

UNIVERSITY OF CALIFORNIA, SAN DIEGO

Department of History

HLD 2C

Spring Quarter, 2010

Pepper Canyon Hall 109, MWF 10-10:50

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UNITED STATES HISTORY

The Long Twentieth Century: 1898-2010

Course Description: This is the concluding quarter of a yearlong sequence intended to introduce students to both the practice and study of the history of America from pre-Columbian beginnings to the present. This final quarter surveys critical social, political and economic forces that shaped life in the United States during the past 100 years.

Course Readings: One textbook is required reading: Walter LaFeber, Richard Polenberg, et. al., *The American Century: A History of the United States Since the 1890's*, 6th edition (M.E. Sharpe, 2008). The text may be purchased in the University Bookstore; a few copies have been placed on reserve as well. In addition, selected articles have been placed on electronic reserves in Geisel Library. They are noted with an asterisk (*) in the syllabus.

Course Requirements & Assessment:

- A. Three lectures and one discussion section meeting per week. **Attendance is mandatory in section, beginning the second week.** Regular attendance and participation in section is worth 10% of the final grade. **Failure to attend at least half of the scheduled section meetings without a medical excuse will result in a failing (F) course grade.**
- B. Six films are required viewing for the course. They are noted in the syllabus and may be viewed in the playback center in Geisel Library. Questions about the films will appear on both the mid-term and final examinations.
- C. A required essay, worth thirty-five (35%) percent of the final course grade, with the topics and format outlined at the conclusion of this syllabus. You will choose one of the topics for your essay. The essay (10-12 pages) is due in your section during the eighth week of class, May 17-21. **Except with a medical excuse, no late essays will be accepted.**
- D. A one-hour mid-term exam, worth fifteen (15%) percent of the final course grade, will be given on Friday of week five, April 30. The exam will consist of fifty (50) short, objective questions drawn from the readings and lectures and films.
- E. A three-hour final exam during exam week of June 7-11 will count forty-five (40%) of the final course grade. It will consist of both short answers and two essays.

TOPICS AND READING ASSIGNMENTS

WEEK I: MARCH 29 The Rise and Fall of Progressivism

LaFeber, *The American Century*, chapters 1 & 2.

And one of the following on electronic reserve:

*1. Adam Rome, "Political Hermaphrodites: Gender and Environmental Reform in Progressive America," *Environmental History* (July 2006), 440-463.

*2. Robert D. Johnson, "Re-Democratizing the Progressive Era: The Politics of Progressive Era Political Historiography," *Journal of the Gilded Age and Progressive Era* (2002), 68-92.

WEEK II: APRIL 5 Progressivism, Imperialism and War

LaFeber, *American Century*, chapters 3 & 4

Film: "Birth of a Nation" (Playback center in Geisel)

Internet sites worth exploring:

www.worldwar1.com

<http://chnm.gmu.edu/worldhistorysources/d/192.html>

WEEK III: APRIL 12 From New Era to New Deal

LaFeber, *American Century*, chapter 5.

On electronic reserve:

*Nancy MacLean “The Leo Frank Case Reconsidered: Gender and Sexual Politics in the Making of Reactionary Populism,” *Journal of American History* (1991), 917-948.

Film: “Inherit the Wind” (Playback center in Geisel)

WEEK IV: APRIL 19 The Roosevelt Revolution: Depression & New Deal

LaFeber, *American Century*, chapters 6 & 7

And one of the following on electronic reserves:

*Sally Stein, “The President’s Two Bodies,” *American Art* (2004), 32-57.

*John Garraty, “The New Deal, National Socialism, and the Great Depression,” *American Historical Review* (1973), 907-944.

Internet sites worth exploring:

<http://lcweb2.loc.gov/ammem/afctshtml/tshome.html>

http://www.archives.gov/exhibits/new_deal_for_the_arts/

WEEK V: APRIL 26 Hot Wars to Cold Wars

LaFeber, *American Century*, chapters 8 & 9

And one of the following on electronic reserves:

*Ward Wilson, “The Winning Weapon? Rethinking Nuclear Weapons in Light of Hiroshima,” *National Security* (2007), 162-179.

*Roger Daniels, “Incarceration of the Japanese Americans,” *The History Teacher* (2002), 297-310.

MID-TERM EXAMINATION ON FRIDAY, APRIL 30 IN CLASS.

WEEK VI: MAY 3 Anti-Communism & Pax Americana

LaFeber, *American Century*, chapters 10 & 11.

Film: “The Manchurian Candidate” (Playback center in Geisel)

WEEK VII; MAY 10 The Liberal Moment and the End of Modern America

LaFeber, *American Century*, chapters 12 & 13

And one of the following on electronic reserves:

*Stephen Oates, "The Intellectual Odyssey of Martin Luther King," *Massachusetts Review* (1981), 301-320.

*Vincent Harding, "Beyond Amnesia: Martin Luther King, Jr., and the Future of America," *Journal of American History* (1987), 468-476.

Film: "Do the Right Thing" (Playback center in Geisel)

WEEK VIII: MAY 17 The Rise and Fall of Liberalism

LaFeber, *American Century*, chapters 14 & 15.

And one of the following on electronic reserves:

*Elizabeth Armstrong, "Movement and Memory: The Making of the Stonewall Myth," *American Sociological Review* (2006), 724-751.

*Martin Duberman, "The Night They Raided Stonewall," *Grand Street* (1993), 120-147.

Film: "The Fog of War" (Playback center in Geisel)

Internet sites worth exploring:

www.pbs.org/pov/stories

www.usm.edu/crdp

ESSAYS DUE IN SECTION THIS WEEK.

WEEK IX: MAY 24 Reagan's Revolution & Its Legacy

LaFeber, *American Century*, chapters 16 & 17

Film: "Wall Street" (Playback center in Geisel)

WEEK X; MAY 31 Millennial America and 9/11

LaFeber, *American Century*, chapters 18 & 19

And one of the following on electronic reserves:

*Karen Popp, "The Impeachment of President Clinton," *Law and Contemporary Problems* (2000), 223-243.

*Susan Hirsch, "Fear and Accountability at the End of an Era," *Law & Society Review* (2008), 591-604.

Louise Spence, "Teaching 9/11 and Why I'm Not Doing It Anymore," *Cinema Journal* (2004), 100-105.

RESEARCH AND WRITING ASSIGNMENTS

HLD 2C

SPRING QUARTER 2010

INSTRUCTIONS: In addition to a mid-term and final, each student must submit one essay chosen from the topics outlined below. The essay is worth 35% of the total grade.

It is due in the eighth week in section. No late papers will be accepted, unless with a medical excuse.

A few topics require historical research in primary sources to be found in either the Geisel Library or on the Internet. If you are unfamiliar with either the library or the Internet, consult a reference librarian who can introduce you to both. Computers with access to the Internet are available in the library if you do not have your own PC or Mac.

Your essay must be typed, double-spaced and employ appropriate footnotes that identify quotations or paraphrases from primary documents or other secondary sources. Utilizing someone else's ideas, quotations or conclusions without proper attribution is plagiarism, an offense subject to severe academic penalties, including a failing grade, probation and/or suspension from the university. The essay should be between 10-12 pages in length.

If you are uncertain about how to write a historical essay, consult Richard Marius, *A Short Guide to Writing About History* (Harper-Collins).

Your essay will be judged both on the quality of the ideas and arguments presented and their expression in clear, expository prose. This means you must observe the conventions of spelling, punctuation, grammar, diction, and syntax. If you are uncertain about these conventions, read Patricia O'Connor, *Woe Is I* (Riverhead Books), *The Chicago Manual of Style*, or Shunk & White, *The Elements of Style*.

TOPIC A

Topic A requires you to read on microfilm in the library one of the following newspapers—*New York Times*, *Washington Post*, *Los Angeles Times*—or one of the following national news magazines—*Time* or *Newsweek*.

1. Choose either one newspaper **on the date of your birth in the year 1970** or one magazine from **the month of your birth in 1970**. Read the paper or magazine thoroughly, especially the main news stories, editorials, advertisements, help wanted advertisements, and sports, entertainment.
2. Choose a second newspaper or magazine **from the actual date and year of your birth** or the actual month. Read them with the same care.
3. Finally, choose one newspaper on **the date of your birth in 2000 or 2001**. Read them thoroughly as well.

You now have three different snapshots of American society in 1970 on the day or month of your birth; on the day or month of your actual birthday; and on the day or month of your birth in 2000 or 2001. In your essay, based entirely on the sources you have gathered, discuss and analyze how American society has changed over the course of those three dates. You should stress only three or four main themes, such as national

politics, popular culture, fashions, the economy, foreign policy, sports or social relations among men and women or racial and ethnic groups.

TOPIC B

Students at Niskayuna High School in New York have created a cartoon archive about President Franklin D. Roosevelt. Go to their website: <http://www.nisk.k12.ny.us/fdr> Log on to their archive and study a broad sample of the many cartoons collected there in order to answer some of the following questions in your essay:

1. What do the cartoons suggest about FDR's character and personality?
2. Are the cartoons generally hostile or sympathetic to him?
3. What do the cartoons suggest about FDR's relationship to the American people?
4. About his relationship to Congress or the Supreme Court?
5. What do the cartoons suggest about how his programs changed American life?
6. Why, according to the cartoons, was FDR a controversial figure?

Include copies of the cartoons you select in your essay.

TOPIC C

Go to the Library of Congress website: <http://lcweb.loc.gov> and log on to their American Memory section. Find the collection of photographs made for the Farm Security Administration (FSA) and OWI (Office of War Information) from 1935-1945. Select the photographs of two of the following—Marion Wolcott, Ray Striker, Ben Shahn, Gordon Parks, Dorothea Lang or Walker Evans. Analyze a broad sample of their photographs in order to answer some of the questions below. You may choose to compare and contrast the two artists or you may base your essay on a combined analysis of their photographs.

1. What were the photographers attempting to tell the American people about the causes and consequences of the Great Depression?
2. Was their message one of despair or hopefulness or a combination of both?
3. What do the photographs suggest about how the economic crisis affected individuals as well as families?
4. What do the photographs suggest about the relationship between the American people and the federal government?

Include copies of the photos you select in your essay.