

UNIVERSITY OF CALIFORNIA, SAN DIEGO

Department of History  
**HLD 2C**  
Spring Quarter, 2011  
Pepper Canyon Hall 109, MWF 9-9:50

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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*, 6<sup>th</sup> 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:**

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.**

Eight films are required viewing for the course. They are noted in the syllabus and may be viewed streaming through electronic reserves as noted on your syllabus. Questions about the films will appear on both the mid-term and final examinations.

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 16-20. **Except with a medical excuse, no late essays will be accepted.**

A one-hour mid-term exam, worth fifteen (15%) percent of the final course grade, will be given on Friday of week five, April 29. The exam will consist of fifty (30) short, objective questions drawn from the readings and lectures and films.

A three-hour final exam during exam week of June 6-11 will count forty percent (40%) of the final course grade. It will consist of both short answers and two essays.

### **TOPICS AND READING ASSIGNMENTS**

#### **WEEK I: MARCH 28      The Rise and Fall of Progressivism**

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

#### **WEEK II: APRIL 4      Progressivism, Imperialism and War**

**LaFeber, American Century, chapters 3 & 4**

**Film: “*Birth of a Nation*” (Streaming electronic reserves)**

**Internet sites worth exploring:**

**www.worldwar1.com**

**HYPERLINK "http://chnm.gmu.edu/worldhistorysources/d/192.html"**

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

**WEEK III: APRIL 11      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*” (Streaming video)

**WEEK IV: APRIL 18      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.

Film: “*The Grapes of Wrath*” (Streaming video)

Internet sites worth exploring:

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

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

HYPERLINK "[http://www.archives.gov/exhibits/new\\_deal\\_for\\_the\\_arts/](http://www.archives.gov/exhibits/new_deal_for_the_arts/)"  
[http://www.archives.gov/exhibits/new\\_deal\\_for\\_the\\_arts/](http://www.archives.gov/exhibits/new_deal_for_the_arts/)

**WEEK V: APRIL 25      Hot Wars to Cold Wars**

LaFeber, *American Century*, chapters 8 & 9

And one of the following on electronic reserves:

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

Film: “*Flags of Our Fathers*” (Streaming video)

**MID-TERM EXAMINATION ON FRIDAY, APRIL 29 IN CLASS.**

**WEEK VI: MAY 2      Anti-Communism & Pax Americana**

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

Film: “*Dr. Strangelove*” (Streaming video)

**WEEK VII; MAY 9      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.

Film: "*Do the Right Thing*" (Streaming video)

**WEEK VIII: MAY 16      The Rise and Fall of Liberalism**

LaFeber, American Century, chapters 14 & 15.  
And one of the following on electronic reserves:  
\*Martin Duberman, "The Night They Raided Stonewall," *Grand  
Street* (1993), 120-147.  
Film: "*Full Metal Jacket*" (Streaming video)

Internet sites worth exploring:

HYPERLINK "<http://www.pbs.org/pov/stories>" [www.pbs.org/pov/stories](http://www.pbs.org/pov/stories)

HYPERLINK "<http://www.usm.edu/crdp>" [www.usm.edu/crdp](http://www.usm.edu/crdp)

***ESSAYS DUE IN SECTION THIS WEEK.***

**WEEK IX: MAY 23      Reagan's Revolution & Its Legacy**

LaFeber, American Century, chapters 16 & 17  
Film: "*Wall Street*" (Streaming video)

**WEEK X; MAY 30    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.

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 2011**

**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 Shrunck & 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*.

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.

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.

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: HYPERLINK "<http://www.nisk.k12.ny.us/fdr>" <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:

What do the cartoons suggest about FDR's character and personality?  
Are the cartoons generally hostile or sympathetic to him?  
What do the cartoons suggest about FDR's relationship to the American people?  
About his relationship to Congress or the Supreme Court?  
What do the cartoons suggest about how his programs changed American life?  
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: HYPERLINK "<http://lcweb.loc.gov>" <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.

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

