

HIST 2112

United States History from 1865 to the Present

Spring 2020

Instructor: Dr. Dan Williams

Office Hours: TLC 3207

Mon., 3-5pm

Tues., 2-4pm

Thurs., 2-5pm

(Additional office hours available by appointment)

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Class Time and Location:

Tues. / Thurs., 11am-12:15pm

TLC 1200

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- 2) Analyze primary and secondary sources for their historical content and interpretations.

Why Study US History?

Throughout this semester, we will discuss the connections between the study of US history and your own life and understanding of the world. By the end of this course, you may discover reasons for studying US history that go beyond those listed here, but a few reasons that I think the study of US history can positively affect your life and future career include:

- 1) Studying US history will give you an informed understanding of contemporary debates about race, gender, sexuality, social justice, the distribution of wealth, the role of religion and morality in American society and politics, and a host of other issues. If you want to

understand the long-term story behind the news headlines, a study of American history is essential.

- 2) Because all of us are shaped by our social context, a study of the events and trends that have shaped your life (including events and trends that occurred long before you were born) will give you a better understanding of your own values and beliefs.
- 3) Because all of us are shaped by our social context, a study of the events and trends that have affected other people will give you a better understanding of other peoples' stories and will equip you to better relate to them.
- 4) Because this class will focus heavily on reading primary sources (that is, accounts written by participants in the historical events that they discuss) from different viewpoints, the study of US history in this course will give you the tools that you need to become a more critical, sympathetic, and informed listener.
- 5) Listening to the views of other people, including those from the past, will help you avoid the pitfall of presentism – that is, a belief that the prevailing attitudes of the present are always right. You might find that there is wisdom in beliefs that people held in the past, and you might even begin to question some of your own views as a result of listening to the views of others from different cultures and different time periods.
- 6) A study of US history will give you the ability to see events in the fourth dimension: time. You will be able to understand the historical processes that have brought us to the point where we are today, and you might even be able to take an educated guess about where those processes might take us in the immediate future.
- 7) Because the study of US history in this course is closely tied to the process of critical thinking, written analysis, and oral communication, this course will help you sharpen your communication skills and critical analytical abilities.

Will all of this help you in your future career or life goals? Yes! Think about it this way: Would an employer want a person who is an excellent writer and communicator, and who has the ability to understand people from a wide diversity of backgrounds and understand social and political trends in long-term perspective, with the capacity to critically engage with a wide range of views? If so, the employer would want a person who has the skills of an educated historian. These are the skills that this class will help you develop.

Assessment:

You have three options for assessment in this course: 1) The family history track; 2) The document-based writing track; or 3) The artistic track. You will be asked to choose one of these tracks by January 16 and indicate your choice by filling out a short form in class.

Option 1: The family history track:

The family history track will give you a chance to trace your own genealogy and discover the ways in which larger historical trends and events shaped the experiences of your ancestors. If you choose this track, this is how your class grade will be calculated:

Midterm exam	15%
Two primary source-based essays (5% each)	10%
Family history chart & meeting w/ instructor	5%
Three family history essays (10% each)	30%

Research presentation	10%
CourseDen posts & class participation	10%
Three-paragraph assessment essay	5%
Final exam	15%

Option 2: The document-based writing track:

The assignments for this track focus on reading, research, and writing.

If you choose this track, your grade will be calculated like this:

Midterm exam	15%
Two primary source-based essays (5% each)	10%
Five additional primary source-based essays	25%
Essay on contemporary issue	10%
Research presentation	10%
CourseDen posts & class participation	10%
Three-paragraph assessment essay	5%
Final exam	15%

Option 3: The artistic track:

This track is for creative students with artistic abilities. If you choose option 3, your grade will be calculated like this:

Midterm exam	15%
Two primary source-based essays (5% each)	10%
Two timeline posters (10% each)	20%
Photo scavenger hunt	10%
Political cartoon	5%
Research presentation	10%
CourseDen posts & class participation	10%
Three-paragraph assessment essay	5%
Final exam	15%

There will be no opportunity for extra-credit assignments in this course.

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.

Brief description of assignments required of all students:

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.

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 1980. A list of suggested topics and their corresponding presentation dates is posted on CourseDen, but you are also welcome to propose a topic not on the list if you would like. 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. Your topic selection is due on August 22.

Primary source-based essay assignment: During this semester, all students are expected to write two 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 nearly every week of the term. **You must begin submitting essays for this assignment no later than January 30.**

There are thirteen opportunities to submit essays; you are required to submit only two. (However, submitting more than two essays could increase your grade average for this assignment, because if you submit more than two essays, only your two 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 assignment dropbox in CourseDen. Late assignments will receive grade penalties, 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.

If you choose the document-based writing track (assessment option 2), you will need to submit a total of seven primary source-based essays (the two essays that all students must complete plus five additional essays).

Three-paragraph assessment essay: On March 26, all students will be expected to submit a three-paragraph essay answering a broadly based question related to the themes of this course. The question, along with guidelines for answering it, is posted on CourseDen.

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

- 1) Your in-class, informal, 3-minute presentations on two of the assigned readings from *For the Record* during the course of the semester. (More information on this assignment is located on CourseDen).
- 2) A 2-paragraph post that discusses your expectations for this course in light of your larger life goals (due January 14).
- 3) A 2-paragraph summary and analysis of Booker T. Washington's *Up from Slavery* (due January 21).
- 4) A 2-paragraph post due on that analyzes the way in which your life has been shaped by larger historical trends (due April 25).
- 5) Your class attendance. Students who miss more than four classes cannot receive an A for class participation & CourseDen posts no matter how well they do on these other assignments, and students who miss more than eight classes cannot receive a B for this portion of the course grade.

None of the assignments for this portion of your course grade will receive individual grades; instead, you will receive a class participation grade at the end of the semester that reflects the total quality of your work. If you complete all of these assignments, and if your two informal class presentations and CourseDen post book summary demonstrate a reasonably accurate

understanding of the assigned material, you can expect to receive an A for class participation as long as you do not miss more than four classes.

Assignments for students choosing assessment option 1 (family history track):

The family history track is for students who would like to discover their own family's 150-year history and the ways in which their experiences might have been affected by larger historical developments. If you choose this track, I will work with you to research your family history during the first six weeks of the semester, and you will then produce three essays that tell your family's story, using information from interviews with older relatives and documentary evidence from Ancestry.com that I will help you decipher.

Family history chart and meeting with instructor: If you choose to follow the family history track, one of the central themes that you will explore in this course will be the relationship between your own family history and the larger history of the United States. Your exploration of your family's story will begin with the creation of an ancestry chart during the first three weeks of class. This chart, along with a subsequent meeting with your professor to discuss your family history, will count for 5 percent of your class grade. The ancestry chart and meeting will also prepare you to write three essays on your family history. The ancestry chart is due in class on January 28, and the meeting with your professor will take place in mid-February.

Essays on family history: If you choose to follow the family history track, you will need to write three 3-4 page papers on your family's history: 1) an essay that uses information from your ancestry chart and your subsequent meeting with your professor to tell the story of your family from 1865-1945 (due February 25); 2) an essay based on an interview with a grandparent or great-grandparent that situates their experiences in the context of larger historical developments (due April 7); and 3) an essay based on an interview with a parent that tells their story in the context of information that you gain from this course (due April 21).

Assignments for students choosing assessment option 2 (document-based writing track):

This track is for students who prefer relatively traditional essay-based assignments that involve reading historical information and primary source-based documents and synthesizing that information in the form of essays. If you choose to follow the document-based writing track, you will not have to complete any of the family history assignments, but you will need to write five additional primary source-based essays (each of which is approximately 3-5 paragraphs long) and complete one 3-4 page essay that examines a contemporary issue in the light of historical trends.

Essay on a contemporary issue (3-4 pages): Each student on the document-based writing track should select a contemporary political or social issue to examine in the light of historical developments. The essay should discuss contemporary debates about the issue and should then explain how Americans' perspectives on the issue might have changed over time and how contemporary debates on the issue are shaped by things that happened in the past. The essay should explain how a study of American history might change the way that we think about that

particular issue. Students are allowed to choose any contemporary political or social issue for this assignment. The essay is due on April 7.

Additional primary source-based essays: Instead of submitting only two primary source-based essays over the course of the semester, students on the document-based writing track will be expected to complete a total of seven.

Assignments for students choosing assessment option 3 (artistic track):

This track is for students with creative skills who would prefer to showcase their historical knowledge through creative visual media rather than through writing. Although students on the artistic track will be required to complete a few essay assignments for this course (e.g., two primary source-based essays and the three-paragraph assessment essay), they will be expected to do significantly less writing than students on the other two assessment tracks. Instead, they will produce several visually creative projects, including two timeline posters, photo documentation of a historically-based scavenger hunt, and a political cartoon.

Timeline posters: Students on the artistic track will be expected to create two timeline posters – one that covers events in US history from 1865-1945 (due February 25) and the other that covers American historical events from 1945 to the present (due April 21). Each timeline should list twenty events from US history on a poster board, with accompanying illustrations. Students are allowed to complete the timeline assignments with a partner if they would like. More information about the timeline assignment is located on CourseDen.

Photo scavenger hunt: For this assignment, students on the artistic track will need to take selfies at historically-related sites in the area, and put these photos into a PowerPoint, PDF, or Word document with some brief captions. Guidelines for the assignment and a list of historical sites can be found on CourseDen. This assignment should be completed by February 11.

Political cartoon: Students on the artistic track will need to submit an original political cartoon that you have either hand-drawn or produced using other media (including digital media). The political cartoon should relate to an event or issue in US history that we have discussed in class. This assignment is due on April 7.

Grade contracts: Students have the option of signing a contract for either an A or a B in this course. These contracts are optional, and they do not guarantee a student a particular grade, but they do create the guided structure necessary for a student to have a reasonable chance of succeeding in the pursuit of a particular grade in this course. I would strongly encourage students to consider signing one of these contracts. The contracts are posted on CourseDen. If you would like to sign a contract, you should print a copy from CourseDen and give the signed contract to me no later than January 30.

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 receive a failing grade for an assignment and, depending on the nature of the offense, may also fail this course and 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 9. The quiz score will not be factored into your 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:

https://www.westga.edu/administration/vpaa/assets/docs/faculty-resources/common_language_for_course_syllabi_v2.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.

I will, however, use CourseDen email to communicate with you about your grades for various assignments, and I will also post assignment and exam grades on CourseDen.

For further information about university communication policies and accommodations for students with disabilities, see https://www.westga.edu/administration/vpaa/assets/docs/faculty-resources/common_language_for_course_syllabi_v2.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. Please 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*, 6th ed., vol. 2 (New York: W.W. Norton, 2016)

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

Documents on CourseDen that you should read:

1. Syllabus
2. Guidelines for the Primary Source-Based Essay Assignments
3. Guidelines for the Research Presentation Assignment
4. Guidelines for Short Class Presentations on Assigned Readings
5. Expectations for CourseDen Posts
6. "What's Wrong with Plagiarism?"
7. Guidelines for Three-Paragraph Assessment Essay
8. [Guidelines for Family History Assignments \(family history track\)](#)
9. [Guidelines for Family History Essays \(family history track\)](#)
10. [Guidelines for Essay on Contemporary Issue \(document-based writing track\)](#)
11. [Guidelines for Timeline Assignment \(artistic track\)](#)
12. [Guidelines for Photo Scavenger Hunt \(artistic track\)](#)
13. Contracts for Grades of A or B (optional)

Course Schedule:

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

If you decide to follow the family history track (assessment option 1) or the artistic track (assessment option 3), you will need to submit TWO of the thirteen weekly primary source-based essay assignments over the course of the semester, with your first essay submitted no later than January 30. If you decide to follow the document-based writing track (assessment option 2), you will need to submit SEVEN weekly primary source-based essays, with the first essay submitted no later than January 30.

1/7 How does your story fit into American history?

1/9 Reconstruction and the aftermath of the Civil War

Primary sources: *For the Record*:

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

Black Codes of Mississippi, pp. 4-7.

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).

1/14 The late 19th-century South

Primary source: *For the Record*:

Henry Grady, pp. 37-38.

Deadline for choosing a topic for your research presentation (sign up via a GoogleDoc).

First CourseDen post due (by 11:59pm): What are some of the academic or life questions that you would most like to explore and find answers to? What are the subjects that most interest you in college and in life? Are there ways in which this course can fit into your larger interests or life goals? What would you like to gain from this course? What are your fears, anxieties, or concerns about this course?

1/16 African Americans in the late 19th-century South

Primary sources: *For the Record*:

Racism in the South, pp. 76-78.

Ida B. Wells, pp. 117-118.

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. 3-7, 9-15).

Option 2: What might account for the differences between Henry Grady’s description of the South and the description of Ida B. Wells and the anonymous black woman who wrote the article on racism in the South that appears in *For the Record*, pp. 76-78?

Which account(s) do you find most believable, and why? (Read *For the Record*, pp. 37-38, 76-78, 117-118).

Deadline for selecting an assessment option track (e.g., family history track, document-based writing track, or artistic track). All students should indicate their assessment option choice by filling out a brief form in class.

- 1/21 Booker T. Washington and his critics
Book discussion: Booker T. Washington, *Up from Slavery*, pp. 1-115 (chapters 1-14). (CourseDen discussion post due by 10am).
 Primary sources: *For the Record*:
 Booker T. Washington, pp. 42-44.
 John Hope, p. 45.
- 1/23 The Western frontier
 Primary sources: *For the Record*:
 Life of an Illinois Farmer's Wife, pp. 46-48.
 Chief Joseph, pp. 50-51.
 Helen Hunt Jackson, pp. 52-54.
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 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. 42-45).
 Option 2: Based on the essay "Life of an Illinois Farmer's Wife," what do you think life was like for women in the West at the end of the 19th century? Using the information presented in class on January 23, what else do you think you could say about women in the late 19th and early 20th-century West that might not be included in "Life of an Illinois Farmer's Wife"? Using all of the information that you have, explain whether or not you think white women from the East in the late 19th and early 20th centuries would have benefitted from moving to the West. (Read *For the Record*, pp. 46-48).
 Option 3: What did Chief Joseph want from the United States? Why didn't he get it, according to Helen Hunt Jackson? Do you think that Helen Hunt Jackson's proposals would have given Chief Joseph what he wanted? (Read *For the Record*, pp. 50-54).
- 1/28 Gilded Age capitalism
 Primary sources: *For the Record*:
 Andrew Carnegie, pp. 20-22.
 Organizing Women Workers, pp. 24-26.
 The Business of a Factory, pp. 29-32.
 Eugene V. Debs, pp. 32-34.
Ancestry chart due in class (for students on family history track).
- 1/30 Immigrants and workers in America's cities
 Primary sources: *For the Record*:
 Should the Chinese be Excluded?, pp. 71-73.

Biography of a Bootblack, pp. 73-76.

Need for Immigration Restriction, pp. 185-187.

Robert Clancy, Immigration Act of 1924, pp. 187-189.

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? If you had been a participant in the debate over how to solve the problems of economic inequality in the late 19th century, would you have sided with Carnegie or Debs, or would you have proposed another solution? (Read *For the Record*, pp. 20-22, 32-34).

Option 2: What were working conditions like for factory employees during the Gilded Age? Do you think that the factories were a “blessing to the community” (p. 31) or a source of “cruelty and injustice” (p. 25)? Why do you think that some factory workers tolerated difficult working conditions – or did they? (Read *For the Record*, pp. 24-26, 29-32).

Option 3: Based on the “Biography of a Bootblack” (*For the Record*, pp. 73-76), what does it appear that immigrants of the late nineteenth and early twentieth centuries were seeking? Why did many native-born Americans of the late nineteenth and early twentieth centuries want to restrict immigration (*For the Record*, pp. 185-187)? What did they fear immigrants would do to the nation? Do you think their fears were valid? (Read *For the Record*, pp. 71-76, 185-189).

**(All students must submit at least one primary source-based essay by January 30).
Grade contracts due in class (optional).**

2/4 The Progressive era

Primary sources: *For the Record*:

Upton Sinclair, pp. 114-115.

Kelly Miller’s argument against woman suffrage, pp. 127-129.

W.E.B. DuBois’s argument in favor of woman suffrage, pp. 129-131.

2/6 World War I and its aftermath

Primary sources: *For the Record*:

Zimmermann Note, p. 145.

Wilson, Declaration of War against Germany, pp. 145-147.

George Norris, Opposing US Entry into WWI, pp. 148-150.

Julia Simpson, pp. 150-153.

W.E.B. DuBois, Returning Soldiers, pp. 157-159.

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: What was Upton Sinclair’s view of working conditions in Chicago’s meatpacking plants? Why might his novel *The Jungle* have led to demands for government regulation of the meatpacking industry? What do you think your reaction would have been if you had read this book in 1906? (Read *For the Record*, pp. 114-115).

Option 2: What were the arguments for and against women's voting rights in the early 20th century? What assumptions did Kelly Miller make about women's roles? What were W.E.B. DuBois's assumptions? (Read *For the Record*, pp. 127-131).

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 *For the Record*, pp. 145-150).

Option 4: Based on what you are able to learn from Julia Simpson and W.E.B. DuBois's writings (*For the Record*, pp. 150-153 and 157-159), what do you think might be some of the ways in which the experiences of World War I changed the United States?

2/11 The youth rebellion of the 1920s

Primary sources: *For the Record*:

The Need for Birth Control, pp. 166-168.

Debating Bobbed Hair, pp. 168-171.

Primary sources: Websites:

Primary sources: Websites:

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>

Photo scavenger hunt assignment due (for students on artistic track).

Week of February 10: Meetings with instructor to discuss ancestry chart and family history (for students on family history track).

2/13 The First Great Migration and the Harlem Renaissance

Primary sources: *For the Record*:

Great Black Migration, pp. 175-177.

Marcus Garvey, pp. 177-181.

Klan's Fight for Americanism, pp. 184-185.

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? In what ways did her views of sex and morality differ from those of "the Church" (especially the early 20th-century American Catholic Church)? (Read *For the Record*, pp. 166-168).

Option 2: Based on Mary Garden and Mary Pickford's statements (*For the Record*, pp. 168-171), what do you think was the cultural significance of changes in women's hairstyles in the 1920s? What message did the "bob" convey? Why did Mary Pickford agonize over whether to adopt this hairstyle for herself? (Read *For the Record*, pp. 168-171).

Option 3: 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 4: Why did Marcus Garvey favor black separatism? What were the alternatives for African Americans in the 1920s? After reading Garvey’s essay, how would you assess the pros and cons of his strategy? (Read *For the Record*, pp. 175-181).

2/18 The Great Depression and the New Deal, part 1

Primary sources: *For the Record*:

Two Views of the Great Depression, pp. 201-203.

Herbert Hoover, pp. 203-205.

2/20 The Great Depression and the New Deal, part 2

Primary sources: *For the Record*:

FDR, First Inaugural Address, pp. 207-209.

Letters to Roosevelts during Depression, pp. 209-211.

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 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. 201-203).

Option 2: Why was Herbert Hoover hesitant to engage in the sort of government activism that Franklin D. Roosevelt favored in combatting the depression? Using the assigned speeches from Hoover and Roosevelt (as well as the letters that the Roosevelts received), compare Roosevelt’s view of the federal government’s appropriate role to Hoover’s, and discuss the advantages and disadvantages of each approach. If you had been president of the United States in the 1930s, what would you have done to solve the problems of the Great Depression? (Read *For the Record*, pp. 203-205, 207-211).

2/25 World War II: The road to war and the effects on the home front

Primary sources: *For the Record*:

Charles Lindbergh, America First, pp. 222-224.

Philip Randolph, Call to Negro America, pp. 226-228.

Women in War Industries, pp. 229-231.

First family history essay due (for students on family history track).

First timeline due (for students on artistic track).

2/27 World War II: The effects on the nation and its place in the world

Primary sources: *For the Record*:

Harry Truman, Atomic Bombing, pp. 236-237.

If the Atomic Bomb Had Not Been Used, pp. 237-240.

Primary source: Website:

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

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

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

Option 1: What were Charles Lindbergh's arguments against going to war with Nazi Germany? If you were an American listening to his speech in the spring of 1941, do you think you would find his arguments persuasive? Why or why not? If you were an American living in the spring of 1942, how do you think you would have viewed his arguments from the previous year? From the perspective of 2020, do you think that Lindbergh's proposed response to Germany was a good idea? Why or why not? (*For the Record*, pp. 222-224).

Option 2: How did Philip Randolph use the opportunity that World War II presented to demand a change in civil rights policy from the federal government? What do you think of his strategy? How did it compare to the strategy that Marcus Garvey tried twenty years earlier? (*For the Record*, pp. 226-228).

Option 3: How were Inez Sauer and Sybil Lewis personally changed as a result of their wartime factory work? (Read *For the Record*, pp. 229-231).

Option 4: 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 online source on Leo Szilard's petition).

3/3 The beginning of the Cold War

Primary sources: *For the Record*:

The Sources of Soviet Conduct, pp. 245-246.

Critique of Containment, pp. 246-247.

Truman Doctrine, pp. 247-250.

Marshall Plan, pp. 250-251.

Primary source: Website:

President Harry S. Truman's Inaugural Address (1949)

(https://www.trumanlibrary.org/whistlestop/50yr_archive/inagural20jan1949.htm)

3/5 **Midterm exam**

3/10 White families in the 1950s and 1960s

Primary sources: *For the Record*:

Busy Wife's Achievements, pp. 262-272.

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>.

3/12 The civil rights movement of the 1940s and 1950s

Primary sources: *For the Record*:

Brown v. Board of Education, pp. 282-284.

Southern Declaration on Integration, pp. 284-286.

Dwight Eisenhower, Little Rock, pp. 286-288.

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

Option 1: 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. 245-250, and the website on Truman's inaugural address).

Option 2: Using President Harry Truman's inaugural address as your primary source, what do you think were the main reasons why the United States opposed Communism in the late 1940s? What role did religion and other beliefs play in American opposition to Communism? (Read assigned website on Truman's inaugural address).

Option 3: What does the assigned photographic essay on the life of a "busy wife" in the 1950s (*For the Record*, pp. 262-272) tell you about white middle-class women's lives during this era? Compare the evidence from this photographic essay with the information presented in class on March 10 to describe the lives of white middle-class suburban women during the 1950s. (Read *For the Record*, pp. 262-272).

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).

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

3/24 The civil rights movement of the early 1960s

Primary sources: *For the Record*:

MLK, Letter from a Birmingham Jail, pp. 298-301.

George Wallace, pp. 302-305.

Primary source: Website:

Fannie Lou Hamer, Testimony before the Democratic National Convention:

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

3/26 No class (Instructor traveling for an academic conference)

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

Option 1: Why were southern whites so resistant to the racial integration of public schools? Do you think that the actions of the federal government (a Supreme Court order followed by the presence of federal troops) were necessary to force schools in the South to integrate? Can you think of any other possible solutions to the problem of racial segregation and discrimination in public education that could have been tried? What would you have advocated if you had been a civil rights activist, a member of the Supreme Court, or a US president in the 1950s? (Read *For the Record*, pp. 282-288).

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. 298-305).
Three-paragraph assessment essay due by 11:59pm via CourseDen (all students).

3/31 Black Power and civil rights in the late 1960s and 1970s

Primary sources: *For the Record*:

Malcolm X, pp. 310-311.

Stokely Carmichael, Black Power, pp. 311-314.

Primary source: Website:

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

<https://faculty.atu.edu/cbrucker/Amst2003/Texts/Nonviolence.pdf>

4/2 The Vietnam War (part 1)

Primary sources: *For the Record*:

Letter to Ngo Dinh Diem, pp. 280-281.

Lyndon Johnson, "Peace without Conquest," pp. 314-316.

Primary sources: Websites:

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

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

Primary source-based essay assignment #10 (due by 11:59pm): Write an essay in response to one of the following questions:

Option 1: What were the similarities and differences between the views of Malcolm X and Stokely Carmichael and those of Martin Luther King, Jr.? (Read *For the Record*, pp. 310-314, and the assigned online essay on "The Power of Nonviolence" by Martin Luther King Jr.).

Option 2: According to Presidents Eisenhower and Johnson, what were the reasons why the US made a commitment to provide military aid to the government of South Vietnam? Why did George Ball think that the US would not be able to keep this commitment and win the war in Vietnam? What is your opinion of Ball's analysis? Do you find his views or Johnson's arguments more persuasive? (Read *For the Record*, pp. 280-281, 314-316, and the assigned website from George Ball).

4/7 The Vietnam War (part 2)

Primary sources: *For the Record*:

Joan Baez, p. 309.

President's Commission on Campus Unrest, pp. 339-340.

Shooting at Kent State, pp. 340-343.

Philip Caputo, pp. 346-348.

Second family history essay due (for students on family history track).

Essay on contemporary issue due (for students on document-based writing track).

Political cartoon due (for students on artistic track).

4/9 The second-wave feminist movement of the 1960s and 1970s

Primary sources: *For the Record*:

Betty Friedan, *Feminine Mystique*, pp. 273-275.

Gloria Steinem, pp. 333-335.

Phyllis Schlafly, pp. 335-337.

Assigned reading: Website:

Ashley Fetters, "4 Big Problems with *The Feminine Mystique*"

(<https://www.theatlantic.com/sexes/archive/2013/02/4-big-problems-with-the-feminine-mystique/273069/>)

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

Option 1: Joan Baez was a young woman who wrote a letter of protest against the Vietnam War in 1964, while Philip Caputo was a Marine lieutenant who served in Vietnam in 1965. What similarities and differences do you notice between their perspectives on the war in Vietnam? Does Caputo's recollection of his service in Vietnam seem to support or negate Baez's assertions? (Read *For the Record*, pp. 309, 346-348).

Option 2: Using a governmental report of the Kent State shootings and Tom Grace's recollections as your sources, what seem to have been the causes of the Kent State shootings? How did those shootings affect the students who survived, such as Tom Grace? (Read *For the Record*, pp. 339-443).

Option 3: What were the arguments of Betty Friedan's *The Feminine Mystique* and Gloria Steinem's "Equal Rights for Women"? According to Friedan and Steinem, what forms of discrimination did women experience? What steps did they believe women could take to achieve equality? The African American feminist writer bell hooks and the *Atlantic* writer Ashley Fetters later critiqued Friedan's argument from the left, and the conservative Catholic political activist Phyllis Schlafly critiqued Friedan and Steinem from the right. What arguments did they make against Friedan's views? Which of these arguments – the feminist arguments of Friedan and Steinem, the critiques of bell hooks and Ashley Fetters, or the conservative arguments of Phyllis Schlafly – do you find most persuasive, and why? (Read *For the Record*, pp. 273-275, 335-337, and assigned website from Ashley Fetters).

4/14 The sexual revolution of the 1960s and 1970s

Primary source: *For the Record*:

Rita Mae Brown, pp. 338-339.

Primary sources: Websites:

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>

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

4/16 The crises of the 1970s

Primary source: Website:

Rachel Carson, Excerpt from *Silent Spring*:

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

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

Option 1: What was the conflict between Betty Friedan and Rita Mae Brown? Brown's letter gives you only one side of this conflict, but based on this letter, what do you think might have been the arguments on both sides of the debate over the role of lesbians in the National Organization for Women (NOW) in the late 1960s? Why do you think Friedan might have considered lesbians a "liability"? What was Brown's response to Friedan? What does this letter tell you about the feminist movement of the late 1960s? How do you reconcile Friedan's opposition to lesbians in NOW with her desire to promote women's rights? (Read *For the Record*, pp. 338-339).

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 differences in their assumptions about these issues? (Read assigned online sources by Wittman and Falwell).

Option 3: 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 the assigned documents from Betty Friedan and Cardinal Krol, 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).

Option 4: Why was Rachel Carson concerned about the possibility of an environmental catastrophe? What did she predict in the early 1960s would happen in the future if people's actions and attitudes toward the environment did not change? Do you find her predictions persuasive? Why or why not? (Read assigned online document from Rachel Carson).

4/21 Blacks and whites (and rich and poor) in the Reagan-Clinton era (the 1980s and 1990s)

Primary sources: *For the Record*:

Ronald Reagan, Acceptance Address (1980), pp. 355-358.

Ronald Reagan, "Evil Empire," pp. 359-362.

Jesse Jackson, pp. 365-367.

Third family history essay due (for students on family history track).

Second timeline due (for students on artistic track).

4/23 The United States since 9/11

Primary sources, *For the Record*:

George W. Bush, Address to Congress and the Nation, pp. 382-385.

Barack Obama, America's Noisy and Messy Politics, 392-396.

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: In what ways did Jesse Jackson's political concerns differ from Ronald Reagan's? How would you explain the reasons for these differences? (Read pp. 355-362, 365-367).

Option 2: How did George W. Bush see the war on terror in September 2001? Is this the way that you see the war on terror today? In what ways do you think the war on terror either has or has not followed President Bush's expectations? (Read pp. 382-385).

Option 3: What was Barack Obama's view of the purpose of the American federal government? To what extent do you share his view of the purpose of government? (Read pp. 392-396).

4/25 **Final CourseDen post due on your place in US history (submit by 11:59pm).**

5/5 **Final exam (11am-1pm)**