

HIST 2112

United States History from 1865 to the Present

Spring 2018

Instructor: Dr. Dan Williams

Office Hours: TLC 3207

Mon., 10am-12pm, 2-4pm

Wed., 2-5pm

(Additional office hours available by appointment)

Email: dkw@westga.edu

Phone: 678-839-6034

Class Time and Location:

Section 04: Pafford 208, T/Th, 11-12:15

Section 07: Nursing 122, T/Th, 2-3:15pm

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.

Unlike most sections of HIST 2112, this class will begin in 1929, with the onset of the Great Depression. We will spend the first half of the semester (January 11 through March 15) covering US history from 1929 to the present, and then we will spend the last few weeks of class discussing developments in American history from 1865 through the 1920s. This innovative format will allow us to use a knowledge of recent American history to understand the long-term historical significance of events that occurred in the late 19th and early 20th centuries.

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- 2) Analyze primary and secondary sources for their historical content and interpretations.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

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.

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 one or two older people. (Students often choose to interview older relatives or family friends for this assignment, but you're welcome to interview any one or two older people of your choice). The essay should be based on interview with your subjects, and should also use information from the assigned primary source readings and class lectures to compare these people's experiences and place them in their historical context. If you choose older relatives as your interview subjects (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 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 eight classes will be ineligible to earn a B.

Weekly essay assignment: During this semester, you are expected to write at least five 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. There are thirteen opportunities to submit essays; you are required to submit five. (However, submitting more than five essays could increase your grade average for this assignment, because if you submit more than five essays, only your five 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 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.

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

- 1) A post due on January 11 that discusses your expectations for this course in light of your larger life goals.
- 2) A post due on March 13 that analyzes the way in which your life has been shaped by larger historical trends.
- 3) A summary and analysis of Booker T. Washington's *Up from Slavery*, which is due on April 3.

Your discussion board post on *Up from Slavery* 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.

The other two CourseDen discussion posts should also be approximately two paragraphs long, although exact lengths may vary.

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 23.

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 11. 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:

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 Weekly Essay Assignment
3. Guidelines for the Interview-Based Essay Assignment
4. Guidelines for the Research Presentation Assignment
5. Guidelines for Short Class Presentations on Assigned Readings
6. Expectations for CourseDen Posts
7. "What's Wrong with Plagiarism?"
8. Contracts for grades of A or B

Course Schedule:

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

You will need to complete FIVE of the thirteen weekly essay assignments over the course of the semester.

Part 1: The United States from 1929-2018

1/9 Introduction to American history

1/11 The Great Depression

Primary sources: *For the Record*:

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

Herbert Hoover, pp. 203-205.

Is It to Be Murder, Mr. Hoover?, pp. 205-206.

Short in-class plagiarism quiz (read the CourseDen document “What’s Wrong with Plagiarism?” to prepare for the quiz).

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 Franklin D. Roosevelt’s New Deal

Primary sources: *For the Record*:

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

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

Research presentation question due (submit via email).

1/18 World War II: Changes for the Nation

Primary sources: *For the Record*:

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

Philip Randolph, pp. 226-228.

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 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, compare Roosevelt’s view of the federal government’s appropriate role to Hoover’s, and discuss the advantages and disadvantages of each approach (Read *For the Record*, pp. 203-211).

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? (Read *For the Record*, pp. 222-224).

1/23 World War II and Its Aftermath: The United States Becomes a Global Leader

Primary sources: *For the Record*:

Women in War Industries, pp. 229-231.

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>

Grade contracts due (optional).

1/25 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)

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: 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 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 online source on Leo Szilard's petition).

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. 245-250, website on Truman's inaugural address).

Option 4: 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).

1/30 Families in the 1950s

Primary sources: *For the Record*:

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

Reinhold Niebuhr, pp. 275-277.

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>.

2/1 The Origins of the Civil Rights Movement

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

Option 1: 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 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: According to Reinhold Niebuhr, why were growing numbers of Americans turning to religion in the 1950s? What were they seeking, and why did they find secular alternatives unsatisfactory? (Read *For the Record*, pp. 275-277).

Option 4: 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. 282-288).

2/6 The Civil Rights Movement in 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/fannielouhamercredentialscommittee.htm>.

2/8 The Civil Rights Struggle of the Late 1960s and Beyond (part 1)

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”:

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

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 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).
 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 for 2/8 from Stokely Carmichael, Malcolm X, and Martin Luther King Jr.).

2/13 The Civil Rights Struggle of the Late 1960s and Beyond (part 2)

2/15 The Vietnam War: The Beginning

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" (posted on CourseDen).

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

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 for 2/15).

2/20 The Vietnam War: The Public Reaction

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.

2/22 The Feminist Movement and the Sexual Revolution (part 1)

Primary source: *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 #6 (due by 11:59pm): Write an essay in response to one of the following sets of 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 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, 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 for 11/9).

2/27 The Feminist Movement and the Sexual Revolution (part 2)

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>

3/1 Rights Consciousness and the Culture Wars of the 1970s

Primary sources: *For the Record*:

Rita Mae Brown, pp. 338-339.

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

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 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 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? (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 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).

3/6 The Crises of the 1970s and the Emergence of a New Conservatism

Primary sources: *For the Record*:

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

Primary sources: Websites:

Rachel Carson, Excerpt from *Silent Spring*:

<http://core.ecu.edu/soci/juskaa/SOC13222/carson.html>

Ronald Reagan, First Inaugural Address:

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

3/8 Conservatives and Liberals in the 1980s and Beyond

Primary sources: *For the Record*:

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

Jesse Jackson, pp. 365-367.

Barack Obama's speeches, pp. 390-396.

Primary source-based essay assignment #8 (due by 11:59pm): 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: Based on the assigned speeches from Ronald Reagan, what do you think were his major concerns and political beliefs? What do you think the people who voted for him in the 1980s thought they were supporting when they cast their ballots for Reagan? (Read *For the Record*, pp. 355-362 and assigned website on Reagan's First Inaugural Address).

Option 3: In 1984, Ronald Reagan won reelection by a landslide; he carried the votes of 49 out of the 50 states. Yet only 9% of African American voters supported him; the other 91% voted for Reagan's Democratic opponent, Walter Mondale. Using Jesse Jackson's speech at the 1984 Democratic National Convention as your source, explain some of the reasons why the vast majority of African American voters might have been unhappy with Reagan (Read *For the Record*, pp. 365-367).

Option 4: What did President Barack Obama believe about the function of government in American society? What did he believe that government could do for Americans, and what did he think Americans needed to do in order to make sure that their government functioned well? What did he think were the limits of what government could do effectively? How did his views on government compare or contrast with Ronald Reagan's? (Read *For the Record*, pp. 390-396 and online excerpt from Reagan's First Inaugural Address).

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

3/13 The United States since 2001

CourseDen discussion board post on the way that your life has been affected by larger historical trends due by 11:59pm.

3/15 **Midterm Exam**

3/19-3/23 Spring break

Part 2: The United States from 1865-1929

3/27 Reconstructing the South after 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.

Sojourner Truth, pp. 15-17.

Letter to My Old Master (CourseDen).

3/29 Whites and African Americans in the Late 19th-Century South

Primary sources: *For the Record*:

Henry Grady, pp. 37-38.

Augustus Straker (CourseDen).

Plessy v. Ferguson, pp. 41-43.

Racism in the South, pp. 76-78.

Ida B. Wells, pp. 117-118.

Primary source-based essay assignment #9 (due by 11:59pm): Write an essay in response to one of the following 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: Compare Sojourner Truth's view of emancipation (*For the Record*, pp. 15-17) with Jourdan Anderson's view (CourseDen document). What similarities and differences do you notice between these two views of freedom from slavery? How would you account for the differences?

Option 3: 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. 37-38, CourseDen document from Straker).

Option 4: 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. 76-78 and 117-118).

4/3 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.

4/5 Gilded Age Capitalism

Primary sources: *For the Record*:

Andrew Carnegie, pp. 20-22.

Eugene V. Debs, pp. 32-34.

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: 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: 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. 20-22, 32-34).

4/10 Immigrants and Workers in America's Cities

Primary sources: *For the Record*:

Knights of Labor, pp. 23-24.

Organizing Women Workers, pp. 24-26.

The Business of a Factory, pp. 29-32.

Biography of a Bootblack, pp. 73-76.

Should the Chinese be Excluded?, pp. 71-74.

Need for Immigration Restriction, pp. 185-187.

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

4/12 The Progressive Movement

Primary sources: *For the Record*:

The Social Gospel, pp. 108-110.

Jane Addams, pp. 110-113.

Upton Sinclair, pp. 114-115.

The Niagara Movement, pp. 120-122.

Theodore Roosevelt, 123-125.

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: 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. 23-26, 29-32).

Option 2: 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. 71-74, 73-76, 185-189).

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. 108-115, 123-125).

Option 4: The Niagara Movement offered an African American version of Progressivism (*For the Record*, pp. 120-122). What similarities and differences did you notice between the political priorities of African American and white Progressives? What issues did African American Progressives associated with the Niagara Movement champion that many white Progressives ignored? What issues of concern to some white Progressives did the Niagara Movement’s Statement of Principles ignore?

4/17 Progressives in Washington

Primary sources: *For the Record*:

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

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

Rose Schneiderman (posted on CourseDen).

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> (Read first three pages).

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>

4/19 The First World War 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 #12 (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 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, the CourseDen document from Rose Schneiderman, and *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?

4/24 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:

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>

4/26 African Americans and Whites in the 1920s

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 #13 (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: 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?

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? (Read *For the Record*, pp. 175-181).

Option 5: 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, 184-185).

5/8

Final Exam

Exam Time for Section 04 (T/Th, 11am-12:15pm): 11am-1pm

Exam Time for Section 07 (T/Th, 2-3:15pm): 2-4pm