

**GENERAL EDUCATION ASSESSMENT AND REVIEW FORM**  
**DEMOCRACY AND CITIZENSHIP (GROUP IX, Y) 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 102/104

Course Title: American History II/Honors American History II

Type of Request:	New*	One-time Only	<b>Renew X</b>	Change	Remove	Assessment follow-up
Course offered:	Fall	<b>Spring X</b>	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.

American History II has no pre-requisites, is 4 credits and is numbered at the 100 level.

#### ADDITIONAL INFORMATION (FOR OCHE DATABASE):

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

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

### II. ENDORSEMENT / APPROVALS

\* Instructor: Jeff Wiltse

Phone / Email: jeffrey.wiltse@umontana.edu

Program Chair: Kyle Volk

Dean: Jenny McNulty Associate Dean Julie Baldwin

Signature	<small>DocuSigned by:</small> <i>Jeff Wiltse</i>	Date	10/29/2019
Signature	<small>1C319660434D42D... DocuSigned by:</small> <i>Kyle Volk</i>	Date	10/29/2019
Signature	<small>EE9BB58C24BE4C4... DocuSigned by:</small> <i>Associate Dean Julie Baldwin</i>	Date	10/30/2019

\*Form must be completed by the instructor who will be teaching the course. If the instructor of the course changes before the next review, the new instructor must be provided with a copy of the form prior to teaching the course.

### 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](#)

American History II 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, development of American democracy, changing nature of citizenship, 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. Some questions we consider include the following: What does it mean to study the past on its own terms? How do we know what we know about the past? Why did the past unfold as it did? How has the past shaped the present? By probing these questions, students in American History II

come away with a deeper and richer understanding of American history and a better grasp of how and why the present world came to be as it is.

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 American democracy developed as it did from 1877 to present.
4. Enable students to understand how and why American citizenship was contested and redefined from 1877 to the present.
5. Improve the ability of students to communicate ideas, both verbally and in writing.
6. 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 DESCRIPTION FOR THE GROUP.

These courses ground students in the ideas, institutions, and practices of democratic societies and their historical antecedents. Knowledge gained through courses in the Y perspective prepares students to understand the rights and responsibilities of engaged citizenship and to assess the characteristics, contributions, and contradictions of democratic systems.

Through class lectures, carefully selected primary and secondary source readings, guided discussions, assessment, and in-class activities, students in American History II will understand the development of American democracy and the changing nature of citizenship in the United States from 1877 to the present. Considerable emphasis is given to mass immigration during the late nineteenth and early twentieth century and how that complicated earlier conceptions of what it meant to be an American. For example, students read Thomas Bell's *Out of This Furnace*, which examines immigrant labor in the Carnegie Steel mills. One of the central questions of the book is: what does it mean to be an American during this period in U.S. history? Students discuss this question in class and write a paper that assess Bell's answer to that question in light of other course content. The course also focuses on the Civil Rights Movement to show how African Americans struggled to achieve legal and political equality during the twentieth century and how their struggles redefined the meaning citizenship and the character of American democracy during the second half of the twentieth century. As part of this focus, students read John Lewis's Civil Rights Movement memoir *Walking with the Wind* and discuss many questions about it, such as: How did black civil rights activists believe racial equality could be achieved in America? Why did many black civil rights activist eventually abandon nonviolence and the goal of creating a colorblind society? What did the Civil Rights Movement accomplish and what goals were not achieved? In addition, lectures and textbook readings interpret many other topics related to the development of American democracy during this period, including: the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> amendments to the Constitutions; the Dawes Act and Indian education; women's suffrage; immigration and immigration restriction; the ways World War II heightened expectations for full citizenship among black Americans and women; the Civil Rights Movement; and modern feminism and the failure of ERA. In short, democracy and citizenship and the contested nature of democracy and citizenship in modern American history are the very heart of this course.

#### V. STUDENT LEARNING GOALS

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

1. Demonstrate informed and reasoned understanding of democratic ideas, institutions and practices, from historical and/or contemporary perspectives.

Lectures, readings, and discussions encourage students to grapple with how American democracy changed from the late nineteenth century to the present, especially in relation to mass immigration and immigration restriction, disfranchisement and the imposition of white supremacy in the South, the woman's suffrage movement, challenges posed to the political order by the Great Depression, the democratic ideals articulated during World War II, the Civil Rights Movement, and the modern women's movement. Students read different perspectives on American democracy and discuss the ambiguities and contradictions of American democratic ideals and democratic practices.

2. Analyze and evaluate the significance and complexities of engaged citizenship.

American History II historicizes the meanings of citizenship (together with its expectations, responsibilities, and rights); examines the ways in which certain groups were denied, granted, and/or fought for citizenship; and draws connections between movements to expand citizenship during modern American history. Course reading and course lectures interpret the expansion of citizenship and voting rights to African-American men following the Civil War, to Native Americans during the late nineteenth and early twentieth centuries, and to women during the early twentieth century. Course lectures also emphasize the contested issue of who could and could not become a naturalized U.S. citizen through US Supreme Court decisions in the cases of Takao Ozawa and Bhagat Thind. Course lectures and readings also examine the ways that the meaning of national citizenship was redefined by the rhetoric and empowering experiences during World War II, the Civil Rights Movement, the modern women's movement, and the gay rights movement.

3. Articulate the causes and consequences of key historical and/or contemporary struggles within democratic systems or their antecedents, including but not limited to those pertaining to issues of diversity, equity, and justice.

American History II devotes considerable attention to African Americans' struggle for equality and social justice, women's struggles for voting rights and equal rights, immigrants' struggle to create a more pluralistic society, and Native Americans' struggle to maintain aspects of their traditional cultures. In addition to lectures and textbook readings that help students understand the causes, courses, and consequences of these struggles, students also read the voices of historical actors who were involved in these struggles, such as Chief Charlot, Louis Adamic, John Lewis, and Betty Friedan.

## 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. Demonstrate informed and reasoned understanding of democratic ideas, institutions and practices, from historical and/or contemporary perspectives.

Students' understanding of democratic ideas, institutions, and practices, largely from a historical perspective, is measured through a combination of both informal, ungraded activities, such as in-class discussion and written response exercises, and formal, graded assignments, such as quizzes, exams, and papers.

2. Analyze and evaluate the significance and complexities of engaged citizenship.

Students' ability to evaluate the significance and complexities of engaged citizenship is measured by a combination of both informal, ungraded assignments, such as reading responses and in-class partner or group work, and formal, graded papers and written exams.

3. Articulate the causes and consequences of key historical and/or contemporary struggles within democratic systems or their antecedents, including but not limited to those pertaining to issues of diversity, equity, and justice.

Students' ability to articulate the causes and consequences of key historical struggles within the American democratic system from 1877 to the present is measured by a combination of informal, ungraded assignments and formal, graded work. Both formal and informal assignments as well as in-class discussions assess students' ability to articulate and properly historicize the relationship between democracy and diversity as well as the causes and outcomes of historical movements connected to equity and justice, such as Progressive reform, the woman's suffrage movement, the Civil Rights Movement, and the modern

women's movement.

\*See attached documents for examples of paper assignments and discussion questions that focus on American democracy and citizenship. See also an attached grading rubric used to evaluate essays and paper assignments.

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

## B. ACHIEVEMENT TARGETS

[This section is optional. Achievement targets can be reported if they have been established.]

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

[This section is optional. Assessment findings can be reported if they are available.]

**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.

---

## 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 student 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. I will also update lectures based on new scholarship and new history, including improving understanding of the future consequences of climate change.

A General Education Assessment Report will be due on a seven-year rotating cycle. You will be notified in advance of the due date. This will serve to fulfill the University's accreditation requirements to assess general education and will provide an opportunity to connect with your colleagues across campus and share teaching strategies.

## VII. SYLLABUS AND SUBMISSION

Please submit syllabus in a separate file with the completed and signed form to the Faculty Senate Office, UH 221. The learning goals for the Democracy and Citizen 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
- Understand how and why American democracy developed as it did from 1877 to the present
- Understand how American citizenship was contested and redefined from 1877 to the present, especially by struggles for equality and justice
- Improve your analytical thinking skills and your ability to communicate ideas verbally and in writing
- 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, 9<sup>th</sup> 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

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 102/104: American History II  
Professor Wiltse

Week Nine Discussion Questions  
World War II Homefront

1. Based on the readings, how did the homefront experience during WWII serve as a catalyst for the postwar Civil Rights Movement?
2. How did the homefront experience during WWII affect women's views of their role in American society?
3. Based on the readings, how did the homefront experience affect social relations between different groups of Americans, especially blacks and whites and women and men?

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.

HSTA 102/104: American History II  
Professor Wiltse

Week Fourteen Discussion Questions  
Modern Feminism

1. What was the basis of gender inequality according to the NOW Statement of Purpose (1966) and what was it according to the Redstockings Manifesto (1969)?
2. How do the solutions to gender inequality presented by NOW and the Redstockings differ? Which seems most likely to achieve the desired goals?
3. How does Phyllis Schlafly's view of women and gender relations differ from that of NOW and the Redstockings? Which of the three views do you agree with most and why?
4. Have women achieved equality in the United States today? If so, how? If not, why not?

## 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