

STETSON UNIVERSITY  
Program in American Studies and Department of History

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HIST 152H (CRN#4920)  
Spring 2014  
MW 11-11:15  
Davis 209

**American History II**

*a survey of United States history since 1865, and a historical inquiry (H) course*

Goals of the Course

This course is an opportunity to learn about the modern United States. We will approach this learning goal in three ways: with learning about the facts of this history, with students developing their own interpretations about these facts, and with assignments designed to facilitate each student's ability to explain facts and interpretations in oral and written work. I summarize these goals with three key words: information, agency, and explanation.

The course includes a variety of texts and methods: The central reading provides a factual and narrative core; students will also meet works of analysis, literature, and entertainment, including examples of private writings, journalism, pamphlets, poetry, speeches, legal briefs, policy statement, various media texts, and other primary and secondary sources. Limited lecture time will provide overviews, and more class time will be interactive to promote student understanding with discussion, presentations, debates, role playing, and the use of audio and visual materials. Within these records of the past as lived, the historical actors we will meet include a full range of people of different regions, races, ethnicities, religions, genders, and classes who have been part of the American experiment. Throughout, we will consider a spectrum of ideological views, each backed by often-clashing values commitments. Whether you have grown up in this country or you are visiting, *welcome to modern America*, with this course as your guided tour. I and students with a range of different majors, career goals, and life plans, can all join together for this enterprise for evaluating the modern US: HIST152H, a user's guide to the USA, where it has been, what problems it has managed and generated, and what it has to offer.

There will be a consistent emphasis on your development of thinking, reading, writing, and speaking skills. Please fill out a card so I can begin to get to know your academic interests right away.

Course Requirements and Grading

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|--|----------------------|
| -Attendance, Talking Points, involvement in discussions<br>and projects, Explorations, and One-Page Essays | } 20% of final grade |
| -One Paper including preparatory work  | 20%                  |
| -Two Mid-Term Exams  | 20% each             |
| -Final exam  | 20%                  |

Extra Credit: Attend a related event, write a one-page essay, and briefly report your experiences to class; and/or arrange to make a class presentation on your research paper in relation to a particular day's topic.

*I assume academic honesty.* Anything less will be taken seriously at the department and university levels. Your work for this class must be your own, with quotations or references to the work of others clearly cited. On this topic and for ways to improve writing, you have resources from this class and at the Writing Center, Maggie Herb, Director, [mherb@stetson.edu](mailto:mherb@stetson.edu), located in the library near the East Room computer lab, [writingcenter@stetson.edu](mailto:writingcenter@stetson.edu), 822-7717; and the Academic Success Center, Stacy Collins, Director, and April Thompson, Assistant Director, [www.stetson.edu/asc](http://www.stetson.edu/asc), [asc@stetson.edu](mailto:asc@stetson.edu), [scollin1@stetson.edu](mailto:scollin1@stetson.edu), 822-7127, 209 East Bert Fish (behind the CUB in between the Pi Phi House and the Honors House, for mail: 421 N. Woodland Blvd, Unit 8366, DeLand, FL 32723).

If you anticipate barriers related to the format or requirements of this course, you should meet with me to discuss ways to ensure full participation and your best work possible. If disability-related accommodations are necessary, please register with the Academic Success Center and notify me of your eligibility for reasonable accommodations. You and I along with the Academic Success Center will plan how best to coordinate accommodations.

Have you noticed that small class sizes are rare in this world? How can you make use of this resource? Because so much of this course involves exchange of ideas in class and consideration of subtle

values, I look forward to your views on this and more; your *attendance and participation* are crucial parts of your learning and make up a significant part of your grade. There are many forms of participation, including careful listening, reviewing notes after class, writing the One-Page Essays, and especially questions and discussion in class (as facilitated by all of the above). To help insure that your participation encourages your learning, every student is required to bring to every class, a *Talking Point, a topic or question derived from the day's reading, with a page reference* to help everyone follow your insight; extra credit for finding ideas that express the theme or themes of the reading! More than three unexcused absences will be reported to the administration and put your grade in jeopardy.

The *One-Page Essays* are places for you to capture your thoughts, practice writing, and prepare for class; in class, they can serve as a basis for comments and questions. The essays can allow you to test out ideas you are exploring, maybe even serving as your own experiments for longer writing assignments; they are practice in the art of explanation. I encourage you to write, even if only briefly, every time you do some work for the class (before or after class, after reading, or after a project). In addition to this general advice, there are *ten one-page essays* due as part of your participation grade—that is, one per week (allowing for a few crazy weeks!). Turn them in during the week of the material discussed; *Essays submitted late will contribute to a lower Participation grade*. Write a paragraph on one typed page in response to the class material; include your *report* on what you've learned and your *response* in evaluation of its facts and interpretations. This type of assignment will also be *a way to make up for excused absences* (that way, if you miss a class, you don't miss the material or fall behind).

The class-time *Explorations* (EXPs) will be student-led presentations for review of course readings, leadership of discussions, and pursuit of further insights; they are also exercises in the skill of oral communication, and contributions to the learning experience of all course members. The format will vary with the material involved, and with your thoughtful suggestions; in general, please choose small groups for each EXP, choose key readings generally of 30-40 accessible pages for your fellow students, present an overview with your theme(s) about the material, plan discussion questions, and be prepared for more questions. I will meet with each EXP group a few days before the event.

The work of the *Research Project* will grow during the semester; these *Writing Steps* on your own research project are separate from the ten One-Page Essays on the shared course material:

-Step 1, One Key Book: during the first month, think of topics and questions related to the course and that you find interesting; you may find a live issue in relation to your life, coursework, major, career goals, or avocational interests. In history, cultural studies, and related fields, books are the premier cultural products for good quality research and evaluation; find a history book on your topic, one that will help you answer your questions. *Turn in the citation of your book, with a one-page explanation about why you find it interesting, how it relates to the course, and what it is arguing about your topic.*

-Step 2, More Sources in Relation to Your Book: in the next few weeks, use the library and other resources to consult more related texts, including primary and secondary sources, to supplement your book; find about six of the following: encyclopedia entries (especially helpful when beginning), book reviews (especially helpful for understanding your book in relation to other texts), journal articles (academic evaluations), government documents (usually official statements), web pages (ranging from general information to convenient service as platforms for the other sources), newspapers and magazines (good for contemporary perspectives on your topic), audio-visual material (texts and artifacts using more than words), and/or interviews (for first-hand perspectives). *Turn in a one-page statement of the relation of these sources to your book, and how they illuminate your topic and your emerging theme;* and

-Step 3, The Final Paper: In addition to reporting on your topic, be sure to evaluate your sources (about six) with expression of your theme, using facts and explanations to support your interpretation. During the last week of classes, *turn in your final written Research Paper of 10 typed pages*—earlier is welcome!

The *Midterms* will be essay questions that ask you to analyze the material of the course. The *Final Exam* will also be in essay format; one part of it will be a "second mid-term" and the other will be comprehensive. To encourage improvement, turn in your earlier writing with each successive writing assignment. In grading oral and written work, I will emphasize your understanding of the material, the persuasiveness of your argument, and your clarity of presentation (see Learning and Writing Guides below). Please print on used or two-sided paper and turn it in clipped, without any folders or binders.

The course is *carefully designed* with connection of class time and work at home, including all oral and written assignments, and with a comprehensive curriculum to encourage good learning at each step. Please see the *American Studies Web Page*, <http://www.stetson.edu/artsci/american-studies/>, for

many postings designed to help you do your best work for this class and in general. In particular, click on Faculty >my name >Teaching, or go directly to <http://www.stetson.edu/artsci/american/pcteaching.php> to see the Learning Guides, namely, the guides to learning, research, writing, discussing, speaking, and grading. On the same department web page, at the Learning By Doing link > Work to Learn/Learn to Work, or by going directly to <http://www.stetson.edu/artsci/american-studies/worktolearn.php>, see tips on ways to use your Stetson education in preparation for later life and career, and see the American Bar Association's Guide to Legal Education with suggestions about use of an undergraduate education in getting ready for law school, with ideas that also apply to other post-graduate training and job settings. Blackboard: This computerized bulletin board will be a place to post course information, including web references for class work and research, assignments and requirements, recent updates, and more; "Information" has general information and "Content" has particular readings.

Books for Purchase:

- Roark, et al., The American Promise, Concise Edition, Volume 2: From 1865, 5/e (if you can find The American Promise in the Compact Edition, Volume 2: From 1865, 4/e, that could work as well)
- John Willis Menard, Lays in Summer Lands
- Scott Miller, The President and the Assassin
- Michael Topp, The Sacco and Vanzetti Case
- Meg Jacobs and Julian Zelizer, Conservatives in Power

**Schedule of Topics and Readings**

<u>Date</u>	<u>Topics</u>	<u>Requirements</u>
M Jan 13	Introductions	the American Experiment
W Jan 15	Yankees All?	Roark, ch 16
F Jan 17	African American Uplift	Menard, ix-xii and 90-121
M Jan 20:	No Class in honor of Martin Luther King, Junior	
W Jan 22	Poetic Voice and Social Change	EXP 1: Menard, 3-88 and 122-143
F Jan. 24	Empire Without Colonies	Roark, ch 17
M Jan. 27	Imagining the West	film; Step 1: <i>page on key book</i>
W Jan 29	Exuberant Growth	Roark, ch 18
F Jan 31	Crucible Cities	Roark, ch 19
M Feb 3	Between Science and Religion	film: Telegrams from the Dead
W Feb 5	Contested Territories	Roark, ch 20
F Feb 7	From Two Americas	Miller, chs 1-3
M Feb 10	Imperial Adventures	Miller, chs 5, 6, 10
W Feb 12	World Stage	Miller, chs 23-26
F Feb 14	Legacies of Empire and Anarchy	Miller, chs 33, 34, afterword
M Feb 17	Dawn of the American Century	EXP 2: Miller, Stories, and Trends
W Feb 19	Super Salesman	film: Mr. Sears's Catalogue
F Feb 21	To Clean Up America	Roark, ch 21
M Feb 24	History in Lightning	film: The Birth of a Nation; <i>midterm exam</i>
W Feb. 26	Democracy and Geopolitics	Roark, ch 22
F Feb 28	2-D Celebrities	film: Charlie Chaplin
**Mar. 3-7: Spring Break		
M Mar. 10	Boom and Bust	Roark, ch 23
W Mar 12	Immigrants and Anarchists	Topp, Part I, especially vii-ix, 1-19, 25-31, 36-51
F Mar 14	2 Americas: Fairness and Security	EXP 3: Sacco and Vanzetti: Ideologies on Trial
M Mar 17	Can Capitalism Bend?	Roark, ch 24
W Mar 19	Arsenal of Democracy	Roark, ch 25
F Mar 21	Yesterday's Tomorrows	film: World of Tomorrow; Step 2: <i>page on sources</i>
M Mar 24	Permanent Alert	Roark, ch 26
W Mar 26	Women and Sports	film: A League of Their Own, the documentary
F Mar 28	Mass Culture, Mass Awakening	Roark, ch 27
M Mar 31	An Earthquake of Values	Roark, ch 28

W Apr 2	Military Containment	Roark, ch 29
F Apr 4	Toward Stalemate	film: Vietnam
M Apr 7	Conservative Revolution	Roark, ch 30
W Apr 9	Ideology from the American Grain	Jacobs and Zelizer, through p. 41
F Apr. 11	Exerting Power	Jacobs and Zelizer, pp. 41-61
M Apr 14	Purity or Power?	EXP 5: Jacobs and Zelizer, and transformed debate
**Apr 15: Showcase day: experiencing student presentations—and planning for your own		
W Apr 16	Globalization and Its Discontents	Roark, ch 31
**Apr 18: no classes: Good Friday: Private Sources interviews on recent American history		
M Apr 21	Survey Sweep, and fine grains	reports on interviews
W Apr 23	People's choice, planning	debate of ideologies, movie with commentary, presentations on research, or other suggestions... for summarizing and evaluating recent American history; finalize paper due soon
F Apr 25	People's choice	
M Apr 28	People's choice	
W Apr 30	People's choice	Step 3: <i>Paper due</i>
May __	The Modern USA...in the making	<i>final exam</i>