

U.S. History, 1898-2001: A Survey of Primary Sources

Purpose: To enhance the ability of students to read, write, think and speak about the major themes of twentieth century US History through an examination of primary sources.

Required Texts:

History Matters: A Student Guide to U.S. History on the Internet by Alan Gevinson, Kelly Shrum, and Roy Rosenzweig

Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong by James W. Loewen

Silent Spring by Rachel Carson

This course also requires that each student have Internet access and the capacity to print the fruits of their writing and research efforts.

Grading: Your grade will be composed of four components:

--Workshop grade (preparation, participation, attendance): 25%

--First primary source project: 25%

--Research paper: 25%

--Final primary source project: 25%

Attendance: regular attendance at both lectures and section meetings is expected. Chronic non-attendance can result in being dropped from the course.

Classroom decorum: please adopt a civil attitude while in class. Please refrain from chatting, sleeping, reading the newspaper, doing work from other classes, or anything not directly related to our class. Such activities are disrespectful of the class, your classmates, and your professor. Leaving during class (except for restroom emergencies) without notifying me in advance is highly disruptive and therefore prohibited. Electronic devices of any sort (phones, pagers, ipods, etc.) must be turned off for the duration of the class.

Proposed Method: The course will take the form of a workshop, a mutual exploration of the past via a dialogue between the students, the teacher (me!), the historical sources we examine, and the World Outside the Walls. Students will be expected to gather and sort information about the past and then transform that information into knowledge. Although it is sometimes said that "History is a story well-told," this course presumes that "History" is actually many stories, each told distinctively and well. Each student is to emerge from the course somewhat more capable and confident that they, too, can tell stories about U.S. History distinctively, well and which reflect a discernible point of view toward U.S. History.

Underlying Assumption on which Everything Else is Based: That human beings can, by diligent study, make tentative sense of the sum total of human experience (known as History) and understand its relationship to the present and to the future, at least enough to make the whole thing worth doing. This is the secular faith of the Historian.

Informal Pre-requisite: All that you have learned until now. You must apply this prior knowledge in order to do well in this class.

Daily Assignments: each class assignment will have a Readings and a Sources/Sites component. For the Readings you are required to prepare a 150-250 word response summarizing, responding to and critically assessing certain aspects of the texts. For the Sources/ Sites, you are required to (1) read the assigned primary sources (2) survey the assigned sites and identify at least two (total) specific primary sources of significance. Then critically assess these selected primary sources. When doing so, ask yourself: what does this piece of evidence, this trace of prior human experience, signify? What can I infer about the people and society from which it came? How might it be connected to the major themes of U.S. history? How does it relate to other sources you have examined this term? Prepare a 500+ word typed response, to be handed in each class session. Make a copy of your response, print the primary sources you selected, place in a separate folder and **bring to section meetings each meeting.**

Course Outline (assignments subject to change)

Week 1

2 April: Course Introduction

4 April: Heroes and History

Readings: Loewen, Introduction and Chapter One; HM, 1-25 (bring both texts to lecture on Wednesday)

6 April: The Road to Baghdad

Reading: Loewen, Afterword

Sources: JFK Inaugural Address (Avalon site); MLK, "I Have A Dream," (History Out Loud))

Week 2

9 April: The Spanish-Cuban-Filipino-American War—Prelude to A New Century

Sources: "The Maine" (DH/newspapers); "The White Man's Burden" (HM); Carl Schurz, "About Patriotism" (HM); "A Lament from Kentucky" (HM); "The New Woman at Cavite" (HM); Jane Addams, "Democracy or Militarism" (HM)

Sites: Sentenaryo/Centennial: The Philippine Revolution and the Philippine-American War; The Spanish-American War in Motion Pictures

11 April: The Centrality of Immigration

Sources: "Who Was Shut Out?"; "Shut the Door. . ."; "An UnAmerican Bill"; "The Senate's Declaration of War"; "Not All Caucasians are White. . ." (All HM)

Sites: American Family Immigration History Center; Hull House; Census Browser

13 April: Chinese in America

Sources: "A Clear and Present Danger. . ."; "Eye on the East: Labor Calls for a Ban on Chinese Immigration" (both HM);

Sites: Chinese in California, 1850-1925; Poetic Waves/Angel Island;

Week 3

April 16: Capitalism and Reform in Early 20th Century America

Reading: Loewen, chapter 8

Sources: "No Way Out. . ."; "Rosenfeld's Requiem"; "The Jewish Daily Forward Reports. . ." (all HM)

Sites: Child Labor in America; The Triangle Shirtwaist Factory Fire; Coal Mining in the Gilded and Progressive Age; Like A Family: The Making of A Southern Cotton Mill World; Temperance and Prohibition

April 18: Votes for Women!

Sources: "The Solitude of Self"; "Jailed for Freedom";

Sites: Women of Protest; By Popular Demand: 'Votes for Woman's Suffrage Pictures. . .'; Votes for Women: Selections from the NAWSA Collection. . .; Emma Goldman Papers

April 20: "Safe for Democracy"

Sources: "Wilson's Declaration of Neutrality," "America must be a special example. . ."; "Peace without victory. . ." 22 January 1917; "Wilson's War Message"; "Senators Norris and LaFollette Oppose. . ." "US Espionage Act. . ." (World War I Document Archive); "The Schenck Case" (DH) ; "New Faces" (HM);

Sites: WWI Document Archive; The First World War: The War to End All Wars;

Week 4

April 23: The Great Depression

Reading: Loewen, chapter 10

Sites: America from the Great Depression to the New Deal; "Bound for Glory: America in Color, 1939-1943; Studs Terkel, Conversations with America/ "Hard Times" American Life Histories: Manuscripts from the Federal Writers Project, 1936-1940; Voices from the Dust Bowl

April 25: FDR and the New Deal

Sources: FDR First and Second Inaugural Addresses (Avalon Site);

Sites: New Deal Network; By the People: Posters of the WPA

April 27: Mid-term Exam

Week 5

30 April: The Greatest Generation: World War II and the Apex of American Power

Sites: Terkel: Conversations with America/ The Good War; Experiencing War: Stories from the Veterans History Project; The Perilous Fight: America's WW II in Color; After the Day of Infamy; Oral History of World War II

2 May: The Civil Rights Revolution (I)

Sites: Without Sanctuary; Remembering Jim Crow; The History of Jim Crow; Densho: The Japanese American Legacy Project; Ansel Adams: Photos of Manzanar

4 May: The Civil Rights Revolution (II)

Sites: FOIA Electronic Reading Room; Civil Rights in Mississippi; Central High Crisis: Little Rock in 1957

Week 6

7 May: The Consumer Society/The Phenomenon of Mass Culture

Reading: Carson, *Silent Spring*, chapters 1-5.

Sites: Inventing Entertainment: Early Motion Pictures. . .; Emergence of Advertising in America; Fifty Years of Coca Cola Advertising; Living Room Candidates; Ad@Access

9 May: The Gender Revolution

Readings: Carson, chapters 6-10

Sources: “No Gods, No Masters. . .”; “No Snuggling: Sex Talks for Young Girls”; “Inventing Homosexuality”; “The Great Prevalence of Sexual Inversion. . .” (all HM)

Sites: Margaret Sanger Project; The Pill; The Commercial Closet;

11 May: Cold War America

Reading: Loewen, chapter 8

Sources: NSC-68 (Fed of American Scientists.org);

Sites: CIA Electronic Reading Room; National Security Archive; The Real Thirteen Days: The Hidden History of the Cuban Missile Crisis

Week 7

14 May: Rachel Carson’s Silent Spring (I)

Reading: Carson, (finish)

16 May: Rachel Carson’s Silent Spring (II)

Sites: RachelCarson.org;

18 May: Vietnam and American Memory (I)

Sites: The Wars for Vietnam; The American Experience: Vietnam On-Line

Week 8

21 May: Vietnam and American Memory (II)

Reading: Loewen, chapter 9

Sites: Hard Hat Riots

23 May: Cesar Chavez and the Chicano Movement (I)

Sources: interview with Chavez, on Terkel, Conversations. . .; “The Cycle of Poverty” (HM); “In the Shadow of Society. . .”(HM);

25 May: Cesar Chavez and the Chicano Movement (II)

Readings: “Chicanismo,” in Digital History/Mexican-Americans, chapter 10;

Sources: on Chavez and Dolores Huerta, FOIA Electronic Reading Room

Week 9

28 May: Memorial Day

30 May: The Feminist Movement

Sites: Documents from the Women’s Liberation Movement; American Women Homepage; Jewish Women’s Archive

1 June: Reagan’s America

Sources: Living Room Candidate; Photo-Op; A Warning; Pornography Hearings (HM);

Sites: Ronald Reagan Presidential Library

Week 10:

4 June: The Meaning of Globalization

Sites: WTO History Project; Making the Mac

6 June: 9/11 as History

Sources:

Sites:

8 June: Review

