

UNIVERSITY OF CALIFORNIA, SAN DIEGO

Department of History
HISTORY 2C
Spring Quarter, 2005
Ledden Auditorium, MWF 10-10:50

Professor Michael E. Parrish
H&SS 6073 (Muir Campus)
534-4696
mparrish@ucsd.edu
Office Hours: MWF, 11-noon or by appointment

Teaching Assistants:

Charles Bethel
cbethel@ucsd.edu
6037 H&SS
822-5104

Jorge Garcia
jeg001@ucsd.edu
6023 H&SS
822-5101

Todd Welker
rwelker@ucsd.edu
6059 H&SS
822-5107

UNITED STATES HISTORY
The Twentieth Century

Course Description: The concluding quarter of a year-long sequence that introduces students to both the practice of history and the study of the history of America from pre-Columbian beginnings to the present. This quarter surveys many of the important social, political and economic forces that have shaped life in the United States during the last 100 years.

Course Readings: The following books may be purchased at the University Bookstore. A few copies have been placed on reserve in the Geisel Library:

A. Brinkley, **The Unfinished Nation: A Concise History of the American People**, 4th edition.
L. Auchincloss, **Woodrow Wilson**
Nancy Young, **Franklin D. Roosevelt and the Shaping of American**

Political Culture

Alice Murray, **What Did the Internment of Japanese-Americans Mean?**

Marshall Frady, **Martin Luther King, Jr.**

Course Requirements:

A. Three lectures and one discussion section meeting per week. **Attendance is required 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 sections without medical excuse will result in a final course grade of F.**

B. Six films to be shown during afternoons following class. Location and times to be announced. **Attendance is required at scheduled showing or by viewing the films in the playback center in Geisel Library. The films will be placed on reserve for one week after the afternoon showing.**

C. **A required essay**, worth twenty-five percent (35%) of the final course grade, with the topics outlined at the conclusion of this syllabus. Choose one of the topics for your essay. The essay is due in sections during the week of **May 16**. Except with a written medical excuse, **no late papers will be accepted.**

D. **A one-hour mid-term exam**, worth twenty percent (15%) of the final course grade, will be given in lecture on **Friday, April 29**. This exam will consist of fifty (50) short, objective questions drawn from the readings and lectures--true/false; multiple-choice; fill-in-the-blank.

E. **A three-hour final exam** during the week of June 6th will count forty-five (40%) of the final course grade. The final exam will consist of one-third short answers and two-thirds essay.

Topics and Reading Assignments

Week I, March 28:

The Rise and Fall of Progressivism

Brinkley, *The Unfinished Nation*, chapters 21-22

Auchincloss, *Woodrow Wilson* (begin reading)

Week II, April 4:

Progressivism, Imperialism & War

Brinkley, Unfinished Nation, chapter 23
Auchincloss, Woodrow Wilson (complete reading)

Film: Wednesday evening: “Birth of a Nation”

Internet Sites Worth Exploring:

Theodore Roosevelt: Icon of the American Century
(www.npg.si.edu/exh/roosevelt/)
World War I: Trenches on the Web
www.worldwar1.com
Recordings from World War I and the 1920 Election
<http://memory.loc.gov/ammem/nfhtml>
The Evolution of the Conservation Movement
<http://memory.loc.gov/ammem/amrvhtml/conshome.html>
American Imperialism and Anti-imperialism
<http://www.boondocksnet.com/>

Week III, April 11: **From New Era to New Deal**

Brinkley, Unfinished Nation, chapter 24 & 25
Young, Franklin D. Roosevelt (begin reading)

Useful Internet Sites You May Wish to Explore:

Library of Congress: American Memory (<http://rs6.loc.gov/amhome.html>)
National Archives and Records Service (<http://www.nara.gov/>)
Voices from the Dust Bowl
<http://lcweb2.loc.gov/ammem/afctshtml/tshome.html>
A New Deal for the Arts
<http://www.archives.gov/exhibit hall/new deal for arts/site>
Flappers and the Jazz Age
<http://www.geocities.com/flapper culture>

Week IV, April 18: **The Great Depression and the New Deal**

Brinkley, Unfinished Nation, chapter 26

Young, Franklin D. Roosevelt (complete reading)

Film, Wednesday evening: “The Cradle Will Rock”

Week V, April 25: Hot Wars to Cold Wars

Brinkley, *Unfinished Nation*, chapter 27 & 28

Murray, *What Did the Internment of Japanese-Americans Mean?* (begin reading)

MID-TERM IN CLASS FOR ONE HOUR ON FRIDAY, April 29

Useful Internet Sites You May Wish to Explore:

FDR Cartoon Archive (www.nisk.k12.ny.us/fdr/)

World War II Propaganda Posters

(<http://www.library.northwestern.edu/govpub/collections/wwii-posters>)

Hiroshima Archive (www.lclark.edu/~history/HIROSHIMA)

Week VI, May 2: Anti-Communism & the “Pax Americana”

Brinkley, *Unfinished Nation*, chapter 29

Murray, *What Did the Internment of Japanese-Americans Mean?* (complete reading)

Film, Wednesday evening: “The Manchurian Candidate”

Week VII, May 9: The Rise and Fall of Liberalism

Brinkley, *Unfinished Nation*, chapter 30&31

Fradley, *Martin Luther King, Jr.* (begin reading)

Week VIII, May 16: Liberation Movements: Home and Abroad

Brinkley, *Unfinished Nation*, chapter 32

Fradley, *Martin Luther King, Jr.* (complete reading) Brinkley, *Rosa Parks* (complete)

Film, Wednesday evening: “The Fog of War”

ESSAYS DUE IN SECTION THIS WEEK, MAY 16

Internet Sites You May Wish to Explore:

Digger Archives (www.diggers.org)

Vietnam Stories Since the War (www.pbs.org/pov/stories)

TheSixties Project
<http://lists.village.virginia.edu/sixties/>

Mississippi Civil Rights Oral History
<http://www.usm.edu/crdp>

Week IX, May 23: **Retrenchment and Reaction**

Brinkley, Unfinished Nation, chapter 33

Week of May 30 Film: “Do the Right Thing”

Week X, May 30: **Millennial America**

Brinkley, Unfinished Nation, chapter 34

Film, Wednesday evening: “Wall Street”

Internet Sites Worth Exploring:

Documents Related to the Iran-Contra Affair
<http://webcom.com/pinknoiz/covert/irancontra.html>
Clinton Impeachment:
<http://www.eagleton.rutgers.edu/e-gov/e-political archive>
[2000 Election:](#)
<http://www.lib.umich.edu/govdocs/elec2000>
September 11:
<http://911digitalarchive.org>.

RESEARCH AND WRITING ASSIGNMENTS
HISTORY 2C
SPRING QUARTER 2005

INSTRUCTIONS: In addition to a mid-term and final examination outlined in the syllabus, each student must complete one essays chosen from the topics outlined below. The essay is worth 25% of the course grade. The essay is due in your section the week of **May 23**. With the exception of a written medical excuse, **no late papers will be accepted after that date.**

A few of the essay topics below require historical research in primary sources to be found either in the Geisel Library or over the World Wide Web (Internet). If you are unfamiliar with either the Geisel Library or the Internet, see a Reference Librarian who will arrange an introduction to both. Computers with Internet access are available across the campus at many locations if you do not have your own PC with such access.

Your essay must be typed, double-spaced and employ appropriate footnotes identifying 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 probation and/or suspension from UCSD.**

If you are uncertain about how to go about writing a historical essay, read Richard Marius, **A Short Guide to Writing About History** (Harper-Collins).

Your essays will be judged both on the quality of the ideas presented and their expression in expository prose. This means you must observe the conventions of spelling, punctuation, grammar, diction, and syntax. If you are uncertain about these matters, read Patricia O'Connor, **Woe Is I** (Riverhead Books), **The Chicago Manual of Style** or Shrunken & White, **The Elements of Style**.

TOPIC A

Topic A requires you to read on microfilm one of the following newspapers (*New York Times*, *Los Angeles Times*, *Washington Post* or *San Diego Union*) **or** one of the following national news magazines found in bound volumes in Geisel (*Time*, *Newsweek* or *U.S. News and World Report*).

1. 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 newspaper or magazine thoroughly, especially the main news stories, editorials, advertisements, sports and even the help wanted section.

2. Choose either one newspaper **on the actual date and year of your birth** or one magazine from the actual month and year of your birth. Read them thoroughly, especially the main news stories, editorials, advertisements, sports and help wanted ads.

3. Finally, choose one newspaper **on the date of your birth in 2003 or 2004** or one magazine from the month of your birth in 2003 or 2004. Read them thoroughly as well.

You now have three newspaper snapshots of American society: (1) in 1970 on the day or month of your birth; (2) on the day or month when you were in fact born; and (3) on the day or month of your birth in 2003 or 2004. In your essay, **based entirely on the sources you have read in the newspapers or magazines**, discuss and analyze how American society has changed over the course of those three dates. You should stress only two or three main themes, such as national politics, popular culture, fashions, the economy, sports, foreign policy, or social relations between men and women or racial groups

TOPIC B

Students at Niskayuna High School in New York have created a cartoon archive about President Franklin D. Roosevelt. Go to their Web Page at: <http://www.nisk.k12.ny.us/fdr> Log on to their cartoon archive and study a broad sample of the many cartoons collected there in order to answer some of the following questions in your essay:

1. What do the cartoons suggest about Roosevelt's character and personality?
2. Are the cartoons generally hostile or sympathetic to Roosevelt?
3. What do the cartoons suggest about FDR's relationship to the American people?
4. About FDR's relationships with Congress and the Supreme Court?
5. What do the cartoons suggest about how FDR's New Deal changed American life?
6. According to the cartoons, why was FDR a controversial figure?

Include copies of the cartoons you select in your essay.

TOPIC C

Go to the Library of Congress' Web Page at: <http://lcweb.loc.gov> and log on to their **American Memory** section and find the collection of photographs made by the FSA (Farm Security

Administration) and OWI (Office of War Information) from 1935-1945. Select the photographs of **two** of the following: Marion Post Wolcott, Ray Stryker, Ben Shahn, Gordon Parks, Dorothea Lang, or Walker Evans. Analyze a broad sample of their photographs carefully in order to answer some of the following questions. You may choose to compare and contrast the two artists or you may base your interpretation upon a combined analysis of their photographs.

1. Through their photographs, what were the photographers attempting to tell the American people about the causes and consequences of the Depression?
2. Was their message one of despair or hopefulness or a combination of both?
3. What do the photographs suggest about how the Depression affected individuals as well as families?
4. What do the photographs suggest about the relationship between the American people and the federal government?

Include copies of the photographs you select in your essay.