

HIST 2112-05

United States History from 1865 to the Present

Spring 2017

Instructor: Dr. Dan Williams

Office Hours: TLC 3207

Mon., 10am-4pm

Wed., 10am-4pm

(Additional office hours available by appointment)

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Class Location:

Pafford 208

Tues., 5:30-8:00pm

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:

- 1) Demonstrate content knowledge of US history.
- 2) Analyze primary and secondary sources for their historical content and interpretations.

Assessment:

Students' final grades will be determined as follows:

Midterm exam	15%
Weekly essays	20%
Interview-based essay	15%
Research presentation	10%
Class presentations on readings & participation	10%
CourseDen posts	10%
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 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 1890 to 2001. After getting my approval for the research question, you will need to research your chosen topic and then sign up for a class session (which will usually be a class session whose subject corresponds to your presentation topic) in which to give a 5-minute oral presentation answering the research question that you have created. 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.

Class presentations on assigned readings and class participation: Most class sessions will be constructed around discussions of the assigned primary source readings. For each class session, I will ask various students to give short presentations on the day's assigned primary source documents that are listed on the syllabus, so each student in the class will have several opportunities throughout the semester to give class presentations. Each presentation will last approximately 3 minutes, and will summarize the assigned readings and their historical context, while also suggesting questions for class discussion. You will not receive grades for individual presentations, but will instead receive a grade at the end of the semester that reflects the number and quality of the presentations. Students who attend all (or nearly all) class sessions and who give three thoughtful class presentations will be able to earn an A for this assignment; students who give two presentations can earn a grade of B; and students who give one presentation can receive a grade of C. Students who miss more than four classes during the semester will be ineligible to earn an A for this assignment no matter how many presentations they give, and students who miss more than nine classes will be ineligible to earn a B.

Weekly essay assignment: During this semester, you are expected to write at least seven 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 week of the term. There are fourteen opportunities to submit essays; you are required to submit seven. (However, submitting more than seven essays could increase your grade average for this assignment, because if you submit more than seven essays, only your seven highest essay grades will be factored into your grade average for this assignment and the lower grades will be dropped). 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. The primary source documents and assigned questions for your assignment are listed on the syllabus under each class discussion topic. For more information on this assignment, please see the guidelines that are posted on CourseDen.

CourseDen posts: Your class participation / CourseDen post grade will be based on:

- 1) Your CourseDen discussion board posts on the three assigned books and your responses to other students' CourseDen posts.
- 2) Your final CourseDen discussion board post on teaching the history of the 21st century.

You will not receive separate grades for the various CourseDen post assignments, but will instead receive a single grade at the end of the semester that reflects the total number of your CourseDen posts and their overall quality. Students who submit all four CourseDen posts can receive an A for this assignment, provided that their CourseDen posts demonstrate thoughtful and insightful engagement with the assignment with the central ideas presented in the class readings. Students who submit three CourseDen posts will receive grades of B+ or lower for this assignment. Lower B-range grades will be given to students who submit only two CourseDen posts, and grades of C will be given to students who submit only one CourseDen post.

Each of your CourseDen discussion board posts on the three assigned books 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.

The final CourseDen discussion post assignment will require you to talk about the ways in which you can use material from this class to understand the history of the last fifteen years in the United States.

Class debate assignment (optional): No student is required to participate in a class debate, but those who do volunteer for one will be exempt from one of the weekly primary source-based essay assignments – that is, they will be required to submit only six, rather than seven, primary source-based essays during the course of the semester.

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 17. 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 document on plagiarism that is 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. 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)

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

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 Presentation Assignment
5. Guidelines for Class Debates
6. Expectations for CourseDen Posts
7. "What's Wrong with Plagiarism?"

Course Schedule:

Please complete assigned readings before class, since most classes will focus on a discussion of these readings.

You will need to complete seven of the fourteen weekly essay assignments over the course of the semester.

1/10 Introduction and the South after the Civil War

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 the CourseDen document “What’s Wrong with Plagiarism?” to prepare for the quiz).

Primary source-based essay assignment #1 (due by 11:59pm on 1/12): Write an essay in response to the following questions:

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).

1/17 Whites and African Americans in the New South

Primary sources: Shi & Mayer:

Henry Grady, pp. 36-37.

Augustus Straker, pp. 38-39.

Sharecrop Contract, pp. 39-41.

Plessy v. Ferguson, pp. 41-43.

Racism in the South, pp. 80-82.

Ida B. Wells, pp. 126-127.

Booker T. Washington, pp. 43-45.

John Hope, p. 46.

Primary source-based essay assignment #2 (due by 11:59pm on 1/19): Write an essay in response to one of the following sets of questions:

Option 1: 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? What was Straker’s? (Read *For the Record*, pp. 36-39).

Option 2: According to the assigned readings, what forms of discrimination did African Americans in the South face in the late nineteenth century? How did they respond to this discrimination? (Read *For the Record*, pp. 39-41, 41-43, 80-82, 126-127)

Option 3: What do you think about Booker T. Washington’s proposed solution to the problems that African Americans faced in the late-19th-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).

1/24 The Western Frontier and Gilded Age Capitalism

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.

Andrew Carnegie, pp. 19-21.

Eugene V. Debs, pp. 31-33.

Primary source: Website:

Letter of a Woman Homesteader

(<http://homestead.org/ElinorePStewart/LettersofaWomanHomesteaderIII.htm>)

Book discussion: Booker T. Washington, *Up from Slavery*, pp. 1-115 (chapters 1-14). (CourseDen discussion post due by 4pm).

Class Debate: 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 on 1/26): Write an essay in response to one of the following sets of questions:

Option 1: What did Chief Joseph ask from white Americans? What did Helen Hunt Jackson encourage the US government to do for Native Americans? In your opinion, did the Dawes Act offer a viable solution to the issues raised by Chief Joseph and Helen Hunt Jackson? (Read *For the Record*, pp. 51-56).

Option 2: 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").

Option 3: 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).

Research presentation question due.

1/31 Immigration, Urbanization, and the Origins of Progressivism

Primary sources: Shi & Mayer:

Knights of Labor, pp. 22-23.

Organizing Women Workers, pp. 23-25.

The Business of a Factory, pp. 28-31.

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.

The Social Gospel, pp. 114-116.

Jane Addams, pp. 116-119.

Upton Sinclair, pp. 120-121.

Theodore Roosevelt, 132-134.

Class Debate: Should immigration be restricted? (Debate set in 1924).

Primary source-based essay assignment #4 (due by 11:59pm on 2/2): Write an essay in response to one of the following sets of questions:

Option 1: 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).

Option 2: 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 3: 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).

2/7 Progressivism and the First World War

Primary sources: Shi & Mayer:

Rose Schneiderman, pp. 123-126.

Woman Suffrage, pp. 139-140.

Zimmermann Note, p. 154.

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

Primary sources: Websites:

Richard P. Hobson's Argument for Prohibition:

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

"Should Prohibition Be Repealed?"

<http://americainclass.org/sources/becomingmodern/divisions/text4/prohibitionrepeal.pdf>

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>

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: Can the legal prohibition of alcohol solve social problems? (Debate set in c. 1919-1925 – the early years of Prohibition).

Class Debate: Will giving women the right to vote threaten the sanctity of the home and damage family life? (Debate set in c. 1915).

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

Primary source-based essay assignment #5 (due by 11:59pm on 2/9): Write an essay in response to one of the following sets of questions:

Option 1: What were the arguments for and against Prohibition before and after it was enacted? According to the assigned primary sources, what were the positive and negative effects of Prohibition? (Read the two assigned websites on Prohibition).

Option 2: In the early twentieth century, which groups of people were in favor of women's voting rights, and which groups of people were opposed? What were the arguments on both sides of this question? (Read the two assigned websites on women's suffrage and *For the Record*, pp. 123-126, 139-140).

Option 3: 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? (Read the assigned website containing Norris’s speech and *For the Record*, pp. 154-156).

2/14 Cultural Conflict in the 1920s

Primary sources: Shi & Mayer:

The Need for Birth Control, pp. 169-172.

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

William Jennings Bryan, pp. 182-184.

The Scopes Trial, pp. 184-185.

Primary sources: Websites:

Primary sources: Websites:

Archbishop Hayes’s Christmas Pastoral Letter:

<http://www.cfnews.org/Hayes-Christmas.htm>

Flapper’s Appeal to Parents:

<http://websupport1.citytech.cuny.edu/Faculty/pcatapano/US2/US%20Documents/flappersappeal.html>

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

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

Class Debate: 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 #6 (due by 11:59pm on 2/16): 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 two assigned websites on flappers – “Flapper’s Appeal to Parents” and Faulkner’s “Does Jazz Put the Sin in Syncopation?”).

Option 3: What did people on each side of the debate over teaching evolution in public schools during the 1920s think was at stake in the debate? (Read *For the Record*, pp. 180-185).

2/21 The First Great Migration, the Harlem Renaissance, and the Great Depression

Primary sources: Shi & Mayer:

Klan’s Fight for Americanism, pp. 172-173.

Great Black Migration, pp. 178-179.

Women on the Breadlines, pp. 195-196.

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

Primary sources: Website:

Marcus Garvey, "If You Believe the Negro Has a Soul,"

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

Primary source-based essay assignment #7 (due by 11:59pm on 2/23): Write an essay in response to one of the following sets of questions:

Option 1: 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 2: 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 3: 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).

2/28 The New Deal and the Road to World War II

Book discussion: *The Fireside Conversations* (CourseDen discussion post due by 4pm).

Primary sources: Shi & Mayer:

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

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

Primary sources: Website:

Republican Party Platform of 1936 (<http://www.presidency.ucsb.edu/ws/?pid=29639>)

Franklin Roosevelt, Speech on Lend-Lease Act:

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

Class Debate: 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 #8 (due by 11:59pm on 3/2): 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 did the Republican Party propose in the mid-1930s as a solution to the problems of the Great Depression? What were Republicans' objections to the New Deal? How would you evaluate the Republican Party's proposals in its 1936 party platform? Why do you think that the majority of American voters rejected the Republican Party's ideas? (Read Republican Party Platform of 1936, an assigned online source).

Option 3: 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).

3/7 World War II and the Beginning of the Cold War

Primary sources: Shi & Mayer:

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.
 The Sources of Soviet Conduct, pp. 238-239.
 Critique of Containment, pp. 239-240.
 Truman Doctrine, pp. 241-243.
 Marshall Plan, pp. 243-245.

Primary source: Websites:

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>

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

Primary source-based essay assignment #9 (due by 11:59pm on 3/9): Write an essay in response to one of the following sets of questions:

Option 1: How did World War II affect the lives of women, African Americans, and Japanese-Americans? (Read *For the Record*, pp. 219-227).

Option 2: 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 3: 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).

3/14 Midterm Exam

3/21 No class (spring break)

3/28 White and Black Families in the 1950s

Primary sources: Shi & Mayer:

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

Their Sheltered Honeymoon, pp. 264-268.

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

Southern Declaration on Integration, pp. 280-282.

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

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 #10 (due by 11:59pm on 3/30): Write an essay in response to one of the following sets of questions:

Option 1: What do the two assigned photographic essays on families in the 1950s (*For the Record*, pp. 254-268) tell you about women's lives during this era?

Option 2: 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).

Option 3: 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).

4/4 The Civil Rights Movement in the 1960s and Beyond

Primary sources: Shi & Mayer:

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

George Wallace, pp. 298-301.

Malcolm X, pp. 305-306.

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

Primary sources: Websites:

Primary source: Website:

Fannie Lou Hamer, Testimony before the Democratic National Convention:

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

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

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

Class Debate: 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?

Book discussion: *God's Long Summer* (CourseDen post due by 4pm).

Primary source-based essay assignment #11 (due by 11:59pm on 4/6): Write an essay in response to one of the following sets of questions:

Option 1: 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).

Option 2: What were the similarities and differences between the views of Malcolm X and Stokely Carmichael and those of Martin Luther King, Jr.? (Read the sources assigned from Stokely Carmichael, Malcolm X, and Martin Luther King Jr.).

4/11 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://www.let.rug.nl/usa/presidents/richard-milhoux-nixon/vietnamization-speech-1969.php>

Class Debate: Lyndon Johnson v. George Ball (1965). Should the United States continue the war in Vietnam?

Primary source-based essay assignment #12 (due by 11:59pm on 4/13): 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 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 (i.e., Americans in their late teens and early 20s)? What effect did the war have on their views of the nation's government? (Read *For the Record*, pp. 332-336, 339-341).

4/18 The Feminist Movement, the Sexual Revolution, and the Rights Consciousness of the 1970s

Primary sources: Shi & Mayer:

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

Gloria Steinem, pp. 327-329.

Phyllis Schlafly, pp. 329-331.

Primary sources: Websites:

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

http://www.againstequality.org/files/refugees_from_amerika_a_gay_manifesto_1969.pdf

Jerry Falwell, *Listen America* (1980):

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

Betty Friedan, "Abortion: A Woman's Civil Right" (1969)

<http://bettyfriedananniversary.blogspot.com/2013/02/abortion-womans-civil-right.html>

Cardinal Krol's Testimony against Abortion (1974):

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

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

Primary source-based essay assignment #13 (due by 11:59pm on 4/20): 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: In what ways did Carl Wittman and Jerry 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? (Read assigned online sources by Wittman and Falwell).

Option 3: 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? (Read Wittman's "Gay Manifesto").

Option 4: 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? (Read assigned online sources from Betty Friedan and Cardinal Krol).

4/25 The Crises of the 1970s and the Emergence of a New Conservatism

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: Websites:

Rachel Carson, Excerpt from *Silent Spring*:

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

Ronald Reagan, First Inaugural Address:

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

Primary source-based essay assignment #14 (due by 11:59pm on 4/27): Write an essay in response to one of the following sets of questions:

Option 1: 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*).

Option 2: 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 three assigned speeches by Ronald Reagan, as well as the assigned speech by Barack Obama).

4/27 Interview-based essay due by 11:59pm (submit via CourseDen).

5/2 CourseDen discussion board post on teaching the history of the 21st century due by 11:59pm.

5/9 Final Exam (5-7pm)