University of Wisconsin-Whitewater

Curriculum Proposal Form #4A

# **Change in an Existing Course**

Type of Action (check all that apply)

Course Revision (*include course description & former and new syllabus)*  Grade Basis

Contact Hour Change and or Credit Change  Repeatability Change

Diversity Option  Other:

General Education Option

area:  **\***

\* Note: For the Gen Ed option, the proposal should address how this course relates to specific core courses, meets the goals of General Education in providing breadth, and incorporates scholarship in the appropriate field relating to women and gender.

**Effective Term**:

**Current Course Number** (*subject area and 3-digit course number*): HISTRY 125

**Current Course Title**: AMERICAN HISTORY SINCE 1877

**Sponsor(s)**: Nikki Mandell & Mark Boulton

**Department(s):** History

**College(s):**

**List all programs that are affected by this change:**

**NA**

If programs are listed above, will this change affect the Catalog and Advising Reports for those programs? If so, have Form 2's been submitted for each of those programs?

(Form 2 is necessary to provide updates to the Catalog and Advising Reports)

NA  Yes  They will be submitted in the future

Proposal Information: ([***Procedures for form #4A***](http://www.uww.edu/acadaff/ucc/Procedures_form4A.docx))

1. **Detailed explanation of changes** (use FROM/TO format)

***FROM: Course carries GH credit***

***TO: Course carries GH and Diversity credit***

## Justification for action

The first half of the American History survey course (HISTRY 124) was updated and revised to reflect new historical scholarship effective Spring 2006. That curriculum revision added Diversity credit to the HISTRY 124 course. This curricular change proposal will complete the department’s update to the American History survey sequence, bringing a wealth of new scholarship on race and ethnicity into the second half of the American History survey (HISTRY 125). This is a long-overdue revision that will both bring thematic continuity to the 124-125 sequence and ensure that the cultural diversities and conflicts in the post-1877 American experience are as well-studied as more traditionally studied political events. In essence, the revised curriculum better reflects current historical scholarship, which recognizes and examines the ways in which race/ethnicity, class and gender are inherent factors shaping all aspects of the American story.

Major revisions in the curriculum include:

* Embedding the following driving questions into the choice of weekly class topics and readings:
  + How did differences of race/ethnicity, gender and class affect the ways in which Americans experienced this event or era?
  + How did race/ethnicity, gender and class affect the choices Americans made and the ways in which they acted during this event or era?
* Examples of the differences that arise when these driving questions serve as the foundation of study include:
  + Reconstruction era (1865-1890s): Traditionally this is a political study of the re-admission of the Confederate states into the Union, and of the conflicts erupting over the political activities of Radical Republicans seeking to ensure “citizenship” rights to the freedmen and white Southerners seeking to recreate the racial hierarchy of the slave era. In addition to these important political developments, this new curriculum will include a study of the development of African-American communities in the post-bellum decades and their difficult struggles to resist the constraints of the new Jim Crow system.
  + Progressive era (1890s - 1920): Traditionally this is a study of the emergence of the “regulatory state” as a response to the problems arising with industrial modernization. This curricular revision deepens and broadens that story to examine the ways in which women shaped this public agenda of progressive era reform, successfully arguing that gendered notions of Victorian domesticity and moral authority offered the needed solution to the problems of industrial America.
  + Great Depression era (1929-1940): Traditionally this is a study of the decline in economic activity, unemployment, and the rise of a more activist national government. This curricular revision, which includes readings on both African-American and Japanese-American experiences, will help students understand the ways in which different communities experienced this shared crisis.
* Book Review assignment based on student reading of historical memoirs. Each of the selected memoirs presents a deep examination of a particular racial/ethnic community on its own terms and at a particularly significant juncture in the larger story of American history: Galarza, *Barrio Boy* (Mexican and Mexican-American community development in California and the larger process of immigration and “becoming American”); Uchida, *Desert Exiles* (Japanese community life in the pre-World War II era and the race/ethnicity-based violations of civil liberties during WWII); Crow Dog, *Lakota Woman* (Lakota-Sioux identity and family life in the mid-20th century and the struggle for Native American sovereignty rights); Moody, *Coming of Age in Mississippi* (growing up in the in Jim Crow South of the mid-20th century and the early “awakening” and activism of the southern phase of the modern Black civil rights movement). In addition to their thick descriptions of ethnic community customs, values and experiences, each of these memoirs offers equally rich material for understanding the intersections of race/ethnicity and gender, as well as class – themes that will be developed in class discussions and book review assignments

1. **Syllabus/outline** (if course revision, include former syllabus and new syllabus)

**See Attached – (a) Current syllabus**

**(b) New syllabus**

**(c) Bibliography to support substantially new course themes**

**ATTACHMENT – (A)**

**CURRENT SYLLABUS**

**History 125: American History Since 1877**

**University of Wisconsin-Whitewater**

**Spring 2010**

**Hyland 1317**

Dr. J. Mike Crane

Office: White Hall 210 Email: cranej@uww.edu Office Phone: 262-472-5154 Cell Phone: 773-220-9888

Office Hours: Mon. & Wed. (12:30-2:00), Tues. & Thur. (1-2), and by appt.

“Asking questions is not a show of ignorance – it’s a display of intellectual curiosity.” Anonymous, Hillsboro, AZ.

**Class Themes**: Citizenship and the changing role of the federal government in the lives of Americans.

**Course Description:**

Through lectures, readings, and discussions, this course explores the history of the United States from 1877 to the 1980s. Obviously, an enormous amount of change occurred in the United States since 1877, and it is simply impossible to cover everything that has happened. I have made choices therefore, that will allow you to see some of the larger themes reflecting those changes (political, social, cultural, and economic) that have taken place in this country over the last century and a quarter. This class pays particular attention to the interconnections of national and international events to Americans’ everyday lives, through the experiences of immigration, war, struggle, political participation, and work.

**Course Objectives:**

The overall goal for this course is for you to gain a quality understanding of United States history since 1877. Upon completion of the course, students will also be able to:

* Trace the major themes of American History since 1877 through the events, issues, and people that shaped them.
* Develop critical thinking and analytical skills through the evaluation of historical evidence.
* Make historical arguments based upon the use multiple sources of historical evidence.
* Draw connections between past events and contemporary issues.
* Examine the tensions between America’s ideals and historical realities.

**Course Texts and Resources:**

Eric Foner, *Give Me Liberty!: an American History*, vol. 2, second edition.

Victoria Bissell Brown and Timothy J. Shannon, *Going to the Source*, vol. 2: *Since 1865*.

Textbook Website: www.wwnorton.com/college/history/foner2

Note: You are not required to use the textbook’s website, but I highly recommend it.

Foner’s book is available through textbook rental, and the Brown and Shannon book is available for purchase at the bookstore.

**Evaluation:**

Exams: This course has two exams, consisting of a midterm and a final. Exams may consist of multiple choice, short answer, and essay questions of varying length. Possible essay questions will be distributed to the class at least a week before the exam is scheduled. Exams must be taken on the date specified. Make-up exams will only be given under exceptional circumstances and are at the instructor’s discretion.

Document Analysis: This course requires each student to complete three document analyses from *Going to the Source*. The student will complete the “Analyzing the Source” section at the end of the assigned chapter. During each week that a *Going to the Source* chapter is assigned, one-half of the class is required to turn in a document analysis for the assigned chapter, based upon the first letter of the student’s last name. ALL STUDENTS are responsible for reading and comprehending ALL the assigned chapters in *Going to the Source*, as exam questions will be drawn directly from these assignments. Moreover, the class will discuss the assigned *Going to the Source* chapter on Wednesdays that they are due. Your document analyses must be **typed**, using complete sentences and proper grammar. Each document analysis is worth 25 points and is graded on thoroughness, proper grammar and mechanics, and demonstration of critical thought. Document analyses are due at the end of class, each week that they are assigned. Any late papers will be immediately deducted 5 points, and an additional 5 points will be deducted for each 24 hours later thereafter. You may email your document analysis to the instructor, if you should happen to miss class the day that your analysis is due, but it must be time-stamped before the end of the class period to be considered “on-time.” See the course schedule for your chapter assignments.

**Attendance and Decorum**

Your attendance in this class works to your favor in two ways. First, much of the material covered in the exams comes from the lectures and discussions during class. Additionally, your Final Exam will contain an essay built upon the general theme of the class and this will mostly be covered in lectures. If you must miss a class, it is in your best interest to borrow someone’s notes so that you will know what is discussed in that session. I will also post the Power Point slide presentations on DL2 after each class. I keep attendance during the semester. You begin the semester with 25 attendance points. You are allowed three absences without penalty. After your third absence, each additional absence results in a deduction of 5 points from your attendance point total. **Warning**: you can have negative attendance points, which will reduce your overall score in the course.

Tardiness: Please make every effort to arrive on time. If you expect to be frequently late because of uncontrollable obligations, please inform me as early as possible so that arrangements can be made to accommodate your situation.

Cell phones: Cell phones need to be turned off during class. Texting, IMing, and other forms of electronic communication are not permitted during class. The entire class will start the semester with 5 bonus points. Each time that a cell phone is spotted in class by the instructor, and acknowledged, the entire class will lose one of these bonus points.

**Other ways to affect your grade:**

Improvement counts. In cases where your semester grade comes to the borderline, regular attendance, positive class participation, and evidence of improvement will be taken into account. I welcome questions at anytime (although I may sometimes put you “on hold” until I conclude a particular point or topic). I do not, however, welcome private conversations between class members while I am lecturing or holding a class discussion. In addition to being rude, such conversations are distracting for other members of the class. If I notice that you are frequently engaging in such private conversations, I will most assuredly note it when determining your final grade.

Asking questions. Professor Crane will randomly solicit questions about the day’s lecture and will award one point of extra-credit to the best question asked by a student.

Not doing your own work. You are responsible for completing all of the course assignments, readings, and exams on the scheduled dates. It is critical to your overall academic success that you only submit your own work at all times. Plagiarism is a serious offense and will result in a 0 (zero) for that assignment and could result in your receiving an “F” for the course.

**Grading:**

Points available in the class: Scale

Midterm: 75 points 300-280 pts. A 239-230 pts. C+

Final: 125 points 279-270 pts. A- 229-220 pts. C

Document Analyses: 75 points 269-260 pts. B+ 219-210 pts. C-

Attendance: 25 points 259-250 pts. B 209-200 pts. D+

Total: 300 points 249-240 pts. B- 199-190 pts. D

189-180 pts. D-

179-0 pts. F

**Weekly assignments: The Instructor reserves the right to modify this schedule.**

Week 1: (Jan. 20) Introductions/Class themes

Week 2: (Jan. 25-27) Gilded Age America

Reading: Foner Ch. 16

Week 3: (Feb. 1-3) America’s Empire

Reading: Foner Ch. 17

*Going to the Source*: Ch. 2 – Last Names (A-L)

Week 4: (Feb. 8-10; **No Class on Wed. Feb. 10**) Progressivism

Reading: Foner Ch. 18

Week 5: (Feb. 15-17) Progressivism

Reading: Foner Ch. 18

*Going to the Source*: Ch. 5 – Last Names (M-Z)

Week 6: (Feb. 22-24) Great War

Reading: Foner Ch. 19

Week 7: (March 1-3) Twenties/Depression

Reading: Foner Ch. 20

Week 8: (March 8-10) New Deal

Reading: Foner Ch. 21

*Going to the Source*: Ch. 8 (A-L)

Week 9: (March 15-17) Exam and Catch up

**Midterm Exam: March 15**

**Spring Break (March 22-24)**

Week 10: (March 29-31) World War II

Reading: Foner Ch. 22

Week 11: (Apr. 5-7) Cold War

Reading: Foner Ch. 23

Week 12: (Apr. 12-14; **No class on Wed. Apr. 14**) Affluent America

Reading: Foner Ch. 24

Week 13: (Apr. 19-21) Affluent America/Civil Rights

Reading: Foner Ch. 24

*Going to the Source*: Ch. 12 (M-Z)

Week 14: (Apr. 26-28) Civil Rights

Reading: Foner Ch. 25

*Going to the Source*: Ch. 11 (A-L)

Week 15: (May 3-5) Seventies/Eighties

Reading: Foner Ch. 26

*Going to the Source*: Ch. 14 (M-Z)

Week 16: **Final Exams**

Section 1 – (M&W 11am) Monday, May 10th at 10am-Noon

Section 2 – (M&W 3:45pm) Wednesday, May 12th at 3:15-5:15pm

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events. (For details please refer to the Undergraduate and Graduate Timetables; the “Rights and Responsibilities” section of the Undergraduate Bulletin; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Bulletin; and the “Student Academic Disciplinary Procedures” [UWS Chapter 14]; and the “Student Nonacademic Disciplinary Procedures” [UWS Chapter 17]).

**ATTACHMENT – (B)**

**NEW SYLLABUS**

“The past is not dead. In fact, it's not even past.” ~ William Faulkner

**History 125: America History Since 1877**

Tuesday-Thursday XXX., Hyer XXX

**Instructor: XXXX**

Office Hours:

White Hall Room XXX

e-mail: XXX

**Course Description:**

This course examines key events, ideas, people, and processes of American history since 1877. Particular emphasis will be given to the plurality of this American experience. Students will explore the nation’s rise to a position of unprecedented economic, diplomatic, and military preeminence, the emergence of American consumer society, differences in political parties and ideologies, and transformations arising out of mass movements for social reform.

A key goal of the course is to encourage students to understand that being ‘an American’ has meant different things to different people at different times. Depending on such factors as race, ethnicity, gender, and class, the rights and opportunities afforded different Americans have been widely divergent. In this respect, *the* American *experience* has always been *many* American *experiences*. Serious consideration of the experiences, perspectives and communities of different racial/ethnic groups is an integral component of this UWW Diversity Course.

In order to give you a greater appreciation of this diversity, you will read a wide range of primary and secondary source documents from individuals representing groups that have often been marginalized from American life and American history. As issues of diversity, multiculturalism, and immigration continue to resonate in contemporary America, examining and understanding such voices will help you to become more informed citizens and to be able to make informed decisions in the future.

Today’s institutions and ideas evolved over centuries of social and political struggle. We cannot understand our present without knowing the past. History gives us knowledge of where we came from and allows us to make greater sense of the society in which we live. Therefore, one focus of the course will be on the development of historical trends and events that either affect *your* life directly or that can shed light upon contemporary issues in America today. You are bombarded with messages from political, social, cultural, and religious institutions, usually wrapped up in simplistic sound bites; knowledge of your history provides you a greater ability to analyze these messages *critically* and develop your own *independent* thinking.

**Course Themes**:

* The Causes and consequences of America’s economic growth
* The changing meanings of freedom and the ongoing struggles for equality by marginalized groups
* The role of race, class, and gender in shaping the American experience
* The growth of governmental institutions in American llife
* The transformation of society during war and in times of crisis
* America’s emergence as a global superpower

**Course Objectives:**

Upon successful completion of this course, students should possess the ability to:

* identify the origins and development of key events, ideas, customs, and political institutions of American society since 1877.
* explain how ideas and experiences of race, class, and gender have shaped a diverse and uneven American experience.
* critically analyze contemporary statements made about the past.
* engage in informed discussions that connect historical understanding of the American past to current social, political, economic, and ethical issues.
* demonstrate skills that can be applied to everyday life such as: improved written and communication skills, the ability to process complex and sometimes contradictory information, and the ability to argue a case clearly and with supporting evidence.

## Course Organization and Format:

The course is taught in two 1hr 15m lectures on Tuesday and Thursday. Every Thursday, we will have class discussions based on the assigned readings. *Make sure you have completed all of the reading before class. Bring all readings to class on the scheduled discussion days.* There will also be occasional showings of documentaries or films in class.

**Course Texts:**

(available from textbook rental):

* Eric Foner, *Give Me Liberty: An American History, Volume II (Seagull Edition)*
* Eric Foner, *Voices of Freedom: Volume II (Primary Source Document Reader)*

(purchase in bookstore as assigned during the 2nd week of class):

* Ernesto Galarza, *Barrio Boy*
* Yoshiko Uchida, *Desert Exile: The Uprooting of a Japanese-American Family*
* Mary Crow Dog, *Lakota Woman*
* Ann Moody, *Coming of Age in Mississippi*

*Additional Readings will be posted to the course D2L site, listed by date and title*

**Requirements for Successful Completion of the Course:**

To help you better understand American history since 1877, you will have the opportunity to study the key events and issues and to then demonstrate your acquired knowledge through:

* **Exams**  (midterm and a final). The exams will cover all material presented in the lecture and also arising from class discussions and assigned readings. The exams will be part objective (multiple choice or fill in the blank), part identification, and part essay. Exams are not comprehensive (see below for dates). *Each exam is worth 20% of your final grade (40% total).*
* **Book Reviews** (two 3-page reviews). The historical memoirs listed above provide insight into the enormous diversity of the American experience. We will use these memoirs as windows into the study of ethnic cultures and to better understand the ways in which ideas of race/ethnicity and gender have intersected to shape the American story. You are encouraged to read all four memoirs. You will be required to write book reviews on two of the historical memoirs listed above (to be assigned during the 2nd week of the semester)*.* Specific instructions on the reviews will be posted to the course D2L site. *Each review is worth 15% of your grade (30% total).*
* **Analytical Essays** (ten 1-page essays). The analytical essay assignments are designed to help you develop writing skills, with a particular emphasis on constructing informed and well-supported arguments. These short essays will be responses to specific questions based on the weekly assigned readings; they will not be summaries of the readings. Questions will be handed out in class. We will hold a class discussion based on the analytical essays every Thursday. We will collectively analyze some of the best essays in class so we can some identify some of the finer points of effective writing. *Each analytical essay is worth 2% of your grade (20% total).*
* **Class Participation.** We will hold regular discussions every Thursday based on the readings, but I STRONGLY ENCOURAGE YOU TO ASK QUESTIONS AND CONTRIBUTE YOUR INFORMED OPINIONS DURING THE CLASS AT ANY TIME. FEEL FREE TO INTERRUPT ME AT ANY TIME WITH QUESTIONS OR COMMENTS. *Class participation is worth 10% of your overall grade (attendance is different from participation).*

**Grading and Assignments:**

* Class participation ongoing 100 pts
* Analytical essays 10 throughout semester 200 pts
* Mid-term Exam week 8 200 pts
* Book Reviews see reading schedule 300 pts
* Final Exam week 15/16 200 pts

\*\*\*There will be no extra credit or exam curves in this course*.*

A+ (970-1000), A (930-969), A- (900-929), B+ (870-899), B (830-869), B- (800-829) C+ (770-799), C (730-769), C- (700-729) D+ (670-699), D (630-669), D- (600-620), F (599 or lower).

**Your Grade Tracker:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Mid-term Exam  200pts  20% | Final Exam  200pts  20% | Book Review 1  150pts  15% | Book Review 2  150pts  15% | Anal.  Essay  1 | Anal.  Essay  2 | Anal.  Essay  3 | Anal.  Essay  4 | Anal.  Essay  5 | Anal.  Essay  6 | Anal.  Essay  7 | Anal.  Essay  8 | Anal.  Essay  9 | Anal.  Essay  10 | T  pts |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Academic integrity:**

Unfortunately, cheating has become a far more frequent problem on campuses in recent years. I trust you all, but in order to be fair to students that take the time and effort to produce their own work, no amount of plagiarism or any other form of cheating will be tolerated in this course. Remember that this syllabus is your contract for this course. By agreeing to undertake this course you are agreeing to not to cheat. Specific instructions on what constitutes cheating will be given out in class. Also see: <http://www.uww.edu/icit/olr/stu/researchwriting/Plagiarism.html>

**Attendance and classroom conduct:**

Attendance will be taken on a regular basis. You are only allowed to miss two classes without a valid excuse. After the allowed two absences, you will lose 2 points for every class that you miss. Please note that *you will have extreme difficulty passing this course if you regularly miss class.* The majority of information needed for exams will be given out in lectures and discussions. You will need to be present to hand in your weekly papers. I will also hand out questions for the weekly papers and other important information that you cannot afford to miss in class. Please do not talk, eat, or read newspapers during lecture. Remember to turn off mobile phones and pagers before class.

**Illness and Disability:**

If you require special accommodations please inform the instructor at the *beginning of the course* and provide support documentation from Disability Services.

**Late Work:**

In order to be fair to other students in the class, papers cannot be accepted after the scheduled submission date (including the one-page analytical essays). Remember that COMPUTERS FAIL with alarming regularity, so save regularly and make frequent hard copies as you type. Always make sure you have a spare copy of any work handed in. Make-up exams will be offered only with a valid excuse such as University athletic commitments and illness *where a doctor’s note is presented. \*\*\*This DOES NOT mean just an appointment slip; I require a written note from your doctor explaining that you were physically unable to sit an exam*. \*\*\*E-mailed assignments are not accepted. All work must be turned in by hand either during class or during my office hours, or in my department mailbox before the due date.

**UNIVERSITY POLICY STATEMENT:**

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***LECTURE AND READING SCHEDULE***

Week 1 (\_\_/\_\_/\_\_ - \_\_/\_\_/\_\_)

**Tuesday: Class introduction/Syllabus Overview**

**Thursday: Thinking Historically**

*Additional Readings\*:*

* *Eric* Foner: Rethinking American History in a Post-9/11 World

## (\*All Additional Readings are posted at the course D2L site.)

*DUE:* ANALYTICAL ESSAY #1

Week 2 (\_\_/\_\_/\_\_ - \_\_/\_\_/\_\_)

**Tuesday: Reconstruction: a Rebirth of American Freedom?**

*Textbook*:

* Foner, *Give Me Liberty:* Chapter 15.

**Thursday: The African-American Experience in Reconstruction and the Rise of ‘Jim Crow’**

*Primary Source Documents: from* Foner, *Voices of Freedom,* 92

* “Colloquy With Colored Ministers” (1865): 93.
* “Petition of Committee on Behalf of the Freedmen to Andrew Johnson” (1865): 94
* “The Mississippi Black Code” (1865); 95.
* “Sidney Andrews on the White South and Black Freedom” (1866); 106.
* “John Marshall Harlan, Dissent in *Plessy v. Ferguson*” (1896).

*Book Review Reading:* Ernesto Galarza, *Barrio Boy* [begin; complete by week 6]

*DUE:* ANALYTICAL ESSAY #2

Week 3 (\_\_/\_\_/\_\_ - \_\_/\_\_/\_\_)

**Tuesday: U.S. Expansion or Empire in the West?**

*Textbook*:

* Foner, *Give Me Liberty:* Chapter 16, 520-528.

**Thursday: The Plight of the Plains Indians**

*Primary Source Documents* from Foner*, Voices of Freedom*: 99.

* “Chief Joseph, "An Indian's View of Indian Affairs” (1879); 117.
* “Carlos Montezuma, "What Indians Must Do” (1914).

*Additional Readings:* Helen Hunt Jackson, *A Century of Dishonor*, pages 1-31.

*Book Review Reading:* Ernesto Galarza, *Barrio Boy*.

*DUE:* ANALYTICAL ESSAY #3

Week 4 (\_\_/\_\_/\_\_ - \_\_/\_\_/\_\_)

**Tuesday: “The Business of America is Business”: Industrialization, Urbanization, and the Managerial Revolution**

*Textbook*:

* Foner, *Give Me Liberty:* Chapter 16 (except pages 520-528).

**Thursday: Workers Woes and the ‘New Immigrants’ in Industrial America**

*Primary Source Documents* from Foner*, Voices of Freedom:* 100ff.

* “William Graham Sumner on Social Darwinism” (ca. 1890); 101.
* “George E. McNeill on the Labor Movement in the Gilded Age” (1887); 102.
* “Henry George, Progress and Poverty” (1879); 103.
* “Edward Bellamy, Looking Backward” (1888); 104.
* “Walter Rauschenbusch and the Social Gospel” (1912).

*Book Review Reading:* Ernesto Galarza, *Barrio Boy*.

*DUE:* ANALYTICAL ESSAY #4

Week 5 (\_\_/\_\_/\_\_ - \_\_/\_\_/\_\_)

**Tuesday: Expansionist Tendencies Exported: U.S. Foreign Ventures, 1890-1914**

*Textbook*: Foner,

* *Give Me Liberty:* 573-581.

**Thursday: Race and Power in the New American Empire**

*Primary Source Documents from* Foner, *Voices of Freedom*: 108ff.

* “Saum Song Bo, Chinese-American protest, from American Missionary” (1885); 110. “Rev. Charles G. Ames on the Anti-Imperialist Movement” (1898); 111.
* “Albert Beveridge, a Defense of Imperialism” (1900);

*Additional Readings:*

* *“*Central Filipino Committee, To the American People,” (1900);
* “The White Man’s Burden, Three Views,” (1898-1899).

*Book Review Reading:* Ernesto Galarza, *Barrio Boy*.

*DUE:* ANALYTICAL ESSAY #5

Week 6 (\_\_/\_\_/\_\_ - \_\_/\_\_/\_\_)

**Tuesday: Populism, Progressivism, and the Response to Industrialization**

*Textbook*:

* Foner, *Give Me Liberty:* Chapter 17.

**Thursday:** **Race and Gender in the Progressive Era**

*Primary Source Documents from* Foner, *Voices of Freedom*: 105.

* “The Populist Platform” (1892) 109. 112.
* “Manuel Gamio on a Mexican-American Family” (undated); 113.
* “Charlotte Perkins Gilman, Women and Economics” (1898) 116.
* “Margaret Sanger on ‘Free Motherhood’ from Women and the New Race” (1920); 121.
* “Carrie Chapman Catt, Address to Congress on Woman's Suffrage” (1917).

*Book Review Reading:*

* Ernesto Galarza, *Barrio Boy* [complete]
* Yoshiko Uchida, *Desert Exiles* [begin; complete by week 10]

*DUE:* ANALYTICAL ESSAY #6

Week 7(\_\_/\_\_/\_\_ - \_\_/\_\_/\_\_)

**Tuesday: World War I ‘Over There’: From Neutrality to Versailles**

*Textbook*:

* Foner, *Give Me Liberty:* Chapter 19.

**Thursday: World War I ‘Over Here’: Red Scares, Race Riots, and Repression**

*Primary Source Documents from* Foner, *Voices of Freedom*: 120.

* “Woodrow Wilson on America and the World” (1916); 122.
* “Eugene V. Debs, Speech to the Jury” (1918); 123.
* “Randolph Bourne, ‘Trans-National America’" (1916); 124.
* “W.E.B. DuBois, ‘Returning Soldiers’" (1919).

*Additional Readings:*

* Harper Barnes, *Never Been a Time: The 1917 Race Riot That Sparked the Civil Rights Movement*

*Book Review Reading:* Yoshiko Uchida, *Desert Exiles*

DUE: BOOK REVIEW *– BARRIO BOY*

Week 8 (\_\_/\_\_/\_\_ - \_\_/\_\_/\_\_)

**Tuesday: The Roaring Twenties: Capitalism, Consumerism, and the Crash**

*Textbook*:

* Foner, *Give Me Liberty:* Chapter 20.

MID-TERM EXAM

**Thursday: The Challenge to Diversity: ‘100% Americanism,’ and the Nativist Resurgence**

*Primary Source Documents from* Foner, *Voices of Freedom*: 125.

* “Marcus Garvey on Africa for the Africans” (1921); 128.
* “The Fight for Civil Liberties” (1921); 130.
* “Congress Debates Immigration” (1921); 131.
* “*Meyer v. Nebraska* and the Meaning of Liberty” (1923); 132.
* “Alain Locke, The New Negro” (1925); 133.
* “Freedom and the Modern World” (1928).

*Additional Material:* WATCH THE VIDEO *Rosewood* (Available for viewing at Anderson Library).

*Book Review Reading:* Yoshiko Uchida, *Desert Exiles*

Week 9 (\_\_/\_\_/\_\_ - \_\_/\_\_/\_\_)

**Tuesday: The Great Depression and the New Deal: Big Government to the Rescue?**

*Textbook*:

* Foner, *Give Me Liberty:* Chapter 21.

**Thursday: A Spectrum of Suffering: Race, Gender, and Class During the 1930s**

*Primary Source Documents from* Foner, *Voices of Freedom*: 135.

* “John Steinbeck, The Harvest Gypsies” (1936); 136.
* “Labor's Great Upheaval” (1936); 137.
* “Franklin D. Roosevelt on Economic Freedom” (1936); 138.
* “Herbert Hoover on the New Deal and Liberty” (1936); 139.
* “Norman Cousins, ‘Will Women Lose Their Jobs?’" (1939); 140.
* “Frank H. Hill on the Indian New Deal” (1935); 141.
* “W.E.B. DuBois ‘A Negro Nation Within A Nation’" (1935).

*Book Review Reading:* Yoshiko Uchida, *Desert Exiles*

*DUE:* ANALYTICAL ESSAY #7

Week 10 (\_\_/\_\_/\_\_ - \_\_/\_\_/\_\_)

**Tuesday: World War II: Fighting for Freedom Abroad**

*Textbook*:

* Foner, *Give Me Liberty:* Chapter 22.

**Thursday: The Struggle for Freedom at Home: African Americans, Latinos, and Japanese Americans in World War II**

*Primary Source Documents from* Foner, *Voices of Freedom*: 142.

* “Franklin D. Roosevelt on the Four Freedoms” (1941); 143.
* “Henry R. Luce, The American Century” (1941); 146.
* “World War II and Mexican-Americans” (1945).

*Additional Readings:* WATCH THE VIDEO *Fighting on Two Fronts: The African American Experience of World War II* presented by the Amistad Research Center, Tulane University (Available for viewing at Anderson Library).

*Book Review Reading:*

Yoshiko Uchida, *Desert Exiles* [complete]

Mary Crow Dog, *Lakota Woman* [begin; complete by week 14]

Ann Moody, *Coming of Age in Mississippi* [begin; complete by week 14]

DUE*:* ANALYTICAL ESSAY #8

Week 12 (\_\_/\_\_/\_\_ - \_\_/\_\_/\_\_)

**Tuesday: The Cold War at Abroad: Containment from Korea to Vietnam and Beyond**

*Textbook*:

* Foner, *Give Me Liberty:* Chapter 23 and Chapter 24, pages 808-822.

**Thursday: The Cold War at Home: 1950s ‘Conformity’ and the Red Scare**

*Primary Source Documents from* Foner, *Voices of Freedom*: 149.

* “The Truman Doctrine” (1947):150
* “NSC 68 and the Ideological Cold War” (1950); 151.
* “Walter Lippmann, a Critique of Containment” (1947); 152.
* “The Universal Declaration of Human Rights” (1948); 154.
* “Joseph R. McCarthy on the Attack” (1950).

*Book Review Reading: Mary Crow Dog, Lakota Woman &* Ann Moody*, Coming of Age in Mississippi*

DUE: BOOK REVIEW – *DESERT EXILES*

Week 13 (\_\_/\_\_/\_\_ - \_\_/\_\_/\_\_)

**Tuesday: The Turbulent Sixties: What makes a “Great Society” ?**

*Textbook*:

* Foner, *Give Me Liberty:* Chapter 24 (except pages 808-822).

**Thursday: Civil Rights Movement Part I, 1945-1965: The Southern Movement & La Lucha**

*Primary Source Documents from* Foner, *Voices of Freedom*: 162.

* Martin Luther King, Jr., and the Montgomery Bus Boycott (1955).

## *Additional Readings:*

## Dr. Martin Luther King, Jr. "Letter from a Birmingham Jail"

## *The Autobiography of Malcolm X*, excerpt

## WATCH THE VIDEO Chicano!: The Struggle in the Fields (at Anderson Library)

*Book Review Reading: Mary Crow Dog, Lakota Woman &* Ann Moody*, Coming of Age in Mississippi*

*DUE:* ANALYTICAL ESSAY #9

Week 14 (\_\_/\_\_/\_\_ - \_\_/\_\_/\_\_) **Tuesday: The Civil Rights Movement Part II, 1965-1980: The Fight for Equality and the Rise of Black Nationalism** *Textbook*:

* Foner, *Give Me Liberty:* Chapter 25 pages 845-863.

**Thursday: Toward a More Inclusive America: Women’s’ Rights, the American Indian Movement, The Gay Rights Movement**

*Primary Source Documents from* Foner, *Voices of Freedom*: 175.

* Phyllis Schlafly, "The Fraud of the Equal Rights Amendment" (1972).

*Additional Readings:*

* Betty Friedan, *The Feminine Mystique,* “The Problem that Has No Name" excerpt
* *American Indian Movement* “Trail of Broken Treaties”

*Book Review Reading:*

Mary Crow Dog, *Lakota Woman* [complete]

Ann Moody, *Coming of Age in Mississippi* [complete]

*DUE:* ANALYTICAL ESSAY #10

Week 15 (\_\_/\_\_/\_\_ - \_\_/\_\_/\_\_)

**Tuesday: America’s Right Turn: International and Domestic Politics during ‘the Age of Reagan’**

*Textbook*:

* Foner, *Give Me Liberty:* Chapter 26.

**Thursday:** **Race, Equality, &Immigration in America at the End of the 20th Century**

*Primary Source Documents from* Foner, *Voices of Freedom*: 181.

* “Puwat Chaukamnoekanok, ‘Triple Identity: My Experience as an Immigrant in America’” (1996).

*Additional Readings:* Roger Daniels, *Coming to America: A History of Immigration and Ethnicity in American Life*,

* Chapter 12: “From the New World: Mexicans and Puerto Ricans,” and
* Chapter 14: “The New Asian Immigrants”

DUE: BOOK REVIEW – *LAKOTA WOMAN* or *COMING OF AGE IN MISSISSIPPI*

Final Exam – per university exam schedule

**ATTACHMENT – C**

**SELECTED BIBLIOGRAPHY (with focus on materials supporting Diversity credit)**

Karen Anderson, *Changing Woman: A History of Racial Ethnic Women in Modern America.* (New York: Oxford University Press, 1996).

Herbert Aptheker, ed., *A Documentary History of the Negro People in the United States*, (New York: Citadel Press, 1977): volumes 2 and 3.

Dee Brown, *Bury My Heart at Wounded Knee: An Indian History of the American West*. (New York: Bantam Books, 1970).

Roger Daniels, Coming *to America: A History of Immigration and Ethnicity in American Life*. (New York: Perennial. Harper Collins, 2002).

Donald L Fixico, *Termination and Relocation: Federal Indian Policy, 1945-1960*. (Albuquerque: University of New Mexico Press, 1986).

Evelyn Nakano Glenn, *Unequal Freedom: How Race and Gender Shaped American Citizenship and Labor.* (Cambridge, Mass.: Harvard University Press, 2002).

Gilbert G. Gonzalez & Raul A. Fernandez, *A Century of Chicano History: Empire, Nations, and Migration.* (New York: Routledge, 2003).

Herbert G. Gutman, *The Black Family in Slavery and Freedom, 1750-1925*. (New York: Vintage Books-Random House, 1976).

Tera W. Hunter, *To ‘Joy My Freedom: Southern Black Women’s Lives and Labors After the Civil War*. (Cambridge, Mass: Harvard University Press, 1997).

Erika Lee, At America’s Gates: Chinese Immigration During the Exclusion Era, 1882-1943. (Chapel Hill: University of North Carolina Press, 2005).

Nancy MacLean, *Freedom is Not Enough: The Opening of the American Workplace*. (Cambridge, Mass: Harvard University Press, 2006).

Scott L. Malcomson, *One Drop of Blood: The American Misadventure of Race*. (New York: Farrar, Strauss & Giroux, 2000).

Barbara Ransby, *Ella Baker & the Black Freedom Movement: A Radical Democratic Vision*. (Chapel Hill: University of North Carolina Press, 2003).

David M. Reimers, *Other Immigrants: The Global Origins of the American People*. (New York: New York University Press, 2005).

Richard Rodriguez. *Brown: The Last Discovery of America*. (New York: Viking Press2002).

Vicki L. Ruiz, *From Out of the Shadows: Mexican Women in Twentieth-Century America.* (New York: Oxford University Press, 1998).

George J. Sanchez, *Becoming Mexican American: Ethnicity, Culture and Identity in Chicano Los Angeles, 1900-1945*. (New York: Oxford University Press, 1993).

Ronald Takaki, *Strangers from a Different Shore: A History of Asian Americans*. (New York: Penguin Books, 1989).

\_\_\_\_\_. *Double Victory: A Multicultural History of America in World War II.* (Boston: Little, Brown & Co., 2000).

Joe William Trotter, Jr., *The African American Experience*. (Boston: Houghton Mifflin Co., 2001).

Xiaojian Zhao, *Remaking Chinese America: Immigration, Family, and Community, 1940-1965*. (New Brunswick, N.J.: Rutgers University Press, 2002).