U.S. History from 1865 to the Present

HISTORY 2057 U.S. History from 1865 to the Present.
16 lessons and 2 exams. 3 hours of college credit. 04/29/09.

Prerequisite: None.
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Welcome

Congratulations! By enrolling in this course, you have taken a major step toward achieving your educational goals. We would like to let you know what you need to do before you start studying and remind you of some of our procedures and rules (for a full listing, please check our website at www.outreach.lsu.edu/idl).

Textbooks

To find out which textbooks you need for the course, refer to the course syllabus. To order your textbooks, see “Where the Books Are” on page vii in this course guide. If you wish to order your books by mail, please use the “Textbook Order Form” that is enclosed in your packet of materials.

Other Materials

Check to see if you need any supplementary materials, or if you need to arrange any interviews or extra materials for projects. You can find this
Time Limits & Extensions

Start planning your timetable now. Please note the following rules concerning timing:

• You have an enrollment period of nine months from the date of your enrollment to complete this course. If you are an LSU student, your dean may have given you a shorter deadline. If you cannot finish your course within nine months, you can make a written request for an extension of an additional three months, provided we receive your request before your course enrollment expires. It may be possible to request a second extension. Second extensions are given when you have made progress in the course, but have encountered significant difficulty in reaching completion. For a second extension, you must make a written request, explaining your circumstances. The request must be received prior to the expiration of the first extension period. There is a fee for each extension.

• We will accept a maximum of three modules every seven calendar days. There must be an interval of seven days between each set of three modules. If you submit more than three modules in a seven-day period, the additional modules will be held until they are eligible, and then logged in and forwarded to your instructor for grading. If more than six modules are received in a seven-day period, the ineligible modules will be returned to you for resubmission.

• We recommend that you submit your first module and wait for your instructor’s feedback before submitting additional modules. That way, you will know whether you have a clear understanding of your instructor’s expectations.

• We ask your instructor to grade your modules and exams within two weeks, but during campus examination periods and vacation time, it may take your instructor longer to return your work.

• If you are a graduating senior, you must allow at least four weeks between taking your final exam and expecting your transcript to reach your university.

Exams & Grading

As soon as possible, begin to make arrangements for where you will take your examinations. To find out about your options, read the College
Examination Information in the appendix of this course guide. Then (if you do not plan to take your exam at LSU-BR), fill in the Exam Proctor Information Form in the appendix and send it to us before you start the course, so that we will have all your information prepared when you are ready to take your examinations.

Before we can send your exams to your exam proctor or allow you to take your exams in our office, we must have received all of your completed module assignments that precede the exam. Exams may not be taken until all of the assigned modules have been submitted and accepted within our three-modules-per-seven-days requirement. If an instructor grades any of your assignments as incomplete, you will not be eligible to take your exam(s) until you have completed the modules.

Each course has its own grading scale, but for nearly all courses you must pass the final exam to receive credit for the course.

Remember that you only have one chance to take your examinations. You will not be allowed to repeat a failed exam within the same enrollment period. If you need to re-enroll in a course, please contact our office.

Typically, you will have three hours to take a three-credit-hour exam.

You should take your exam at least four weeks before you need your grade.

**Refunds & Transfers**

We hope you have enrolled in the course you wanted, but if not, you have 30 days to make a written request to receive an 80% refund, provided you have not submitted any modules. Alternatively, you can transfer to another course, provided you make your written request within three months and pay a transfer fee. If you transfer, your enrollment period begins on the date of your original enrollment. Enrollments may not be transferred to another student.

If you want to withdraw from a course after the refund and transfer periods have expired, please let us know in writing that you have decided to drop the course. Provided that you do not sign in to take your final examination, there will be no record on your transcript to indicate that you ever enrolled in the course.
Electronic Resources

To assist you with your independent learning experience, we have created StudyNet, available at www.outreach.lsu.edu/idl. Once you reach the site, click “college services” from the enrolled students menu items.

This site includes up-to-date information on policies and procedures as well as resources and a number of online options to help you with your course. Using StudyNet, you may check to see whether we have received a module or exam, find out your grades, enroll in a course, submit change of address and exam proctor forms, and locate contact information for LSU Independent & Distance Learning staff members.

Contact Us

If you need us to clarify any of our policies, let us know! We are available by phone, by mail, by fax, and by e-mail.

- For questions regarding enrollment, modules, or testing, call 800-234-5046.
- For questions regarding difficulty locating textbooks, call 800-234-5046 and ask to speak to the publications section.
- Our fax number is 225-578-3090.
- Our e-mail address is iServices@outreach.lsu.edu.
- Our mailing address is:
  LSU Independent & Distance Learning
  1225 Pleasant Hall
  Louisiana State University
  Baton Rouge, LA  70803-1508
Where the Books Are

Contents

✓ General Textbook Information
✓ LSU Online Bookstore
✓ Local Baton Rouge Bookstores
✓ Other Online Options

General Textbook Information

You must buy your own textbooks and other supplies. The bookstores listed below stock the textbooks used in LSU Independent & Distance Learning courses. If the books are not available from one of the following bookstores, they may be available from the publisher, online vendors, or from other local booksellers.

Other required materials for your course such as calculators, binders, etc., may be purchased locally.

Secondhand and paperback copies of textbooks are often available. If secondhand or paperback books are desired, make that request at the time the order is placed.

You must use the edition of the textbook specified by the course guide! Please do not ask if an alternate book is available. Always order using the ISBN provided in the syllabus to insure that you have the correct materials.

All of the bookstores listed below are independently owned and operated; they are not operated by Louisiana State University or LSU Independent & Distance Learning. Please be aware of refund and buy-back policies before you make your purchase.

LSU Online Bookstore

Specialty Books is the official bookstore for LSU Continuing Education. To order your textbooks online, go to www.specialty-books.com/LSU and follow the instructions provided.
Where the Books Are

**Specialty Books**
6000 Poston Road  
Athens, OH 45701  
800-466-7132  
www.specialty-books.com/LSU

**Note:** Specialty Books is not a part of LSU; any questions or concerns should be directed to their representatives.

### Local Baton Rouge Bookstores

The following Baton Rouge bookstores also carry course materials and textbooks:

- **Chimes Textbook Exchange** (Gonzales location)  
  432 N. Burnside Avenue  
  Gonzales, LA 70737  
  800-925-1704 (toll-free)  
  E-mail: Chimestext@eatel.net

- **Chimes Textbook Exchange**  
  268 W. Chimes St.  
  Baton Rouge, LA 70802  
  225-383-5161  
  www.chimestext.com

- **Co-Op Bookstore**  
  3960 Burbank Dr.  
  Baton Rouge, LA 70808  
  225-383-9870 or 866-383-9870 (toll-free)  
  E-mail: books@coopbookstore.com  
  www.coopbookstore.com

**Note:** Always order using the ISBN provided in the syllabus to insure that you have the correct materials. These bookstores carry a wide variety of books that are used in on-campus and IDL courses. Be sure to indicate that you are ordering a book for an independent study course.

### Other Online Options

Books may also be obtained from any vendor that sells college-level textbooks, including online booksellers, university bookstores, and publishers, but you must purchase the correct edition of the textbook(s). Independent & Distance Learning does not sell textbooks (any exceptions are specifically indicated in
your course guide), so please do not send money for textbooks to Independent & Distance Learning.

You must use the correct edition of the textbook, as specified in your course guide. Please take care to provide the correct information about the author, title, edition, ISBN, and date of publication when ordering your books. If complete information is not given when the order is placed, the wrong edition may be sent.

The best way to make sure that you order the correct textbook is to order by the ISBN provided in the syllabus.

For additional information on ordering books from online book vendors, visit our website at http://idl.lsu.edu/bookvendoronline.asp?nid=106.
Textbooks

Two books are required for this course.

The main text is listed below:


The following book of supplementary essays is also required:


ISBN-10: 0-321-43344-0

It is recommended that you buy your textbooks as soon as possible. If you wait, you may not be able to find the correct textbook. During the nine months that you have to complete the course, a revised version of the course may be released. If the newer version of the course uses a more recent edition of the textbook or a different textbook from the one required by the version that you are enrolled in, you may have difficulty getting the textbook that you need for
Syllabus

your version of the course. For that reason, you should buy your textbooks as soon as possible.

If you have trouble finding a book, check the list of recommended bookstores on the IDL website and order by the ISBN, not the title. If you are outside of the Baton Rouge area and try to buy your textbook locally or from an online bookstore and have difficulty locating the correct textbook or the required edition, please call one of the recommended bookstores. These bookstores try to maintain an inventory of all IDL textbooks. Be sure to specify that you need a textbook for the Independent & Distance Learning version of the course and verify the ISBN number to make sure you get the correct edition of the textbook.

Nature and Purpose of the Course

This course is a survey of American history from the end of the Civil War to the 1990s. When you have completed it, you should have a good general understanding of the main trends of American history from 1865 to the present, including some understanding of how the Reconstruction period altered American society, how the modern American industrial state emerged in the late nineteenth century, how the new urban-industrial order generated enduring political and social questions, and how race relations in the United States changed from emancipation through the civil rights movements of the mid-twentieth century. You should also be able to discuss in some detail the impact of America’s twentieth century wars on our society and government, and the consequences of such reform movements as Populism and Progressivism. An important theme underlying all those issues is the role of the federal government in the social and economic order. You should also come away from the course with an understanding of the origins, purposes and consequences of American foreign policy throughout the period. You should have acquired, by the end of the course, a grasp of the facts of modern American history sufficient to enable you to discuss the topics mentioned above intelligently and to support your views on them with evidence, illustrations, and examples.

Preparation of Lesson Assignments

Remember, this course covers an entire semester of work or the equivalent of a classroom course lasting 15 weeks. That means that each lesson in this course equals nearly a week of course work and will require the same time and effort on your part. Do not expect to complete each lesson in a single study session.

In order to receive the most rapid service, mail each lesson in one of the addressed envelopes as soon as the lesson is completed or use the electronic submission option (see Electronic Submission Options in the appendix for additional information).
General Instructions

A large part of the instructional process is conducted through the lesson assignments that are located at the end of each lesson. Follow the steps listed below when mailing assignments.

Type (preferred) or write on one side of 8½" by 11" paper, leaving at least 1.5 inches on the left margin for instructor notes. Double space whether submitting handwritten or typed lessons.

Put your name, enrollment number, course number, and lesson number at the top left hand corner of each page. Number your pages 1 of __, etc., in the top right hand corner of each page.

Make a copy of your lessons in case any of them are lost in the mail.

Complete a lesson cover sheet (located in your course packet) for each lesson, and fold it so that your address is on the outside.

Submit one lesson per envelope. Failure to follow this procedure may result in your lesson not being recorded for grading and will require resubmission.

For each lesson, place the corresponding label on the envelope, and mail or bring to the IDL office.

Your lessons will be recorded according to the date received in the IDL office, not the date you mailed them.

IDL will only accept three lessons every seven calendar days.

Follow any additional instructions listed below.

Course Specific Instructions

In completing each of the Lessons 1 through 15, you will write ten "identifications" and two essays that are designed to help you acquire a more thorough knowledge of modern American history, sharpen your writing and analytical skills, and prepare you for the course examinations. Be sure to write out the identification item before defining it. You should “answer” the identification items in three or four sentences—a short paragraph, in other words—in which you define the terms of who, what, where, when, why, and so what. Think about these “sub-questions” and you will see that the historian is interested not only in the event (who? what? where?) and its chronology (when?), but its causes (why?) and its significance (so what?). As much as your information permits, you should succinctly address all these issues in completing the identification items. And remember: they do not require essays! If you write more than a short paragraph, you have written too much. One way
of thinking about the identification items is to regard them as some of the “blocks” you will use in “building” an essay.

The essay questions obviously require lengthier answers. As a general rule, you should devote a minimum of five, double-spaced handwritten pages (about two double-spaced typed pages) to each question. As for the maximum length, that is up to you, but since you will have an opportunity to rewrite essays before submitting them, plan on keeping them to a maximum of seven, double-spaced handwritten, or about three typed, pages. Quantity (length) does not necessarily spell quality. You should express your ideas clearly and concisely—and you should include only information that is relevant to the question. When appropriate, you should integrate information from both the textbook and the book of essays.

The first step in preparing a good essay is to think about the question and then, with the books closed, outline your answer. Your essay should always include specific examples to support broad analytical statements. This is the opportunity to go over in your mind those people or events that will help you make your points. Be sure to write the essay question at the top of the first page of your answer, then begin writing. Do not approach the essay as simply an exercise in copying information from the textbook. You should look upon the essay as a test that you control. Take it—and give it a preliminary grade of your own. That is, write your essay first without looking at the readings; then open the book(s) and double-check the accuracy of your statements, correcting any mistakes and perhaps noting new material that seems relevant. Then, with your book closed again, rewrite the essay for submission, making certain that you proofread it to eliminate errors in grammar and/or spelling. It bears repeating that it will be counterproductive for you just to copy things from the readings. When it comes time for the examinations, you will be required to write essays in controlled circumstances without access to the books.

After submitting Lesson 1, it would be an excellent idea to wait for it to be graded and returned to you before submitting additional lessons. That way any problems or misunderstandings about the instructor’s expectations can be cleared up at the outset. Most students submit one or two lessons a week. No more than three lesson assignments may be submitted per seven days.
Suggested Study Techniques

Carefully study the textbook, study guide material (if applicable), additional resources provided, and the information in your course guide before you begin to prepare the lesson assignments. This study should include a detailed examination of the illustrative problems and examples, as well as the assigned reading. After a lesson assignment has been completed, a rapid re-reading of the related text and other materials is strongly recommended.

Review your lesson assignments after they have been graded and returned to you. LSU Independent & Distance Learning suggests that you wait for your first lesson to be returned to you before you submit subsequent lessons; however, after the first lesson, it is normally not necessary to wait for the corrected lesson assignment to be returned before completing and submitting the next one.

One temptation you may have in an independent study course is to rely too heavily on textbook material when preparing your lesson assignment. If you give in to such a temptation, you may not realize until exam time that the perfect response you prepared was possible only because you repeatedly referred to the textbook without really learning or understanding the material. Therefore, you should attempt each assignment without referring to the textbook, and if “thumbing back” is necessary, be sure you have actually learned the point rather than merely reflected it in the answer.

Put yourself on a definite schedule. Set aside a certain block of hours per day or week for this course and work in a place where distractions are minimal. Try to submit a lesson each week or at least every two weeks. Delays in submitting lessons usually result in lagging interest and the inability to complete the course.

Academic Integrity

*LSU Independent & Distance Learning adheres to Louisiana State University’s policy on academic misconduct. This policy defines plagiarism as follows:*  

“Plagiarism” is defined as the lack of citation or the unacknowledged inclusion of someone else’s words, structure, ideas, or data. When a student submits work as his/her own that includes the words, structure, ideas, or data of others, the source of this information must be acknowledged through complete, accurate, and specific references, and, if verbatim statements are included, through quotation marks as well. Failure to identify any source (including interviews, surveys, etc.), published in any medium (including on the internet) or unpublished,
from which words, structure, ideas, or data have been taken, constitutes plagiarism; Plagiarism also includes:

Falsifying or fabricating any information or citation in any academic exercise, work, speech, thesis, dissertation, test, or examination.

Submission of essentially the same written assignment for two courses without the prior permission of the instructors.¹

Contact Information

If you need to contact your instructor concerning your lesson assignment, you may include a note with your completed assignment, or you may email him or her at MyInstructor@outreach.lsu.edu. Your instructor does not have an office within the Independent & Distance Learning building. Instructors only answer questions related to course content. Please direct all other questions to our Learner Services office by emailing Iservices@outreach.lsu.edu or by calling 800-234-5046.

Examinations and Grading Policy

There are two comprehensive examinations in the course; a mid-course examination (after Lesson 7) and a final examination. Both consist of two sections: one of multiple choice questions and one of essay questions. You will have three hours to take the mid-course exam and three hours to take the final exam.

Grades on individual lessons and examinations will be assigned according to the following scale:

- 90% – 100% = A
- 80% – 89% = B
- 70% – 79% = C
- 60% – 69% = D
- 0% – 59% = F

Course grades are determined by the total number of points you earn on lessons and examinations—provided you earn a cumulative passing grade on the mid-course and the final examination. There is a possible total of 1000 points distributed as follows:

Lesson 16
This lesson is worth 100 points:
- 50 identification items worth 2 points each

Mid-Course Exam
50 multiple-choice questions worth 2 points each
- two essays worth 50 points each

Final Exam
100 multiple-choice questions worth 2 points each
- two essays worth 100 points each

TOTAL

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lessons 1-15</td>
<td>300</td>
</tr>
<tr>
<td>Each lesson is worth 20 points:</td>
<td></td>
</tr>
<tr>
<td>- two essays worth 5 points each</td>
<td></td>
</tr>
<tr>
<td>- ten identification items worth 1 point each</td>
<td></td>
</tr>
<tr>
<td>Lesson 16</td>
<td>100</td>
</tr>
<tr>
<td>This lesson is worth 100 points:</td>
<td></td>
</tr>
<tr>
<td>- 50 identification items worth 2 points each</td>
<td></td>
</tr>
<tr>
<td>Mid-Course Exam</td>
<td>200</td>
</tr>
<tr>
<td>50 multiple-choice questions worth 2 points each</td>
<td></td>
</tr>
<tr>
<td>- two essays worth 50 points each</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>400</td>
</tr>
<tr>
<td>100 multiple-choice questions worth 2 points each</td>
<td></td>
</tr>
<tr>
<td>- two essays worth 100 points each</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>1000</td>
</tr>
</tbody>
</table>

Final grades, for those students who earn a cumulative passing score on both exams, will be based on the following scale:

900-1000 points = A
800-899 points = B
700-799 points = C
600-699 points = D
Less than 600 points = F

YOU MUST EARN A CUMULATIVE PASSING GRADE ON THE EXAMS IN ORDER TO PASS THE COURSE.

Important Reminders:

a. The examinations are comprehensive, which means that the final examination will cover all the lessons and reading assignments in the course, not just those since the mid-course exam, and

b. YOU MUST EARN A CUMULATIVE PASSING SCORE ON THE EXAMS TO RECEIVE CREDIT FOR THE COURSE. No matter how well you may do on the lessons and on the mid-course exam, you CANNOT receive credit for the course if you fail to earn a cumulative passing score on both exams. The final exam requires you to have mastered a fairly large body of information, so you would be wise to leave some time between submitting the last lesson (Lesson 16) and scheduling the final exam so that you can
study thoroughly. Do NOT simply assume that because you have submitted Lesson 16 you are ready to take the final exam. Most students need a period of concentrated study and review in order to do well on the exam.

A Final Word From The Instructor

Now, with all those dire warnings and stern admonitions out of the way, let me say this: American history is a fascinating subject, filled with interesting and sometimes inspiring (and occasionally appalling) people. It can be studied not only with profit but with pleasure if you approach it with an open mind and without grinding your teeth in anticipation of being bored with lists of names and columns of dates. This is not that kind of course. I hope you will enjoy it as well as learn from it. Remember: the past does live. What we call history defines our agenda today. Welcome aboard.

Transcript Information

After you have completed this course, your grade will be filed with the Office of the University Registrar. If a transcript is needed, it is your responsibility to make a request to the registrar. If you would like to order a transcript, visit the Office of the University Registrar Transcript Requests page to view your options.2

Examination Proctors

If you are not going to take your exam at LSU–Baton Rouge, notify us of your proctor by sending the completed Exam Proctor Information Form located in the appendix of this course guide to the Independent & Distance Learning office.

Please read the College Examination Information document in the appendix of this course guide for further details.

__________________________

2 http://appl003.lsu.edu/slas/registrar.nsf/$Content/Transcript+Requests?OpenDocument
Lesson 1: The Age of Reconstruction, 1865–1877

Lesson Introduction

This chapter deals with one of the most troubled and important periods in American history. A great deal of modern American society—both its strengths and weaknesses—can be traced to the Reconstruction period. It is obvious, for example, that the Civil War and emancipation destroyed much of Southern antebellum society and caused significant changes in the South’s economy, social structure, and politics. But clearly, the most dramatic changes caused by the war, and the most difficult of the post-war adjustments, involved relations between the races. Southerners suddenly had to come to terms with millions of former slaves who were about to become full-fledged citizens with rights apparently guaranteed by the Constitution.

Be sure, as you complete the lesson, that you understand the content of the 13th, 14th, and 15th amendments to the Constitution and that you can discuss the politics of their passage, their immediate consequences for the South and for the nation. (By the time you complete this course, you should also be able to discuss their long-term consequences for the South and for the nation as well.) Be sure that you understand the differences between the Reconstruction plans of President Lincoln, President Johnson, and the Radical Republicans. You should be able to discuss the Republican Reconstruction governments established in the former Confederate states. What were their strengths and weaknesses? What reforms did they achieve? Why did Reconstruction end in the South?

The Reconstruction era raised another question that is still vigorously debated in American politics: what is the responsibility of the national government in “leveling the playing field,” in seeing to it that all Americans have opportunities to go as far as their abilities and drive can take them? Is that a federal responsibility? Should it be? Clearly Radical Republicans during Reconstruction
believed it was. How did they act on that belief? Think about (and be able to discuss) this question: to what extent was Reconstruction a success? To what extent was it a failure? Why?

**Reading Assignment**

*America Past and Present*, Chapter 16

**Lesson Assignment**

*Complete the following and submit to LSU Independent & Distance Learning for grading. Be sure to follow the guidelines under “Preparation of Lesson Assignments” in the course syllabus. This lesson assignment is worth 20 possible points.*

**Part 1. Identification Items:**

*In three or four sentences, identify the following items. Remember to succinctly address the subquestions of who, what, where, when, and so what.*

- Radicals
- Ku Klux Klan
- Carpetbaggers
- sharecropping
- Freedmen’s Bureau
- greenbacks
- Black Codes
- Fourteenth Amendment
- Compromise of 1877
- Redeemers

*Note: You should not assume, necessarily, that the items listed as “identifications” in the lesson assignments are the only significant items you need to master in each chapter.*

**Part 2. Essays:**

*In clear and concise essays, address the following issues. Be sure to read the Lesson Introduction carefully and don’t forget to copy the essay topic before you begin writing.*


   Your assignment here is two-fold: (1) compare the reconstruction plans of Lincoln, Johnson, and the Radical Republicans, and then (2) indicate
which of the plans you think was best suited to the circumstances prevailing at that time and explain why.

2. “Reconstruction in the South”

Identify the major social, economic, and political problems facing the South, and assess the major consequences of Reconstruction for the region. Do you think the era of Reconstruction was a positive or negative period for the South? Realistically speaking, could race relations have taken a different course?
Lesson Introduction

One of the great chapters in American history and in international economic history was the rapid industrialization of the United States between the end of the Civil War and World War I, a process that made this country the world’s leading industrial nation by the mid-1890s. Accompanying and stimulating that process was the formation of the first great American industrial corporations, such as John D. Rockefeller’s Standard Oil Company and the steel holdings of J.P. Morgan that later formed the basis of the U.S. Steel Corporation. The activities of such “captains of industry”—or “robber barons,” as their critics labeled them—transformed the economic landscape of the United States and, in so doing, had an enormous impact on virtually all socioeconomic groups, especially the urban working class which, to defend its interests, sought influence in numbers by organizing the first national labor unions. In other words, the rise of “big business” stimulated efforts to forge “big labor.”

As you read the assignments for this lesson, pay close attention to the mix of factors that explain industrialization and to those characteristics of the modern industrial corporation that distinguished it from pre-Civil War manufacturing establishments. Then ask yourself what it all meant for American workers. How did their work place change? What new job-related demands did they face? What were the different organizational strategies of major labor leaders? A broad question to ponder is this: what was it about the United States that made the process of social adjustment to the new urban industrial order a comparatively peaceful one? There was, to be sure, extensive labor unrest in late 19th century America, and violence frequently marred labor-management relations, but compared to some European countries the United States experienced a relatively muted form of class conflict. What do you think might explain that fact?
Lesson 2: Businessmen and Workers in Industrial America

Reading Assignment

America Past and Present, Chapter 18; American Realities, Chapter 2.

Lesson Assignment

Complete the following and submit to LSU Independent & Distance Learning for grading. Be sure to follow the guidelines under “Preparation of Lesson Assignments” in the course syllabus. This lesson assignment is worth 20 possible points.

Part 1. Identification Items:

In three or four sentences, identify the following items. Remember to succinctly address the subquestions of who, what, where, when, and so what.

Credit Mobilier, transcontinental railroad
J.P. Morgan, Haymarket Riot
Great Railroad Strike, John D. Rockefeller
Thomas Edison American, American Federation of Labor
Andrew Carnegie, Knights of Labor

Part 2. Essays:

In clear and concise essays, address the following issues. Be sure to read the Lesson Introduction carefully and don’t forget to copy the essay topic before you begin writing.

1. “The Emergence of Industrial America”

Discuss the broad factors that contributed to the rapid industrialization of the United States from the Civil War to the turn of the century. Although your textbook does not go into the subject, include in your essay your thoughts on how the Civil War itself may have contributed to postwar industrialization. End your essay by identifying the single factor that you consider to have had the most influence on industrialization and explaining the reason for your choice.


Analyze the impact of industrialization on the American worker and describe his response to the challenge; discuss the problems faced by organized labor, explaining the failure or triumph of major labor...
organizations; and, finally, attempt to explain why there was not greater class conflict in the U.S. (i.e., why the organized labor movement did not become radicalized and even more hostile toward the middle and upper classes).
Lesson 3: Clash of Cultures in the American West

Lesson Introduction

In the wake of the Civil War the history of the American West, as later generations would understand it, really began; indeed, the last three decades of the 19th century witnessed the occupation by American settlers of more land than in the nation’s entire history to that point. It was during that period that the largest mining strikes were made, that huge cattle ranches worked by the “cowboys” appeared, and that barbed wire and windmills became common on the land tilled by “sodbusters.” That westward movement also led to cultural confrontation on a scale unprecedented in the historical experience of the American people. The great trans-Mississippi migration is thus a story not only of white adaptation to a new physical environment, but of a violent encounter between two civilizations, as Native Americans struggled futilely to protect their domains and way of life against invasion from the East. As you read the chapter, pay attention not only to those conditions or factors that propelled or pulled settlers onto the Great Plains and beyond, but think, too, about how the newcomers adapted to and used nature and how that contrasted with Indian ways.

Reading Assignment

America Past and Present, Chapter 17
Lesson Assignment

Complete the following and submit to LSU Independent & Distance Learning for grading. Be sure to follow the guidelines under “Preparation of Lesson Assignments” in the course syllabus. This lesson assignment is worth 20 possible points.

Part 1. Identification Items:

In three or four sentences, identify the following items. Remember to succinctly address the subquestions of who, what, where, when, and so what.

<table>
<thead>
<tr>
<th>Item</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Horace Greely</td>
<td>Frederick Jackson Turner</td>
</tr>
<tr>
<td>Great Plains</td>
<td>concentration policy</td>
</tr>
<tr>
<td>Custer’s Last Stand</td>
<td>Wounded Knee</td>
</tr>
<tr>
<td>Dawes Act</td>
<td>Overland Trail</td>
</tr>
<tr>
<td>Homestead Act</td>
<td>buffalo soldiers</td>
</tr>
</tbody>
</table>

Part 2. Essays:

In clear and concise essays, address the following issues. Be sure to read the Lesson Introduction carefully and don’t forget to copy the essay topic before you begin writing.

1. “Lure of the West: Reasons for the Westward Movement”

   Evaluate the fundamental reasons for the rapid occupation of the trans-Mississippi West during the last half of the 19th century.

2. “Clash of Cultures: Whites & Indians in the American West”

   Compare the life-styles, world-views (view of man and nature), and value systems of White Americans and Native Americans, and then discuss the impact of white migration on Indian cultures. (To answer this question, you will need to read between the lines of your text and make inferences about cultural attitudes and values—about the concept of property, for example.)
Lesson Introduction

The striking growth of cities in the post-Civil War period changed the social landscape of America, affecting virtually every kind of social activity or relationship. From entertainment, housing, architecture, and religious values to crime, schooling, and family ties, the mushrooming of urban centers modified American life and, in so doing, had important implications for national politics. The story of change brought about by industrialization and urbanization was one of positive development, but it was also one of tension and conflict. Immigrants, for example, played a critical role in the process of urbanization and in political change, as millions of newcomers swelled city populations and eventually found a place in either the Republican or Democratic party as citizens and voters. The influx of foreigners, however, provoked a frequently sharp reaction from those who saw them as a threat to American culture or as the mainstays of corrupt urban political machines. The dramatic expansion of cities also placed an enormous strain on urban resources and facilities, resulting in often shocking living and working conditions. The cost in human suffering of the country’s rush to industrialization and urbanization—the sweatshops of the eastern cities, child labor, industrial injuries, rampant corruption in government, crowded tenement houses, a lack of sanitation—increasingly drew criticism. Some began to question the assumptions underlying the march to industrialism, decrying what they thought was the egotistical insensitivity of the business class, many members of which saw in Darwinian theory an explanation for America’s social problems. This chapter will help you to identify the social and political implications of the new industrial order and provide you with insights into the dueling conceptions of the direction America should take—a debate that is still very much with us.

Reading Assignment

America Past and Present, Chapter 19
Lesson Assignment

Complete the following and submit to LSU Independent & Distance Learning for grading. Be sure to follow the guidelines under “Preparation of Lesson Assignments” in the course syllabus. This lesson assignment is worth 20 possible points.

Part 1. Identification Items:

In three or four sentences, identify the following items. Remember to succinctly address the subquestions of who, what, where, when, and so what.

Jane Addams  “new immigrants”
“Boss” Tweed  settlement house
Social Gospel  Susan B. Anthony
Morrill Land Grant Act  Henry George
Ralph Bellamy  W.E.B. Du Bois

Part 2. Essays:

In clear and concise essays, address the following issues. Be sure to read the Lesson Introduction carefully and don’t forget to copy the essay topic before you begin writing.

1. “Cities and Reformers”

Discuss the urban experience in late 19th century America. How did it differ from traditional life? What positive changes did it bring? What major problems did it create? What was the relationship between urbanization and immigration?

2. “Social Darwinism in Post-Civil War American Life”

Evaluate, first, the place of Social Darwinism in American social and economic thought. What were its basic tenets? How could it be used to justify class differences and a certain style of business activity? Then discuss the intellectual attack on Social Darwinism and assess the political implications of such criticism (i.e., what kind of government policies would be required to satisfy the critics?).
In the post-Civil War period, there developed what your textbook calls the “politics of stalemate,” in which the two major political parties enjoyed equal strength and rarely did one of them elect both the president and a majority in Congress. Successful presidential candidates usually won by razor-thin margins and at times actually had fewer popular votes than their defeated adversaries. Because of the political equilibrium, neither party wanted to risk losing popular support by adopting a well-defined stand on national issues. Some historians have described the era as the “Gilded Age” because politics was a grand national game in which there was a lot of glitter and hoopla but little substance and meaningful debate. The players were almost exclusively white males, especially after the South firmly implanted the Jim Crow system and disenfranchised blacks, while the philosophical currents of Social Darwinism and laissez-faire severely limited the role of the federal government in the social and economic order. Inevitably, however, the economic and social change discussed in previous lessons would have a profound impact on national politics.

You have seen that organized labor did not believe that it was receiving its just share of the expanding national pie, and by the turn of the century there were other groups chafing under what they saw as the inequities of the system. African-Americans had ample reason to feel victimized, and understanding both how they were marginalized in American society and how they responded to their problems is one of your objectives in this lesson. The most powerful protest movement of the 1890s had its roots in the plight of the American farmer. Feeling a loss of status in the new industrial society and hurting financially, the farmer, like the worker, attempted to organize in order to protect his interests. It was that organizational effort, which also targeted blacks and the urban working class, that set the stage for a realignment of national politics and the historic elections of 1896—the only one of the post-Reconstruction period
in which there was a clear-cut ideological and policy difference between the two major candidates. As you peruse the assigned readings, think of similarities between fundamental issues raised then, e.g., the proper role of government in American society, and those on our national agenda today.

**Reading Assignment**


**Lesson Assignment**

*Complete the following and submit to LSU Independent & Distance Learning for grading. Be sure to follow the guidelines under “Preparation of Lesson Assignments” in the course syllabus. This lesson assignment is worth 20 possible points.*

**Part 1. Identification Items:**

In three or four sentences, identify the following items. Remember to succinctly address the subquestions of who, what, where, when, and so what.

- Atlanta Compromise
- Grange
- Boss Tweed
- W.E.B. DuBois
- William Jennings Bryan
- Jane Addams
- NAACP
- Plessy v. Ferguson
- Sherman Anti-Trust Act
- The Wonderful World of Oz

**Part 2. Essays:**

In clear and concise essays, address the following issues. Be sure to read the Lesson Introduction carefully and don’t forget to copy the essay topic before you begin writing.


   How did the changes in American society caused by industrialization affect the American farmer (i.e., how did they affect his self-image, status, and interests)? What did he think his problems were? What caused those problems? How did he attempt to defend his interests? (In
addition to the readings for this lesson, you may want to review *America Past and Present*, Chapter 17, pages 512–518.)

2. “Race Relations in Post-Reconstruction America”

Focus on the status of African-Americans in the late 19th and early 20th centuries, discussing the main features of race relations, the social and economic opportunities available to blacks, the attitude of the federal government toward civil rights, and black strategies for advancing the cause of racial equality. Do you think Booker T. Washington’s approach eventually would have worked? (You should review *America Past and Present*, pages 472–478, from “Redeeming a New South,” and 576–570.)
Lesson 6: Progressive America

Lesson Introduction

Progressivism, the most powerful reform movement in United States history prior to the 1930s, began as an urban reform movement. Changes in city life in the late 19th century, as you have learned, were truly remarkable. The population density of cities such as New York, Chicago, and Boston reached unprecedented heights; indeed, never before in the country’s history had so many people been crowded so closely together. The sheer size of those great urban centers created massive problems of administration, sanitation, housing, transportation, and schooling never before faced by the American people. The cities created opportunities for upward mobility, but they also created opportunities for corruption and exploitation. The Progressive Movement stemmed from an increasing desire on the part of a growing segment of the educated middle-class to reform society, to reform people, and to reform American life.

As you read the assignment, think about national problems as Progressives perceived them and identify the key areas in which they actively tried to bring about change. Consider, too, how they went about trying to achieve reform and ask yourself what the results of their efforts were. It should become clear to you how “alive” history is when you study that particular era, because the Progressives were the ideological forerunners of our contemporary liberals. One of the key things that distinguishes liberals from conservatives today is a willingness to use the coercive power of the federal government to shape human conduct. How did the turn-of-the-century Progressives view the role of government in the socioeconomic order?

Reading Assignment

*America Past and Present*, Chapters 22 and 23; *American Realities*, Chapter 3.
Lesson Assignment

Complete the following and submit to LSU Independent & Distance Learning for grading. Be sure to follow the guidelines under “Preparation of Lesson Assignments” in the course syllabus. This lesson assignment is worth 20 possible points.

Part 1. Identification Items:

In three or four sentences, identify the following items. Remember to succinctly address the subquestions of who, what, where, when, and so what.

Frederick Winslow Taylor  pragmatism
Niagara Movement  New Freedom
Industrial Workers of the World  New Nationalism
Ballinger-Pinchot Affair  Eugene V. Debs
muckrakers  Model T

Part 2. Essays:

In clear and concise essays, address the following issues. Be sure to read the Lesson Introduction carefully and don’t forget to copy the essay topic before you begin writing.

1. “Progressivism: ‘Smoke and Mirrors’ or Meaningful Reform?”

Did Progressivism accomplish anything really significant? Did fundamental political, social, economic, or moral reform occur during the first decade and a half of the 20th century as a result of Progressive agitation and lobbying? Note that addressing these questions will require you to describe (succinctly) the conditions or situation that the Progressives wanted to change.


What part did the federal government play in American social and economic life from the end of Reconstruction to the World War I era and why? Did any changes occur in the role(s) of the federal government during that period? Why or why not?
Lesson 7: Imperial America, 1898–1912

Lesson Introduction

Americans had always been expansionists, propelled by a growing conviction that it was their “manifest destiny” to occupy the continent from sea to sea. Thus, they had moved restlessly westward, occupying the Great Plains and the Southwest and moving across the Rockies to the Pacific coast, laying claim to all of it from southern California north to the present Canadian border. In the last half of the 19th century, a sense of a “new manifest destiny” gradually developed—the idea that the United States should play a larger role in world affairs and should even imitate European powers by acquiring overseas possessions. The stage was thus set for overseas expansion and increasing involvement in global affairs. This signified that the assumptions of traditional foreign policy, based on isolationism (i.e., the idea that the United States should avoid any involvement in the politics and wars of Europe and Asia), were now under serious challenge for the first time.

The assigned reading raises various questions for you to ponder. How did proponents of overseas expansion justify their position? What were the factors that explain such expansion? Was it driven primarily by economics? Or were there political, ideological, and/or strategic considerations? Be able to describe the course of American expansion and, especially, understand the causes and consequences of the Spanish-American War. In the 20th century foreign policy will occupy a progressively important place on the national agenda and, by the end of the course, you should be able to write an essay describing the main outlines of U.S. foreign policy from Reconstruction to our era. Be sure, therefore, that you have a good grasp of the basic information in this lesson before you move on.

Reading Assignment

Lesson Assignment

Complete the following and submit to LSU Independent & Distance Learning for grading. Be sure to follow the guidelines under “Preparation of Lesson Assignments” in the course syllabus. This lesson assignment is worth 20 possible points.

Part 1. Identification Items:

In three or four sentences, identify the following items. Remember to succinctly address the subquestions of who, what, where, when, and so what.

- Alfred Mahan
- dollar diplomacy
- Maine
- Emilio Aguinaldo
- Hay-Bunau-Varilla Treaty
- James G. Blaine
- yellow journalism
- Roosevelt Corollary
- Rough Riders
- Open Door Policy

Part 2. Essays:

In clear and concise essays, address the following issues. Be sure to read the Lesson Introduction carefully and don’t forget to copy the essay topic before you begin writing.


How did American foreign policy change in the half-century after the Civil War? Does the label “imperial” accurately describe the country after, say, 1900? Discuss (succinctly) what you consider to be the key events that illustrate fundamental changes and include in your essay an assessment of presidential leadership in foreign policy. Which president do you consider to have been the most effective in defining goals and mobilizing support for his foreign policy?

2. “The Domestic Roots of American Foreign Policy, 1865–1912”

To what extent is foreign policy a function of domestic conditions? In your essay, focus on any significant trends or developments in domestic politics, economic conditions, and social thought that may have influenced America’s foreign policy orientation.
Mid-Course Examination

Preparation

It is now time to prepare for and take the mid-course examination. If you are not going to take your exam at LSU-Baton Rouge, notify us of your proctor by sending the completed Exam Proctor Information Form located in the appendix of this course guide to the Independent & Distance Learning office.

Please read the College Examination Information instructions located in the appendix of this course guide for further details.

About the Mid-Course Examination

The mid-course exam will cover all you have been assigned so far and will consist of 50 multiple choice questions worth two points each and two essay questions worth 50 points each. You will be allowed three hours for the exam, and you should plan on spending at least 30 minutes on each of the essay questions. Remember to support your generalizations with specific examples (which should be relatively easy because of all the identification items you have completed). I strongly recommend that you spend five minutes thinking about each question and outlining it before you start writing. You must bring an examination bluebook with you in order to test.

After submitting Lesson 7, you should allow yourself adequate time for study and review before scheduling the mid-course exam. Good luck!
Lesson 8: Over There and Over Here: The U.S. in World War I

Lesson Introduction

The First World War marked modern America’s entry into world affairs—which meant European affairs to most Americans—to an extent never before thought possible or desirable. Even though it ended in victory for the United States and its allies, the fearful loss of life and the growing suspicion among many Americans that the nation had been duped into fighting one of “Europe’s wars” by arms dealers and corrupt European statesmen convinced many that American participation in the war had been a mistake. The war had important consequences for American foreign policy and politics for a long time after it was over.

Spend some time making sure you understand the causes of the war, and especially of American involvement. Wilson ran for election as a peace candidate, so how did the U.S. end up going to war? How were American interests affected by the conflict? Spend even more time making sure you have a good grasp on the consequences of the war. You need to study both the roots of the “isolationist” views born of the war and their consequences. Part of Americans’ reluctance to be drawn into a future conflict sprang from the unprecedented carnage of this one. American wars in the past had seemed to possess a kind of ennobling element despite the death and suffering involved. The American Revolution, the war with Mexico, the Civil War, even the Spanish-American War had elements of glorious crusades of a sort. But the general public found little ennobling about trench warfare in Europe. This disillusionment explains a lot about the Senate’s rejection of Wilson’s League of Nations. Be sure you understand what made this war seem so different to Americans, and how their views destroyed Wilson’s plans for a new world order. You need to be able to discuss the Fourteen Points, the Treaty of Versailles, the League of Nations and how each of the three related to the others.

World War I also had a significant impact on the American homefront. How, for example, did it affect race relations? The labor movement? Civil liberties? Women’s rights? The role of the federal government in the socioeconomic order? Some long-term changes brought about by the war were wholly
unintended but had distant consequences few at the time even dreamed of. For example, when the army began routinely giving all recruits what we would call today “IQ tests” to determine their fitness for officer status, it began a movement toward widespread “testing” (generally psychological testing) that profoundly altered American education. The “standardized tests” that are so important in American schooling today [the Scholastic Aptitude Test (SAT) or the Graduate Record Exam (GRE)] are one legacy of the army’s initial testing during World War I. Can you find any other unanticipated consequences of the war discussed or implied in the chapter? (For example, think for a while about the long-term consequences of the “Great Migration” of southern blacks to northern cities that began during the war.)

Reading Assignment


Lesson Assignment

Complete the following and submit to LSU Independent & Distance Learning for grading. Be sure to follow the guidelines under “Preparation of Lesson Assignments” in the course syllabus. This lesson assignment is worth 20 possible points.

Part 1. Identification Items:

In three or four sentences, identify the following items. Remember to succinctly address the subquestions of who, what, where, when, and so what.

Victoriano Huerta  Lusitania
preparedness Henry Cabot Lodge
Pancho Villa Creel Committee
Zimmermann Telegram Fourteen Points
Sedition Act John J. Pershing

Part 2. Essays:

In clear and concise essays, address the following issues. Be sure to read the Lesson Introduction carefully and don’t forget to copy the essay topic before you begin writing.
1. “The Road To War, 1914–1917”

Start your discussion of the reasons why the U.S. entered World War I by defining what the American national interest was vis-à-vis the European war. In other words, why should the U.S. care if a war broke out in Europe? How did it affect the U.S.? Describe the events or circumstances that brought about our entry into the war and indicate which you consider to have been the most important, explaining why.

2. “World War I and American Society”

In your essay consider how American society changed—politically, socially, and/or economically—during the World War I era and indicate whether those changes were the result of the war or whether you think if they would have occurred anyway. You should reread pages 676–681 (from “Wilson Moves Toward the New Nationalism”) of America Past and Present before writing your essay.
NOTES
Lesson 9: The Roaring Twenties and Modern America

Lesson Introduction

Textbooks often treat the 1920s as the beginning of contemporary America or a “transition decade” in which phenomena such as the assembly line, the automobile, and, above all, the city in general emerged as dominant forces in American life. Historians sometimes speak of a second Industrial Revolution in the 1920s, as American industrial output reached unprecedented levels and the United States attained the highest standard of living the world had ever seen. The lure of jobs encouraged the most intensive migration from farm to city in American history and that, coupled with a continued influx of European immigrants, meant that urban dwellers for the first time outnumbered the rural population. City life brought changes that seemingly threatened to reshape American values and character in fundamental ways. The increasing freedom demanded and gained by women, who voted in presidential elections for the first time in 1920, was one of those changes. New technologies such as the radio, telephone, and motion picture altered tastes and patterns of behavior. The automobile now became an item of mass consumption for the first time, providing a heady mobility and sudden privacy—a “bedroom on wheels,” one wag labeled it. Organized crime made its appearance on a large scale in the cities as Prohibition made bootlegging an enormously profitable enterprise. All of these developments constituted a challenge to tradition and inevitably provoked a conservative, even nativist, counter-attack that transformed the decade into a cultural battleground—not unlike our days. Beneath the surface of the economic prosperity, moreover, there were serious problems and before the decade ended the nation would be plunged into the worst depression in its history.

Reading Assignment

America Past and Present, Chapter 25, and Chapter 26: pages 749–754;
American Realities, Chapter 8.
Lesson Assignment

Complete the following and submit to LSU Independent & Distance Learning for grading. Be sure to follow the guidelines under “Preparation of Lesson Assignments” in the course syllabus. This lesson assignment is worth 20 possible points.

Part 1. Identification Items:

In three or four sentences, identify the following items. Remember to succinctly address the subquestions of who, what, where, when, and so what.

- National Women’s Party
- Red Scare
- National Origins Quota Act
- Teapot Dome
- bonus army
- flappers
- Prohibition
- Marcus Garvey
- Al Smith
- Great Bull Market

Part 2. Essays:

In clear and concise essays, address the following issues. Be sure to read the Lesson Introduction carefully and don’t forget to copy the essay topic before you begin writing.

1. “Culture War in the 1920s”

   In an essay focusing on the clash between tradition and modernity in the 1920s, first define the changes, conditions, or trends that dismayed the defenders of traditional social values and then discuss specific events or developments that illustrate the traditionalists’ counter-attack.

2. “Prosperity and Collapse in the 1920s”

   The analytical focus of your essay is the origins of the Great Depression. To what extent did the prosperity of the 1920s extend to all basic sectors of society? Was there something “wrong” with the economy that went largely unnoticed until it was too late? Did federal economic and social policy during the decade contribute to the eventual collapse? What role did stock market speculation play in the unfolding of the crisis?
Lesson Introduction

The Great Depression was a watershed event in American history. It changed the way millions of Americans thought about politics and particularly about the proper role of the federal government in the nation's social and economic life. In so doing, it laid the groundwork for the major debate in contemporary America. Indeed, political analysts in 1995 spoke frequently of a conservative drive to “dismantle the New Deal,” by which they meant, essentially, efforts to reduce federal restrictions on individual freedom, as well as to eliminate federal programs they regarded as counter to traditional values. As you read about what historians have called the “3 R’s” of the New Deal—relief, recovery, and reform—it is important that you become familiar with a few of the key programs for basic sectors, such as industry, labor, and agriculture, but try to avoid being dazed by the welter of “alphabet agencies” created by the Roosevelt administration. Ponder, instead, the broader questions their existence and activities raise. Under the Agricultural Adjustment Act (1933), for example, the federal government issued monthly checks to farmers who agreed to reduce the amount of land used for crops—in other words, the State began paying people not to work. How did that compare to traditional values of self-reliance and individual responsibility? The question of presidential leadership is an important one. What was FDR’s basic socioeconomic “philosophy” and what was its relationship to the New Deal? To what extent did personal and partisan political motives influence his policies? A basic question to ask is what the vast expansion of federal power and activity in the 1930s actually accomplished? The New Deal was designed to end the crisis by promoting economic recovery and to prevent another such economic catastrophe by effecting certain reforms. To what extent was it successful?

Reading Assignment

Lesson Assignment

Complete the following and submit to LSU Independent & Distance Learning for grading. Be sure to follow the guidelines under “Preparation of Lesson Assignments” in the course syllabus. This lesson assignment is worth 20 possible points.

Part 1. Identification Items:

In three or four sentences, identify the following items. Remember to succinctly address the subquestions of who, what, where, when, and so what.

- Dust Bowl
- NRA
- AAA
- WPA
- “Share our Wealth”
- Hundred Days
- TVA
- CCC
- CIO
- Social Security Act

Part 2. Essays:

In clear and concise essays, address the following issues. Be sure to read the Lesson Introduction carefully and don’t forget to copy the essay topic before you begin writing.


   How “new” was the New Deal? Did it represent a break with the past in terms of American politics and government? Why or why not? Use examples from the past as well as the FDR era to support your argument. Finally, address the question: why did FDR do what he did? (It would be useful for you to review the sections of America Past and Present dealing with the Populists, the Progressives, and the 1920s.)


   In your essay consider the relationship between the New Deal and organized labor. What was the status of unions as the Depression opened? How had they fared since World War I? How did the FDR administration react to organized labor? What gains, if any, did the cause of unionization make? Discuss also any important changes that occurred within the organized labor movement.
Lesson Introduction

If the Great Depression was one of the two most important formative events of American history in the first half of the 20th century, the other was World War II. That conflict markedly altered the structure of international power, ushered in the atomic era and the cold war, and left a deep imprint on American society. It was a war to which the American people went reluctantly, but the attack on Pearl Harbor in December 1941 united them as never before. For most Americans, the war was a great crusade of good against evil and they threw their energies into building an awesome military machine that, with the aid of America’s allies, particularly the Soviet Union, eventually crushed Hitler’s armies. In the Pacific, an essentially American struggle against the Japanese was brought to a close by the dropping of atomic bombs on Hiroshima and Nagasaki. On the homefront, the war did what the New Deal had failed to do: it ended the Great Depression. Total mobilization brought full employment, changing the workplace permanently by integrating women and blacks into industrial production on a scale theretofore unknown; wages rose to new heights despite wartime controls; business profits soared; and levels of production finally exceeded pre-1929 output. The social reverberations of total war were dramatic, ranging from a relaxation of previous norms of sexual conduct and an unprecedented divorce rate to increased juvenile delinquency. The question of civil rights in a democratic society fighting for its survival came to the fore as the federal government forcibly removed tens of thousands of Japanese-Americans from the West Coast and placed them under guard in “relocation centers” in remote areas. African-Americans, moreover, faced both special challenges and opportunities as mobilization opened doors previously closed in civilian employment and military service. For them it was indeed a two-front war. After completing your reading assignment, you should be able to discuss the background of American involvement in the war, the role the U.S.
played in the Allied war effort, and the repercussions of the conflict on the country’s international position and its domestic life.

Reading Assignment

*America Past and Present*, Chapter 27; *American Realities*, Chapter 10.

Lesson Assignment

*Complete the following and submit to LSU Independent & Distance Learning for grading. Be sure to follow the guidelines under “Preparation of Lesson Assignments” in the course syllabus. This lesson assignment is worth 20 possible points.*

**Part 1. Identification Items:**

*In three or four sentences, identify the following items. Remember to succinctly address the subquestions of who, what, where, when, and so what.*

- Washington Conference
- Good Neighbor Policy
- Yalta Conference
- D-Day
- Battle of Midway
- Lend-Lease
- Nye Committee
- Neutrality Laws
- Kellogg-Briand Pact
- Manhattan Project

**Part 2. Essays:**

*In clear and concise essays, address the following issues. Be sure to read the Lesson Introduction carefully and don’t forget to copy the essay topic before you begin writing.*

1. “World War II: The Good War”

   In what ways could the Second World War be considered a “good” war? Whether you agree with the argument or not, defend it. Examine the fundamental issues underlying the world crisis and the reasons for American entry into the war. Consider the nature of the enemy and his policies. Think, too, of any positive results for the United States, particularly its international position.
2. “FDR and ‘Minority’ Groups, 1933–1945: The Example of Blacks and Women”

Discuss the impact of New Deal policies and wartime conditions on African-Americans and women. Did any meaningful changes occur in the social, economic, or political status of those two groups? Why or why not? How did presidential leadership affect the cause of civil rights?
Lesson 12: Cold War Challenges, 1945–1971

Lesson Introduction

Americans naively had expected that the destruction of Nazism and Fascism would guarantee both world peace and national security, but they were sorely disappointed at the end of World War II by the unanticipated onset of a “cold war” with the Soviet Union. As the United States found itself squaring off with the USSR around the globe in the late 1940s, it faced a threat that was not only external but internal as well. Your textbook gives a good overview of the evolution of the Cold War, but it omits information that is necessary for a fuller understanding of the breakdown of the wartime Soviet-American alliance. The roots of the Cold War are much deeper than the textbook implies; they lie in the social, economic, and political regime set up in the former Russian Empire by the Bolsheviks (Communists) after their revolution in 1917. Under their leader, Vladimir I. Lenin, the Bolsheviks, in accordance with Marxist ideology, set out to eliminate organized religion, private property, and Western-style individual rights in their country; at the same time, Lenin proclaimed the regime’s intention to destroy the liberal-capitalist order throughout the world, a program in harmony with Karl Marx’s call for a world proletarian revolution. Josef Stalin, who ruled the USSR with an iron fist from 1928 to 1953, built the world’s first totalitarian dictatorship on the foundation laid by Lenin. That process led his regime to cause the deaths of up to 22 million of its own citizens, a fact acknowledged by Russian authorities and historians today. (For further reading, see the book by the preeminent American historian of the Cold War, John Lewis Gaddis, *We Now Know: Rethinking Cold War History*, New York: Oxford University Press, 1997, looking in particular at page 8.) While thus making himself the most murderous tyrant in history, Stalin remained committed to the ultimate goal of world Communist revolution, which he would seek to further through territorial expansion. (Again, see Gaddis’s book for more specific information, especially pages 8–14.) During the first two years of World War II (1939–1941), the Stalin regime, as an ally of Nazi Germany, grabbed an eastern portion of Poland, the Baltic states, parts of Finland, and a province belonging to Rumania. When added to later areas in the Far East that it absorbed, the USSR would end up gaining through military conquest or pressure more
territory than any other nation during the war—while the U.S. did not take a single square inch of foreign soil as a result of that conflict. Germany’s sudden attack in June 1941 transformed the Soviet Union into an ally of Great Britain and, shortly afterward, the U.S., but the alliance of the so-called “Big Three” was a “shotgun wedding” that came about only because they had a common enemy in Nazi Germany. Your textbook discusses the tensions within that alliance, but, in view of what Gaddis and myriad other historians have shown, it is a mistake to imply, as your textbook seems to, that the Cold War sprang from Soviet disillusionment with the Western allies over wartime problems; what those problems did was simply exacerbate a paranoia in the Kremlin that existed long before the war.

Although complete documentary evidence is lacking, intriguing evidence has emerged from formerly secret Soviet records that Stalin saw the war as an opportunity to spread Communist rule across all of Europe and not just the adjacent states of Eastern Europe, as the textbook indicates (see Constantine Pleshakov, Stalin’s Folly: The Tragic First Ten Days of World War II on the Eastern Front, Boston: Houghton Mifflin, 2005, pp. 43–44). And certainly that is what the thrust of Stalin’s actual policies in the immediate post-war period suggested. He started seizing the countries of Eastern Europe one by one, leading the West to the logical conclusion that he wanted as much of Europe as possible—especially in view of the official ideology of the Community Party of the Soviet Union, which openly proclaimed world revolution as the ultimate goal of State policy, and the fact that Moscow maintained an army vastly superior to the combined armies of Western Europe and the United States in terms of troop strength and the number of tanks and artillery pieces. That did not mean that the USSR would suddenly attack Western Europe—the United States, after all, had a monopoly on the atomic bomb until 1949—but it did seem to indicate intention, and that demanded a response from the West (see, for example, Steven T. Ross, American War Plans, 1945–1950, London: Frank Cass, 1996, chapter 1). The Soviet effort to force the Western powers out of their sectors of divided Berlin, which resulted in the famous Berlin Air Lift of 1948–1949, heightened the sense of danger in the West. It is through this prism that you should view the formation of the North Atlantic Treaty Organization (NATO) in 1949. Your textbook correctly notes that it was the economically devastated and militarily vulnerable Western European powers who appealed to the U.S. for protection against possible Soviet aggression. But the authors of the textbook curiously depict NATO in a negative light, arguing that it was an “overreaction to the Soviet danger,” that “there was no evidence of any Russian plan to invade western Europe,” and that it “only intensified Russian fears” (p. 816). You should know, first of all, that the Russian government has never released documentation on Soviet military planning after World War II, so we have no real way of knowing what Stalin’s intentions were. But the concern in the West generated by his actions was certainly well-founded. Reflect, moreover, on the textbook’s implicit characterization of NATO as a policy mistake. Could one, with even greater logic perhaps, make the case that NATO may well have
Lesson 12: Cold War Challenges, 1945–1971

prevented World War III? Ponder, furthermore, the fact that NATO was created as a deterrent to a possible Soviet attack on Western Europe and that it therefore was intended to deepen “fears” in the Kremlin. In that sense, it accomplished its purpose. And note the contrast in the relationship between the two great powers and their client states in Europe: the Soviet Union imposed its will on Eastern Europe by brute force, whereas the countries of Western Europe basically pleaded with the U.S. to extend its protective umbrella over them. In so doing, the U.S. was not being altruistic, because its own security was involved, but even so the American-European relationship was characterized by negotiation and compromise, as well as by enormous aid for economic reconstruction under the Marshall Plan. The USSR, on the other hand, had to maintain tight military control over the subjugated states of Eastern Europe and would face periodic unrest or outright revolt in those countries as the Cold War unfolded in the 1950s and 1960s. It is not being unobjective to emphasize that Moscow, through its dependent Communist regimes, would end up having to build walls and fences to keep people in, whereas a growing problem for the U.S. in recent decades has been to try to find a way to keep people (illegal immigrants) out.

You should be aware of a further dimension of the whole question of the “outbreak” of the Cold War and the American response to it. Your textbook downplays the significance of Soviet espionage and subversion inside the United States and even uses the word “hysteria” to describe the country’s reaction (p. 826). But over the past decade or so, a series of scholarly works by prominent historians, based on declassified Soviet intelligence records, published by some of the best academic presses in America and England such as Yale University Press and Oxford University Press, and written in some cases in collaboration with Russian historians, have documented the massive war of espionage that the Stalin regime launched against the United States beginning in the 1930s and continuing into the early post-war period. At a time when the United States did not even have a national intelligence agency and did not have a single “spy” in the USSR, the Kremlin had developed an espionage apparatus in this country that included over 350 spies and informants spread throughout the American government and political community. Moscow had agents in high positions in the State Department, Treasury Department, Office of Strategic Services (created in 1941 and the forerunner of the Central Intelligence Agency, which did not appear until 1947), Federal Bureau of Investigation, and even President Franklin Roosevelt’s White House staff. (The first important books on the general subject were Harvey Klehr, John E. Haynes, and Fridrikh I. Firsov, The Secret World of American Communism [1995] and The Haunted Wood: Soviet Espionage in America—the Stalin Era [1999] by Allen Weinstein and Alexander Vassiliev.) The American security community started to learn of the incredible extent of Soviet espionage in the United States only in 1946—and the most explosive eventual discovery was, of course, that American citizens serving the Stalin regime had stolen the secrets of the atomic bomb. Your textbook discusses (p. 826) the two most famous espionage cases in post-war America,
those of Alger Hiss and the Rosenbergs, but does not say that they were, in fact, Soviet spies. G. Edward White’s Alger Hiss’s *Looking-Glass Wars: The Covert Life of a Soviet Spy*, published by Oxford University Press in 2004, provides a thorough examination of Hiss’s treason; the Rosenbergs’ espionage work, especially that of Julius Rosenberg, is documented in Ronald Radosh and Joyce Milton, *The Rosenberg File* (see the revised 2nd edition published in 1997). In view of the moral equivalency between the USSR and the U.S. that the authors of your textbook implicitly posit, it is interesting to note that, in early 1990, the Soviet state security agency publicly acknowledged that, during the Stalin period, among the 20 million or so Soviet citizens who had died because of Stalin’s brutality were nearly 800,000 people who had been executed for “crimes against the State.” In its entire history, the U.S. has executed exactly two people on similar grounds—the Rosenbergs—and did so only after a lengthy judicial process. This additional information should put America’s vigorous anti-Communist crusade in the years following World War II into better perspective. Was that strong reaction, in fact, an example of “hysteria”—or did it reflect an amply justified concern for national security? In any case, as you read the assignments, keep two broad questions in mind: (1) how and why did the Cold War begin?, and (2) how effectively did the U.S. meet the challenges laid down by aggressively expansionist totalitarian systems?

**Reading Assignment**


**Lesson Assignment**

*Complete the following and submit to LSU Independent & Distance Learning for grading. Be sure to follow the guidelines under “Preparation of Lesson Assignments” in the course syllabus. This lesson assignment is worth 20 possible points.*

**Part 1. Identification Items:**

*In three or four sentences, identify the following items. Remember to succinctly address the subquestions of who, what, where, when, and so what.*

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>George Kennan</td>
<td>National Security Act</td>
</tr>
<tr>
<td>NSC-68</td>
<td>Berlin Airlift</td>
</tr>
<tr>
<td>Mao Tse-Tung</td>
<td>Marshall Plan</td>
</tr>
<tr>
<td>NATO</td>
<td>Alger Hiss</td>
</tr>
<tr>
<td>Truman Doctrine</td>
<td>Rosenbergs</td>
</tr>
</tbody>
</table>
Part 2. Essays:

In clear and concise essays, address the following issues. Be sure to read the Lesson Introduction carefully and don’t forget to copy the essay topic before you begin writing.

1. "Origins of the Cold War"

Examine only the causes (and not the course) of the Cold War, restricting your essay to the pre-1947 period. Probe both the deeper (i.e., pre-World War II) roots of the Cold War, as well as the tensions of the World War II era and immediate post-war period. (Do not go past 1947.) How did the interests of the United States (and Western Europe) conflict with those of the USSR? Which side bears greater responsibility for the “outbreak” of the Cold War? Were both sides basically the same in their grand designs for the postwar world or were there qualitative differences, from a political and moral standpoint? [You should review America Past and Present, pages 773–734 (from “The Fear of Radicalism” to “Prohibition”) and Chapter 27, pages 785–786 (“War in Europe”), 790–793 (from “Wartime Partnerships” to “Checking Japan in the Pacific”), and 800–806 (from “Victory”).]

2. "FDR and Harry Truman: Presidential Leadership in Foreign Policy"

Compare the basic foreign policies of the FDR administration toward the Italo-German-Japanese threat during 1935–1941 with those of the Truman administrative toward Cold War challenges during 1947–1950, explaining what the policies were, why they were adopted, and how successful they were in protecting national interests.
NOTES
Lesson 13: The 1950s: Middle-Class America and the Cold War

Lesson Introduction

The Eisenhower years (1953–1960) are commonly held to have been a period of complacency and stuffy conformity as middle-class America pursued material comfort in an era of such extraordinary economic prosperity that the boom of the 1920s paled in comparison. The single-family tract house in the suburbs, with a car in the driveway and a barbecue grill in the backyard, became the accepted image of how the typical American family lived—and television carried that image of the middle-class “good life” to millions of people here and abroad. In foreign policy, Eisenhower pursued containment, but strove to reduce international tensions, while maintaining both domestic prosperity and a strategic superiority over the Soviet Union. But all was not well with middle-class America. In the international arena, the challenges seemed to multiply, particularly in the Third World where nationalism aggressively asserted itself. Moscow’s success with Sputnik stunned America, which now feared a unanticipated Soviet technological lead in space. And at home all was not as comfortable as it might appear to be. Millions of Americans did not live lives anything like those portrayed on the television sitcoms. Throughout the South, where Jim Crow laws were common, black Americans lacked the fundamental rights that whites took for granted. That the 1950s witnessed the birth of the modern civil rights movement is not surprising. As you study the period, ask yourself to what extent complacency and conformity were, in fact, hallmarks of that decade. What were some of the contrasts and contradictions? In foreign affairs, how did Eisenhower stack up to FDR and Truman?

Reading Assignment

Lesson Assignment

Complete the following and submit to LSU Independent & Distance Learning for grading. Be sure to follow the guidelines under “Preparation of Lesson Assignments” in the course syllabus. This lesson assignment is worth 20 possible points.

Part 1. Identification Items:

In three or four sentences, identify the following items. Remember to succinctly address the subquestions of who, what, where, when, and so what.

Brown v. Board of Education
Dien Bien Phu
Suez Crisis
Montgomery Bus Boycott
New Look

Fair Deal
U-2 incident
Beatniks
Sputnik
Taft-Hartley Act

Part 2. Essays:

In clear and concise essays, address the following issues. Be sure to read the Lesson Introduction carefully and don’t forget to copy the essay topic before you begin writing.

1. “Eisenhower’s America: Triumph of the Middle Class”

Focus on the nature of middle-class life in the 1950s and on the criticism it generated. Is it fair to dismiss the 1950s as a period of mind-numbing conformity and complacency? Who were the critics and what do you think motivated them? Was the material and cultural progress of that decade sufficient to outweigh the problems left unsolved? What were those problems?

2. “Eisenhower’s Foreign Policy”

Discuss Eisenhower’s management of foreign relations. What were his fundamental objectives? What policies did he follow to advance America’s interests? What assets did he use to meet foreign policy crises? How successful was his foreign policy? To what extent were setbacks the fault of his administration or the result of circumstances beyond his control?
Lesson Introduction

It would be difficult to think of a single event that had a more disillusioning effect on the American public than the war in Vietnam. The general presumption among most middle-class Americans that their government was, on the whole, honest and that it did not lie to its own people was undermined by the revelations of presidential efforts to mislead the public regarding the conduct of the war. Party didn’t seem to matter much. Many people came to doubt the honesty of both Democrat Lyndon Johnson and Republican Richard Nixon. The Watergate crisis simply made matters worse. The “credibility gap” that opened during the war has not, even now, been fully closed. Something else happened during the Vietnam conflict that had not happened during other wars in this century: increasing segments of public opinion began to question the nation’s motives in going to war at all. The argument that we were there to support democracy became increasingly less convincing as one military coup after another occurred in Saigon. Search-and-destroy missions and heavy bombing seemed of dubious benefit to the South Vietnamese peasants whom we were supposed to be helping but whose lives were being ravaged. The most vigorous anti-war movement in the nation’s history fueled doubts and vociferously challenged the government’s motives and procedures. By the end of the lesson, you should be able to discuss the nature of American involvement in Vietnam, the reasons for the government’s policies, and the domestic impact of the conflict.

Various other protest movements also emerged during the decade, making it the most turbulent of the century, with the possible exception of the 1930s. These movements were not a result of the Vietnam war, but they all drew sustenance from it. Whether it was African-Americans, Native-Americans, Mexican-Americans, feminists, students, or hippies, a variety of groups found something to protest—and they typically joined together to demonstrate
against the war. The national consensus seemed to be disintegrating, as substantial numbers of Americans began identifying themselves first as members of a particular group rather than as members of a broader national culture. Put in racial or ethnic terms, the “melting pot” phenomenon that formerly had created a common culture seemed no longer to be working. What it meant to be an American seemed to be seriously in doubt. One of your intellectual tasks in this lesson is to be able to discuss the major protest movements and relate them to broader trends.

Reading Assignment


Lesson Assignment

*Complete the following and submit to LSU Independent & Distance Learning for grading. Be sure to follow the guidelines under “Preparation of Lesson Assignments” in the course syllabus. This lesson assignment is worth 20 possible points.*

**Part 1. Identification Items:**

*In three or four sentences, identify the following items. Remember to succinctly address the subquestions of who, what, where, when, and so what.*

- New Frontier
- Freedom Ride
- Civil Rights Act (1964)
- Gulf of Tonkin Resolution
- SALT I
- Great Society
- Tet Offensive
- Bay of Pigs
- SNCC
- Pentagon Papers

**Part 2. Essays:**

*In clear and concise essays, address the following issues. Be sure to read the Lesson Introduction carefully and don’t forget to copy the essay topic before you begin writing.*


Compare the policies of Kennedy, Johnson, and Nixon toward the war in Vietnam and evaluate the factors, foreign and domestic, that influenced their policy choices. Just to give you insights into how you should develop your essay, ask yourself, for example, why the United States declined to use nuclear weapons in Vietnam. If you ponder that question, then you see that policymakers must take into account various things, among them foreign and domestic opinion, when formulating policy. A course of action (e.g., employing nuclear weapons) may be militarily possible, but it may be politically impossible.

2. “Protest Movements in the 1960s”

Discuss the various protest movements of the 1960s, comparing them in terms of composition, goals, and tactics—in other words, who were the protesters, what did they hope to achieve, and how did they go about trying to achieve it?
Lesson 15: Conservative Resurgence: 1970s–1990s

Lesson Introduction

The author of Chapters 31 and 32 of your textbook is critical of Ronald Reagan’s presidency, claiming, for example, that his record during his first term was “clumsy and divisive” on civil rights and women’s issues, that his judicial appointments reflected his “relatively low regard for women,” and that his economic policies had “mortgaged the nation’s future” (page 917). But note that, when running for reelection in 1984 against liberal Democrat candidates, including a female vice-presidential candidate, Reagan scored a greater victory than he had four years earlier and received an even larger percentage of women’s votes. In 1980 he had received 44 million votes; in 1984, the figure was 54 million. His electoral count rose from 489 to 525 as he carried 49 of the 50 states. Yet the author of this chapter paints an essentially unflattering portrait of Reagan on social issues, as he does of the Republican who succeeded Reagan in 1988, George H. W. Bush, who defeated his Democratic adversary by 7 million votes. Indeed, the author cannot even avoid sarcasm, stating that “at home, he [Bush] lived up (or down) to his reputation, . . . continuing the Reagan theme of limiting federal interference in the everyday lives of American citizens” (page 935). Is this a classic case of ideological bias on the part of a scholar? The author implicitly argues that opposition to affirmative action is a sign of disinterest in the conditions of a particular group. Do you agree? How would you respond to the argument that granting someone special preference because of race, ethnicity, or gender is un-American? In Jim Crow days, for example, state governments and even federal authorities acquiesced in, or actively promoted, favoritism for whites; if that was morally and ethically wrong, some argue, then favoritism for blacks today is just as wrong. What do you think? Would it be possible to achieve the reasonable goals of fair play and social justice without affirmative action? In grappling with these questions, you will focus on part of the explanation for the most interesting political development of the 1980s and 1990s: the breakdown of the so-called “New Deal coalition.” Your major task in this lesson is to understand the issues that gave rise to the conservative, or Republican, resurgence of the 1980s and 1990s.
The election of a Democrat, Bill Clinton, in 1992, might seem to spell an end to that resurgence, but during his campaign Clinton was critical of the “old tax-and-spend Democratic Party,” repeatedly promised middle-class tax cuts, and said he would curb Big Government. Moreover, it was only the appearance of a conservative third-party candidate, who drew votes away from Republican George Bush, that enabled Clinton to gain the White House—with a plurality, not a majority. In other words, even with Clinton’s efforts to distance himself from perceived Democratic tradition and present himself as a more conservative candidate, approximately 45 million people voted for him, while almost 59 million voted for the two more conservative candidates, including the incumbent. The landslide Republican victory in the congressional elections of 1994, which left that party in control of Congress for the first time since 1948, suggested that, whatever the results of the 1996 presidential campaign, conservatives would continue to draw strength from the controversial nature of Democratic-sponsored social policies. Clinton, admittedly more charismatic than his Republican opponent in 1996 and despite his appalling personal behavior in the White House, won reelection that year, but only after having followed essentially conservative policies as president; even so, the same conservative third-party candidate who drew votes away from Bush in his bid for reelection in 1992 again ran for the presidency, and the total votes he and Republican candidate Senator Robert Dole received surpassed those cast for Clinton.

Reading Assignment


Lesson Assignment

*Complete the following and submit to LSU Independent & Distance Learning for grading. Be sure to follow the guidelines under “Preparation of Lesson Assignments” in the course syllabus. This lesson assignment is worth 20 possible points.*

Part 1. Identification Items:

*In three or four sentences, identify the following items. Remember to succinctly address the subquestions of who, what, where, when, and so what.*

- Grenada
- supply-side economics
- Ayatollah Khomeini
- *Roe v. Wade*
- Gerald Ford
- Anwar Sadat
- SDI
- sandinistas
- Oliver North
- Geraldine Ferraro
Part 2. Essays:

In clear and concise essays, address the following issues. Be sure to read the Lesson Introduction carefully and don’t forget to copy the essay topic before you begin writing.

1. “Roots of the Conservative Resurgence”

   In your essay, discuss why the old Roosevelt, New Deal coalition disintegrated in the late 1970s and why most voters since then have favored non-liberal candidates for public office. Was the cause basically economic? Were there more deeply rooted causes? Did ideology play a role? Why, in short, has the majority of the electorate placed its confidence in candidates critical of prevailing trends in politics, government, and social policy?

2. “The End of the Cold War”

   Why did the Cold War end? To what extent did American foreign and defense policies contribute to that development? Was it coincidence that the Soviet Union collapsed while Republicans controlled the presidency or did their policies, especially those of the Reagan administration put pressure on the USSR that contributed to its disintegration?
Lesson 16: Review for the Final Examination

Lesson Introduction

You’ve come, finally, to the end of the course and will soon take the final examination. Please allow yourself enough time between submitting this review lesson and scheduling the final exam to study and review. This lesson should help you do that, but you will need to do more review and study—a lot more—on your own before you take the final exam if you expect to do well. Remember, the final exam is comprehensive, so you will responsible for a very large period of American history and a lot of reading material. And don’t forget that your combined score on the mid-course and final exams must be a passing one (60% or above) in order for you to pass the course.

NOTE: This lesson assignment is designed, in part, to help you create the building blocks you will need to write essays on the final exam that deal with broad themes cutting across several lessons, such as foreign policy, civil rights, national involvement in wars, or the role of the federal government in the socioeconomic order. The assignments are also designed to help you with the objective (multiple choice) section of the final exam. This review is divided into two parts, one covering the first half of the course, and one covering the second half; be sure to complete the lesson assignment for both parts and turn them in together.

Reading Assignment

Review America Past and Present, Chapters 16–24.

Lesson Assignment

Complete the following and submit to LSU Independent & Distance Learning for grading. Be sure to follow the guidelines under “Preparation of Lesson Assignments” in the course syllabus. This lesson assignment is worth 100 possible points.
Lesson 16: Review for the Final Examination

Lesson Assignment (Lessons 1–8)

In addition to reviewing all the identification items in lessons 1–8, complete the following:

- Wade-Davis Bill
- Compromise of 1877
- Eugene Debs
- Terence Powderly
- Populists
- Henry Ford
- Margaret Sanger
- John Dewey
- Hepburn Act
- Upton Sinclair
- Federal Reserve Act
- George Dewey
- League of Nations

- Fifteenth Amendment
- Samuel Gompers
- Homestead Strike
- Elections of 1896
- Josiah Strong
- Triangle Shirtwaist Fire
- Big Bill Haywood
- Robert M. La Follette
- Northern Securities Co.
- Bull Moose Party
- De Lome Letter
- War Industries Board

Reading Assignment (Lessons 9–15)

Review America Past and Present, Chapters 25–32; American Realities, Chapters 7–12 and 14.

Lesson Assignment (Lessons 9–15)

In addition to reviewing all identification items in Lessons 9–15, complete the following:

- Sacco and Vanzetti
- Malcolm X
- Charles Coughlin
- “merchants-of-death”
- Axis
- Pearl Harbor
- March-on-Washington
- Hiroshima-Nagasaki
- Douglas MacArthur
- Vietcong
- Fidel Castro
- Watergate
- Mikhail Gorbachev

- Nineteenth Amendment
- Henry Wallace
- William Westmoreland
- Blitzkrieg
- Betty Friedan
- War Production Board
- SDS
- Martin L. King, Jr.
- Joseph McCarthy
- John Foster Dulles
- Kent State
- Clarence Thomas
Lesson 16: Review for the Final Examination

By the time you have reviewed Lessons 1–15 and completed Lesson 16, you should be ready to take the final examination. Do not do so, however, until you believe that you can write with confidence essays dealing with major themes raised by the course. Remember that you will not be permitted to use the textbooks during the exam, so you must have at your command a sufficient knowledge of basic facts of American history to answer the multiple choice questions and to provide supporting evidence for the essays you will write. An essay that consists of nothing but general, vague statements usually earns a grade of C- or below, depending on how well it is organized and written and on how accurate those broad statements are. Do NOT underestimate the amount of preparation you need for the final exam. Remember the exam is comprehensive (but with heavy emphasis on the twentieth century), and you need to master a large volume of information in order to do well on it.
Final Examination

Preparation

It is now time to prepare for and take the final examination.

YOU MUST EARN A PASSING AVERAGE ON THE EXAMINATIONS IN ORDER TO PASS THE COURSE.

About the Final Examination

The final examination will consist of 100 multiple choice questions worth two points each and two essay topics worth 50 points each. You will have three hours to complete it, and you should plan to spend no more than 60 minutes on the objective (multiple choice) questions. As you see, the essays should be substantial pieces of writing, and I strongly recommend that you spend at least five minutes thinking about each question and outlining your essay before you begin writing. You must bring an examination bluebook with you in order to test.

GOOD LUCK!

Transcript Information

After you have completed this course, your grade will be filed with the Office of the University Registrar. If a transcript is needed, it is your responsibility to make a request in writing to:

Office of the University Registrar
Louisiana State University
Thomas Boyd Hall
Baton Rouge, LA  70803
FAX: 225-578-5991
To the Student

Congratulations on finishing the lesson assignments for your course. We hope you will continue your education by taking another course with us.

Our current bulletin is available online at www.outreach.lsu.edu/idl. You can also receive a copy of our latest bulletin by calling 800-234-5046. We look forward to hearing from you!
Appendix A

Contents

✓ College Examination Information
✓ Exam Proctor Information Form
✓ Electronic Submission Options
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Appendix A

College Examination Information

Information for All Students

Please follow these regulations:

You will only be allowed to take your examination when the IDL office has received and accepted all the assigned lessons.

You must bring a picture I.D. to your examination.

For additional rules concerning exam procedures, please refer to the Syllabus and Exam sections of this course guide.

If you change an exam proctor or address, you must notify IDL immediately so your exams can be routed correctly.

If you will take your exam at LSU-Baton Rouge, refer to the information in Section A, below.

If you cannot take your exam at LSU-Baton Rouge, refer to the information in Section B.

SECTION A

Information for Students Taking Examinations at LSU-Baton Rouge

LSU IDL tests by appointment only. We offer one morning session and one afternoon session Monday through Friday and a morning session only on select Saturdays. Visit our Web site (www.outreach.lsu.edu/idl) to see which dates and times are available. Before scheduling your exam, make sure that you will be eligible to test by your selected date (see our Web site for eligibility requirements).
SECTION B

Information for Students Who Cannot Take Their Examinations at LSU-Baton Rouge

- Make arrangements with one of the following local officials to act as your testing supervisor:
  
  College students ➔ Testing center of an accredited college/university, college administrator or UCEA Correspondence Study Department
  
  Overseas students ➔ American University (school) or American Embassy
  
  Military personnel ➔ Education office at the military base, or college locations listed above

- You must submit your Exam Proctor Information using the form in the Appendix of this course guide, or if you have access to the Internet, you may submit this information through the LSU IDL Web site (www.outreach.lsu.edu/idl).

You need to submit only one proctor information form per course to the IDL office. Any subsequent exams you need to take for the same course will be sent to the same proctor.

The proctor information form should be submitted as soon as you have found a proctor and must be received by the IDL office at least three lessons before you are ready to take your exam. Receipt of this form by the IDL office does not mean your exam will be sent immediately. Your exam will be mailed to your proctor after the IDL office has received and accepted all lessons that must be completed prior to taking the exam.

Your exam proctor will hold your examination for no longer than thirty days. You should check to be certain the exam has arrived; if not, notify this office immediately. You must make arrangements for a time to take your exam, and you are responsible for any proctor fees.

If you change an exam proctor or address, please notify IDL immediately so your exams can be routed correctly.
Exam Proctor Information Form

Before you complete this form, please read the preceding examination information.

Directions:

- If you will take your exam at LSU-Baton Rouge, you do not need to complete this form.
- Do not send this form with one of your lessons; send it separately to the IDL office.
- Our office has two weeks to process proctor requests. If your proctor is denied, you will receive a notification through regular mail.
- If you have any questions concerning this form, please call the IDL office at 225-578-2500 or 800-234-5046.
- If you have access to the Internet, you may submit this information through the LSU IDL Web site (www.outreach.lsu.edu/idl).

Enrollment Number _______________________________________________________________
Course Name ______________________________________________________________________
Student Name _____________________________________________________________________
Address ____________________________________________________________________________
City ____________________________ State _________ Zip ______________
Telephone _______________________ E-mail ____________________________________
☐ Check the box if this is an address change from your original enrollment.

Complete the information below with reference to the person who will proctor your exam.

☐ This is my initial proctor request.

☐ I would like to change my proctor as indicated below.

Exam Proctor’s Name ____________________________
Exam Proctor’s Title ____________________________________________
Office Telephone (______) ____________________________
E-mail ____________________________________________
Institution __________________________________________
Department/Section __________________________________________
Building, Street, or P. O. Box __________________________________________
City ____________________________ State _________ Zip ______________

Mail to: LSU Independent & Distance Learning
1225 Pleasant Hall
Louisiana State University
Baton Rouge, LA 70803
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Electronic Submission Options

This LSU Independent & Distance Learning (IDL) course offers electronic submission of lesson assignments. If you have access to a computer and the Internet, you can submit lessons online instead of through the mail. Or, you may mail your lesson assignments in the traditional manner, using the U.S. Postal Service.

What is ISO?

ISO is the LSU IDL online course system that allows you to submit your lesson assignments electronically, over the Internet. Electronic submissions reduce mailing delays and speed delivery of your assignment to LSU IDL. Course guide materials are available over the Internet for many courses.

When we receive your lesson assignment, it will be forwarded to your instructor. You will receive a confirmation e-mail to let you know your assignment was received.

Most assignments will be printed and graded by an instructor on paper. Graded paper lesson assignments will be returned to you through the mail with instructor comments. If your course includes computer-graded lesson assignments, they will be scored immediately.

How do I get started?

Submitting lessons electronically is an option, not a requirement. If you would like to explore ISO, read the information below to find out what you need to begin.

You should also review the online orientation on our Web site for complete step-by-step directions on how to use ISO and submit lessons online. To locate the orientation information from the IDL main page, select >college home>online courses >orientation from the navigation menu. Most computers purchased in the past three years will have everything you need. Computers at public libraries and schools also should be sufficient.

How soon can I begin working on my online course?

Before you can submit an assignment, you need to have your textbook and any other required materials. Complete the readings assigned in the course guide, then answer essay-style and short-answer questions using Microsoft Word, Microsoft Excel, or Corel WordPerfect.

For multiple-choice and matching items, mark answers in your printed course guide then transfer them to a Word, Excel, or WordPerfect file. All questions in a lesson assignment must be answered in a single file. When you have completed a lesson assignment, you are ready to log in to the course and submit your assignment online.
From the IDL main page, select >enrolled students >online course login from the menu bar. If this is the first time you are accessing an online course, you may wish to review the orientation section of our Web site (select the orientation link from the online courses menu). You will be prompted for your user ID and password. Follow the on-screen instructions to submit your lesson. Most courses allow you to upload a single file that you have saved on your computer. Only one file can be uploaded for a single lesson.

How do I get my User ID and password?

User ID: Your user ID is the six-digit enrollment number that you received with your course materials and in your enrollment confirmation e-mail. The enrollment number is printed on your receipt and on your lesson submission labels.

Password: Your password is the first two letters of your last name and last four digits of your social security number. The password is case sensitive, so make sure that the first letter of your last name is upper case and the second letter is lower case.

For example: John Smith  
SSN: 123-45-6789  
Password: Sm6789

For each course in which you enroll, you receive a unique enrollment number that serves as your user ID for that course. However, your password will be the same for every course you take with LSU IDL.

Computer Requirements

Hardware and Software Requirements

Because LSU IDL online course materials are available through the Internet, you will need to have access to a computer and the hardware and software resources needed to access the Internet.

Computer

The computer you use to submit assignments must have enough memory and processing power to operate a recent version of a Web browser and to download files in a reasonable amount of time.

- Minimum system requirements:  
  486 75 MHz personal computer (or its equivalent Apple or SUN/Unix machine) with at least 8 megabytes of RAM.

- Recommended system requirements: Pentium class personal computer (or its equivalent Apple or SUN/Unix machine) with at least 16 megabytes of RAM.
Appendix A

Internet Access

You will need to be able to reach the Internet, either through a network at your place of business or school or through a DSL connection, cable modem, or dial-up modem from home. If you use a dial-up modem, the speed should be at least 28.8 bps. If possible, use an Internet service provider that has a local access number, so that you can avoid long-distance connection charges.

Web Browser

Web browsers, such as Internet Explorer and Firefox, are used by a computer to navigate the Internet. To access our courses, you must use a browser that is both Java and JavaScript enabled. This option needs to be set in the preferences of your browser.

If you do not have Internet Explorer or Firefox, you can download the latest free versions to install on your computer using the links on our online orientation page.

E-mail Account

You need to have a valid e-mail address, so that we can confirm receipt of your lesson assignments. If you do not have an e-mail account as part of your Internet access, you may subscribe to one of the many free e-mail services available.