

# History H106

## American History II

a learning guide  
(3 credit hours)

Course designed by  
Robert B. Clements, Ph.D.  
Adjunct Assistant Professor of History  
Indiana University, South Bend

Course edited by  
Naomi Ritter

Indiana University  
School of Continuing Studies  
Independent Study Program

## About the Author

Robert Clements lives in South Bend, Indiana. He received his Ph.D. in history from the University of Notre Dame. He has seven children, all of whom have advanced degrees from either Indiana University, the University of Chicago, or the University of Arizona. He has taught all the social studies courses in middle and high school in the South Bend public school system. He is also an adjunct assistant professor of history at Indiana University, South Bend, and has been an instructor for the Independent Study Program of Indiana University for over twenty years. Professor Clements enjoys reading, playing tennis, practicing the piano, and listening to music.

# Table of Contents: History H106

Important Information .....	i
Study Hints .....	iii
Introduction .....	v
Required Study Materials Order Form	
 <i>Lessons</i>	
1 Forging an Industrial Society .....	1
2 The New Imperialism .....	9
3 The Progressive End .....	15
4 World War I; Book Review I .....	19
5 Tips for the Midterm Examination .....	25
Application for the Midterm Examination	
6 The Twenties, the Great Depression, and the New Deal .....	27
7 World War II .....	33
8 Cold War Politics and Civil Rights; Book Review II .....	39
9 The Resurgence of Conservatism .....	45
10 Tips for the Final Examination .....	53
Application for the Final Examination	
Bulletin Request Form	
Selling Your Textbooks	

# Introduction

## History H106

### American History II

#### Course Objectives

This course deals with the history of the United States from the end of Reconstruction to the present. Proceeding more or less in chronological order, you will take up such topics as industrialization, Populist and Progressive reform, the 1920s, the Great Depression, the New Deal, the two World Wars, the Cold War, and recent events. Obviously, in a course so broad in scope, it is nearly impossible to study any of these important events in much detail. The course serves as an introduction to American history since Reconstruction. History H105 is not a prerequisite for this course, but some of its themes carry over into H106.

The course objectives are twofold: first, to introduce the central themes in American history since Reconstruction, and secondly, to introduce you to the ways historians have treated these events. High school courses may have influenced you to think of history as simply facts to memorize: names, dates, and often unrelated events.

But history is not one-dimensional. These facts, the proverbial nuts and bolts, are of course important; together they comprise history's skeleton. More significant, however, is how historians view these facts. By dealing with the causes, characteristics, and consequences of events, historians can fill out the skeleton, thus bringing meaning to history. You should be aware, then, that very often two historians may arrive at different and sometimes opposite conclusions about the same set of facts. There may be no right or wrong interpretation of an issue. In learning how historians deal with various events, I hope you'll make your own informed judgments about the important historical issues.

Since this is an independent study course, you are totally responsible for completing the work. How much you get out of the course will depend on how diligently you apply yourself to it. In order to get the most out of it—and, of course, earn a good grade—you must complete all the assigned work. You should read the material carefully and do each lesson in order. Don't rush through the material, but work steadily. You might want to establish a weekly routine for doing the lessons, although this is entirely up to you. For additional study hints, be sure to read pages i-iv in this learning guide.

## Required Textbooks

Kennedy, David, Cohen, Lizabeth, and Bailey, Thomas. *The American Pageant, Vol. II: Since 1865*. 12<sup>th</sup> ed. New York: Houghton Mifflin, 2002.  
ISBN 0-618-10354-6

This textbook is one of the best available. It is organized by chapter, topic, and subtopic to facilitate the reading. In addition to the numerous maps, charts, illustrations, and appendices, there are three special features. Each chapter contains contemporary sources, material written during the time being studied. Be sure to read carefully the sections entitled "Varying Viewpoints." They provide an excellent sampling of how historians have interpreted the significant issues. Read too the special feature "Makers of America," which highlights some of the ethnic groups that have contributed to the greatness of the nation. Numerous color plates depict the development of American art from 1865 to the present.

You will read and review two books in addition to the textbook. These book reviews are your only written assignments for lessons 4 and 8. The books offer a deeper understanding of important aspects of the course, enabling you to confront historical interpretation firsthand. It's wise to jot down the authors' most important points as you read these books. Be sure to read "Guide to Writing Book Reviews" in this introduction before you begin writing your reviews.

You'll find excellent bibliographies at the end of each textbook chapter. These suggested readings are the best in the field, so you might want to consider some for reference or future reading.

## Written Assignments

Lessons 1–3, 6–7, and 9 contain several questions to answer as your written assignment. Please be sure you answer and submit all the required work to the Independent Studies Program office—hereafter referred to as the ISP office. Lessons 5 and 10 are study tips for the midterm and final exams.

# Examinations

There are two exams. Each one consists of:

- ! five identification questions: mini-essays of no more than 100 words each; and
- ! two long essay questions.

Samples of these exams appear in Lessons 5 and 10. Each exam takes two hours. The final exam covers only the material read since the midterm. In the exams you may not use textbooks, study notes, your learning guide, graded lessons, or any other supplementary materials.

Near the end of lessons 1–4 and 6–9 are lists of study questions. These questions are for your own benefit in studying for the exams.

**Please do NOT submit any of your answers to the ISP office or to your instructor.**

Any of these study questions could appear on the midterm or final exams. So as you complete these lessons, it's wise to *outline your answers* to all the study questions. These outline answers will then aid you in studying for the exams.

# Grading Procedures

Your performance is evaluated roughly according to this scheme.

two exams = 50 percent  
eight lessons = 50 percent

Your final grade is based on this scheme.

the average of lessons 1–4 = 25 percent  
the average of lessons 6–9 = 25 percent

the midterm exam = 25 percent  
the final exam = 25 percent

To comply with the ISP's academic policies, **your exam grades must average at least a D–** for you to pass this course. Even if your written assignments are excellent, you will not pass unless you fulfill this requirement.

# A Guide to Writing Book Reviews

Please don't confuse a book review with a book report, which you may have written in high school. In a book report you relate the contents of the book, telling the story. In a book review you assume the reader has the book and can read it, so telling the story is unnecessary. A book review deals with the author's **thesis**, or point of view, and the way he/she presents it. Your review **assesses the book's value**. These tips may help you write effective book reviews.

1. Reviews should be about 500 words, double-spaced if typewritten, every other line if written in longhand.
2. Reviews may have the following organization: brief introduction of the author, body of the review, assessment of style, conclusion.
3. Introduction of the author: a short biographical sketch of the author, concentrating on such professional background as education, degrees achieved, previous publications, awards, and current and past jobs. The aim is to relate the author's general area of expertise, to judge his/her qualifications to present this study. Information about the author is in *Who's Who in America*, the *Directory of American Scholars*, or the *Dictionary of American Biography*, all in the reference section of most libraries.

An extensive online resource is:

<http://infotrac.galenet.com/menu>

If you find no such information, omit this section.

4. Body of the review: discuss the book's central themes. Tell what the book is about—without telling the entire story. What is the author's thesis, what is he/she arguing? How strong are these arguments? Do you agree with them? If so, why; if not, why not? How well is the book researched, on what does the author base his/her arguments? If you quote from the book to support your points, do so sparingly. Do use any knowledge you have about the book's subject.
5. Style: in the concluding paragraph discuss the author's style. How well does the author treat facts, thoughts, ideas? Did you enjoy reading the book? If so, why; if not, why not? Be specific; avoid such generalizations as "reads like a novel," or "the best book I've read." How useful is the book? Whom does it address—, for instance general readers, college students, history scholars?
6. It's wise to read some examples of good book reviews before you begin writing yours. See *The New York Times*, the *Journal of American History*, or the *American Historical Review*, all available in most libraries.

7. Prepare your reviews carefully. ***Proofread*** before submitting them, making sure you correct any spelling or grammar errors or typos.

## Plagiarism

The Indiana University's *Code of Student Rights, Responsibilities, and Conduct* (Art. III, §A.3) states, "A student must not adopt or reproduce ideas, words, or statements of another person without an appropriate acknowledgment. A student must give due credit to the originality of others and acknowledge an indebtedness whenever he or she do any of the following:

- a. quotes another person's actual words, either oral or written;
- b. paraphrases another person's words, either oral or written;
- c. uses another person's idea, opinion, or theory; or
- d. borrows facts, statistics, or other illustrative material, unless the information is common knowledge."

## Contacting Your Instructor

With each lesson you are required to submit an assignment cover sheet. Every assignment cover sheet has a space for your questions and comments; please feel free to use this space. If problems arise between assignments, you may write to your instructor at the ISP office. Many instructors use e-mail with students. Please check the information booklet you received with your initial enrollment materials for the complete listing of instructors with e-mail addresses. You may also reach most instructors by calling our toll-free number.

Please refer to the contact information on the back cover of this learning guide for addresses and telephone numbers.