

Linfield College Division of Continuing Education

Guided Study Fall 2003

HST 199 History of the United States

John C. Ritter

Linfield College
HST 199
Guided Study History of the United States

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Course Description: This course will be an exciting adventure into the general history of the United States. We will begin in pre-Columbian times and end with the Gulf War. We will study what factors contributed to the growth and development of America, and specifically the people and geography of the entire United States. The course will begin with the earliest inhabitants, move through European exploration and settlement and finally the establishment of the United States as a unique country. Students should be prepared for an intensive look into what forces, both natural and historical, have shaped the United States and made it the country it is today.

Class Description: Fall Term 2003. This is a guided Study Course and you will be required to participate in class via; a class tour, e-mail, phone calls and written communication with the instructor and other students.

Class begins at a general meeting at Taylor Hall rm.# 101, Sept. 13th, at 1pm.

I will be available throughout the term for consultation, via phone, e-mail and of course snail mail. A guided study course is one in which the initiative and the learning pace is all the responsibility of the student. The teacher directs and poses material for dialogue and for the student to question, the energy for this course, rather than teacher driven is student driven.

The Course begins Sept. 13th. And ends Dec. 18th.

You have my pledge that I will make every attempt to be available to you; my phone and e-mail are listed on the syllabus. If you have any kind of a problem call me. You will have to do your part; do the reading, keep in regular contact with me, and complete the weekly assignments in a timely manner. Questions to answer via e-mail will be posted at the end of each chapter lecture. You should always answer in e-mail form (that is easiest for me to respond to you), and always put LINFIELD, in the subject block. Otherwise my anti-spam program will bounce your e-mail back to you.

Prerequisites: None, But if you are able, read the first two chapters before class.

Text: "Out of Many" by Faragher et.al. Prentice Hall-brief-third edition. available in the bookstore.

Course Objectives:

By the end of the course students will:

- 1-know the geographical location of all fifty states.
- 2-have an understanding of the geography of the United States.
- 3-be able to discuss the agricultural and industrial development of the area.
- 4-understand why the Europeans were so interested in and settled America.
- 5-know the fundamentals of cross-cultural paradigms and how they affected the development of the United States.
- 6-realize the importance and allure of America to the world, and how it's development was fostered and nurtured by colonization and settlement.
- 7-realize the settlement patterns, history and heritage of Native American tribal/cultural groups.
- 8-know the players, the fools, and the heroes/heroines of American history—how they all contributed and made America what it is today.

Course Outline:

Students will be required to read the entire text. We will discuss this at greater detail when we have our class meeting on sept. 14th. At Linfield. I will expect the students not to memorize the texts, but to enjoy and learn from them and also use them as a resource tool, and as a generator for questions and comments. I will not lecture on all topics presented in the text but choose those I feel are important and ones that the students need to learn about.

Fall term runs from Sept. 13th-Dec.18th.2003

First class meeting-Sept. 13th. At Linfield, Taylor # 101.

Second class meeting at Mission Mill Museum-Salem Oregon , Oct. 11th. 9:00am-noon.

Instructor Biography: I will tell all at our Sept. class meeting. but in brief I hold graduate degrees in geography and History, speak several foreign languages, was a Fulbright scholar to Egypt, a Taft, NEH,Center For Learning fellow, taught history for 25 years and enjoy it. I Work full time as the juvenile corrections specialist for the Oregon Dept. of Education, I have taught at the grade, middle, high school, and college level as well as at the Oregon State hospital and the Oregon state Penitentiary and the Oregon Women's Prison.

Assessment:

Course grades will be determined by the following:

Interaction with teacher-e-0mail/phone responses-----50%

Writing assignments-----25%

Teacher Evaluation/Special Report/Computer assisted Map work-25%

Active participation is evidenced by meeting all assignments, maintaining weekly contact with the instructor and helping each other in a collegial manner, as is the Linfield model.

The student and the teacher will do the final grade evaluation. The writing assignments, the essays---should be completed in essay or informal style, and should be complete in style and punctuation. The essay can be informal and should include the student's opinion. The e-mails and other communication can also be in an informal style.

I always listen to my students, in this guided study course any suggestions will be appreciated. I often learn much from my students; personal stories concerning history are encouraged and make the course interesting and informative. I would expect that if any of you find an interesting resource to let me know and pass it along to the other students.

We know that success in this type of learning is dependent on self-discipline. It can be all too easy to put off work until it is long overdue. Keep up on your reading assignments, e-mail me at least once per week, or more, let me know how you are doing and any questions you may have.

Chapter Work:

For each chapter I will expect you to answer one essay question, that is included in the syllabus, (out of several choose one to answer) and discuss any questions you have about the reading material. This can all be done via e-mail. I will also expect you to complete the per chapter work on the CD-Rom-Mapping US history.

Introduction:

Hello they're everyone and welcome to this guided study course on United States history. I hope you find it both interesting and informational. I will have a lecture for each chapter and at the end of each chapter I will pose several questions for you to respond too, some will be brief- --some longer in your responses. I will answer e-mails in brief form, that means without spell check, and correct grammar. Get used to it. You should not read the book to memorize data, none of us have time for that, but read the text to learn and understand the people, places, and events that have shaped our nations history. Whenever I mention a date I could be off 20 or so years, but oh well I am over 50 yrs. Old and no one is perfect.

I hope that you will enjoy this course and leave the class with a greater appreciation of American History. I would also expect you to pay close attention to the maps and charts provided in the text and also use the mapping- cd-rom provided with your text. Use it frequently, it is a wonderful learning tool, and I will assign you to do work in the program and report your progress to me at a regular rate. When you study history I think it is vital to know the geography of the area you are studying. Geography and history are intractably intertwined, history is the study of man's effect on the land, and geography is the study of the land's effect on man.

During this course I will expect you to learn the location of all 50 states, and major landform areas, I will instruct you on this in each of the chapter study units provided. An easy way to locate/memorize the states and major landforms is to divide the area into regions: Atlantic Coast, South, Midwest, Plains, Rocky Mountain, and the

Pacific states. We will work on this throughout the course. Remember if you have any questions/concerns contact me immediately: e-mail: jritter@ncn.com , phone (503)-378-1585, pager-503-370-0024- (for emergencies only, please).

Computer Aided Mapping Program:

Embedded in your text is a cd-rom. Titled—Mapping American History. I expect that you will use this program, and complete the work for each chapter, and pay special attention to the interactive maps provided in the program. There is a way to record your progress, and to review each chapter. This is an excellent tool for really learning history and is a fun activity. As you read each chapter, you should then complete the mapping---program for that chapter.

Chapter One: A Continent of Villages, To 1500

It is very important to note the diversity of the Native American cultures and where the various tribal groups were located. All groups were different yet related in broad general terms. Some of the most advanced cultures were right here in the Pacific Northwest, and others less advanced and more primitive lived in the pnw also.

It's the same old story---location-location-location. It's not who the people were so to speak but where they lived. Look at the map of the United States; notice the more developed cultures lived near water, and mostly near river systems.

I rate Indian cultures according to their civilization development. On a scale of 1-10, you should be able to rate the various tribal groups according to there: technology level, food source, cultural development, trading relationships, and architectural skill development.

All tribal groups had religious development, cultural rules/regulations/political development and basic food gathering ability. The tribal groups that excelled had a surplus of food, they learned how to store and process food to enable themselves to

avoid the starving times, which all experienced some time or another. Those that excelled developed extensive trading and economic systems that reached far beyond their tribal boundaries.

Questions for Comment:

1-The text concludes with Perry's observation: "Columbus did not discover a new world. He established contact between two worlds, both already old." What did he mean by this?

2. Most Americans assume that there was a single cultural group known as Indians. What were the major kinds of Indian cultures in North America before 1500? How did geography and the different environments affect Indian cultures.?

Chapter Two: When worlds Collide, 1492-1590

I have often thought that you not only need to know what affect the Europeans had on the Indians when they arrived in the New world, but conversely you need to explore-no pun intended-, why they-the Europeans left the Old world-their homes. What were conditions like in Europe to make it desirable for tens of thousands of people to want to pack up everything and head off into an unknown land? Why? Why? Why?, why did they want to move, leave civilization and go to the wilderness.

Then there's the effect they had on the Indians. When the first European set foot in the New World every Indian culture was irrevocably changed, I think for the worse. Superior civilizations always dominated the less advanced ones. Europe was entering the industrial age, and most Indian cultures were still in the nascent agricultural stages of development. When the first Indian women saw an iron pot, or the first Indian man saw a steel knife, all was lost, all was doomed. They would be changed forever, always and forever subject to european trade goods.

The two main colonizing countries- England and Spain, were very different in many aspects.—religion and politics to name a few, This effected their settlement pattern and colonial development. England chose to be exclusive, Spain inclusive. Both colonies were driven by the commercial revolution and their past experiences with slavery and colonial government.

1. What factors enabled the Spanish to conquer the Aztec empire?
2. What were the key differences, in terms of overall objectives, between the English, French and Spanish colonial governments.?
3. What role did the Protestant Reformation play in enabling Europeans to embark on the conquest of America?

Chapter Three: Planting Colonies In North America, 1588-1701

All European colonizing nations practiced the economic system called Mercantilism. Raw materials went from the new world to the mother country. There they were used to develop products that could be resold to the colony-at a tremendous profit –of course, or sold to the local populace at also a great profit. To go exploring, and to plant colonies, it cost money, to ensure the availability of venture capital, return profits had to be great. Therefore the Europeans grabbed anything they could to sell, manufacture or use in their developing world economic systems.

Rival economic systems competed for Indian affections. Each European country wanted sole ownership of America, one country could not dominate the entire area, even though they thought they could---war erupted. The only ones who really lost were the Indians.

At the same time that the colonists were helping the governments eradicate Indian strength, they were developing their own democratic institutions; some developed at a greater pace than others.

1. In what ways did the French, Dutch, and Spanish need the Indians? How were the French/Spanish experiences with the Indians similar/different from the English experiences?
2. What were the differences/similarities between the various wars and rebellions in the colonies?
3. Why were the English colonies so different from the others—Spanish/French?

Chapter Four: Slavery And Empire, 1441

Where do you begin, slavery built the empires of every European nation, and America. The Europeans and their scions—America enslaved the world. Why, what gave them the right/ability to enslave the world. There are many conflicting theories etc... I believe the old adage, might-makes-right. Is very correct in this place. The Europeans had a superior technology-guns-naval ability-excess population-superior food storage capabilities and scientific/religious curiosity.

The Europeans had for the most part, accepted Christianity, in its various forms, to be its religion of choice. Inherent in this was the belief of superiority over non-Christian/non-white populations. Europeans looked at people of color as being inferior, because people of color were usually non-Christian, --- to be Christian meant you were civilized—therefore to be non-white also meant that you were not civilized, and human. The logic pattern follows that non-civilized, non-white—meant non-human. Colored people could then be equated with animals, and did not need to be accorded basic human rights, or dignity.

The Africans were enslaved, along with the Indians and other indigent peoples. At the time the slave trade began—early 1600's, the world's economy was sustained by gold mined in Africa, and inter-continental trade. When the Europeans explored Mexico and South America, a new gold source was discovered and used. Chaos erupted for the African markets, Europeans could now get all the gold/silver they wanted and they did not need African gold anymore. The explorer's/conquistadores practiced extractive economics: meaning all available natural resources were stripped from the colonies and shipped to the mother country to be re-introduced to the colony as a finished product. Simultaneously, as the Europeans were exploiting minerals they discovered several commodities unknown (in great quantities), in Europe. Sugar, Tobacco, Chocolate, Spices, became the hot items on the world market. These were all agricultural commodities that were labor intensive. The colonizers tried enslaving the Indians, but they died quickly due to introduced diseases. So the Indians didn't make great slaves, soooo the Europeans turned to Africans. Now here was a never-ending population that was immune from certain diseases, was conditioned to agricultural work, and was easily available. Africa's gold was no longer needed but its people were—Black Gold.

Millions were enslaved, millions perished in the process.

Questions For Comment

1. Prior to 1500 slavery was rarely found in Europe. Why did Europeans suddenly start trying to get slaves? How did the changing economy affect the slave trade?
2. How did slavery vary in different places? Compare slavery in the Chesapeake with slavery in the Lower South, North, New Spain, and New France.
3. What was the nature of the conflict between the English and French empires? How did slavery play into this? What

other factors led to the nearly century of warfare between the two nations?

Chapter Five: The Cultures Of North America, 1700-1780
The Colonies developed differently from any other British possession. Why? Why were we different, well many factors contributed to the American colonies as being unique? Among these were: Religion-Geography-Literacy Rate-Availability of print documents-Mixed Populations-Abundance of Free Land—the Frontier—Commercial Development –Kingly Neglect-Parliamentary disdain.

Americans did develop differently in mind and body. The average diet of the colonist was much better than the citizen of London. The colonist ate more meat, dairy products and poultry. He was by far healthier and because of the nature of “wild America”, he was more apt to speak his mind, and then be complacent.

America was the hub of an immense and complex commercial empire that spanned from China to the South Pacific. Americans thought differently, acted more independent and thought about God differently than those on the continent. Why? Again you have to look at geography, Europe was a long way off, Americans learned to be self-sufficient and to think independently in most matters. We developed our own policies, customs and beliefs. The colonists even soon developed their own American religions. The church played a large part in the development of the “American” ethic. Independent thought was evident in its politics as well as its religious experience—thus the “Enlightenment” and the “Great Awakening”.

1. What was the impact of the “Great Awakening” on American Society?
2. Was America becoming more or less like England? Why?

Chapter Six: From Empire To Independence, 1750-1776

Indians were often caught in the middle, between conflicting Crown interests and the interests of the colonies. Why? The answer lies in the fact that after the first European landed on American soil, every Indian society was changed forever----irrevocably. They were doomed from the very beginning, doomed by the iron pot, and the gun. Doomed by rum, molasses, whiskey, hard cider, brandy and sharp steel knives. And most of all they were looked upon as a people to be exploited enslaved and killed.

The crown was changing their attitude of the colonies, why?
Economics.economics.economics....

Questions

1. In what ways did the Seven Years War laid the groundwork for the American Revolution? Why was it so important for New Englanders and westerners that the French threat in Canada and the frontier are removed?
2. What kinds of steps did Americans take to resist British authority? Why?
3. Why was it so difficult to build a unified response across the colonies?

Chapter Seven: The Creation Of The United States, 1776-1786

Not everyone in the colonies was in favor of separation from the mother country. In fact several families were split in half over the questions of independence or dominance. Benjamin Franklin’s own son, a royal governor of New Jersey, left to England rather

then live in a United States. And he never talked to his father for the rest of his life. The military campaigns were more a series of English blunders than American victories. Allies- the French, Spanish, Polish and even the Dutch provided crucial support, supplies and training to the constantly moving American forces. The military campaign was one of several battlefronts that engaged Americans, who were constantly bickering over what the shape of our government would be. Americans weren't quite sure what kind of government they wanted, but they were sure what they did not want. Make sure that you read the Articles of confederation look at their weaknesses and strengths.

Questions

1. How did the British view of the war change over time? Why did they initially conceive it as a police action? Why did that view change?
2. How did the Revolution shape the lives of ordinary people? How did it affect women, African Americans, and Indians?
3. Did General Washington win the war, or the British lose it?

Chapter 8: The United States Of North America, 1786-1800

The Ratification of the bill of rights is very important in the study of American History. We are one of the few countries in the world that has a Bill of rights. The colonists were very concerned with England abusing and eventually abrogating their manifested rights. Common Rights won through war, and negotiation with the crown of England. The Bill of Rights stand today as a testament to the founders, writers and enactors and their forbears who wrestled the Magna Carta, the Bill of Right, and other freedoms from the crown. The United States had one of the first Constitutions in the world and at it's inception had many difficulties with relations with its slave, Indians and foreign governments. Our government was

constantly evolving, getting stronger and changing, it is a work still “in progress”.

Questions

1. Why was the Constitution of 1787 ratified? What were the arguments for and against it?
2. Why did the farmers of Mingo Creek oppose the whiskey tax? Were they right in seeing the tax as a betrayal of the ideals of the Revolution?
3. Why did the USA nearly get into a war with France? How was it averted?

Chapter Nine: An Agrarian Republic, 1790-1824

There were many foreign influences on the American continent. The Russian on the Pacific coast, the British in Canada and the West coast and the Spanish in the Pacific and Southlands. Each of these empires were rivals to each other, each was in its own right strong in some areas weak in others. Their weaknesses helped America greatly. Any one of them could have destroyed Little America in a war, if they so chose. But it was better for them to play off each other as allies to America. In this chapter the Louisiana Purchase really put America on the map. As it was once said---“the greatest real estate deal in the world”. The LP launched America into the global market of business and politics.

Questions

1. Tell me how a little band of explorers made such a big intrusion into American and later world history. Of course you know that I am talking about the Lewis and Clark expedition.
2. What drove America's push for continental expansion?
3. Thomas Jefferson is spoken of as a “Republican Agrarian,”---What does that mean? Why did he believe that America could maintain itself as an agricultural republican society?

Chapter 10: The Growth of Democracy, 1824-1840

The great aspect of the development of America is the combination of democratic-republican ideals and the economic zeal of its citizenry. The Constitution is primarily an economic playbook sprinkled with individual rights and responsibilities of the states to work with the federal government. Between the years 1824-1840, America embraced the industrial revolution and married the concept of economic imperialism. We developed/grew as a great economic power as we developed the countries resources. The United States changed from a country dependent on foreign markets to a country dependent on no other place---we grew into a market driven nation built upon economic self-sufficiency. When people, nations or countries stood in the path of national growth, they were eradicated, until no longer a threat. Pre.Andrew Jackson's era is known as the era of Jacksonian Democracy. I like to call it their era of white man's rule, and the era of the almighty dollar.

\ Questions

1.What does it mean to say that America in the early 1800's was becoming a democratic society? Democratic for whom? Democratic in what sense.

2.How did the Pres.Jackson handle Native Americans? What effect did his policies have on them the, and today?

Chapter Eleven: The South and Slavery, 1790-1850's

As I have said earlier, the might and wealth of America was built upon the backs of the slaves. Slavery drove the great economic growth of the south and much of the north. Slavery as an institution matured and grew into a vast interconnected world market. And the United States was a part of that even though she only took about 12-18% of the slaves out of Africa. The African-American society we know today developed in the birth of

American slavery. Many people in the United States believed in the institution of slavery and many supported this practice as economic development.

Questions

1. Give me some examples how the southern life was dominated by slavery?
2. How did slave owners justify slavery? How did that change over time?
3. Who were the yeomen farmers? What was their interest in slavery? What was their concern?

Chapter thirteen: Coming To Terms With the New Age, 1820-1850

What built America what I think made it great was its big cities. The cities were the fertile beds of invention, capitalism and population. Without them, the country would, as Tom Jefferson wanted, still be a group of colonies- farming enough to stay alive, with of course the help of slaves. Everything happened in the cities, most of our democratic/cultural practices that are still with us today were born in the crowded, busy cities. They made us what America is today, no to discount the farmer, out in the prairie, but it was the city where our distinctly American life developed.

Questions

1. With the development of cities there accompanied that which was called evil and vile. The cities had many social problems, what were they? And how were they solved? Or were they, do we still have them today?
2. What led to the growth of cities? What kinds of places were cities growing? What problems did this rapid growth cause?
3. Tell me about working-class activism, in other words unions. Why did the 1820's-30 see the rise in activism in the laboring classes?

4. Why did the middle-class American begin to push for reforms?
What part did religion play in this epoch?

Chapter Fourteen: The Territorial Expansion Of The United States, 1830-1850

America was in the control of an economic hurricane. The race for wealth controlled everything, and sent people out into the wilderness to acquire it. The fur trade mapped the routes the settlers would take later to form and develop the states of the new Midwest, south and west. Standing in the way were Native Americans, the British and the Mexicans. They didn't stand long; all who opposed this rush to wealth were swept up in its tide. The, as today we go to war to protect our way of life and for economic growth.

Questions

1. What is meant by the ideology of expansion? What made America so land-hungry?
2. What was Pres. Polk's explanation for the Mexican War? Do you buy it?
3. How did the communities in Texas and Oregon differ? Similarities?

Chapter Fifteen: The Coming Crisis, The 1850's

Expansion and growth were the phrase-words of the day. Every newspaper article carried them, all people talked about America's destiny. The problem was that much of the country's wealth was built on slavery or its by-products. Now with the reform movements and as America developed, many people thought it a disgusting practice. The die was cast, a civil war was inevitable.

Questions

1. Tell me what was good, what was wrong with the Kansas-Nebraska Act, The Dred Scott Decision. The Compromise of 1850.

2.What was the impact of John browns raid? Is it possible that in the long run he helped free the slaves by starting the Civil War?

3.Why did Lincoln win the election of 1860?why did the south secede?

Chapter Sixteen: The Civil War.

Some say that the Civil War is still not over, the North won for vary obvious reasons, the south lost for not so obvious ones. The War tore a country in two, and then the President put it back together again. 'nuff said/

Questions

1.What were the strengths of Abe Lincoln versus those of Jefferson Davis as a leader?

2.What did the CSA need to do in order to win?

3.Why did Lincoln wait nearly two years before freeing the slaves? Why did he finally free them?

Chapter seventeen: Reconstruction 1863-1877

The Plans to reconstruct the south all failed. The President's, the Congress, all for nothing. Animosity, hatred and sectional division it was the uncivil war all over again, but without military intervention. The south was brought kicking and screaming back into the Union. They neither appreciated, not lost any love for the "unionists". After the Civil War we were left with an unsettled population-Blacks and a destroyed southern geography and most of all a permanently damaged southern ego.

Questions

1.Do you think that any plan for reconstruction would have worked? Were they all doomed to failure? Why?

2.What did the freed slaves want from reconstruction? Did they get it?

3. What would you have done with several million freed slaves? How would you have integrated them into a racist society?
4. Some say that the KKK was a gift of reconstruction, comment?

Chapter Eighteen: Conquest And Survival, The Trans-Mississippi West 1860-1900

America had many frontiers, a fur trapping one, cattle, farming, mining, lumber and finally fishing. All of them helped develop the country in one-way or another. Remember ---free land, resources for the taking, only one problem—removing the original inhabitants. What to do about the Indians. —Kill'em or move'em that was the philosophy of the government and most of the people. This attitude destroyed several nations, several distinct peoples. It decimated their population and destroyed their culture. We are still dealing with that today.

Questions

1. In what ways did the federal government enable the West to be settled and developed? and simultaneously destroy the Indians?
2. What role did the railroads play in the development of the west/south?
3. How did farmers tame the west, or did the west tame the farmers?

Chapter Nineteen: The corporation Of America, 1863-1900

The Industrial Revolution put America on the map. Factories were built, inventions designed and manufactured, appliance we still use today were developed/sold/ used by the people. With this great influx of wealth came the rise of the military-industrial complex, it's still here with us today. Philosophers said it was ok to make money. Reformers discussed the plight of the workingman. Whether it was slavery or bondage to the factory the labor was oppressed, the people enslaved. But this made America great and

even then some people cried for reform, for a caring society. Reformers championed reform in the working place, labor leaders threatened strike and shutdown of the factories. It was a turbulent time, and exciting time. Our economics changed, as did our lives and societies.

Question

1. What were the major factors that led to the tremendous industrial boom in the years after the Civil War? Why did this boom create big business/chaos/labor unions?
2. The text refers to the south as an "internal colony" of the north. What does this mean? Did Southerners see themselves in this way?
3. How did middle-class Americans spend their leisure time? What about working class people? Was there a difference in the way they recreates?

Chapter Twenty: Commonwealth And Empire, 1870-1900

Government, politics, civil service, and labor all changed dramatically in these years. America was changing from a rural republic to an urban democracy. Our old institutions morphed into strange machine politics, and economic crisis after crisis. We freed the slaves in America then enslaved others in other parts of the world. We were better than others, we had democracy and needed to teach out little brown brothers how to govern and oh by the way work for us.

Questions

1. Was the war with Spain avoidable? Why/Why not. Did we have a right to govern our little "brown brothers"?
2. How was the MIC, involved in the Spanish War?
3. Was the political system better off before the introduction of the civil service? Could we have done without it?

Chapter Twenty-One: Urban America and the Progressive era, 1900-1917

This is the time where the rules changed, society moved from an agrarian mode to the modern era. Politics ruled the day, and provided a comfortable living for many, many people. And there were those who saw the corruption, the racism, and the unjust rules that society wrote for itself. The politics was business, and the business was politics. There was a religious revival and preachers were on every corner, people listened and things changed. Women got stronger politically and even caused an amendment to the constitution, societies evils were now on the run. Carrie Nation was breaking up bars, and Rev. Moody was packing them in at church. And at the end of the decade the people elected a prophet, priest and war-leader all in one-Woodrow Wilson—who was doomed to failure.

Questions

- 1.What was wrong with the urban machine? Would we have better off without it?
- 2.Why were the reformers so interested in changing the behavior of the poor? Good/Bad or useless, what were they?
- 3.Whose approach seems more appropriate for Blacks, ---Booker or WEB?
- 4,Progressives are often confused with socialists, whets the dif???

Chapter Twenty-Two: World War One

Ok, Ok we were a world power with little or no respect. What happened to change that—I'll tell you what—War! We had a good army, tiny though it was, developed by fighting the British, Indians, the Mexicans and the Spanish. We were ready for a fight. We got it. The people weren't ready for a war, but Pres. Wilson convinced them, the priest' prophet failed us. He led us into war, when he said he would keep is out of war—sound familiar? With

the advent/duration/completion of war, the USA was now a world power, with people within its domain who wanted equal rights, and equal pay. At the end the world got world communism, we got embarrases and a febrile president.

Questions

- 1.What are the key differences between the foreign policies of TR anew? Aren't they really slightly different tools to accomplish the same thing?
- 2.What might have been done to prevent the war?
- 3.Was the United States justified in muzzling dissent during the war? What about today?
- 4.Why didn't the USA join the League? Who failed?

Chapter Twenty-Three: The Twenties 1920-1929

The Second industrial revolution, Radio, Automobiles, Cosmetics, Movies---what happened to America? We changed and all of the above factors contributed to the changing of society, from the hick to the honey. The choice of our presidents during this age really say it all—silent Cal or Harried Hoover. Prohibition, Illegal immigration and the Klan it all happened and it all were here in our world.

Questions

- 1.the KKK was strong after the Civil War, and then died out—but was reborn again why? //
- 2.Tell me HW these affected America: Radio, Automobile, Prohibition, and Movies.
- 3.The text refers to a new” mass culture”, explain
- 4.Make the connection between Marcus Garvey, and WEB Dubois and George Washington Carver.

Chapter Twenty-Four: Depression And The New Deal1929-1940

We are currently in difficult economic times. But we are experiencing nothing like what happened in the 1920-30's. We came out of it then, and soon we'll come out of this depression. Out of the first great depression we got the mafia, urban poor, and rural-urban cross country migration. We also got a very strong president, a pretender to the throne, and fascism. Read on for more exciting news—its called world war two.

Questions

1. Why the Depression/ Tell me all?
2. Was FDR sent from God to save America? Or a benevolent dictator.
3. The New Deal—what is your favorite program? Why?

Chapter Twenty-Five: World War II, 1941-1945

World War Two was bad there is no better way to explain it. The American people did not want to go to war, they had to be convinced by a powerful president. Forces were unleashed that could have dominated the world. The USA had to be prepared for war, the depression fixed, the military enlarged and civilian production capabilities increased 100 times what they were after world war one. All this and more was accomplished by a forceful leader: FDR. What many in the world called "humanities saviour". During the war years we learned of the bestiality the third reich practiced on Europe and had in store for the rest of the world. We were attacked by the Japanese because they perceived as a threat to their world domination plans. We entered the war unprepared but emerged the world's leader and the free world's protector.

Questions

1. What were the reasons in the 1930's that Americans did not want to go to war?

2. What were America's goals in ww ii, and similarity to our goals in ww I?
3. How did Americans perceive the Nazi threat, were they justified.? How did our president perceive the nazi threat?
4. What do you think about Japanese internment in the us during wwii? About the dropping of the atomic bomb?
5. Was Russia an ally or enemy? What about her effort in wwii?

Chapter Twenty-Six: The Cold War, 1945-1952

These are the times that tried men's souls: the end of the war, the marshall plan, the Truman plan, the cold war, the berlin crisis, the red scare and the korean war. The USA went through it all the adulation as savior of the world, then the red scare. It all came down the slide----freedom for Europe—then communism and the iron curtain. Korea, and soon the sequel—vietnam.

Questions

1. what were the americans' goals at the end of wwii? The soviets? Were they compatible?
2. What was the containment policy? What did the policy assume? How did Truman try to enforce it?
3. Why was there such an extensive red scare at home? Why were people like MCarthy credible?

Chapter Twenty-Seven: America at MidCentury-1953-1963

The chapter begins with the Eisenhower reign, a reign of complacency, quiet rhetoric and boredom. “ We're at home with Ike”, the signs read as he toured the country. Then the revolution that was to become the 1960's started to take root: Rock n'Roll, drive-Ins, Civil rights, and the MIC, all in one. Holy cow batman look at us now, but along with it came espionage, spys, 007 and the pumkin tapes. And don't forget the FBI and their infamous leader J. Edgar Hoover, and the people he controlled. Then a bright stat

JFK, the missles of October and his untimely death.-Who was to blame?It's still not solved.

Questions

- 1.How would you evaluate the Ike—Presidency? Was he a good or less then fair president?
- 2.Why did teenagers flock to rockn'roll? So many adults upset by it?
- 3.Eisenhower blew the espionage thing, why? What about his Vp—Mr. Nixon, an angel or a badman?
- 4.What about JFK? Tell me what you lik about him, why?

Chapter Twenty-eight: The Civil rights Movement, 1945-1966

Questions:

- 1.Why do you think Dr. King emerged as a Civil Rights leader/
- 2.Contrast King's Leadership-direction-manner with Malcol X. Who was the more effective leader?
- 3.Why did the civil-rights movement concentrate on the south? Why not the north?

Chapter Twenty-Nine: War Abroad: War At Home, 1965-1974

Questions:

Vietnam,Urban riots,The Killing of King,Nixon,Watergate,dirty Tricks, Kent State, Democratic national Convention,Black Power,the great society----give Identifying paragraphs for all these terms.

Chapter 30-31

No questions

