

GENERAL EDUCATION ASSESSMENT AND REVIEW FORM

HISTORICAL STUDIES 5/17

Please attach/ submit additional documents as needed to fully complete each section of the form.

I. COURSE INFORMATION

Department: History

Course Number: HSTA 102H/HSTA 104H

Course Title: American History II/Honors American History II

Type of Request: New One-time Only Renew Change Remove
 Course offered: Fall Spring Intermittent Summer Winter Multiple sections

JUSTIFICATION FOR COURSE LEVEL

Normally general education courses do not have more than one pre-requisite, are at least 3 credits, and numbered in the 100-300 levels. If the course does not meet these conditions, please provide an explanation. If the course is offered at the 400-level, please explain how it is foundational within the requested perspective.

Not applicable

ADDITIONAL INFORMATION (FOR OCHE DATABASE):

In which [MUS Core Category](#), does this course fit? Social Sciences/History

Does the course include content regarding cultural heritage of American Indians? Yes

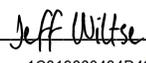
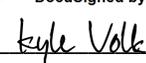
II. ENDORSEMENT / APPROVALS

Instructor: Jeff Wiltse

Phone / Email: jeffrey.wiltse@umontana.edu

Program Chair: Kyle Volk

Dean: Jenny McNulty Associate Dean Julie Baldwin

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III. DESCRIPTION AND PURPOSE

General Education courses must be introductory and foundational within the offering department or within the General Education Group. They must emphasize breadth, context, and connectedness; and relate course content to students' future lives: See [Preamble](#)

This course is an introductory survey of United States history from 1877 to the present. It focuses on the major social, political, cultural, intellectual, diplomatic, and economic developments in modern American history. The course emphasizes several key themes: social conflict, economic incorporation and centralization, expansion of government function, the growth of consumerism and mass culture, America's rise as a global power, and diminishing social discrimination. The course also exposes students to the practice of historical interpretation. They do not just read what others have written about the past—they examine historical documents and texts for themselves and then articulate their own interpretations of modern American history in classroom discussions, exams, and paper assignments.

Course purposes:

1. Provide students with a broad outline of U.S. history from 1877 to the present, including the major social, political, cultural, and economic developments.
2. Provide students with an in-depth understanding of industrialization, immigration and urbanization, the Civil Rights Movement, and the modern women's movement.
3. Enable students to understand how and why the United States came to be as it is today.
4. Improve the ability of students to communicate ideas, both verbally and in writing.
5. Develop students' thinking skills by having them analyze primary source evidence, synthesize information and evidence from several sources, and construct their own arguments in discussions and essays based on evidence from multiple sources.

IV. CRITERIA

BRIEFLY EXPLAIN HOW THIS COURSE MEETS THE CRITERIA FOR THE GROUP.

HSTA 102/HSTA 104 offers an introduction to United States history since 1877. It focuses on major historical trends that have shaped modern America, such as industrialization and deindustrialization, urbanization, immigration, westward expansion, the growth of a consumer economy and consumer culture, the effects of war and the Cold War, political reform movements, social reform movements, and the role of the United States in the world. The course encourages students to examine the causes and consequences of the major developments in modern American history, such as industrialization, Progressive reform, World War I, the Great Depression, World War II, the Cold War, the Civil Rights Movement, and the political shifts of the past thirty-five years. Textbook readings and in-class lectures provide students with general background information and interpretive insights. Students then formulate their own interpretation based on their reading, analysis, and synthesis of a wide array of primary sources. Students use the information provided in the textbook and lectures to place the documents in their historical context. Students articulate their understanding of modern American history in class discussions and essay assignments. In short, students learn to study the past as historians do.

V. STUDENT LEARNING GOALS

BRIEFLY EXPLAIN HOW THIS COURSE WILL MEET THE APPLICABLE LEARNING GOALS.

1. Critically analyze and evaluate primary sources – such as texts, pictorial evidence, oral histories, music, and artifacts- within their respective historical contexts.

Many of the readings assigned in this course are primary sources. Students analyze the documents within their historical context and ponder what they reveal about the period, the author, and the major trends emphasized in the course. Students are required to grapple with the ideas of writers such as Chief Joseph, Charlotte Perkins Gilman, Jane Addams, Louis Brandeis, Rachel Carson, and Martin Luther King, Jr. (to name a few). They are asked to consider court cases, letters, speeches, memoirs, political polemics, and literary texts. In discussion section meetings, papers, and exams, students are expected to explain their analysis of these documents and use them to formulate their own understanding of key themes and developments in modern American history.

2. Synthesize ideas and information in order to understand the problems, causes, and consequences of historical developments and events.

HSTA 102 exposes students to the vast and complex story of modern American history. Lectures and textbook readings provide students with background information, interpretive insights, and contextual knowledge necessary to understand the problems, causes, and consequences of major developments and events in modern American history. Students then assess these historical developments and events for themselves by analyzing relevant primary sources and synthesizing them with what they know from the textbook and lectures. The course also emphasizes human agency—focusing on how the choices people have made in the past shaped the unfolding of modern American history and created the society in which we now live.

VI. ASSESSMENT

A. HOW ARE THE LEARNING GOALS FOR THE GENERAL EDUCATION GROUP MEASURED?

Describe how you will determine that students have met each of the General Education Learning Goals. This should include specific examples of assignments, rubrics or test questions that directly measure the **General Education** learning goals. (See [Example](#)) Please attach or provide a web link to relevant assessment materials.

1. Critically analyze and evaluate primary sources – such as texts, pictorial evidence, oral histories, music, and artifacts- within their respective historical contexts.

Students read two major primary source texts for the course and write an analytical paper about each one. Each paper assignment contains questions relating the content of the primary source to major themes and developments in modern American history. Students are required to answer one of these questions. In doing so, they need to develop an interpretive answer to the question based on their analysis of the primary source. Students are evaluated based on how precise, insightful, and interpretive their thesis statements are; whether their chosen evidence from the primary source support their overall answer to the question; how clearly and convincingly they analyze evidence from the primary source; and how clearly they express their thinking in writing. *See attached paper assignments.

Students also take three in-class exams, each one of which contains an essay question pertaining to a major topic or theme covered in that unit of the course. For the essays, students are evaluated based their ability to formulate an interpretive

answer to the question; select relevant evidence from course lectures, primary sources, and the textbook to support their answer; and analyze the specific evidence by explaining how it supports their answer to the question. The following are essay questions that have appeared on past exams for HSTA 102/104:

- How did industrialization reshape American society?
- How did Progressive reformers address the problems that plagued American society during the late nineteenth and early twentieth centuries?
- How did the role of the federal government change during the 1930s and World War II?
- How did the 1960s affect the unfolding of United States history?
- What role did the United States play in the world between 1945 and the present?

*Please see the attached “Grading Rubric for Papers and Essays,” which explains the rubric used for evaluating papers and essays in HSTA 102/HSTA 104.

2. Synthesize ideas and information in order to understand the problems, causes, and consequences of historical developments and events.

Students write two papers that require them to analyze primary sources, synthesize the evidence contained in the primary sources, and synthesize evidence contained in the primary sources with information presented in class lectures and the course textbook. Students are evaluated on their ability to develop and express their own understanding of the topic by synthesizing their analysis of evidence from the primary sources with information from lectures and the textbook. This process involves several stages of synthesis. First, they synthesize evidence from the primary source to develop an understanding of what it reveals about the topic. Then, they synthesize their understanding of topic based on the primary source with what was presented about the topic in course lectures and the textbook. *See attached paper assignments.

Students also take three in-class exams, each one of which contains an essay question pertaining to a major topic or theme covered in that unit of the course. For each of these essays, students are evaluated on their ability to select, analyze, and synthesize evidence from many different sources—including primary source documents, content from lectures, and the textbook—to support their overall answer to the question. The following are essay questions that have appeared on past exams of HSTA 102/104:

- How did industrialization reshape American society?
- How did Progressive reformers address the problems that plagued American society during the late nineteenth and early twentieth centuries?
- How did the role of the federal government change during the 1930s and World War II?
- How did the 1960s affect the unfolding of United States history?
- What role did the United States play in the world between 1945 and the present?

*Please see the attached “Grading Rubric for Papers and Essays,” which explains the rubric used for evaluating papers and essays in HSTA 102/HSTA 104.

General Education Assessment Report (Items B-D) If this information is not yet available, Items VI. B- D must be completed within one year of this course review (re-submit the entire form with these sections completed).

B. ACHIEVEMENT TARGETS

Describe the desirable level of performance for your students, and the percentage of students you expected to achieve this:

Exceptional Performance: Target percentage of 10%

Students matching the criteria for exceptional performance demonstrate outstanding skills in critically analyzing and evaluating primary sources. They also demonstrate outstanding skills in synthesizing ideas and information to understand the problems, causes, and consequences of historical developments and events. Their performance is measured both qualitatively through in-person and written feedback and quantitatively through assigned grades. Exceptionally performing students may also show striking improvement throughout the semester. Grades for exceptional performance will generally be in the high A range.

High Performance: Target percentage of 40%

Students matching the criteria for high performance demonstrate good skills in critically analyzing and evaluating primary sources. They also demonstrate good skills in synthesizing ideas and information to understand the problems, causes, and consequences of historical developments and events. Their performance is measured both qualitatively through in-person and written feedback and quantitatively through assigned grades. High performing students may show significant improvement throughout the semester. Grades for high performance will generally be in the B to A- range.

Sufficient Performance: Target percentage of 40%

Students matching the criteria for high performance demonstrate sufficient skills in critically analyzing and evaluating primary sources. They also demonstrate sufficient skills in synthesizing ideas and information to understand the problems, causes, and consequences of historical developments and events. Their performance is measured both qualitatively through in-person and written feedback and quantitatively through assigned grades. Sufficiently performing students may show some improvement throughout the semester. Grades for sufficient performance will generally be in the C- to B- range.

Poor Performance: <10%

Students matching the criteria for poor performance demonstrate insufficient skills in critically analyzing and evaluating primary sources. They also demonstrate insufficient skills in synthesizing ideas and information to understand the problems, causes, and consequences of historical developments and events. Their performance is measured both qualitatively through in-person and written feedback and quantitatively through assigned grades. Poorly performing students show no or very limited improvement throughout the semester. Grades for poor performance will generally be in the F to D+ range.

C. ASSESSMENT FINDINGS

What were the results/findings, and what is your interpretation/analysis of the data? (Please be detailed, using specific numbers/percentages when possible. Qualitative discussion of themes provided in student feedback may also be reported. Be sure to use data that connects to the specific Learning Goals (do not rely on overall course grades). The most useful data indicates where students' performance was stronger and where it was weaker. Feel free to attach charts/tables if desired.)

Based on a combination of qualitative assessments and quantitative data (derived from specific assignment grades), the results are as follows:

- 12 of 137 students (8.8 percent) were exceptionally performing
- 58 of 137 students (42.3 percent) were high performing
- 59 of 137 students (43.1 percent) were sufficiently performing
- 8 of 137 students (5.8 percent) were poorly performing

Broadly speaking, students' performance was strong in learning the content information as reflected in their high scores on the fact-based portion of the exams. On papers and essays, students in the sufficiently performing, high performing, and exceptionally performing categories presented a coherent answer to the questions and referenced relevant examples from primary sources, lectures, and/or the textbook. In addition, students in the high performing and exceptionally performing categories were able to present interpretive answers to the question, provide basic analysis of evidence, and synthesize evidence from several different sources. In addition, students in the exceptionally performing category were able to provide insightful answers to the question and provide elaborate analysis of the evidence.

In class discussions, students in the sufficiently performing, high performing, and exceptionally performing categories attended discussion sections regularly and contributed to the discussions. In addition, students in the high performing and exceptionally performing categories contributed insightful comments that demonstrated analysis of evidence from the readings. In addition, students in the exceptionally performing category contributed comments that demonstrated the ability to analyze several pieces of evidence in combination and come to an insightful conclusion.

D. ASSESSMENT FEEDBACK

Given your students' performance the last time the course was offered, how will you modify the course to enhance learning? You can also address how the course could be improved, and what changes in the course content or pedagogy you plan to make, based upon on the findings. Please include a timeframe for the changes.

Students performed at the expected levels the last time I taught this course (spring 2018). I have been teaching this course for eighteen years and have honed it throughout that time. I am very pleased with the course as it stands, and, based on students evaluations, students were quite pleased with their experiences in the course. That said, there are a few tweaks I intend to make when I teach this course in the spring of 2020. For one, I intend to add supplemental online content to the course Moodle page, so that students can access digital resources relevant to the topics covered in the course, such as photos, music, documentaries, and movies. I also intend to have students keep a discussion section journal, in which they will answer a question about the assigned readings for the first five minutes of each discussion section. I expect this to stimulate their thinking, enable them to make connections between the documents and information presented in lectures and the textbook, and prepare them to make insightful contributions to class discussions. Students will turn in their journals at the end of each unit for evaluation and grading.

VII. SYLLABUS AND SUBMISSION

Please submit syllabus in a separate file with the completed and signed form to the Faculty Senate Office, UH 221, faculty.senate@mso.umt.edu. The learning goals for the Historical and Cultural Studies Group must be included on the syllabus. An electronic copy of the original signed form is acceptable.

HSTA 102: American History II

Professor Jeff Wiltse

Office: LA 251 / Email: jeffrey.wiltse@umontana.edu

Office hours: W: 1:00-1:50; F: 11:00-12:20

Course Description and Objectives

This course is an introductory survey of United States history from 1877 to the present. It will acquaint you with some of the people, events, technologies, ideas, and choices that have shaped modern American history. Several overarching themes will guide our study: social conflict, economic consolidation, expansion of government function, the growth of consumerism and mass culture, America's rise as a global power, and diminishing social inequality. This class will also expose you to the practice of historical interpretation. You will not just read what others have written about the past; you will examine historical documents for yourself and be expected to articulate your own interpretation of them. The primary learning objectives of this course are:

- Learn the broad outline of United States history from 1877 to the present, including the major social, political, cultural, economic, and foreign policy developments
- Develop an in-depth understanding of several key topics, including the experiences of industrial laborers, the Civil Rights Movement, the role of the U.S. in the world, and the struggle for women's rights
- Improve your ability to communicate ideas both verbally and in writing
- Improve your analytical thinking skills by interpreting primary source evidence and constructing your own arguments in papers and discussion sections based on evidence from multiple sources
- Enable you to understand why things are the way they are today in the United States

Readings

Copies of the following books are available at the bookstore. They are required texts for the course.

Rebecca Edwards, et al., *America's History, Volume 2*, Value edition, 9th Edition

Thomas Bell, *Out of this Furnace: A Novel of Immigrant Labor in America*

John Lewis, *Walking with the Wind: A Memoir of the Movement*

You will also be reading documents for discussion sections that are accessible on the course Moodle page or on the Internet. They are marked with an "(x)" in the course schedule below.

Assignments and Grading

You are expected to read all course materials, attend all class meetings, actively participate in discussion sections, and complete all assignments. The writing assignments for this course are:

Exam 1: In-class exam covering Unit 1 on Monday, February 26

Paper 1: *Out of This Furnace* Paper (Due Wednesday, March 14)

Exam 2: In-class exam covering Unit 2 on Friday, March 23

- Paper 2: *Walking with the Wind* Paper (Due Monday, April 23)
 Exam 3: In-class exam covering Unit 3 on Wednesday, May 9, @ 10:10 am

Your final grade will be the weighted average of your individual grades for the term. Final letter grades are figured at 90%=A, 80%=B, 70%=C, 60%=D. The dividing line for +s and –s is _7% for + and _3% for -. Late papers will automatically be reduced one full letter grade and must be turned in within one week of the due date. Grades will be weighted as follows:

Exam 1	20 percent	
<i>Out of This Furnace</i> Paper	10 percent	
Exam 2	20 percent	
<i>Walking with the Wind</i> Paper	10 percent	
Exam 3	20 percent	
Discussion Section	20 percent	(10 participation & 10 quizzes)

*Discussion section attendance is required. More than two unexcused absences will result in a failing grade for that part of the course. Discussion section quizzes may not be made up.

**Make-up exams will only be given in the cases of documented medical emergencies, documented family emergencies, and for participation in required UM activities.

Academic Honesty

All students must practice academic honesty. The work you submit in this course must be your own. When you draw from the words or thoughts of others, acknowledge it in the footnotes. Plagiarism or cheating will result in a failing grade for the course. If you have any questions about what constitutes plagiarism, ask Professor Wiltse or your teaching assistant before submitting any written work.

DSS Accommodation

If you have a documented learning disability, please contact me so we can ensure you have suitable accommodation.

Drop Deadlines

The last day to drop this course using Cyberbear is February 9. The last day to drop with instructor and advisor signature is April 2. A WP or WF will appear on your transcript for courses dropped after this date. May 4 is the last day to drop by petition.

Course Schedule

Unit One: Birth of Modern America, 1877-1917

Week 1 Discussion: Introduction

Mon, Jan. 22: Introduction

- Wed, Jan. 24: Making Sense of Industrialization
Read: *America's History*, 443-449, 470-484.
- Fri, Jan. 26: The Consequences of Industrialization
Read: *America's History*, 488-497.
- Week 2 Discussion: Immigrant Stories
Read: Bell, *Out of This Furnace*, 3-117.
(x) Immigration Document
- Mon, Jan. 29: Mass Immigration
Read: *America's History*, 484-488.
- Wed, Jan. 31: Rise of Cities
Read: *America's History*, 525-541.
- Fri, Feb. 2: Three Dilemmas of the New South
Read: *America's History*, 424-442.
- Week 3 Discussion: Indian Affairs
Read: (x) Indian Affairs Documents
- Mon, Feb. 5: Westward Expansion
Read: *America's History*, 450-457.
- Wed, Feb. 7: Dawes Act and Indian Education
Read: *America's History*, 457-469.
- Fri, Feb. 9: "Coney Island"
Read: *America's History*, 498-524.
- Week 4 Discussion: *Out of This Furnace* I
Read: Bell, *Out of This Furnace*, 119-258.
- Mon, Feb. 12: Interpreting the "Gilded Age"
Read: *America's History*, 549-563.
- Wed, Feb. 14: American Imperialism
Read: *America's History*, 582-594.
- Fri, Feb. 16: Jane Addams, Jacob Riis, and the Origins of Progressivism
Read: *America's History*, 541-548.
- Week 5 Discussion: Capitalism vs. Socialism

- Read: (x) Capitalism vs. Socialism Documents
- Mon, Feb. 19: No Class (Presidents Day)
- Wed, Feb. 21: The 1912 Election and National Progressivism
Read: *America's History*, 563-573.
- Fri, Feb. 23: Paradoxes of Progressivism
Read: *America's History*, 573-577.
- Week 6 Discussion: Progressive Foreign Policy
Read: (x) Progressive Foreign Policy Documents
- Mon, Feb. 26: Exam #1

Unit Two: America in Crisis, 1917-1945

- Wed, Feb. 28: World War I: Diplomatic and Military History
Read: *America's History*, 594-599, 603-609.
- Fri, Mar. 2: World War I: The Homefront
Read: *America's History*, 599-603.
- Week 7 Discussion: *Out of This Furnace* II
Read: Bell, *Out of This Furnace*, 259-413.
- Mon, Mar. 5: 1920s Political Conservatism
Read: *America's History*, 610-617.
- Wed, Mar. 7: *Babbitt* and the Advent of Consumer Culture
Read: *America's History*, 617-620.
- Fri, Mar. 9: Triumph of Nativism
Read: *America's History*, 620-627.
- Week 8 Discussion: No Discussion Sections
- Mon, Mar. 12: 1920s Modernism
Read: *America's History*, 627-630.
- Wed, Mar. 14: Hard Times ***Out of This Furnace* Exam Due**
Read: *America's History*, 630-641.
- Fri, Mar. 16: The New Deal
Read: *America's History*, 641-664.

- Week 9 Discussion: World War II Homefront
Read: (x) WWII Homefront Documents
- Mon, Mar. 19: World War II: Diplomatic and Military History
Read: *America's History*, 665-672, 683-693.
- Wed, Mar. 21: World War II: The Homefront
Read: *America's History*, 672-683.
- Fri, Mar. 23: Midterm 2
- Week 10 Discussion: No Discussion Sections (Spring Break)
*Begin reading Lewis, *Walking with the Wind*.
- Mon, Mar. 26: No Class (Spring Break)
- Wed, Mar. 28: No Class (Spring Break)
- Fri, Mar. 30: No Class (Spring Break)

Unit Three: Modern America, 1945-present

- Week 11 Discussion: *Walking with the Wind I*
Read: Lewis, *Walking with the Wind*, xv-xvii, 3-172.
- Mon, Apr. 2: Early Cold War
Read: *America's History*, 694-727.
- Wed, Apr. 4: Postwar Culture
Read: *America's History*, 728-739.
- Fri, Apr. 6: Postwar Society
Read: *America's History*, 739-753.
- Week 12 Discussion: *Walking with the Wind II*
Read: Lewis, *Walking with the Wind*, 175-299.
- Mon, Apr. 9: Video: "Eyes on the Prize"
Read: *America's History*, 754-769.
- Wed, Apr. 11: The Long Civil Rights Movement
Read: *America's History*, 769-784.
- Fri, Apr. 13: The Great Society

- Read: *America's History*, 785-792.
- Week 13 Discussion: *Walking with the Wind III*
Read: Lewis, *Walking with the Wind*, 300-422.
- Mon, Apr. 16: The Vietnam War
Read: *America's History*, 792-801, 805-808.
- Wed, Apr. 18: Youth Revolt of the 1960s
No reading
- Fri, Apr. 20: The 1970s
Read: *America's History*, 801-804, 808-836.
- Week 14 Discussion: Modern Feminism
Read: (x) Modern Feminism Documents
- Mon, Apr. 23: Ascendance of Modern Conservatism ***Walking with the Wind Paper Due***
Read: *America's History*, 837-853.
- Wed, Apr. 25: Reagan Presidency
Read: *America's History*, 854-867.
- Fri, Apr. 27: American in the Post-Cold War World
Read: *America's History*, 868-880, 889-895.
- Week 15 Discussion: The Politics of Climate Change
Read: (x) Coral Davenport & Eric Lipton, "How GOP Leaders Came to View Climate Change as Fake Science," *New York Times*, June 3, 2017.
(x) John Abraham, "American Leaders Should Read Their Official Climate Science Report," *Guardian*, November 27, 2017.
- Mon, Apr. 30: Recent Social Trends
Read: *America's History*, 880-889.
- Wed, May 2: Contemporary America
Read: *America's History*, 895-903.
- Fri, May 4: Course Review
- Final Exam: Wednesday, May 9, 10:10-12:10

Grading Rubric for Papers and Essays HSTA 102/HSTA 104

There are five main criteria upon which the papers and essays are evaluated:

1. Thesis statement
2. Selection and use of evidence
3. Analysis of evidence
4. Ability to synthesize evidence and information from several sources
5. Quality of writing

A Answer: Well written and logically organized. Must have an insightful answer to the question clearly stated at the beginning of the essay. The body must contain several well-chosen specific examples along with detailed information from course materials. Essay should also contain analysis that explains how the examples and information support the answer. In other words, the student will explain her/his thinking. The essay will be thorough and substantial and demonstrate a clear and relatively sophisticated understanding of the relevant course material.

B Answer: Reasonably well written and logically organized, although there may be some minor problems with the writing and structure. Must have a well-supported answer to the question stated at the beginning of the essay (although it might be a straight-forward or relatively obvious answer). The body must contain some specific examples along with detailed information from course materials that support your answer, but there will be minimal or vague analysis. The essay will be substantial and demonstrate a solid understanding of the relevant course material.

C Answer: Writing is comprehensible. Must have some relevant examples from course materials but likely without specific details. The essay must provide a supportable answer to the question, but it might not be clearly stated at the beginning of the essay. The essay will demonstrate a general understanding of the relevant course material.

D Answer: Writing is comprehensible but not very well presented. Essay must reference course material, but references will be quite general. Essay may not have an identifiable answer to the question, but there should be some point to the writing that is relevant to the question. The essay demonstrates a limited or somewhat flawed understanding of the relevant course material.

F Answer: Poor writing. No (or poorly chosen) examples from course materials and/or no relevant point to the writing. Typically short and cursory. The essay reveals that the student does not understand the relevant course material.

Three criteria for a good thesis statement:

1. Must convey a substantive point about the topic
2. Must assert an interpretive claim
3. Must be stated precisely

HSTA 102: American History II
Professor Jeff Wiltse

Out of This Furnace Paper Assignment

Due: Wednesday, March 14, in class

Write a three-page essay that answers one of the following three questions. Your essay must be typed, double-spaced, with twelve-point font and one-inch margins. Do not add additional spaces in between paragraphs or at the beginning of the paper.

Be sure to formulate a thesis claim that directly answers the question and clearly state it in the first paragraph. Then, in the body of the essay, substantiate your thesis claim by citing and analyzing evidence and quotations from *Out of This Furnace*. In other words, use evidence from the book to convince the reader that your answer is valid. Be sure to explain to the reader how the examples and quotes support your thesis claim. Do not let the evidence speak for itself. The failure to quote and reference specific evidence from *Out of This Furnace* will result in a failing grade for this paper. You may also find it useful to reference material in the textbook, but your answer must be based primarily on evidence from *Out of This Furnace*. Your essay will be evaluated based on the quality of thinking and writing, so take the time necessary to craft an insightful and well-written essay.

1. Of the four main characters—Kracha, Mike, Mary, and Dobie—which one was the most American and why?
2. Shortly before Mike dies, Bell describes him as feeling “a world-encompassing despair.” Why had Mike become so disillusioned?
3. As presented in the book, who had power in the United States during this period and how did they use it?

You must use footnotes to reference evidence drawn from course readings. To insert a footnote, locate the cursor at the end of the sentence or quotation. Click on “Insert” above the toolbar. Then click on “Footnote.” Word will relocate the cursor to the bottom of the page. Now, you simply type in the book and page number where you found the quotation or other information contained in the sentence. The proper format is:

Thomas Bell, *Out of This Furnace: A Novel of Immigrant Labor in America* (Pittsburgh: University of Pittsburgh Press, 1976), 34.

Rebecca Edwards, et al., *America's History, Volume 2: Since 1865*, Value Edition (Boston: Bedford/St. Martin's, 2018), 564.

You only need to fully cite the work once, when you first reference evidence from it. For subsequent citations, you may use an abbreviate citation:

Bell, *Out of This Furnace*, 185.

Edwards, et al., *America's History*, 877.

HSTA 102: American History II
Professor Jeff Wiltse

Walking With the Wind Paper Assignment

Due: In class on Monday, April 23

Write a three-to-four page, double-spaced paper with 12-point font and one-inch margins that answers one of the following questions:

1. What did the Civil Rights Movement accomplish and what goals were not achieved?
2. Why did many black civil rights activists eventually abandon nonviolence and the goal of creating a colorblind society?
3. How and why did white southerners in general resist the Civil Rights Movement?

In answering the question, be sure to formulate a thesis claim (an overarching argument) and state it for the reader in the first paragraph. Then, in the body of the paper, substantiate the validity of your argument by identifying and analyzing examples and quotations from *Walking With the Wind*. In other words, use evidence from the book to convince the reader that your argument is valid. Be sure to explain to the reader how the examples and quotes support your thesis claim. Do not let the evidence speak for itself. The failure to quote and reference specific evidence from *Walking With the Wind* will result in a failing grade for this paper. You may also draw information from the textbook, but the paper must be based primarily on *Walking With the Wind*. Your essay will be evaluated based on the quality of thinking and writing, so take the time necessary to craft an insightful and well-written essay.

You must use footnotes to reference all evidence drawn from course readings and other sources. To insert a footnote, locate the cursor at the end of the sentence or quotation. Click on "Insert" above the toolbar. Then click either "Reference" or "Footnote," depending on which version of Word you are using. Then simply click "Insert," and type in where you found the quotation or other information contained in the sentence. The proper format is:

John Lewis, *Walking With the Wind: A Memoir of the Movement* (New York: Harvest Books, 1998), 345.

Rebecca Edwards, et al., *America's History, Volume 2: Since 1865*, Value Edition (Boston: Bedford/St. Martin's, 2018), 564.

You only need to fully cite the work once, when you first reference evidence from it. For subsequent citations, you may use an abbreviated citation:

Lewis, *Walking With the Wind*, 185.
Edwards, et al., *America's History*, 854.