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Fall 2005

HISTORY 121

American History since 1865

San Francisco State University

G. P. Germany

History 121 is a survey of American history from the Compromise of 1877 in the aftermath of the Civil War to the approximate present. The course attempts to trace the development of the nation from the national, entrepreneurial, and individualistic society of the mid-19th century to the global, corporate, mass society of the present day.

The course aims:

(a) to increase the student's familiarity with the basic factual information of the history of the United States after 1877,

(b) to introduce and evaluate various ideas, concepts, and theories which may provide an analytical and interpretive framework for better understanding the factual material, and

(c) to stimulate a more sophisticated awareness of the methods by which we study, analyze, and interpret the past and assess its relevance for today's issues.

The following books will be used in the course:

Garraty and Carnes, THE AMERICAN NATION, Volume II

William T. Youngs, Eleanor Roosevelt, A Personal and Public Life

- Aug. 30 Introduction and Background: The Compromise of 1877
The Impact of Industrialization : Business
Read: Chapter 18
- Aug. 31 The Impact of Industrialization: Labor
Read: Chapter 19
- Sept. 7 The Impact of Industrialization: Immigration
The Impact of Industrialization: Urbanization
Read: Chapter 19
- Sept. 14 The Impact of Industrialization: Agriculture
Read: Chapter 21
- Sept. 21 EXAMINATION I
Social Reforms of Progressivism
Begin reading Youngs, Eleanor Roosevelt
See "Guidelines" pp. 4, 5, and 6
- Sept. 28 Economic Reforms of the Progressive Period
Political Reforms of the Progressive Period
Read: Chapter 22
Finish reading Youngs, Elenaor Roosevelt
- Oct. 4 American Foreign Policy, 1898--1914
The Spanish American War, 1898
American Foreign Policy in Latin America and the Caribbean
American Foreign Policy in East Asia
Read: Chapter 23
Prepare Paper
See "Guidelines" pp. 4, 5, and 6
PAPER DUE: Wednesday, October 19. PENALTY FOR LATE PAPERS.

- Oct. 11 The United States and World War I
Woodrow Wilson and the Lost Peace
Read: Chapter 24
Prepare Paper. See "Guidelines" pp. 4, 5, and 6
- Oct. 19 The 1920's: A Decade of Change
Political Change: National and International
Intellectual and Social Change
Economic Change
The Rise and Fall of the Stock Market
Read: Chapters 25 and 26
PAPER DUE. PENALTY FOR LATE PAPERS.
- Oct. 25 EXAMINATION II
The Great Depression and the Election of 1932
- Nov. 1 Franklin D. Roosevelt and the New Deal
Reforms of the New Deal
The New Deal in Perspective
Read: Chapter 27
- Nov. 8 Foreign Affairs, 1930--1941
The International Crisis of the 1930's
Isolation and the Perils of Neutrality
Pearl Harbor: A Study in Unpreparedness
Read: Chapter 28
- Nov. 15 World War II
Wartime Diplomacy
The Atomic Bomb
Read: Chapter 29
- Nov. 29 The Emergence of the Cold War
Domestic Politics and the Cold War
Read : Chapter 29
- Nov. 30 Containment Policy and the War in Vietnam
Read: Chapter 30
- Dec. 7 The Transformation of American Society
Read: Chapter 32 and Chapter 32
- Dec. 20 FINAL EXAMINATION

FINAL EXAMINATION

History 121.08 Wednesday, 12 December 4 -- 7 PM

ATTENDANCE AND PARTICIPATION

Each student is expected to attend class regularly, to be prompt, and to participate attentively.

EXAMINATIONS

There will be three examinations during the semester at times designated in the course outline. The dates of Examinations I and II are subject to change upon due notification. University regulations require that the Final Examinations be given as scheduled. Students are expected to take the examinations as scheduled. Make-Up examinations are available only for serious cause.

Each person is expected to do her/his own work. Cheating is a serious offense.

TERM PAPER

See "Guidelines" on the following pages.

GRADES

Grades for the Term will be computed as follows:

Examination I	30%
Examination II	30%
Final Examination	30%
Term Paper	10%

OFFICE HOURS

Monday, Wednesday, Friday 10--11 AM
Wednesday 3--4 PM
and by appointment

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NO E-MAIL

GUIDELINES FOR THE TERM PAPER

History 121

In addition to the three examinations listed in the syllabus, the course work includes the submission of a brief paper. This assignment is an effort to implement the University's "Writing in the Curriculum" program in this course.

The purpose of the assignment is

- (a) to encourage the careful and thoughtful reading of *Eleanor Roosevelt, A Personal and Private Life*, one of the required readings in the course,
- (b) to provide an opportunity to exercise your creative, interpretive, and analytical skills,
- (c) to provide additional experience in good composition and writing.

Eleanor Roosevelt was born into a world of wealth and privilege. But from early childhood she had to face daunting personal problems. She was trained to accept the strict rules and attitudes of her time and class. But she learned how to deal with her personal problems and to transcend the narrow prejudices of her background and to become a champion of great causes of social justice and human dignity. Eleanor Roosevelt may be seen, then, as a case-study in change, in personal growth, in transcending limits, in expanding horizons, in commitment to ideals.

Your task in this assignment is to write a brief essay on the topic "Eleanor Roosevelt, A Study in Personal Change and Public Commitment." What were some of the personal problems with which she had to deal? How did she learn to cope with them? Instead of remaining the conventional wife of an ambitious politician, she became a public figure in her own right. What led her into this role? What causes did she embrace? How and why did she become the kind of person she was by the end of her life?

Every course of action has its price, and every decision its consequences. She was often criticized for her public activities, and would doubtless have been even more harshly criticized for some of her personal relationships had they been more generally known--(see, for example, pp. 228-232; even her own children later said that she not a very caring mother and seemed more interested in the welfare of "others" than in them.) What is your evaluation of the strengths and weaknesses of her public and personal life? Especially, what is your evaluation of her role as First Lady? Make, if you wish, comparisons with other First Ladies. Do you find in her life any features, positive or negative, that may be useful guides in living your own life?

The paper should be from five to ten pages in length, standard font and double-spaced, but form and content rather than length should be your primary concern. The paper will be evaluated on **form and style as well as content**. Proof-read your paper and make the necessary corrections of grammar, spelling, punctuation, and composition before submitting it. The "Guidelines for Writing the Term Paper" on the following page contains suggestions for organizing and writing effectively.

The paper should have a cover sheet with your name, the title of the paper, the course number, and the date. Staple the paper in the upper left hand corner. Do not use a plastic or other folder.

Be sure to keep a second copy of the final draft of your paper as a precaution against lost or mislaid papers.

THE PAPER IS DUE ON WEDNESDAY, 19 OCTOBER 2005

THERE IS A PENALTY FOR LATE PAPERS.

Guidelines for Writing the Term Paper

I. A good paper has four major qualities: Organization. Clarity. Breadth. Depth.

Organization. The paper should have an Introduction, a coherent, logically arranged Main Body, and a Conclusion.

Clarity. The ideas should be clearly expressed. The reader should be able to understand the author's thesis and arguments. The ideas within a paragraph should relate logically to each other and to the paper as a whole.

Breadth. The paper should draw fully from the designated source(s) and compare and contrast ideas.

Depth. The paper should contain evidence of understanding the complexity of the topic, developing incisive ideas and analyzing them perceptively.

II. **Structure.** A paper has three basic parts: the Introduction, the Main Body, and the Conclusion.

The Introduction clearly states the argument or thesis of the paper. The Main Body develops the argument, using evidence from all the designated sources. The Conclusion summarizes and assesses the significance of the argument.

The Introduction is often difficult to write, since it is hard to know what you will write until you have actually written it. That is why it is sometimes advisable to write the Introduction last. To begin your Introduction, write a few simple sentences which state your basic thoughts about the topic. After you have done so, go on and write the rest of the paper. Come back to your Introduction after you have finished and rewrite as necessary. The Introduction should tell the reader what to expect in the Main Body of the paper. It should be concise and specific.

The Main Body of your paper should present in a logical order the specific points of your argument and the evidence to support them. Formulate your points clearly. State the point precisely in a topic sentence, and develop the argument for it. Then go to the next point. Do not try to explain everything in one paragraph. You may use direct quotations from the source material, but you should avoid padding out your paper with excessively extended quotations. The paper should be an analytical exposition of the topic and not an elaboration of your own experience or beliefs in the matter. It is entirely appropriate, however, to mention in the Conclusion some of your personal reactions and experiences in relation to the ideas discussed in the Main Body of the paper.

III. **Style and Grammar.**

(a) Avoid excessive use of the first person, using "I" or "me" or "we." For example: "I think that..." "It is clear to me..." "We will argue that..."

(b) Do not use informal expressions or slang. "This stuff is kinda gross." "It's incredible that..."

(c) Avoid cliches. If you are not sure whether a phrase is a cliché, many dictionaries and grammar books have lists of clichés. As a general rule, if it is a phrase you have heard a thousand times, it's a cliché.

(d) Avoid vague generalizations or sweeping statements which cannot be proved.

- (e) Make sure that subject and verb are in agreement in person, number, and tense. A singular subject requires a singular verb; a plural subject, a plural verb. Remember that words such as *everybody*, *somebody*, *each* are singular and require a singular verb.
- (f) Avoid excessive use of the passive voice. The active voice is generally preferable.
- (g) Avoid writing in the "historical present." As a general rule, historical essays are best written in the past tense. There are, of course, instances in which the present tense is entirely appropriate. But you should not change verb tense in the middle of a paragraph, or worse in the middle of a sentence. When you proof-read your paper, check to make sure that tenses are in general agreement.
- (h) Avoid "creative" writing. A "stream of consciousness" or other "literary" styles are not appropriate for historical essays.
- (i) Avoid the "Internet" style.
- (j) Avoid the "academic" style that uses "big" words (often in an inappropriate way) in an effort to make the essay sound more scholarly.
- (k) Avoid a complex and convoluted style that puts too many ideas into a single sentence. This practice usually results in a tangled and awkward jumble of words.
- (l) **DO** write in a clear, simple, and direct style. Read the draft of your paper aloud. If you stumble over awkward phrases and jagged edges, the paper needs revising. If it flows smoothly, you have, most likely, done well.

Note: BE SURE TO DO YOUR OWN WORK. Plagerism is a serious offence..