

HIST 142: U.S. History Survey Since 1865

Messiah College, Fall 2017

LECTURE MEETINGS:

Mondays & Wednesdays, 9:00-9:50 a.m., Frey 110

SEMINAR MEETINGS:

S01 - Thursdays, 1:20-2:10 p.m., Boyer 432

S02 - Thursdays, 1:20-2:10 p.m., Boyer 222

S03 - Thursdays, 2:45-3:35 p.m., Boyer 322

S04 - Thursdays, 6:15-7:05 p.m., Boyer 138

S05 - Thursdays, 7:10-08:00 p.m., Boyer 138

S06 - Fridays, 8:00-08:50 a.m., Boyer 271

S07 - Fridays, 8:00-08:50 a.m., Boyer 432

S08 - Fridays, 9:00-09:50 a.m., Boyer 271

S09 - Fridays, 9:00-09:50 a.m., Boyer 432

S10 - Fridays, 2:00-2:50 p.m., Boyer 222

INSTRUCTORS:

James LaGrand (for lectures & sems S02, S03, S07, S09)

office: Boyer 264; telephone: ext. 7381

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office hours: Mon. & Wed., 10:00-11:00 a.m.;

Thurs., 3:35-4:35 p.m.; & by appointment

Cathay Snyder (for sems S01, S04, S05, S06 S08, S10)

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& by appointment

COURSE DESCRIPTION:

History 142 will introduce you to major political, social, cultural, and economic developments in American life from the end of the Civil War to the present. It will also help you learn more about who you are and where you have come from--what kinds of people, ideas, and movements have shaped you, your family, and the nation in which you live. None of us are islands--completely autonomous individuals separate unto ourselves--and this course will help explain the historical forces acting upon all of us. In order for all of us as a group to realize all of the possibilities that this course offers, it is necessary that you both have a grasp of many pieces of information you will encounter in lectures and readings and that you think about and interpret this information--what its implications are and how it connects together. The study of history can get off track in two different directions, and you should try to avoid both of them. It is neither the memorization of dry facts, nor theories spun out of thin air. Rather, the study of history involves the use of selected pieces of information in order to make sense of the past.

Finally, please heed one cautionary note. We will discuss many different kinds of people, groups, and ideas in this class. Please pay attention to all of these. Some of them may be familiar to you, while others will be new. Please do not assume that you "know" what we'll be studying this semester, and so write down faded memories from your high school history courses on exams in this course. American history has the advantage that some people are familiar with parts of it--and occasionally even enjoy it. This familiarity can be a disadvantage, though, for those who sit on their laurels and convince themselves that the only American history they will ever need to know is a few quips from presidents and some old war stories. In this course, we hope to help you build on your knowledge of America's past since 1865, and also to talk with you about how this course's information either reinforces or contradicts what you've heard before. Try to subject your previously held ideas and opinions to things that you learn in this class. In return, we hope to hear from you about how different sources of information you have heard concerning the American past relate to one another.

COLLEGE-WIDE QUEST COURSE OBJECTIVES:

- a. Explain traditions and methods of historical scholarship.
- b. Comprehend selected ideas, peoples, institutions, and events central to American history.
- c. Comprehend the patterns and institutions of American history and culture.
- d. Recognize ways in which the past has shaped contemporary American society.
- e. Conduct basic historical analysis of primary and secondary sources pertaining to American society.
- f. Communicate basic historical analysis in effective prose.

DEPARTMENTAL COURSE OBJECTIVES:

1. **Historical Knowledge:** Students have a better historical understanding of political, social, cultural, economic, and religious practices and structures.
2. **Historical Methods:** Students demonstrate an understanding of historical causation, an ability to conduct basic historical analysis of primary and secondary sources, and an ability to communicate that analysis in effective written and oral communication.
3. **Historical Interpretation:** Students use texts and other cultural resources to make sense of the past, understand ways in which the past influences the present, and consider how the present influences our study of the past.
4. **Historical Convictions:** Students become more thoughtful, curious, and empathetic due to their evaluation of the historical complexity of human identities, cultures, and societies from the perspective of Christian faith.

REQUIRED READINGS:

Oakes, James et. al. *Of the People: A History of the United States, Volume 2: Since 1865, concise edition, 2d edition.* Oxford University Press. ISBN 9780199924752.

Bellamy, Edward. *Looking Backward.* Penguin. ISBN 0140390189.

Terkel, Studs. *"The Good War": An Oral History of World War Two.* New Press. ISBN 1565843436.

Online readings listed below. [A binder housing hard copies of these readings can be found in the History department resource room, Boyer 259.]

COURSE REQUIREMENTS:

You are required to attend all lecture and seminar class meetings and to take part in discussions in seminar class meetings. You are responsible for all assigned readings and all material covered in class meetings. You will write several quizzes, three exams, two thesis cards, a primary source analysis, and a paper.

STANDARD OF EVALUATION:

The final grade for the course will be derived as follows:

quizzes	20%
exam #1	15%
exam #2	15%
exam #3	30%
two thesis cards	5%
primary source analysis (2-3 pp.)	5%
paper (2-3 pp.)	5%
attendance & participation	5%

QUIZZES:

Each seminar class meeting will begin with a short quiz on the week's material: lectures, textbook chapters, and primary source readings. These short quizzes will allow you take personal inventory of your progress in learning basic course material. Make-up quizzes will not be offered; instead, your lowest quiz grade will be dropped in arriving at your total quiz score.

EXAMS:

You will write three essay exams. The third exam will ask you to write both an essay on the third unit as well as a cumulative essay on the course as a whole. After receiving your exams back, you will see comments written in response. Knowing that it is the goal of each of you to do as well as you can in this class, we will try to help you primarily by pointing to areas in which you can improve, and hope that you accept this constructive criticism in the spirit in which it is given.

GENERAL INSTRUCTIONS IN PREPARING FOR EXAMS:

1. Be self-conscious about using sources in your essay. Make a list of the sources that are relevant to each of the possible essays you might write. Try to use sources closely and with some detail (i.e. showing that you understand them well). However, you do not need to quote them verbatim. Remember the need to use sources both for evidence and for illustration.
2. You might want to make very basic outlines for the essays you're preparing to write and then write your outline inside your bluebook once you start writing the exam. This will help ensure that after you dive into writing the essay itself, you don't forget some part of it that you'd planned to include.
3. Review the categories by which your essay will be graded: theme/thesis, comprehensiveness, conceptual clarity, historical evidence and examples, historical sensibility, well-crafted prose.
4. Remember that you're not being asked to repeat or regurgitate. You're being asked to work with and *synthesize* material. There's no one place in the course materials where you'll find a pre-packaged answer to the various questions asked. You have to put it together.
5. Students sometimes ask: "How long should my blue-book essay be?" It's impossible to answer this categorically, but in most cases, it will be difficult to do a satisfactory job in less than four blue-book pages. Most students will write four to eight pages.

THESIS CARDS:

During the class meetings in which we discuss Bellamy's *Looking Backward* and Terkel's *The Good War*, you will be asked to write a short response to the "thesis question" provided (that is, present your thesis), and provide brief but specific supporting evidence. The thesis cards will be graded in the following fashion: 2 thorough and satisfactory thesis cards will constitute an A for this portion of the course grade, 1 a C, and 0 an F.

PRIMARY SOURCE ANALYSIS:

During one of the following four weeks--Sept. 4-8, Sept. 11-15, Oct. 30-Nov. 3, or Nov. 6-10--you will write an analysis of the primary sources for the week, responding to the specific question indicated below. Your primary source analysis should be 2-3 pages (double-spaced) and will be due in seminar on the day in which the relevant readings are discussed.

PAPER:

Write a paper of 2-3 pages (double-spaced) due in seminar Nov. 30-Dec. 1 in seminar in response to 1 of the following 2 prompts:

- 1) Was the education that American Indian children received at Carlisle Indian School between 1879 and 1918 more beneficial or harmful to them?

Sources:

Landis, Barbara. "Carlisle Indian Industrial School History"

<http://home.epix.net/~landis/histry.html>

Primary sources found at

<http://www.loc.gov/teachers/classroommaterials/lessons/indianschools/journal.html>

Primary and secondary sources housed in the History department resource room, Boyer 259.

Other relevant and helpful sources

2) Was there any justification for the internment of Japanese-Americans during World War II between 1942 and 1945? Why or why not?

Sources:

History.com Staff. "Japanese-American Relocation." History.com.

<http://www.history.com/topics/world-war-ii/japanese-american-relocation>

Primary sources found at

http://www.smithsonianeducation.org/educators/lesson_plans/japanese_internment/letter_a.html

Korematsu v United States (1944) <http://www.law.cornell.edu/supremecourt/text/323/214>

Relevant material in Studs Terkel's *The Good War* and Kimi Cunningham Grant's *Silver Like Dust*

Other relevant and helpful sources

3) Where did the Trump phenomenon come from? Choose one development in U.S. history since 1865 that seems to you particularly helpful in trying to make sense of the recent rise of Trump, and explain how you see the linkage.

Sources:

Where possible and relevant, make use of historical primary sources. These might include speeches given by politicians or other leaders, pieces of legislation, demographic and economic data, etc.

For secondary sources (i.e. things that contemporaries have said about Trump), try to avoid purely partisan outlets. Instead, rely on relevant news coverage and opinion pieces in newspapers like the *Washington Post*, *Wall Street Journal*, and *New York Times*.

CLASS PARTICIPATION:

It goes without saying that you must attend class regularly in order to participate. You are expected to attend every class meeting--both lectures and seminars. Beyond this minimal participation in the class (which will earn you only a minimal participation grade), you can gain participation points by regularly asking or answering questions, and by responding to readings, lectures, and films when given the opportunity. Each week, you should read the texts assigned before your seminar section meets and come to seminar prepared to discuss them. Furthermore, when questions arise as you read the assigned textbook chapters, you are encouraged to communicate them to the instructors in class, during office hours, or by email.

NOTE ON ELECTRONIC DEVICES AND CLASSROOM COURTESY:

Electronic devices can be a source for both good and ill in education. On the one hand, the proliferation of the internet and portable computers have made vast amounts of information available to more people at more places in more places. The operating hours of libraries and archives no longer pose a barrier to study and research. This is certainly a good thing. On the other hand, the proliferation of electronic devices has also produced what some have called the "problem of divided attention." Although some people can truly and effectively multi-task, many others find themselves permanently distracted by ringtones, scrolling twitter feeds, incoming emails, and the like. And since a class such as ours is a community that hopefully cares about our neighbor's opportunity to learn as well as our own, this problem of divided attention is not just an individual problem, but a corporate one, as well. As a result, I'd ask that you observe the following classroom rules out of courtesy both for your classmates and for me.

Regarding cell phones: Please turn off your cell phone before coming into the classroom. Do not answer the phone or text during class. If you are expecting a very important call, please put your phone on vibrate (silent), and let me know about the situation before class begins.

Regarding laptop computers: You are welcome to bring your computer to lecture to take notes and to seminar to take notes and access online readings, but while in lecture and seminar, please use your computer only for purposes related to this course. Do not use computers for entertainment (i.e. surfing, gaming, chatting, messaging, emailing, etc.) during class. If you use your computer to take notes, please send them to me electronically the first time you do so following class.

NOTE ON ACADEMIC INTEGRITY:

Personal integrity is a behavioral expectation for all members of the Messiah community: administration, faculty, staff, and students. Violations of academic integrity are not consistent with the community standards of Messiah College. These violations include:

Plagiarism: Submitting as one's own work part or all of any assignment (oral or written) which is copied, paraphrased, or purchased from another source, including on-line sources, without the proper acknowledgment of that source. Examples: failing to cite a reference, failing to use quotation marks where appropriate, misrepresenting another's work as your own, etc.

Cheating: Attempting to use or using unauthorized material or study aids for personal assistance in examinations or other academic work. Examples: using a cheat sheet, altering a graded exam, looking at a peer's exam, having someone else take the exam for you, using any kind of electronic device, communicating via email, IM, or text messaging during an exam, etc.

Fabrication: Submitting altered or contrived information in any academic exercise. Examples: falsifying sources and/or data, etc.

Misrepresentation of Academic Records: Tampering with any portion of a student's record. Example: forging a signature on a registration form or change of grade form on paper or via electronic means.

Facilitating Academic Dishonesty: Helping another individual violate this policy. Examples: working together on an assignment where collaboration is not allowed, doing work for another student, allowing one's own work to be copied.

Unfair Advantage: Attempting to gain advantage over fellow students in an academic exercise. Examples: lying about the need for an extension on a paper, destroying or removing library materials, having someone else participate in your place, etc.

Penalties for Violations of the Academic Integrity Policy - A faculty member may exercise broad discretion when responding to violations of the Academic Integrity Policy. The range of responses may include failure of the course to a grade reduction of the given assignment. The typical consequence for violations will be failure of the assignment. Some examples of serious offenses which might necessitate the penalty of the failure of the course include cheating on an examination, plagiarism of a complete assignment, etc. The academic integrity policy in its entirety can be found in the student handbook and should be reviewed by every student, as the primary responsibility for knowledge of and compliance with this policy rests with the student.

NOTE ON AMERICANS WITH DISABILITIES ACT:

Any student whose disability falls within ADA guidelines should inform the instructor at the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. Students must register documentation with the Office of Disability Services. Contact DisabilityServices@messiah.edu, (717) 796-5382.

SCHEDULE

(NOTE: ALL DETAILS SUBJECT TO CHANGE)

week one schedule:

Wed., Aug. 30	Lecture	Introduction
Aug. 31/Sept. 1	Seminar	Discuss the question: What is history for?

week one readings:

- 1) Peter Stearns, "Why Study History?"
<http://www.historians.org/about-aha-and-membership/aha-history-and-archives/archives/why-study-history-%281998%29>
- 2) Quotes about History, pp. 1-5 only (through quote by Leopold von Ranke on p. 5 of print-out)
<http://hnn.us/articles/1328.html>

week one reading questions:

- 1) Which of Stearns' six reasons to study history do you think is most important?
- 2) What role does history play in your life? At what times or in what situations do you think about the past?
- 3) Which quotes about history do you particularly agree with or disagree with?

week two schedule:

Mon., Sept. 4	Lecture	Thaddeus Stevens and Reconstruction
Wed., Sept. 6	Lecture	American Indians and the Great West
Thurs./Fri., Sept. 7/8	Seminar	Discuss race relations in the late 19th century

week two readings:

- 1) *Of the People* textbook, ch. 15
- 2) The Colored Citizens of Norfolk, "Equal Suffrage" (1865)
<http://nationalhumanitiescenter.org/pds/maai2/freedom/text5/equalsuffrage.pdf>
- 3) Francis La Flesche, "An Indian Allotment" (1900)
<http://welcometothelabyrinth.org/files/AIT/IndianAllotment.pdf>
- 4) Zitkala-Sa, "An Indian Teacher Among Indians" (1900)
<http://web.archive.org/web/20110212151908/http://etext.lib.virginia.edu/etcbin/toccer-new2?id=ZitTeac.sgm&images=images/modeng&data=/texts/english/modeng/parsed&tag=public&part=all>

week two reading questions:

- 1) What did freedmen want after the end of the Civil War? How did they use their freedom?
- 2) What were some of the responses to the desires of freedmen?
- 3) What would your Reconstruction policy have been if you were president in 1865?
- 4) Why did U.S. government policy toward American Indians in the 19th century emphasize assimilation?
- 5) What did La Flesche and Zitkala-Sa want for their fellow American Indians? What similarities and differences do you find in their approaches?
- 6) Compare America's responses to African Americans and American Indians during the late 19th century. Do they seem to you more similar or dissimilar? **[primary source analysis question]**

week three schedule:

Mon., Sept. 11	Lecture	Andrew Carnegie and the Rise of Big Business
Wed., Sept. 13	Lecture	Immigrants and Blacks Move to New Cities
Thurs./Fri., Sept. 14/15	Seminar	Discuss the writing of historical essays and the rise of big business

week three readings:

- 1) *Of the People* textbook, ch. 16
- 2) William Graham Sumner, "What Social Classes Owe To Each Other" (1883), chapter 1
<http://xroads.virginia.edu/~DRBR/sumner1.html>
- 3) Andrew Carnegie, "Wealth" (1889)
<http://facweb.furman.edu/~benson/docs/carnegie.htm>
- 4) Thomas O'Donnell's testimony before Senate committee (1883)
<http://historymatters.gmu.edu/d/27/>
- 5) Rocco Corresca's account of coming to America (1902)
http://www.digitalhistory.uh.edu/voices/social_history/1bootblack.cfm

week three reading questions:

- 1) What opinions about industrial capitalism are expressed by the people we read this week?
- 2) Which of the people we read for this week do you find most persuasive?
- 3) What were the factors that drew immigrants such as O'Donnell, Corresca, and Rosa Cassettari (introduced in *Of the People*, pp. 511-512) to America during the industrial era?
- 4) What things pleased immigrants such as O'Donnell, Corresca, and Cassettari about life in late-19th-century America? What problems or difficulties did they find?
- 5) What did Sumner and Carnegie think about individualism? What did they find either beneficial or problematic about it? What do you think about individualism?
[primary source analysis question]

week four schedule:

Mon., Sept. 18	Film	<i>New York, A Documentary Film: The Power and the People</i>
Wed., Sept. 20	Lecture	The Crises of the 1890s
Thurs./Fri., Sept. 21/22	Seminar	Discuss Bellamy's <i>Looking Backward</i> ; write thesis card

week four readings:

- 1) *Of the People* textbook, chs. 18-19
- 2) Edward Bellamy, *Looking Backward* (1888)

week four reading questions:

- 1) What kind of reforms does Bellamy advocate?
- 2) What alternative reforms--besides those discussed by Bellamy--were advocated during the industrial age?
- 3) How would different Americans living in the 1890s have responded to Bellamy's novel?
- 4) Can the lives of human beings be planned by a centralized authority, as suggested by Bellamy?
- 5) Should the lives of human beings be planned by a centralized authority, as suggested by Bellamy?
- 6) How do you respond to Bellamy's utopian vision? Are you attracted to it? Skeptical about it?

- 7) How similar or dissimilar is life in Bellamy's imaginary Boston in the year 2000 to actual life in contemporary America?
- 8) Would you like to live in Bellamy's imaginary Boston in the year 2000?
- 9) Which aspect of life in industrial America does Bellamy find *most* objectionable?
[thesis card question]

week five schedule:

Mon., Sep. 25	Lecture	Economic Conflict and Progressivism's Answers
Wed., Sept. 27	Lecture	Social Conflict and Progressivism's Answers
Thurs./Fri., Sept. 28/29	Seminar	Exam #1

week five readings:

- 1) *Of the People* textbook, ch. 20
- 2) Jane Addams, *Twenty-Years at Hull House* (1910), excerpt
Of the People textbook, pp. S20-2 - S20-4
- 3) Margaret Sanger, *The Pivot of Civilization*, chapter 4: "The Fertility of the Feeble-Minded" (1922)
<http://www.gutenberg.org/files/1689/1689-h/1689-h.htm#link2HCH0004>

week five reading questions:

- 1) What were the approaches taken by Addams and Sanger to alleviate poverty and suffering in industrial cities? What other possible approaches could you imagine? Why do you think Addams and Sanger pursued the particular approaches they did?
- 2) What were Addams' and Sanger's opinion about immigrants?
- 3) What did Addams and Sanger see as the proper role of government in industrial America?

week six schedule:

Mon., Oct. 2	Lecture	The War to End All Wars: World War I
		<i>Tues., Oct. 3, 7:00 p.m., Parmer Hall. American Democracy Lecture.</i>
		<i>Taylor Branch, "King's Dream for Justice: Then and Now"</i>
Wed., Oct. 4	Lecture	Remaking America: The 1920s
Thurs./Fri., Oct. 5/6	Seminar	Discuss the American Democracy Lecture & the 1920s

week six readings:

- 1) *Of the People* textbook, chs. 21-22

week six reading questions:

- 1) What did you learn from Taylor Branch's lecture? What questions emerged from it?
- 2) How would Edward Bellamy have responded to 1920s America?
- 3) Compare America during the 1920s to America today in terms of politics, economics, society, and culture. What similarities and differences do you find?

week seven schedule:

Mon., Oct. 9 Lecture Film: *A Job at Ford's*
 Wed., Oct. 11 Lecture Remaking America Again: The Depression and New Deal
 Thurs./Fri., Oct. 12/13 [no class meeting; mid-fall recess]

week seven readings:

1) *Of the People* textbook, ch. 23

week seven reading questions:

- 1) According to the film *A Job at Ford's*, what was attractive and unattractive about working at Ford's in the 1920s?
- 2) What were some of the different responses to economic failure seen in the film *A Job at Ford's*? How do you explain these different responses?
- 3) What you think the best solution would have been to the economic problems of the 1930s?
- 4) How did the role of the federal government change with the New Deal?
- 5) Compare Hoover (read for last week) and Roosevelt. Who do you agree with more about the nature of and solution to the depression of the 1930s?

week eight schedule:

Mon., Oct. 16 Lecture The Road to Pearl Harbor and War
 Wed., Oct. 18 Lecture The "Good War": World War II
 Thurs./Fri., Oct. 19/20 Seminar Discuss Terkel's *"The Good War"*; **write thesis card**

week eight readings:

- 1) *Of the People* textbook, ch. 24
- 2) Studs Terkel, *"The Good War,"* pp. 19-165, 225-293
- 3) "Decoding History: A World War II Navajo Code Talker in His Own Words"
<http://inamerica.blogs.cnn.com/2011/12/04/decoding-history-a-world-war-ii-navajo-code-talker-in-his-own-words/>

week eight reading questions:

- 1) What was the experience of World War II for different people living through this time? (e.g. soldiers fighting in Europe, soldiers fighting in the Pacific, those on the homefront, women, African Americans, American Indians, immigrants, the middle class, the working class, etc.)
- 2) What opinions are expressed about: the Germans? the Japanese? the Russians?
- 3) What are the interviewees' opinions about the use of atomic bombs on Hiroshima and Nagasaki?
- 4) How did Terkel's interviews affect your thinking about World War II and about war in general?
- 5) What have you heard from grandparents or other relatives about World War II? How does it connect to the findings here?
- 6) Was World War II in fact a "good war" when you consider it? What is the most important reason why you either agree or disagree with this description? [**thesis card question**]

week nine schedule:

Mon., Oct. 23	Lecture	Instability: The Cold War
Wed., Oct. 25	Lecture	Stability?: The 1950s
Thurs./Fri., Oct. 26/27	Seminar	Exam #2

week nine reading:

- 1) *Of the People* textbook, chs. 25-26

week ten schedule:

Mon., Oct. 30	Lecture	The Great Society: Liberalism in the 1960s
Wed., Nov. 1	Lecture	Protest: The Civil Rights Movement and Black Power
Thurs./Fri., Nov. 2/3	Seminar	Debate on King and Malcolm X

week ten readings:

- 1) *Of the People* textbook, ch. 27
- 2) Martin Luther King, Jr., "Nonviolence and Racial Justice" (1957)
http://mlk-kpp01.stanford.edu/primarydocuments/Vol4/6-Feb-1957_NonviolenceAndRacialJustice.pdf
- 3) Martin Luther King, Jr., "Letter from Birmingham Jail" (1963)
<http://historicaltextarchive.com/print.php?action=section&artid=40#>
- 4) Martin Luther King, Jr., "I Have a Dream" (1963)
<http://www.americanrhetoric.com/speeches/mlkihaveadream.htm>
- 5) Malcolm X, "Message to the Grass Roots" (1963)
<http://teachingamericanhistory.org/library/index.asp?document=1145>
- 6) Malcolm X, "The Ballot or the Bullet" (1964)
<http://teachingamericanhistory.org/library/index.asp?document=1147>

week ten reading questions:

- 1) Why did King support the goal of racial integration and the tactic of non-violent direct action?
- 2) Why did Malcolm X reject racial integration and non-violence?
- 3) How did King and Malcolm X use history in their writings?
- 4) Whose ideas do you find more compelling--King's or Malcolm X's?
- 5) What is the relationship between Christianity and the themes of the civil rights era? Do you think both King's and Malcolm X's ideas are compatible with Christianity? Why or why not?
- 6) What do you see as the lasting influence of King and Malcolm X today? Which person has had a greater effect on African Americans and on the U.S. as a whole? **[primary source analysis question]**

week ten assignment:

- 1) Prepare for debate on the ideas of King and Malcolm X about race relations in the U.S.
- 2) Last names starting A-M will argue for King's approach to race relations.
- 3) Last names starting N-Z will argue for Malcolm X's approach to race relations.
- 4) To prepare, read all readings (textbook and primary documents), and spend at least 15 minutes investigating King and Malcolm X using other readings or internet sources. Using all of these sources, write a paragraph before seminar for your group to use.

week eleven schedule:

Mon., Nov. 6	Lecture	Vietnam: The Failure of Cold War Liberalism
Wed., Nov. 8	Lecture	Protest: The Student Movement and Counterculture
Thurs./Fri., Nov. 9/10	Seminar	Discuss the Vietnam War and protest against it

week eleven readings:

- 1) Lyndon B. Johnson, "Peace Without Conquest" (1965)
Of the People textbook, pp. S27-7 - S27-9
- 2) Carl Oglesby, "Let Us Shape the Future" (1965)
http://www.sds-1960s.org/sds_wuo/sds_documents/oglesby_future.html
- 3) Doan Van Toai, "A Lament for Vietnam" (1981)
<http://www.nytimes.com/library/world/asia/032981vietnam-mag.html>

week eleven reading questions:

- 1) According to Johnson, Oglesby, and Doan, why was the U.S. in Vietnam?
- 2) How did Johnson, Oglesby, and Doan use history and historical analogies in their writings?
- 3) What "lessons" would Johnson, Oglesby, and Doan say should be learned from the Vietnam War? If they talked about this together in the same room, what would the conversation sound like?
- 4) What "lessons" do you think the U.S. should have learned from the Vietnam War? How should our understanding of the Vietnam War affect the decisions the U.S. makes today?
[primary source analysis question]

week twelve schedule:

Mon., Nov. 13	Lecture	Film: <i>Chicago 1968</i>
Wed., Nov. 15	Lecture	Protest: The Women's Movement
Thurs./Fri., Nov. 16/17	Seminar	discuss late-20th-century social protest and its legacies

week twelve readings:

- 1) National Organization of Women, "Statement of Purpose" (1966)
<http://now.org/about/history/statement-of-purpose/>
- 2) Judith E. Schaeffer, "Alabama Shows Why Civil Rights Shouldn't Be Put to a Popular Vote," *Slate* (June 12, 2015)
http://www.slate.com/blogs/outward/2015/06/12/gay_marriage_alabama_shows_why_civil_rights_shouldn_t_be_put_to_popular.html
- 3) Peter Dreier, "*Loving* Reminds Us of an Earlier Struggle for Marriage Equality," *The American Prospect* (November 11, 2016)
<http://prospect.org/article/%E2%80%98loving%E2%80%99-reminds-us-earlier-struggle-marriage-equality>
- 4) Ryan T. Anderson, "7 Reasons Why the Current Marriage Debate Is Nothing Like the Debate on Interracial Marriage," *The Daily Signal* (August 27, 2014)
<http://dailysignal.com/2014/08/27/7-reasons-current-marriage-debate-nothing-like-debate-interracial-marriage/>
- 5) Anthony Esolen, "Marriage Is Not a Water Fountain," *Public Discourse* (September 29, 2014)
<http://www.thepublicdiscourse.com/2014/09/13730/>

week twelve reading questions:

- 1) How would you describe the various groups (hawks, doves, youth protesters, police, etc.) shown in the film *Chicago 1968*? Do you sympathize with any of these groups? Why or why not?
- 2) What's your response to NOW's statement of purpose? What's the purpose of its closing paragraph? What do you think should be the ramifications of NOW and its statement of purpose today?
- 3) In recent years, some people (including Schaeffer and Dreier) have drawn historical analogies between the civil rights movement and the gay rights movement. Others (including Anderson and Esolen) have argued that these historical analogies are invalid. What are the strongest arguments made by each side? Which side do you find more convincing?
- 4) History is but one of the disciplines that's brought to bear on controversial issues such as gay rights. Religion, theology, philosophy, and law are among others people draw on. What do you see as both the strengths and weaknesses of using history to help address contemporary social and political challenges?
- 5) Over the last few decades a number of social protest movements have developed and grown – the civil rights movement, the New Left and student movement, the women's movement, the sexual revolution, and the gay rights movement, among others. How do you assess these as a group? In what ways are they similar and in what ways are they dissimilar?

week thirteen schedule:

week of Nov. 20-24

[no class meetings; Thanksgiving recess]

week fourteen schedule:

Mon., Nov. 27	Lecture	The Age of Limits: The 1970s
Wed., Nov. 29	Lecture	A New Right: Conservatism in the 1980s
Nov. 30/Dec. 1	Seminar	Discuss the 1970s and 1980s; discussion of papers; paper due

week fourteen readings:

- 1) *Of the People* textbook, chs. 28-29
- 2) Ronald Reagan's remarks to the National Association of Evangelicals (1983)
<http://www.americanrhetoric.com/speeches/ronaldreaganevilempire.htm>
- 3) Richard John Neuhaus, "Toward a Democratic Century" (1984)
[available online via Academic Search Complete]
- 4) Anthony Lewis, "Cross and Flag: Reagan Preaches the Gospel" (1984)
<http://search.proquest.com.ezproxy.messiah.edu/docview/425199271?accountid=12405>

week fourteen reading questions:

- 1) What did Reagan hope to accomplish with his 1983 speech? What strategies does he use to try to persuade his listeners? Was he effective? Why or why not?
- 2) What was the opinion of Reagan, Neuhaus, and Lewis about the role of religion in public life? With whose opinion do you most agree?
- 3) A prominent sociologist, James Davison Hunter, has argued that beginning in the late 1970s, the primary dividing line in American society was not based on race, economic class, or conventional political categories, but instead on culture and cultural issues. He called this development the

“culture wars,” noting that American society was becoming more polarized concerning issues such as abortion, prayer in public schools, and homosexuality and gay rights. Do you agree that politics starting in the 1980s and 1990s became characterized by culture wars? If so, how do you explain this phenomenon?

4) How would you compare the 1970s and 1980s with earlier time periods we’ve studied?

week fifteen schedule:

Mon., Dec. 4	Lecture	The 1990s
Wed., Dec. 6	Lecture	America in Your Time: The History of the Early 21st Century
Thurs./Fri., Dec. 7/8	Seminar	review session, course evaluations

week fifteen assignment--for Wed., Dec. 6:

In a paragraph, describe one event or theme or trend over the past 10 years (since roughly 2007) that you think will be included in future U.S. history textbooks AND explain how it will be viewed (i.e. what kind of historical perspective or conclusions will be included with this item). Be ready to discuss during class, and turn in paragraph after class.

week fifteen reading:

1) *Of the People* textbook, chs. 30-31

exam week schedule:

Sat., Dec. 9	Optional exam review session; time and room TBA
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Tues., Dec. 12, 10:30 a.m., Frey 110	Exam #3
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APPENDIX 1: DEFINITION OF A THESIS

“A history paper, like many other kinds of academic writing, usually takes the form of an argument in support of a thesis. A thesis is not a statement of fact, a question, or an opinion, although it is sometimes confused with all of these things. Neither is a thesis the same as the topic. . . . Rather, a thesis is a statement that reflects what you have concluded about the topic under consideration in the paper, based on a critical analysis and interpretation of the source materials you have examined. A thesis informs the reader about the conclusions you have reached. Moreover, a thesis is always an arguable or debatable point. In fact, the purpose of a history paper is to present the reader with enough evidence to convince him or her that your thesis is correct. As a result, the thesis is the central point to which all the information in the paper relates. . . .”

-- Mary Ann Rampolla, *A Pocket Guide to Writing in History* (Bedford/St. Martin's, 2004), 27.

APPENDIX 2: GRADING RUBRIC FOR ESSAYS

Theme/Thesis	3	2	1	0
(analytical argument that forms a guiding principle for the essay)	thoughtful, original, & provocative or creative interpretation	well-framed argument maintained throughout the essay	thick description but without sharp focus; or, clearly stated but not followed up	vague or absent
Comprehensiveness	3	2	1	0
(addresses all aspects of the chosen question)	in-depth exploration	essentially complete	minimally complete	incomplete
Conceptual Clarity	3	2	1	0
(communicates ideas clearly & with structural coherence)	consistently clear and well-designed	generally clear with solid organization	minimally clear and loosely organized	lack of clear communication or organization
Historical Evidence and Examples	3	2	1	0
(primary sources & secondary sources--lectures, textbook)	effective, compelling synthesis of evidence and examples	complete, specific, and diverse evidence and examples	specific but incomplete	vague or absent
Historical Sensibility	3	2	1	0
(accurate chronology and evidence; contextual thinking)	vivid, accurate, and insightful historical connections	accurate with historical awareness	evident but inconsistent	timeless &/or inaccurate
Well-Crafted Prose	3	2	1	0
(style and mechanics of writing)	written with a distinctive style and voice	clearly written, with complete sentences and well-formed paragraphs	occasional lapses in grammar &/or form	significant problems in grammar &/or form

Grading Scale: A = 17,18 A- = 15,16 B+ = 13,14 B = 11,12 B- = 9,10 C+ = 7,8 C = 5,6 C- = 4 D+ = 3 D = 2 F = 0,1

APPENDIX 3: GLOSSARY LIST OF MARGINAL COMMENTS

√ = good point, well put
 ? = something is unclear
 or confusing
 intro. = introduction
 concl. = conclusion

¶ = paragraph
 topic sentence
 run-on sentence
 incomplete sentence
 awkward (or “awk.”)

word choice
 unclear
 transition
 coherence
 “looping”