

# **History 2112**

## **US History since 1865**

### **Fall 2015**

Instructor: Dr. Dan Williams

Office Hours: TLC 3207

MWF, 12-1pm

Wed., 3:30-4:30pm

Thurs., 10am-5pm

(Additional office hours available by appointment)

Email: [dkw@westga.edu](mailto:dkw@westga.edu)

Phone: 678-839-6034

Class Location:

Pafford 208

MWF, 11:00-11:52am

#### **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.

#### **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.

#### **Format:**

Classes will consist mainly of interactive lectures and discussions. (An interactive lecture gives you the opportunity to ask frequent questions and to answer questions that I will raise). The exams will cover material presented in the lectures and readings.

**Assessment:**

Students' final grades will be determined as follows:

Midterm exam	15%
Weekly primary-source based essays	20%
Research presentation	10%
Interview-based essay	15%
Short final essay assignment	5%
Class participation & book summaries	15%
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. Exams will consist of essay questions and ID terms. 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. In addition, the final exam will also include a primary-source based essay question that will be similar in some respects to the weekly primary-source based essay assignment – that is, it will require you to write an essay analyzing short selections from one or more primary source documents and discussing larger historical themes related to the assigned primary source selection. One week before each exam, I will post a study guide on the course website 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.

Students who would like to opt out of the midterm exam may do so by writing an 8-10 page paper on two assigned essay questions in lieu of taking the test. If you would like to take this option, you must make arrangements with me in advance of the exam. The paper will be due on the exam date. Unfortunately, I cannot give make-up options for the final exam. Because of a departmental requirement that this course include an assessment based on an in-class primary-source based writing assignment (which will be included on the final exam), all students must take the final exam or suffer a grade penalty unless they have a documented medical emergency or a prearranged, excused absence that meets the criteria for exemption from an exam.

**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 presentation:** 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 October 5 to give a short 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. You are welcome to team up with one or two of your classmates to complete this assignment as a group if you would like. Guidelines for this assignment are posted online.

**Weekly primary-source based essay assignment:** During this semester, you are expected to write at least ten short essays (each consisting of approximately three or four paragraphs) using assigned primary source documents to answer assigned questions. This is a weekly assignment, so essays can be submitted every Friday of the term (with the exception of the week of the midterm exam, when the essay is due on Wednesday instead of Friday). These essays are due by 11:59pm each Friday, 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. 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 my website.

**Short final essay assignment:** This assignment, which is due on December 4, will require you to write a short essay (approximately three or four paragraphs) analyzing a contemporary issue of importance using information from websites and material from class lectures and readings. Guidelines for this assignment will be posted in mid-October.

**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 some of the assigned primary source documents. 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. I will often ask particular students to volunteer to come to the next class prepared to discuss a particular set of primary source documents, so I would encourage you to be prepared to volunteer for this throughout the semester.

The class participation grade will also be heavily based on the summaries that you write of the four assigned books (*Up from Slavery*, *Jane Addams*, *The Fireside Conversations*, and *God's Long Summer*) and post to the course website 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 primary-source based essays that you submit throughout the summer class term.

Although only your top ten weekly primary-source based 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.

Finally, your class participation grade will also be influenced by your participation in the organized class debates that will take place at several intervals during the semester. Students who volunteer for a part in one of these debates will be exempt from two of the weekly primary-source based essay assignments – that is, they will be required to submit only eight, rather than ten, primary-source based essays during the course of the semester. Participation in a class debate will also have a positive effect on your class participation grade.

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 have completed the assigned readings and have thoughtfully engaged with them. A student must submit CourseDen summaries for all four assigned books in order to receive an A for a class participation grade.

B-range grades for class participation will be given to students who attend most or 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 failed to submit a CourseDen discussion post for one of the assigned books.

Students who submit CourseDen summaries for only two of the assigned books will receive a class participation grade no higher than 80 (that is, a grade of B- / C+).

Participation grades of C or lower will be given to students who do one or more of the following: 1) Miss more than 25% of the classes; or 2) Turn in a CourseDen summary for no more than one of the assigned books.

**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 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 the course website 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 August 26. 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 the course website.

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

[http://www.westga.edu/~histgrad/academic\\_honesty.html](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](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](mailto: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](mailto: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](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*, 5<sup>th</sup> ed., vol. 2 (New York: W.W. Norton, 2013)

Booker T. Washington, *Up from Slavery* (any edition of this book is acceptable)

Louise W. Knight, *Jane Addams: Spirit in Action* (New York: W. W. Norton, 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 the course website that you should read:**

1. Syllabus
  2. Guidelines for the Weekly Primary-Source Based Essay Assignment
  3. Guidelines for the Interview-Based Essay Assignment
  4. Guidelines for the Research Presentation Assignment
  5. Expectations for CourseDen Posts
  6. How to Avoid Inadvertent Plagiarism
  7. What's Wrong with Plagiarism?
  8. Class Debates
- (Guidelines for the short final essay assignment will be posted in October).

## Course Schedule:

**Please complete assigned readings before class.**

8/24 Introduction to American history

8/26 Reconstructing the South

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.

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

8/28 The New South after Reconstruction

Primary sources: Shi & Mayer:

Henry Grady, pp. 36-37.

Augustus Straker, pp. 38-39.

Questions for weekly primary-source based essay assignment and 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?

**Primary source-based essay assignment #1 (due by 11:59pm):** Write an essay in response to one of the following sets of questions:

Option 1: 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? (Read *For the Record*, pp. 3-15).

Option 2: 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? (Read *For the Record*, pp. 36-39).

8/31 African Americans in the New South

Primary sources: Shi & Mayer:

Sharecrop Contract, pp. 39-41.

*Plessy v. Ferguson*, pp. 41-43.

Booker T. Washington, pp. 43-45.

John Hope, p. 46.

Racism in the South, pp. 80-82.

Ida B. Wells, pp. 126-127.

9/2 Booker T. Washington and His Opponents

Primary sources: Shi & Mayer:

Booker T. Washington, pp. 43-45.



- John Hope, p. 46.
- Class Debate #1:** Booker T. Washington v. John Hope. Question: What was the best solution to the problems that African Americans faced in 1900?
- Book Discussion:** *Up from Slavery* (**CourseDen discussion post due by 11:59pm on Tuesday, September 1**)
- 9/4 The Western Frontier  
 Primary sources: Primary sources: Shi & Mayer's *For the Record*:  
 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:  
 Letter of a Woman Homesteader:  
<http://caho-test.cc.columbia.edu/ps/10234.html>
- Primary source-based essay assignment #2 (due by 11:59pm):** Write an essay in response to one of the following sets of questions:  
 Option 1: 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? (Read *For the Record*, pp. 39-41, 41-43, 80-82, 126-127).  
 Option 2: What do you think about Booker T. Washington's proposed solution to the problems that African Americans faced in the late-19<sup>th</sup>-century South? Why do you think that Washington suggested the approach that he did? Why did John Hope object to that approach? (Read *For the Record*, pp. 43-46).  
 Option 3: 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? (Read *For the Record*, pp. 51-56).  
 Option 4: Do you think that the Western frontier was liberating for women? Why or why not? (Read *For the Record*, pp. 47-49, and "Letter of a Woman Homesteader").
- 9/7 No class (Labor Day)
- 9/9 Gilded Age Capitalism  
 Primary sources: Shi & Mayer:  
 Andrew Carnegie, pp. 19-21.  
 Eugene V. Debs, pp. 31-33.  
**Research project question due.**
- 9/11 Cities in the Gilded Age  
 Primary sources: Shi & Mayer:  
 Knights of Labor, pp. 22-23.  
 Organizing Women Workers, pp. 23-25.  
 The Business of a Factory, pp. 28-31.

**Class Debate #2:** Andrew Carnegie v. Eugene V. Debs. Question: How should the nation address the problem of wealth inequality?

**Primary source-based essay assignment #3 (due by 11:59pm):** Write an essay in response to one of the following sets of questions:

Option 1: 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? (Read *For the Record*, pp. 19-21, 31-33).

Option 2: What were working conditions like for factory employees during the Gilded Age? What did these workers want from their employers and from the government? (Read *For the Record*, pp. 22-25, 28-31).

9/14 A Nation of Immigrants

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.

9/16 Progressivism (Part 1)

Primary sources: Shi & Mayer:

The Social Gospel, pp. 114-116.

Jane Addams, pp. 116-119.

Upton Sinclair, pp. 120-121.

Theodore Roosevelt, 132-134.

9/18 Progressivism (Part 2)

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](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>

**Primary source-based essay assignment #4 (due by 11:59pm):** Write an essay in response to one of the following sets of questions:

Option 1: 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? (Read *For the Record*, pp. 76-80, 173-178).

Option 2: What problems did Washington Gladden, James Addams, Upton Sinclair, and Theodore Roosevelt see in American society? What do you think they expected the American people and the federal government to do about those problems? (Read *For the Record*, pp. 114-121, 132-134).

Option 3: 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? (Read the three assigned websites and *For the Record*, pp. 123-126, 139-140).

9/21 Progressivism (Part 3)

**Discussion of *Jane Addams* (CourseDen summary due before 11:59pm on Sunday, September 20)**

9/23 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>

**Class Debate #3:** Woodrow Wilson v. George Norris. Question: Imagine that it is April 1917. Should the United States declare war on Germany?

9/25 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>

Anne Shaw Faulkner, "Does Jazz Put the Sin in Syncopation?"

<http://arcadiasystems.org/academia/syncopate.html>

**Class Debate #4:** Anne Shaw Faulkner v. Ellen Welles Page. Question: Did parents have good reason to be concerned about the behavior of their teenage children during the era of flappers and jazz dancing?

**Primary source-based essay assignment #5 (due by 11:59pm):** Write an essay in response to one of the following sets of questions:

Option 1: 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? (Read the assigned website containing Archbishop's Hayes's letter and *For the Record*, pp. 169-172).

Option 2: 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? Why was Anne Shaw Faulkner concerned about the flapper culture and about jazz music?

in particular? What information can you gain from her article about the possible beliefs, values, and concerns of some of the flappers' parents? (Read the assigned websites).

9/28 Cultural Conflict in the 1920s

Primary sources: Shi & Mayer:

Shall the Fundamentalists Win?, pp. 180-182.

William Jennings Bryan, pp. 182-184.

The Scopes Trial, pp. 184-185.

**Class Debate #5:** William Jennings Bryan v. Harry Emerson Fosdick. Question: Should the teaching of evolution be permitted in public schools?

9/30 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, "If You Believe the Negro Has a Soul,"

<http://historymatters.gmu.edu/d/5124/>

10/2 The Great Depression

Primary sources: Shi & Mayer:

Women on the Breadlines, pp. 195-196.

Two Views of the Great Depression, pp. 196-198.

**Primary source-based essay assignment #6 (due by 11:59pm):** Write an essay in response to one of the following sets of questions:

Option 1: What was at stake in the debate over the teaching of evolution in the public schools in the 1920s? (Read *For the Record*, pp. 180-185).

Option 2: Why did Marcus Garvey favor black separatism? What were the alternatives for African Americans in the 1920s? (Read website: Marcus Garvey, "If You Believe the Negro Has a Soul"; *For the Record*, pp. 172-173, 178-179).

Option 3: What were some of the similarities and differences between the first Ku Klux Klan of the late 1860s and the second Ku Klux Klan of the 1920s? (Read *For the Record*, pp. 9-15, 172-173).

Option 4: What were the different ways in which various groups of Americans (African Americans, white men, women, et al.) coped with the economic disaster of the 1930s? How did race and gender affect how people experienced the Great Depression? (Read *For the Record*, pp. 195-198).

10/5 The New Deal

Primary sources: Shi & Mayer:

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

**Week of 10/5: Research presentations.**

10/7 Evaluating the New Deal

**Discussion of *The Fireside Conversations* (CourseDen posting due by 11:59pm on Tuesday, October 6)**

## 10/9 World War II: The Path to War

Primary sources: Shi & Mayer:

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

Primary source: Website:

Franklin Roosevelt, Speech on Lend-Lease Act:

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

**Class Debate #6:** Charles Lindbergh v. Franklin Roosevelt. Question: Imagine that it's March 1941. How should the United States respond to Germany's actions in Europe?

**Primary source-based essay assignment #7 (due by 11:59pm):** Write an essay in response to one of the following sets of questions:

Option 1: What can you learn from President Franklin Roosevelt's First Inaugural Address about FDR's view of the federal government's role? What similarities (or differences) do you notice between FDR's views and the views of the early-twentieth-century Progressives? (Read *For the Record*, pp. 201-203).

Option 2: 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 President Franklin Roosevelt respond to them? (Read *For the Record*, pp. 216-217; and assigned website on FDR's speech on Lend Lease).

## 10/12 World War II: Changes on the Home Front

Primary sources: Shi & Mayer:

Philip Randolph, pp. 219-221.

Women in War Industries, pp. 221-223.

*Korematsu v. US*, pp. 224-227.

## 10/14 World War II: Changes for the Nation and the World

**Primary source-based essay assignment #8 (due by 11:59pm):** Write an essay in response to the following question:

How did World War II affect the lives of women, African Americans, and Japanese-Americans? (Read *For the Record*, pp. 219-227).

10/16 **Midterm Exam**

## 10/19 The Beginning of the Cold War

Primary sources: Shi & Mayer:

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

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

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

Critique of Containment, pp. 239-240.

Truman Doctrine, pp. 241-243.

Primary sources: Websites:

American leaflets dropped on Japan:

[http://www.pbs.org/wgbh/amex/truman/psources/ps\\_leaflets.html](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>

**Class Debate #7:** Harry Truman v. Leo Szilard. Imagine that it's August 1945. Should the United States use the atomic bomb against Japan?

10/21 Families in the 1950s

Primary sources: Shi & Mayer:

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

Their Sheltered Honeymoon, pp. 264-268.

10/23 Youth Culture in the 1950s

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>.

**Primary source-based essay assignment #9 (due by 11:59pm):** Write an essay in response to one of the following sets of questions:

Option 1: 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? (Read *For the Record*, pp. 228-233, and the two assigned websites on the atomic bomb).

Option 2: 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? (Read *For the Record*, pp. 238-245).

Option 3: What do the two assigned photographic essays (*For the Record*, pp. 254-268) tell you about women's lives during the 1950s?

Option 4: How did fans in Buffalo, New York; Spokane, Washington; and Portland, Oregon, react to Elvis Presley? What do you think explains this reaction? What can you learn from these assigned news articles about American youth culture in the 1950s? (Read the material on the three assigned websites on Elvis Presley's concerts).

10/26 Civil Rights in the 1940s and 1950s

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.

10/28 The Civil Rights Movement in the Early 1960s

Primary sources: Shi & Mayer:

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/fanniLouhamercredentialscommittee.htm>.

- 10/30 Film showing: *Eyes on the Prize: Bridge to Freedom*  
**Primary source-based essay assignment #10 (due by 11:59pm):** Write an essay in response to one of the following sets of questions:  
 Option 1: 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? (Read *For the Record*, pp. 278-284).  
 Option 2: What were the central arguments of Martin Luther King Jr.'s "Letter from a Birmingham Jail" and Fannie Lou Hamer's testimony? 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? (Read Fannie Lou Hamer's speech [assigned website] and *For the Record*, pp. 294-301).
- 11/2 The Civil Rights Movement: An Assessment  
**Discussion of *God's Long Summer* (CourseDen summary due before 11:59pm on Sunday, November 1)**
- 11/4 The Vietnam War and Youth Protest (part 1)  
 Primary sources: Shi & Mayer:  
 Massive Retaliation, pp. 274-276.  
 Letter to Ngo Dinh Diem, pp. 276-277.  
 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.wwnorton.com/college/history/archive/reader/trial/directory/1959\\_1970/07\\_ch34\\_06.htm](https://www.wwnorton.com/college/history/archive/reader/trial/directory/1959_1970/07_ch34_06.htm)  
 Richard Nixon, Vietnamization  
<http://www.let.rug.nl/usa/presidents/richard-milhous-nixon/vietnamization-speech-1969.php>
- 11/6 The Vietnam War and Youth Protest (part 2)  
 Primary sources: Shi & Mayer:  
 Philip Caputo, pp. 339-341.  
 President's Commission on Campus Unrest, pp. 332-333.  
 Shooting at Kent State, pp. 333-336.  
**Class Debate #8:** Lyndon Johnson v. George Ball (1965). Should the United States continue the war in Vietnam?  
**Primary source-based essay assignment #11 (due by 11:59pm):** Write an essay in response to one of the following sets of questions:  
 Option 1: Why did the United States become committed to protecting the South Vietnamese government? Why did the war turn out to be so discouraging for the American soldiers who participated in it? 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? (Read *For the Record*, pp. 273-277, and the three assigned websites).

Option 2: How did the Vietnam War affect college-aged Americans? What effect did the war have on their views of the nation's government? (Read *For the Record*, pp. 332-336, 339-341).

11/9 Youth Rebellion in the 1960s

11/11 Civil Rights from Black Power to *Bakke*

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/>

**Class Debate #9:** Martin Luther King Jr. v. Stokely Carmichael (1966). Question: Is a nonviolent movement whose goal is racial integration the best way to achieve freedom for African Americans?

11/13 Civil Rights in the 1970s and Beyond

**Primary source-based essay assignment #12 (due by 11:59pm):** Write an essay in response to the following question:

What were the similarities and differences between the views of Malcolm X and Stokely Carmichael and those of Martin Luther King, Jr.? (Read all assigned sources for 11/11).

11/16 The Feminist Movement

Primary sources: Shi & Mayer:

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

Gloria Steinem, pp. 327-329.

11/18 Assessing Feminism and the Rights-Based Activism of the 1960s and 1970s

Primary sources: Shi & Mayer:

Phyllis Schlafly, pp. 329-331.

**Class Debate #10:** Gloria Steinem v. Phyllis Schlafly. Question: Would women benefit from passage of the Equal Rights Amendment?

11/20 The Crises of the 1970s

Primary sources: Websites:

Rachel Carson, Excerpt from *Silent Spring*:

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

**Primary source-based essay assignment #13 (due by 11:59pm):** Write an essay in response to one of the following sets of questions:

Option 1: 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 their arguments?

What was her view of women's roles, and what did she think would benefit



women? What do you think are the strengths and weaknesses of the arguments of each of these women? (Read *For the Record*, pp. 269-271, 327-331).

Option 2: According to Rachel Carson, what were the sources of environmental destruction in the United States, and what would be the likely consequences if the country did not address its environmental problems? When had most of this environmental devastation occurred? (Read assigned online excerpt from Rachel Carson's *Silent Spring*).

11/23-11/27 No classes (Thanksgiving break)

11/30 Ronald Reagan and the Rise of a New Conservatism

12/2 Political and Cultural Change in Recent America: From Reagan to Obama

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>

**Interview-based essay due before 11:59pm.**

12/4 The United States in the 21<sup>st</sup> Century

**Primary source-based essay assignment #14 (due by 11:59pm):** Write an essay in response to the following question:

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? (Read all assigned sources for 12/2).

**Short final essay assignment due by 11:59pm.**

12/11 **Final Exam (11am-1:30pm)**