularly by taking into account the number of weekly essays that you submit throughout the semester. Although only your top ten weekly essay grades will be factored directly into your course grade, you can improve your class participation grade by submitting more than ten essays over the course of the semester, as well as by consistently attending class and contributing to our class discussions.

A-range grades for class participation will be given to students who attend all (or almost all) classes and whose consistent participation in class discussions shows clear evidence that they not only have completed the assigned readings, but have also thoughtfully engaged with them. A student must submit CourseDen summaries for all five assigned books and participate in all book discussions in order to receive an A for a class participation grade.

B-range grades for class participation will be given to students who attend all (or almost all) classes, but whose participation in class discussions is inconsistent or whose comments do not always indicate that they have kept up with the assigned reading. They may have also missed a

required book discussion or failed to submit a CourseDen discussion post for one of the assigned books.

Participation grades of C or lower will be given to students who do one or more of the following: 1) Miss more than five classes, 2) Miss more than one of the book discussions; 3) Turn in CourseDen summaries for fewer than three of the assigned books; 4) Show little evidence of keeping up with the assigned reading.

Plagiarism policy: Plagiarism, which is the presentation of someone else's words or ideas as your own, is a serious offense that will not be tolerated. It should go without saying that all essays that you write in this course must be your own work. Any students who are caught copying words or ideas from another student's work, a website, a textbook, or any other source, and presenting these words or ideas as their own work without proper attribution, will be charged with plagiarism. Students who have engaged in academic dishonesty will automatically fail this course and will be reported to the university administration for possible further disciplinary action. Please look at the course website on CourseDen to find guidelines for avoiding inadvertent plagiarism and a detailed explanation of what constitutes plagiarism.

If you have any questions about what constitutes plagiarism or how to properly cite sources, please ask, because I will be happy to provide explanations. Ignorance is not an excuse for plagiarism; it is your responsibility to read the materials on plagiarism that are posted on CourseDen and to take all necessary steps to avoid plagiarizing someone else's work.

Because it is vitally important for every student in this class to understand what plagiarism is and how one can avoid it, I will require every student in this class to complete a plagiarism quiz on January 8. The quiz score will not be factored into a student's course grade, but completion of the quiz is required. Students who do not complete this quiz will not be allowed to submit weekly primary-source based essays in this course. The quiz will cover the material found in the documents on plagiarism that are posted on CourseDen.

The UWG history department's policy on plagiarism can be found here:

http://www.westga.edu/~histgrad/academic_honesty.html. As this document states, "Any use of the ideas, information, or words of anyone else, including paraphrasing of the words and ideas, without crediting them is plagiarism and is a crime. A direct quote of the words (even only a few words) of someone else must be in quotation marks as well as have a note indicating its source."

More information about the university's honor code and the consequences for violating it can be found here:

http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf.

All of your written work for this class must be original; you are not allowed to submit essays that you have written for other courses or that you have completed prior to this semester.

Class communication: I may send out periodic email communiqués to students in this course, so please check your UWG email account regularly. The university administration has stipulated that all email communication between faculty and students should take place on UWG email

accounts, so please use your UWG email account for all electronic communications that you send me.

Please use my UWG email address (dkw@westga.edu) for all email communication with me. You will receive a much quicker response if you email me directly through my UWG account than if you send me a message through CourseDen, so please avoid emailing me through CourseDen; instead, contact me at dkw@westga.edu. In most cases, I will probably be able to respond to emails sent to my UWG account within a few hours. I will make every effort to give prompt service to all students who email me at my UWG address.

For further information about university communication policies and accommodations for students with disabilities, see

http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf.

To protect students' privacy rights, I will not return graded papers or exams to any third party (e.g., a student's friend or relative who asks to pick up a student's work on that person's behalf) unless a student gives me permission in writing (e.g., an email) to do so. There are occasions when I must disclose a student's grade to university administrators, other history department faculty (e.g., the department chair), or athletic coaches who need to know the academic status of students on their team, but in all other cases, I will make every effort to maintain the confidentiality of students' grades.

I would like to do whatever I can to help you succeed in this course. Do not hesitate to contact me if you have a question about any subject pertaining to this class. I make it a priority to respond promptly to emails from students, and I am happy to talk with students during my office hours, so please feel free to stop by my office to introduce yourself and discuss any concerns that you may have about this course.

Required readings:

The following texts are available at the university bookstore, and are required:

David E. Shi and Holly A. Mayer, *For the Record: A Documentary History of America*, 5th ed., vol. 2 (New York: W.W. Norton, 2013)

Larry Madaras and James SoRelle, *Taking Sides: Clashing Views in United States History*, 14th ed. (New York: McGraw-Hill, 2010)
(N.B.: Other editions of this book are available, but you will need the 14th edition [2010] for this course).

Booker T. Washington, *Up from Slavery* (New York: Dover, 1995)

Michael McGerr, *A Fierce Discontent: The Rise and Fall of the Progressive Movement in America* (New York: Oxford University Press, 2003)

Barry Hankins, *Jesus and Gin: Evangelicalism, the Roaring Twenties, and Today's Culture Wars* (New York: Palgrave Macmillan, 2010)

Lawrence and Cornelia Levine, *The Fireside Conversations: America Responds to FDR during the Great Depression* (Berkeley: University of California Press, 2010)

Charles Marsh, *God's Long Summer: Stories of Faith and Civil Rights* (Princeton, NJ: Princeton University Press, 1997)

Documents on CourseDen that you should read:

1. Syllabus
2. Guidelines for the Weekly Essay Assignment
3. Guidelines for the Interview-Based Essay Assignment
4. Guidelines for the Research Project Assignment
5. Expectations for CourseDen Posts
6. How to Avoid Inadvertent Plagiarism
7. What's Wrong with Plagiarism?

Course Schedule:

Please complete assigned readings before class.

1/6 Introduction to American history

1/8 Reconstructing the South

Secondary sources: *Taking Sides*, pp. 2-22.

Primary sources: Shi & Mayer:

Late Convention of Colored Men, pp. 3-4.

Black Codes of Mississippi, pp. 3-7.

Letter to My Old Master, pp. 7-9.

Organization and Principles of the Ku Klux Klan, pp. 9-10.

Klan Terrorism, pp. 11-15.

Questions for class discussion: What vision did African Americans have for the reconstructed nation? What vision did white southerners have? If you were giving policy advice to a member of the government in 1865, how would you have proposed to reconcile white and black Americans in the South?

Short in-class plagiarism quiz (read plagiarism documents posted on CourseDen to prepare for the quiz).

Weekly essay assignment #1 due by 11:59pm.

1/13 The New South after Reconstruction

Primary sources: Shi & Mayer:

Henry Grady, pp. 36-37.

Augustus Straker, pp. 38-39.

Sharecrop Contract, pp. 39-41.

Questions for class discussion: What might account for the differences between Henry Grady and Augustus Straker's perception of life in the New South? What was Grady's vision for the nation and for the South?

1/15 African Americans in the New South

Primary sources: Shi & Mayer:

Plessy v. Ferguson, pp. 41-43.

Racism in the South, pp. 80-82.

Ida B. Wells, pp. 126-127.

Questions for class discussion: What forms of discrimination did African Americans in the South face in the late nineteenth century? How did white Americans justify these forms of discrimination?

Weekly essay assignment #2 due by 11:59pm.

1/20 Booker T. Washington's Approach to Civil Rights

Book discussion: Booker T. Washington, *Up from Slavery* (read entire book) (CourseDen post due).

Secondary sources: *Taking Sides*, 146-167.

Primary sources: Shi & Mayer:

Booker T. Washington, pp. 43-45.

John Hope, p. 46.

Primary source: Website:

Excerpt from W.E.B. DuBois's *The Souls of Black Folk*:

[http://www.pagebypagebooks.com/W E B DuBois/The Souls of Black Folk/Of Mr Booker T Washington and Others p1.html](http://www.pagebypagebooks.com/W_E_B_DuBois/The_Souls_of_Black_Folk/Of_Mr_Booker_T_Washington_and_Others_p1.html) (Read pages 1-8 of this chapter).

Questions for class discussion: What were the different approaches that Booker T. Washington, John Hope, and W.E.B. DuBois took to dealing with racial discrimination? What might account for the differences in their views? Which approach do you think would have been the best course of action for the time?

1/22 The Western Frontier

Primary sources: Shi & Mayer:

Life of an Illinois Farmer's Wife, pp. 47-49.

Chief Joseph, pp. 51-53.

Helen Hunt Jackson, pp. 53-55.

Dawes Act, pp. 55-56.

Primary source: Website:

Diary of a Woman Homesteader:

<http://hubpages.com/hub/1880s-Homesteaders-Diary> (read the first few diary entries through May 5, 1884)

Questions for class discussion: Do you think that the Western frontier was liberating for women? Why or why not?

Why did the US government not give Native Americans what Chief Joseph asked for? What did the Dawes Act offer instead? How did the vision of the creators of the Dawes Act differ from Chief Joseph's idea of Native Americans' relationship to the United States? What would you predict would be the result of the Dawes Act?

Weekly essay assignment #3 due by 11:59pm.

1/27 Gilded Age Capitalism

Secondary sources: *Taking Sides*, pp. 51-77.

Primary sources: Shi & Mayer:

Andrew Carnegie, pp. 19-21.

Eugene V. Debs, pp. 31-33.

Questions for class discussion: What arguments did Gilded Age capitalists such as Andrew Carnegie give in favor of capitalism, income inequality, and private philanthropy (rather than forced income redistribution, as the socialists wanted)? How did socialists such as Eugene V. Debs respond to these arguments?

1/29 Immigrants and Workers in America's Cities

Primary sources: Shi & Mayer:

Saloon Culture, pp. 68-71.

Chinese Exclusion Act, pp. 76-77.

Should the Chinese be Excluded?, pp. 78-80.

Need for Immigration Restriction, pp. 173-175.

Robert Clancy, Immigration Act of 1924, pp. 175-178.

Questions for class discussion: Why did many native-born Americans of the late nineteenth and early twentieth centuries want to restrict immigration? What did they fear immigrants would do to the nation? Do you think their fears were valid?

Weekly essay assignment #4 due by 11:59pm.

2/3 Progressivism (Part 1)

Book discussion: McGerr, *A Fierce Discontent*, pp. 1-220 (CourseDen post due).

Primary sources: Shi & Mayer:

The Social Gospel, pp. 114-116.

Jane Addams, pp. 116-119.

Upton Sinclair, pp. 120-121.

Theodore Roosevelt, 132-134.

Questions for class discussion: What did the progressive social reformers of the late nineteenth century want to accomplish? What type of nation did they want to create? How did they view the role of government?

2/5 Progressivism (Part 2)

Book discussion: McGerr, *A Fierce Discontent*, pp. 221-320.

Secondary sources: *Taking Sides*, 168-191.

Primary sources: Shi & Mayer:

Rose Schneiderman, pp. 123-126.

Woman Suffrage, pp. 139-140.

Primary sources: Websites:

Richard P. Hobson's Argument for Prohibition:

<http://prohibition.osu.edu/hobson>

Why Women Should Vote:

http://womenshistory.about.com/od/suffrage/a/why_women_vote.htm

Argument against Women's Suffrage:

<http://sfpl.org/pdf/libraries/main/sfhistory/suffrageagainst.pdf>

Questions for class discussion: In the early twentieth century, which groups of people were in favor of Prohibition and women's voting rights, and which groups of people were opposed? What were the arguments on both sides of these questions?

Weekly essay assignment #5 due by 11:59pm.

2/10 The First World War

Primary sources: Shi & Mayer:

Zimmermann Note, p. 154.

Wilson, Declaration of War against Germany, pp. 154-156.

Primary sources: Website:

George Norris, Against Entry into War:

<http://stuff.mit.edu/afs/athena/course/21/21h.102/www/Norris,%20Against%20Entry%20Into%20the%20War.html>

Questions for class discussion: What were the arguments for and against going to war with Germany in 1917? Which set of arguments – Wilson's or Norris's – do you find most persuasive, and why?

Research project question due.

- 2/12 The Youth Rebellion of the 1920s
 Primary sources: Shi & Mayer:
 The Need for Birth Control, pp. 169-172.
 Primary sources: Websites:
 Archbishop Hayes's Christmas Pastoral Letter:
<http://www.cfnews.org/Hayes-Christmas.htm>
 Flapper's Appeal to Parents:
<https://www.lib.washington.edu/subject/History/BI/hist498-poiger/flapper2.pdf>
 Questions for class discussion: Why was birth control so controversial in the 1920s?
 Why did Margaret Sanger want to promote birth control for women? Why did
 Archbishop Hayes oppose it?
 What was Ellen Welles Page's message for the older generation? Using her article as a
 primary source, what can you conclude about the flappers' beliefs and values?
Weekly essay assignment #6 due by 11:59pm.
- 2/17 Cultural Conflict in the 1920s
Book discussion: Hankins, *Jesus and Gin* (read entire book) (CourseDen post due).
 Secondary sources: *Taking Sides*, pp. 215-237.
 Primary sources: Shi & Mayer:
 Shall the Fundamentalists Win?, pp. 180-182.
 William Jennings Bryan, pp. 182-184.
 The Scopes Trial, pp. 184-185.
 Question for class discussion: What was at stake in the debate over the teaching of
 evolution in the public schools in the 1920s?
- 2/19 The First Great Migration and the Harlem Renaissance
 Primary sources: Shi & Mayer:
 Klan's Fight for Americanism, pp. 172-173.
 Great Black Migration, pp. 178-179.
 Marcus Garvey, "African Fundamentalism":
<http://houseofknowledge.org.uk/site/documents/neoGarveyismCorner/African%20Fundamentalism%20by%20Marcus%20Garvey.pdf>
 Questions for class discussion: Why did Marcus Garvey favor black separatism? What
 were the alternatives for African Americans in the 1920s?
Weekly essay assignment #7 due by 11:59pm.
- 2/24 The Great Depression and the New Deal
 Primary sources: Shi & Mayer:
 Women on the Breadlines, pp. 195-196.
 Two Views of the Great Depression, pp. 196-198.
 Questions for class discussion: What were the different ways in which various groups of
 Americans (African Americans, white men, women, et al.) cope with the economic
 disaster of the 1930s? How did race and gender affect how people experienced the
 depression?
- 2/26 Evaluating the New Deal

Book discussion: *The Fireside Conversations* (CourseDen post due).

Secondary sources: *Taking Sides*, pp. 238-260.

Primary sources: Shi & Mayer:

FDR, First Inaugural Address, pp. 201-203.

Weekly essay assignment #8 due by 11:59pm.

3/3 World War II: Changes for the Nation and the World

Primary sources: Shi & Mayer:

Charles Lindbergh, *America First*, pp. 216-217.

Philip Randolph, pp. 219-221.

Women in War Industries, pp. 221-223.

Korematsu v. US, pp. 224-227.

Harry Truman, Atomic Bombing, pp. 228-229.

If the Atomic Bomb Had Not Been Used, pp. 229-233.

Primary source: Websites:

Franklin Roosevelt, Speech on Lend-Lease Act:

<http://millercenter.org/president/speeches/detail/3322>

American leaflets dropped on Japan:

http://www.pbs.org/wgbh/amex/truman/psources/ps_leaflets.html

Leo Szilard's petition against the use of the atomic bomb:

<http://www.dannen.com/decision/45-07-03.html>

Questions for class discussion: What were Charles Lindbergh's arguments against going to war with Nazi Germany? Do you find his arguments persuasive? If not, how would you respond to them? How did Franklin Roosevelt respond to such arguments in his speech on the Lend-Lease Act?

How did World War II transform the lives of women, African Americans, and other racial minorities?

What were the arguments for and against the use of the atomic bomb? Why did President Harry Truman decide to use the atomic bomb against Japan in spite of the opposition of some scientists who had worked on the project? What were his views about the morality of his decision?

Week of March 3: Research project oral presentations.

3/5 The Cold War and the Politics of Fear

Secondary sources: *Taking Sides*, pp. 287-311.

Primary sources: Shi & Mayer:

The Sources of Soviet Conduct, pp. 238-239.

Critique of Containment, pp. 239-240.

Truman Doctrine, pp. 241-243.

Marshall Plan, pp. 243-245.

Questions for class discussion: What were the advantages and disadvantages of the policy of containment? Why did President Truman offer economic assistance and military aid to countries facing the threat of Communist takeover? Was this a departure from previous American foreign policy?

Weekly essay assignment #9 due by 11:59pm.

3/10 **Midterm exam**

3/12 Families in the 1950s

Secondary sources: *Taking Sides*, pp. 312-345.

Primary sources: Shi & Mayer:

Busy Wife's Achievements, pp. 254-264.

Their Sheltered Honeymoon, pp. 264-268.

Primary sources: Websites:

 News accounts of Elvis Presley concerts (1957):

<http://www.elvisconcerts.com/newspapers/press209.htm>;

<http://www.elvisconcerts.com/newspapers/press74.htm>;

<http://www.elvisconcerts.com/newspapers/press130.htm>.

Questions for class discussion: What can you learn about women's lives in the 1950s from the images that are reproduced on pp. 254-268 of *For the Record*?

What made Elvis Presley such a sensation among teenagers in the 1950s? Why did many older Americans find Elvis so alarming?

Weekly essay assignment #10 due by 11:59pm.

3/17 & 3/19 No class (spring break)

3/24 The Origins of the Civil Rights Movement

Primary sources: Shi & Mayer:

Brown v. Board of Education, pp. 278-280.

 Southern Declaration on Integration, pp. 280-282.

 Dwight Eisenhower, Little Rock, pp. 282-284.

 MLK, Letter from a Birmingham Jail, pp. 294-297.

 George Wallace, pp. 298-301.

Primary source: Website:

 Fannie Lou Hamer, Testimony before the Democratic National Convention:

<http://www.americanrhetoric.com/speeches/fannielouhamercredentialscommittee.htm>.

Questions for class discussion: Why were southern whites so resistant to the racial integration of public schools? Do you think that the presence of the federal government (a Supreme Court order followed by the presence of federal troops) was necessary to force schools in the South to integrate?

What rights did African Americans such as Fannie Lou Hamer and Martin Luther King, Jr., demand in the early 1960s? What arguments did Alabama governor George Wallace make against the federal government's new civil rights policies? How do you think Hamer or King might have responded to Wallace if they had been asked to offer a counter-response to his arguments?

3/26 The Civil Rights Movement: An Assessment

Book discussion: Marsh, *God's Long Summer* (read entire book) (CourseDen post due).

Weekly essay assignment #11 due by 11:59pm.

3/31 The Vietnam War and Youth Protest

Primary sources: Shi & Mayer:

Massive Retaliation, pp. 274-276.

Letter to Ngo Dinh Diem, pp. 276-277.

President's Commission on Campus Unrest, pp. 332-333.

Shooting at Kent State, pp. 333-336.

Philip Caputo, pp. 339-341.

Primary sources: Websites:

Lyndon Johnson, "Why We Are in Vietnam":

<http://coursesa.matrix.msu.edu/~hst306/documents/johnson.html>

George Ball, "A Compromise Solution in South Vietnam":

<https://www.mtholyoke.edu/acad/intrel/pentagon4/doc260.htm>

Richard Nixon, Vietnamization:

<http://vietnam.vassar.edu/overview/doc14.html>

Questions for class discussion: Why did the United States become committed to protecting the South Vietnamese government? Why did American policymakers find it so difficult to abandon the effort in Vietnam even after it was clear that Americans were not winning the war?

What were the reasons for college student protests in the late 1960s and early 1970s?

What did the student protestors believe about their government and their country?

4/2 The Civil Rights Struggle after 1965

Primary sources: Shi & Mayer:

Malcolm X, pp. 305-306.

Stokely Carmichael, Black Power, pp. 306-309.

Primary sources: Website:

Martin Luther King Jr., "The Power of Nonviolence":

<http://teachingamericanhistory.org/library/document/the-power-of-non-violence/>

Questions for class discussion: In what ways did the views of Malcolm X and Stokely Carmichael differ from those of Martin Luther King, Jr.? What were their points of agreement?

Weekly essay assignment #12 due by 11:59pm.

4/7 The Feminist Movement

Secondary sources: *Taking Sides*, pp. 392-421.

Primary sources: Shi & Mayer:

Betty Friedan, *Feminine Mystique*, pp. 269-271.

Gloria Steinem, pp. 327-329.

Phyllis Schlafly, pp. 329-331.

Questions for class discussion: Describe the feminism of Betty Friedan and Gloria Steinem. What did these women think was wrong with American society? What type of society did they want to create?

Why did Phyllis Schlafly disagree with the feminists' arguments? What was her view of women's roles? How would you evaluate her arguments?

4/9 Rights Consciousness and the Culture Wars of the 1970s

Primary sources: Website:

Carl Wittman, *The Gay Manifesto* (1969):

[http://www.againstequality.org/files/refugees from amerika a gay manifesto 1969.pdf](http://www.againstequality.org/files/refugees%20from%20amerika%20a%20gay%20manifesto%201969.pdf)

Jerry Falwell, *Listen America* (1980):

http://www.wwnorton.com/college/history/archive/resources/documents/ch36_02.htm

Chicago Women's Liberation Union, "Free Abortion Is Every Woman's Right":

<https://www.uic.edu/orgs/cwluherstory/CWLUArchive/abortionrights.html>

Cardinal Krol's Testimony against Abortion (1974):

<http://www.priestsforlife.org/magisterium/bishops/cardinalkroltestimony.htm>

Questions for class discussion: In what ways did Wittman and Falwell differ in their views of the source of morality, the meaning of sexuality, and the definition of the family? What might explain the difference in their assumptions about these issues? Using Wittman's "Gay Manifesto" as your source, trace the influences of the civil rights movement, the Black Power movement, and the feminist movement on the early gay rights movement of the late 1960s and early 1970s. To what extent did the gay rights movement borrow from the language and assumptions of the other rights-conscious movements of its time?

In what ways did both pro-choice and pro-life activists invoke the language of human rights? Why did they differ in their views on the issue of abortion?

Based on these four assigned documents, do you think that there was any room for compromise or common ground between the opposing sides in the culture wars of the 1970s?

Weekly essay assignment #13 due by 11:59pm.

4/14 The Crises of the 1970s

Primary source: Website:

Rachel Carson, Excerpt from *Silent Spring*:

<http://core.ecu.edu/soci/juskaa/SOCI3222/carson.html>

Question for class discussion: Why did Americans in the 1960s and 1970s become concerned about the possibility of environmental catastrophe?

Interview-based essay due by 11:59pm.

4/16 Conservatives and Liberals in the 1980s and Beyond

Primary sources: Shi & Mayer:

Ronald Reagan, "Evil Empire," pp. 345-347.

Ronald Reagan, "Tear Down This Wall," pp. 348-350.

Barack Obama, pp. 376-378.

Primary sources: Website:

Ronald Reagan, First Inaugural Address:

<http://www.americanrhetoric.com/speeches/ronaldreagandfirstinaugural.html>

Questions for class discussion: Compare the speeches of Ronald Reagan and Barack Obama. What similarities and differences do you notice in their views of government and society? How do their views of government compare to the views of Franklin Roosevelt?

Weekly essay assignment #14 due by 11:59pm.

4/21 **Final Exam (11am-1:30pm)**