STETSON UNIVERSITY

Program in American Studies and Department of History

**American History II**

*a survey of United States History since the 1860s, and a Historical Inquiry (H),*

*African Studies (AFST), Gender Studies (GEND), and Writing Intensive (WI) course*

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Office Hours: MWF 10-12 , TuTh 1-3 Spring 2016

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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 statements, various media texts, and other primary and secondary sources. Limited lecture time will provide contexts, and more class time will be interactive to promote student understanding with discussion, presentations, debates, role playing, and the use of audio-visual materials. Within the 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 in this enterprise for evaluating the modern US: HIST152H, a user’s guide to the modern US of A, 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 at a glance—and see next paragraphs for specifics:

-Participation: Attendance, daily Talking Points, }

10 One-Paragraph Posts, and 5 One-Paragraph } 20% of final grade

Responses, EXPs, and class involvement }

-Research Project 20%

-Two Midterm Exams 20% each

-Final Exam 20%

Extra Credit

-Attend related campus and community events, write a One-Page essay, and briefly report your experiences to class.

-Write an article for publication on a topic related to class work in a local outlet (The Reporter, The Beacon, …) or further afield, geographically or digitally: go beyond reading other people’s journalism by producing your own! See my publications for examples of public intellectual writing (citizen response to cultural and political issues using academic insight to shed light on public questions), on PubClassroom.com.

One-Page Essays will also be *a way to make up for any excused absence*, by *adding* an essay dealing with the missed class day (please keep these distinct from the One-Paragraph Posts and Responses).

*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 (see the *American Studies Web Page* cited below), and at the Writing Center, Leigh Ann Dunning, Director, [ldunning@stetson.edu](mailto:ldunning@stetson.edu); <http://www.stetson.edu/other/writing-center/>; M-Th 12-10pm, F 12-3pm, Su 3-6pm, 822-7714, located in the library, first floor, east side; and the Academic Success Center, Stacy Collins, Director, [asc@stetson.edu](mailto:asc@stetson.edu); [scollin1@stetson.edu](mailto:scollin1@stetson.edu), 822-7127, second floor of library; [www.stetson.edu/asc](https://email.ad.stetson.edu/owa/redir.aspx?C=LOzg4kq9YUeoouGnIeuSkHmbN83pZ9AIsIIdn-lws3g0xY2w7craGAyPvmMH--Rq2ENOyTzdRfc.&URL=http%3a%2f%2fwww.stetson.edu%2fasc).

If anyone anticipates barriers related to the format or requirements of the course, she or he should meet with me (same for any of your instructors) to discuss ways to ensure full participation. If disability-related accommodations are necessary, please register with the Academic Success Center and notify me of your eligibility for reasonable accommodations. I can work with you and the Center to plan how best to coordinate accommodations.

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, 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, as listed above, and these also include careful listening, reviewing notes after class, and especially questions and discussion in class (as facilitated by all of the above). Much of class time will build on your reading and will link to in-class projects and films. More than three unexcused absences will be reported to the administration and put your grade in jeopardy.

Etiquette is a word for the *rules of courtesy* in social settings. They are simple; for some, they are assumed; operating without them in class can undercut the learning environment for you and for the whole group. Everyone may be late once in a while or need to step out during class time occasionally, but please plan ahead and keep these to a minimum. Cell phones and texting may be necessary for the rare emergency, but otherwise, they have no role in class. Computers and other technology can be useful for academic purposes, especially for taking notes, but please avoid classroom use of these powerful tools for any non-academic purpose. Attention is a precious commodity, especially in the modern world with its abundance of information; and attention is a fundamental key to learning. Cultivation and refinement of your attention is yet another way that class is preparation for the work world. Small classes allow, in effect, maximum use and development of attention. In addition to these general observations, more than a few of these burdens on our learning environment will be counted as an absence.

The *Talking Points* are daily in-class assignments, based on each day of reading. Prepare for class by preparing an idea to talk about in seminar discussion, based on a three-part goal, summarized as the QTQ, a *Quotation*, a reference to the *Theme* of the reading, and your *Question* for further analysis, reflection, or exploration. In other words, *Q, Quotation*: identify a part of the reading that you find particularly significant, and specify the page and portion of the page where you found it (so all seminar participants can follow your references!); *T, Theme*: explain how these words express a significant point about the reading as a whole; and *Q, Question*: consider what other ideas these references and thoughts suggest in comparison with your own experience or other reading. Please use the “technology” that works for you to have your Talking Point ready every day: notes in your notebook or on a 3x5 card, digital text on your computer or alert on your smart phone, or other platform for carrying these daily, brief, oral assignments, and making them ready for use.

The *One-Paragraph Posts* are places for you to capture your thoughts, practice writing, and prepare for class or later writing. It is good 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—use your agency to find the study technique that works for you!). In addition to this general advice, there are *ten One-Paragraph Posts* as part of your participation grade due by Friday’s class every week to cover an aspect of the material of that week; *Paragraphs posted late will contribute to a lower Participation grade.* Please post your Paragraph on Blackboard: At the home page for this course, go to Discussions link, which opens a page called Discussion Board. Each week, click on the identifying date of the Forum, and once there, 1-click on the Create Thread button to write your Post, and 2-click on the Subscribe button to receive email alerts about new Posts. For help, go to Home for this course, and click on Help, or go directly to <https://en-us.help.blackboard.com/Learn/9.1_2014_04/Student>, or contact Terry Grieb, [TGrieb@stetson.edu](mailto:TGrieb@stetson.edu), 822-7193. To write your post, please follow the advice under Talking Points above, and in this paragraph, which is a unit of explanation, elaborate on your point, based on what you have read, on class time, and on feedback on your thoughts.

The *One-Paragraph Responses* are places for interactive learning. Please respond to someone else’s Post five times, with at least one each month. *Responses posted late will contribute to a lower Participation grade.* Please post your Response on Blackboard: As with the other Posts, go to the Discussion Board; click on date of the Forum, then click on the thread; choose a Post, click on Collect, then Reply, and write your reply.

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 of about 20 pages (from the common readings or related material) for your fellow students, present an overview with your theme(s) about the material, plan discussion questions, and be prepared for seminar interaction. Members of each EXP group should meet with each other to plan this course material, and inform the class at least 24 hours before the presentation; and each EXP presenter should make your One-Paragraph Post a summary of your goal for the day. For more information, see Blackboard > Information, Preparation for EXPs.

I will evaluate your Participation with *comments* designed to help your improvement, based on the guides to learning and writing (see the *American Studies Web Page* cited below), and with a *Preliminary Participation Grade* about week 3-4 of the semester. The short oral and writing assignment are designed to help you practice your arts of explanation before putting them to work for the longer writing assignments later in the semester

The work of the *Research Project* will grow during the semester, and these *Writing Steps* on your own research project are separate from the ten One-Paragraph Posts and Responses on the shared course material; see *due dates for these Steps* in the Schedule below:

-*Step 1*, *One Key Book*: During the first month, think of topics and questions related to the course and that you consider interesting; you may find a live issue in relation to your life, coursework, major, career goals, or avocational interests; and some ideas can emerge from browsing in the library, on the web, and/or on pages I provide on Blackboard. In history, cultural studies, and related fields, books are the premier cultural products for good quality research and evaluation; find an authoritative book on your topic, one that will help you answer your questions. *Turn in the citation of your book, with a one-paragraph explanation about why you find it interesting, how it relates to the course, what it discusses (its topic), and what it is arguing (its theme).* In a sense, this is an assignment for starting to answer your questions, by exploring it using a model in the art of explanation.

-*Step 2*, *The Book in Relation to More Sources*: 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 *at least two* of the following: book reviews, journal articles, encyclopedia entries, government documents, web pages, newspapers and magazines, audio-visual material, and/or interviews; for different topics, different sources will be most valuable. *Turn in a one-paragraph statement of the relation of these sources to your book, and how they illuminate your own paper’s topic and emerging theme*. In other words, How has your topic evolved with more research, and what is your current expression of theme about your questions?

-*Step 3, Seminar Roundtable*: With a completed draft of your research paper, present a brief report of your topic, your theme, and its significance for understanding modern American history. *These brief oral presentations can be a way for you to hear your own work to alert yourself about what reporting or explaining you might still need*. This step gives you some final practice with your topic and theme before submitting your paper.

-*Step 4,* *The Final Paper*: After researching about your topic in at least 6 sources (your book and five more sources), write a paper that explains your theme. In addition to reporting on your topic, be sure to evaluate your sources with expression of your interpretive point of view, using facts and explanations to support your interpretation. With this paper, you will be answering your questions. At the end of the semester, *turn in your final written Research Paper of* *10 typed pages*—earlier is welcome!

The *Midterms* will be sets of essay questions for you to answer with explanations about the material of the course. The *Final Exam* will also be in essay format; one part of it will be a *“Second Mid-Term”* (on the second half of the semester) and the other will be *Comprehensive* (on the whole semester).

Turning in previous papers with your next papers will help me gear my comments to the development of your writing—and help you get a better grade! In grading oral and written work, I emphasize your understanding of the material, the persuasiveness of your argument, and your clarity of presentation (again, see *American Studies Web Page*). When printing, use used or two-sided paper and turn in your work with a paperclip, but without any folders or binders.

All the assignments involve careful thinking and writing. Please see the *American Studies Web Page*, <http://www.stetson.edu/artsci/american-studies/>, for many posts designed to help you do your best work in the course and in life in general. In particular, click on Faculty > my name > Teaching > Guides to Learning, or go directly to <http://www.stetson.edu/artsci/american-studies/pcteaching.php>, for the guides to learning, research, writing, discussing, speaking, and grading. On the same Program web page, at the Learning By Doing link > Work to Learn/Learn to Work, or go 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 bibliography, *the Class Use page for material used in class*, assignments, recent updates, and more; see “Information” for general information and “Content” for particular readings and assignments, and see Schedule below with indication of readings available on Blackboard (Bd), with extra copies in my office (Oc) for lending or putting on reserve:

-Roark, et al., The American Promise, A Concise History, ch 16

-John Willis Menard, Lays in Summer Lands (Oc)

-Jeffrey Moran, The Scopes Trial (Oc)

-Richard Etulain, César Chávez (Oc)

-Meg Jacobs and Julian Zelizer, Conservatives in Power (Oc)

Books for Purchase; with recommended purchases, we will be reading a portion of the books (available on Blackboard), with more parts recommended, as indicated by REC in the Schedule below:

-Roark, et al., The American Promise, A Concise History, Volume 2: From 1865, 5/e

-John Willis Menard, Lays in Summer Lands (Oc)

-Scott Miller, The President and the Assassin

-Jeffrey Moran, The Scopes Trial, recommended (Oc)

-Richard Etulain, César Chávez, recommended (Oc)

-Meg Jacobs and Julian Zelizer, Conservatives in Power, recommended

On Web, with these links indicated by Web in the Schedule below:

-Thomas Alva Edison, primary footage of Spanish-American Wars, <https://www.youtube.com/watch?v=F9fxS86QjuE>

-Crucible of War, <https://www.youtube.com/watch?v=8g8NpQsmxj4>; also available, with about 5 minutes less at the beginning, as “The Spanish - American War - An Important Milestone in U.S. History (American Imperialism),” <https://www.youtube.com/watch?v=2fg_oQGewHM>; for background information, see <http://www.imdb.com/title/tt0910857/>; and more, <http://gidicoded.com/site_video-download.xhtml?get-id=2fg_oQGewHM&title=The-Spanish--American-War--An-Important-Milestone--in-US-History-American-Imperialism>; see especially segment starting at 29 min, first steps toward war; at 1:08, on San Juan Hill; at 1:19:45, the Philippine Insurrection

-Sampling of works of Charlie Chaplin:

<http://www.dailymotion.com/video/x26vlw9_charlie-chaplin-city-lights-1931_shortfilms>: from City Lights

<http://www.youtube.com/watch?v=79i84xYelZI>: from Lion’s Cage

<http://www.dailymotion.com/video/x27651h_the-rink-charlie-chaplin-1916-full-free-movie_shortfilms>: from The Rink

<https://www.youtube.com/watch?v=gY0DOnNK3Wg>: eating his shoe, from Gold Rush

<http://www.youtube.com/watch?v=ufeMOIYUgBU&feature=related>: escape from police

<http://www.youtube.com/watch?v=xoKbDNY0Zwg>: Table Ballet

<http://www.youtube.com/watch?v=7L1cFwPVKLQ&feature=related>: greatest dancer

<http://www.youtube.com/watch?v=QcvjoWOwnn4>: from Great Dictator, a speaking role

…. And many more Chaplin’s movies are also available elsewhere

-The Middleton Family at the New York World’s Fair, Flushing Meadows, Queens, NY, 1939, 6 parts, starting with <http://www.youtube.com/watch?v=s50rpbVkdHk&list=PL2EE666BD58362546>

**Schedule of Topics and Readings, with Requirements for Assignments to Read for that Day**

Date Topics Requirements & recommendations (REC); due dates in *italics*

1. **Sections United and Competing**

M Jan 11 Introductions the American Experiment

W Jan 13 Yankees All? Roark, ch 16

F Jan 15 African American Uplift Menard, ix-xii and 90-121

\*\*M Jan 18: No Class in Honor of Martin Luther King, Junior

W Jan 20 Poetic Voice and Social Change *EXP 1*: Menard, 3-88 and 122-144

F Jan 22 Empire Without Colonies Roark, ch 17

M Jan 25 Imagining the West film: Angel and Badman; *Step 1:* Page on Book

W Jan 27 Exuberant Growth Roark, ch 18

F Jan 29 Crucible Cities Roark, ch 19

1. **Participatory Democracy or Corporate Cornucopia?**

M Feb 1 Between Science and Religion film: Telegrams from the Dead

W Feb 3 Contested Territories Roark, ch 20; REC: Edison and Crucible of War films (Web)

F Feb 5 From Two Americas Miller, chs 1-3, REC: ch 4

M Feb 8 Imperial Adventures Miller, chs 5, 6, 10, 12, 14, REC: chs 7-9

W Feb 10 World Stage Miller, chs 23-26, 28, REC: chs 16, 19-21

F Feb 12 Legacies of Empire and Anarchy Miller, chs 28, 33, 34, afterword, REC: chs 29-30

M Feb 15 Dawn of the American Century *EXP 2*: Contesting American Direction, home and abroad

W Feb 17 To Clean Up America Roark, ch 21

F Feb 19 Democracy and Geopolitics Roark, ch 22

M Feb 22 Boom and Bust Roark, ch 23

W Feb 24 Super Salesman film: Mr. Sears’s Catalogue; *Midterm Exam*

F Feb 26 History in Lightning film: The Birth of a Nation

\*\*Feb 29-Mar 4: Fall Break (interviews on personal experiences of American history)

1. **Global Growth and Growing Pains**

M Mar 7 Cultural Camps Moran, 1-24 & images in whole introduction, 87-93, 103-105, 153-161, 171-179, 189-192, 202-3, 212-14; REC: 24-72, 74- 87, 93, 99-100, 139-46, 164-66

W Mar 9 2-D Celebrities film: Charlie Chaplin (Web)

F Mar 11 Can Capitalism Bend? Roark, ch 24

M Mar 14 Yesterday’s Tomorrows film: World of Tomorrow; *Step 2:* Paragraph on More Sources

W Mar 16 Arsenal of Democracy Roark, ch 25

F Mar 18 Permanent Alert Roark, ch 26

M Mar 21 Comprehending the Past review and research

W Mar 23 Women and Sports film: A League of Their Own, the documentary

\*\*F Mar 25: No Class in Honor of Good Friday (interviews on personal experiences of American history)

M Mar 28 Mass Culture, Mass Awakening Roark, ch 27

1. **Rights Consciousness and Values Divides**

W Mar 30 Seeds of Polarization Kathy Bracewell, Madison, MI, 1960s; War at Home film

F Apr 1 Americanizing the War Vietnam, a TV History: LBJ Goes to War

M Apr 4 An Earthquake of Values Roark, ch 28

W Apr 6 Military Containment Roark, ch 29

F Apr 8 The Dispossessed Find Voice Etulain, 1-35, 53-73, 81; REC: 35-40, 42-43, 82-116

M Apr 11 Farm Workers past and present Farmworker Association of Florida

\*\*Tu Apr 12: Showcase day: experiencing student presentations—and planning for your own

W Apr 13 Conservative Revolution Roark, ch 30

F Apr 15 Exerting Power Jacobs and Zelizer, pp 1-20, 28-45, 54-61, 86-8, 110-11, 126- 28, 164-68, 203-05; REC: 20-28, 45-53, 72-74, 114-17, 220- 22, 233-5

M Apr 18 Globalization, and its discontents Roark, ch 31

W Apr 20 Purity or Power? *EXP 3*: conservatism and transformed debates

1. **Making History, Past and Present**

F Apr 22 Private Sources reports on interviews (see Feb 29-Mar 4 and Mar 25)

M Apr 25 Seminar Roundtable *Step 3*: Research Presentations

W Apr 27 Seminar Roundtable *Step 3*: Research Presentations; *Step 4:* Research Paper due

May \_\_ The Modern USA…in the making *Final Exam*