

12-33a
UWUCC App-8/28/12
Info-9/11/12

Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Course: HIST 196 Explorations in U.S. History

Instructor(s) of Record: Elizabeth Ricketts Marcus

Phone: 7-2284

Email: ricketts@iup.edu

Step One: Proposer

A. Provide a brief narrative rationale for each of the items, A1- A5.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

Dr. Ricketts has been using WebCT/Moodle/D2L as an important supplementary instructional technology in her platform classes for the last 5 years and has been teaching DE courses since Winter 2010.

She has attended on- line training sessions on platform instruction, has read a number of books and articles on DE instruction and attended the Creating Effective Online Instruction Seminar (May 10-14, 2010).

2. How will each objective in the course be met using distance education technologies?

Objectives from original History 196 Syllabus of Record:

Objective 1 – Demonstrate knowledge of the cultural, economic, social, and political elements that make up the history of the nation’s past. This objective will be met through the students reviewing PowerPoint presentations with accompanying audio on the university’s course management system (CMS), reading corresponding chapters in their textbook, viewing online readings in the university’s CMS, writing reflection papers based on primary source materials, and participating in threaded discussions guided by instructor constructed questions. The students will demonstrate their mastery of this objective through their reflection papers, discussion thread, and performance on topic quizzes.

Objective 2 – Identify important themes in U.S. history. This objective will be met through the students reviewing PowerPoint presentations with accompanying audio on the university’s course management system (CMS), reading corresponding chapters in their textbook, viewing online readings in the university’s CMS, writing reflection papers based on primary source materials, and participating in threaded discussions guided by instructor constructed questions. The students will demonstrate their mastery of this objective through their reflection papers, discussion thread, and performance on topic quizzes.

Objective 3 – Explain conflicting interpretations of U.S. history. This objective will be met through the students reviewing PowerPoint presentations with accompanying audio on the university’s course management system (CMS), reading corresponding chapters in their textbook, viewing online readings in the university’s CMS, writing reflection papers based on primary source materials, and participating in threaded discussions guided by instructor constructed questions. The students will demonstrate their mastery of this objective through their reflection papers, discussion thread, and performance on topic quizzes.

Received

JUN 6 2012

Liberal Studies

Objective 4 – Integrate analyses of race, ethnicity, class, and gender into the historical narrative about the United States. This objective will be met through the students reviewing PowerPoint presentations with accompanying audio on the university's course management system (CMS), reading corresponding chapters in their textbook, viewing online readings in the university's CMS, writing reflection papers based on primary source materials, and participating in threaded discussions guided by instructor constructed questions. The students will demonstrate their mastery of this objective through their reflection papers, discussion thread, and performance on topic quizzes. In addition, students will read a memoir concerning one of the elements—race, ethnicity, class, or gender--take a quiz, and participate in a threaded discussion based on the book.

Objective 5— Place historical developments in the United States within a larger global context. This objective will be met through the students reviewing PowerPoint presentations with accompanying audio on the university's course management system (CMS), reading corresponding chapters in their textbook, viewing online readings in the university's CMS, writing reflection papers based on primary source materials, and participating in threaded discussions guided by instructor constructed questions. The students will demonstrate their mastery of this objective through their reflection papers, discussion thread, and performance on topic quizzes.

Objective 6—Read and analyze historical texts. This objective will be met through students viewing online readings in the university's CMS, writing reflection papers based on primary source materials, and participating in threaded discussions guided by instructor constructed questions. The students will demonstrate their mastery of this objective through their reflection papers, discussion thread, and performance on topic quizzes.

Objective 7—Develop skills in chronological thinking and historical analysis. This objective will be met through the students reviewing PowerPoint presentations with accompanying audio on the university's course management system (CMS), reading corresponding chapters in their textbook, viewing online readings in the university's CMS, writing reflection papers based on primary source materials, and participating in threaded discussions guided by instructor constructed questions. The students will demonstrate their mastery of this objective through their reflection papers, discussion thread, and performance on topic quizzes.

3. How will instructor-student and student-student, if applicable, interaction take place?

Instructor-student interaction will take place:

- 1) Posting and answering messages in the university's CMS general question discussion area;
- 2) Answering emails from students;
- 3) Arranging SKYPE sessions with students who request them (I will request SKYPE sessions with students who are having difficulties);
- 4) Sending out group notices in the university's CMS or through email about class management issues;
- 5) At the end of each week, I will send out an email summarizing the week's threaded discussion and adding my thoughts to the discussion;
- 6) When I grade the online exams in the university's CMS I will be able to provide feedback for each short answer question since the CMS has a box for instructor feedback with each short answer question;
- 7) Providing feedback to student postings to threaded discussions through individual student emails.

Student-student interactions:

- 1) Each week the students will participate in three threaded discussions that require both an original posting and two responses to other student postings.
- 2) Students will be divided into small groups for discussion of issues of historical interpretation raised by the memoir.

4. How will student achievement be evaluated? Student achievement will be evaluated through:
- 1) the quality of student posts on the topic and book discussion questions based on the scoring rubric;
 - 2) student scores on fifteen online topic quizzes administered in the university's CMS;
 - 3) student scores on two book quizzes.
 - 4) their score on a small group project which includes peer assessment from the other members of the small group
5. How will academic honesty for tests and assignments be addressed?
Academic honesty will be addressed in several ways. First, the students will be asked to read the university material on academic integrity and plagiarism and to submit a statement to me via email that they understand and agree to abide by the university's academic integrity policy.

For the quizzes, several steps will be taken to address academic integrity:

- 1) Large question sets will be used to randomize quiz questions so that no two students will be presented with the same quiz, which makes it very difficult to collaborate with other students during the quiz. This also discourages students from copying their question set and passing it along to their peers who may not have started the exam yet;
- 2) Multiple choice questions will have their answer order randomized to make it more difficult for students to share answers if they are presented with the same question;
- 3) A strict time limit for each quiz will be established to prevent students from looking up answers;
- 4) For topic discussion and book analysis postings the forum will be set up so that students cannot see the postings of others until they make their initial post. This encourages students to do their own thinking rather than rely on the ideas of those who have already posted.

- B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

Step Two: Departmental/Dean Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative


Signature of Department Designee

4-18-12
Date

Endorsed:


Signature of College Dean

5/05/12
Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: Positive (The objectives of this course can be met via distance education)
 Negative

Gail S. Schuist Aug. 28, 2012
Signature of Committee Co-Chair Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: Provost Approval

Approved as distance education course Rejected as distance education course

David W. Steiner 9/6/12
Signature of Provost Date

Forward form and supporting materials to Associate Provost.

**HIST 196 Explorations in U.S. History
SYLLABUS OF RECORD**

I. Catalog Description

HIST 196 Explorations in U.S. History	3 class hours 0 lab hour 3 credits
Prerequisite: None	
	(3c-0l-3cr)

Interprets and analyzes the development of U.S. history through a chronological survey of a historical era or a topical theme central to U.S. History. Examines, where appropriate, the intersection of race and ethnicity, gender and class. Emphasizes the recognition of historical patterns, the interconnectedness of historical events, and the incorporation of various sub-fields in the discipline of history.

II. Course Outcomes:

Objective 1:

Demonstrate knowledge of the cultural, economic, social, and political elements that make up the history of the nation's past.

Expected Student Learning Outcomes 1 and 2

Informed and Empowered Learners

Required History Content

- Examine several different aspects of history and their inter-relationships.

Rationale:

Assignments will require students to have a level of knowledge about political, economic, social, and international developments in U.S. history. They will also engage students in examining the complexities of causation and effect in historical developments. (EUSLO 1)

Assignments will also require students to make judgments about developments in U.S. history based on their knowledge about political, economic, social and international events in the nation's past. (EUSLO2)

Objective 2:

Identify important themes in U.S. history.

Expected Student Learning Outcomes 1

Informed Learners

Required History Content

- Treats concepts, themes, and events in sufficient depth to enable students to appreciate the complexity of what is being studied, and not be merely cursory coverage of lists of topics.

Rationale:

Assignments will require students to evaluate developments in U.S. history over time in order to identify recurring themes. (EUSLO 1)

Objective (3):

Explain conflicting interpretations of U.S. history.

Expected Student Learning Outcomes 1 and 2

Informed and Empowered Learners

Required History Content

- Suggest major intellectual questions/problems which interest practitioners of the discipline and explore more critically important theories and principles presented by the discipline.
- Make students aware of various and sometimes contradictory historical interpretations.

Rationale:

Assignments will require students to demonstrate their understanding and knowledge of different interpretations of U.S. history. (EUSLO 1)

Assignments will require students to apply critical thinking skills in order to evaluate different interpretations of U.S. history. (EUSLO 2)

Objective 4:

Integrate analyses of race, ethnicity, class, and gender into the historical narrative about the United States.

Expected Student Learning Outcomes 1, 2, and 3

Informed, Empowered, and Responsible Learners

Rationale:

Assignments will require students to show their knowledge about how racial and ethnic backgrounds, socioeconomic status, sex and sexual orientation have shaped the experiences of individuals and groups in U.S. history. (EUSLO 1)

Assignments will require students to synthesize information about working people, men, women, and ethnic minorities in order to make judgments about how their experiences have changed over time. (EUSLO 2)

Assignments will engage students in assessing how the ethical and behavioral consequences of certain decisions and actions. They will engage the students in developing respect for the identities, histories and cultures of others. (EUSLO 3)

Objective 5:

Place historical developments in the United States within a larger global context.

Expected Student Learning Outcomes 1 and 2

Informed and Responsible Learners

Rationale:

Assignments will require students to examine how developments in U.S. history fit within a larger global context. (EUSLO 1)

Assignments will engage students in examining how U.S. history is shaped by the histories of other peoples and other lands as well as domestic developments that take place within U.S.

society. (EUSLO 3)

Objective 6:

Read and analyze historical texts.

Expected Student Learning Outcomes 2 and 3

Empowered and Responsible Learners

Required History Content

- Facilitate students' ability to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.

Rationale:

Assignments will engage students in interpreting and analyzing textual, visual, and electronically-mediated historical texts. (EUSLO 2)

Assignments will prompt students to read and analyze historical texts in an intellectually honest manner. (EUSLO 3)

Objective 7:

Develop skills in chronological thinking and historical analysis.

III. Course Outline

1. A Maturing Industrial Society, 1877-1900
 - A. Innovations in Technology, Business, and Culture, 1877-1900 (2 hours)
 - Innovations in Business
 - National Urban Culture
 - Consumer Culture
 - New Industrial Order
 - B. The American West, 1877-1890 (2 hours)
 - Indians of the Great Plains
 - Farmers' Woes
 - Mining Frontier
 - Hispanics, Chinese, and Anglos
 - C. Political and Cultural Conflict in the 1890s (2 hours)
 - Racial Categories
 - Class Conflict
 - Demise of Populists
 - Obstacles to Workers' Political Movement
 - Challenges to Gender Roles
 - Debate over U.S. Imperialism
- EXAM I** (1 hour)
2. Reform at Home, Revolution Abroad, 1900-1929
 - A. Progressive Reform Movement, 1900-1912 (2 hours)
 - Immigration

- Work, Science and Leisure
 - Reformers and Radicals
 - Theodore Roosevelt, Woodrow Wilson and the Expansion of Federal Power
- B. War and Revolution (2 hours)
- World in Upheaval
 - From Neutrality to War
 - Struggle to win the Peace
- C. State and Society in the 1920s (2 hours)
- Politics of “Normalcy”
 - Government-Business Partnership
 - Model T, Consumer Dreams, and a Consumer Society
 - Nativism, Legislating Values, and Redefining American Identity
- EXAM 2** (1 hour)
3. From Depression to War to World Power, 1929-1945
- A. State and Society in Hard Economic Times (3 hours)
- Causes of the Crisis
 - Surviving Hard Times
 - FDR, the New Deal and its Impact on Society
- B. Global Conflict (2 hours)
- Mobilizing for War
 - Pearl Harbor
 - The Home Front
 - Race and War
- C. Cold War and Hot War, 1945-1960 (1 hour)
- Truman and the Policy of Containment
 - Containment in the Postcolonial World
 - National Security State
- EXAM 3** (1 hour)
4. The Age of Cold War Liberalism, 1945-1980
- A. Cold War America (2 hours)
- Politics of Fear
 - Living with the Bomb
- B. The Age of Affluence, 1945-1960 (2 hours)
- Engines of Economic Growth
 - The Suburban Ideal versus Reality
 - Consumer Culture
 - Contradictions in Women’s Lives
 - Cultural Dissenters
 - The Other America
- C. Changing the Status Quo and Breaking Boundaries (3 hours)

LBJ, JFK, and the Politics of Liberalism
Modern Civil Rights Movement
Student Activism, Women's Rights, Latino(a) Rights, Gay Rights
1968: Coming Apart

- D. The War in Vietnam, 1965-1973 (2 hours)
Escalation
Public Opinion
Antiwar Movement
- E. A Different World in the 1970s (3 hours)
Nixon and Détente
Lean Years
Continuing Battle for Civil Rights
Politics in the Wake of Watergate
5. A Divided Nation in a Disordered World, 1980-2008
- A. The Reagan Revolution and the Triumph of Conservatism (2 hours)
Rise of Conservatism
Ronald Reagan and the New Right
Reaganomics and its Implications
The End of the Cold War
- B. A Dynamic Economy, A Divided People, 1980-2000 (2 hours)
The Clinton Presidency, 1993-2001
The New Social Pyramid
Science and Technology
America in the Global Economy and Society
Conflicting Values and Culture Wars
- Presentations** (3 hours)
- C. Into the 21st Century (1 hour)
Challenges to U.S. Hegemony
- D. What kind of America? (1 hour)
What kind of World?
- Final Exam** (2 hours)

IV. Evaluation Methods

The final grade will be determined as follows:

1) Three Exams during the semester - 150 points

These exams will consist of tests composed of a variety of question types (short answer, multiple choice, fill in the blank, and essay)

2) A Final Exam during exam week - 100 points

This exam will consist of a test composed of a variety of question types (short answer, multiple

choice, fill in the blank, and essay)

3) Group Project and Presentation - 100 points

This assignment requires the creation of a group presentation on a contemporary issue in historical perspective.

4) "Freedom Riders" Exercise- 50 points

will watch the PBS American Experience documentary, "Freedom Riders" on the PBS website and write a response to the film.

5) Exercises and Book Quiz - 100 points

The book quiz is based on the supplementary book. Exercises are short response pieces students complete in class and are collected and checked

Total - 500 points

V. Grading Scale

A: 90% and above B: 80 - 89% C: 70-79% D: 60 - 69% F: Less than 60%

VI. Attendance Policy

Students are strongly encouraged to attend class. Individual faculty members may develop their own policies that comply with the university attendance policy.

VII. Required textbooks, supplemental books and readings

Textbook: James A. Henretta and David Brody, *America: A Concise History* 4th ed. Vol. 2: Since 1865 (Boston: Bedford/St. Martin's, 2010)

[This text includes excerpts from primary documents, oral histories, and memoir literature that provide students with opportunities to read and analyze historical texts]

Supplemental Reading: Erik Larsen, *The Devil in the White City: Murder, Magic and Madness at the Fair that Changed America* (New York: Vintage Press, 2004).

VIII. Special resource requirements

None.

IX. Bibliography

Bain, David H. 1999. *Empire Express: Building the First Transcontinental Railroad* New York: Viking Press.

Borstelmann, Thomas. 2001. *The Cold War and the Color Line: American Race Relations in the Global Arena*. Boston: Harvard University Press.

Branch, Taylor. 2007. *At Canan's Edge: America in the King Years, 1965-1968* New York: Simon & Schuster.

- Brands, H. W. 2010. *American Dreams: The United States since 1945* New York: Penguin Press.
- Brinkley, Douglas. 2006. *The Great Deluge: Hurricane Katrina, New Orleans and the Mississippi Gulf Coast* New York: William Morrow.
- Dallek, Robert. 2003. *An Unfinished Life: John F. Kennedy, 1917-1963* New York: Little, Brown.
- Dalton, Kathleen. 2002. *Theodore Roosevelt: A Strenuous Life* New York: Knopf.
- Elshtain, Jean B. 2001. *Jane Addams and the Dream of American Democracy* New York, Basic Books.
- Gaddis, John L. 2005. *The Cold War: A New History* New York: Penguin Press.
- Gerstle, Gary. 2001. *American Crucible: Race and Nation in the Twentieth Century* Princeton: Princeton University Press.
- Greenberg, David. 2006. *Calvin Coolidge* New York: Times Books.
- Herring, George. 2001. *America's Longest War: The United States and Vietnam, 1950-1975* 4th ed. New York: McGraw-Hill.
- Hunter, Jane. 2003. *How Young Ladies Became Girls: The Victorian Origins of American Girlhood* New Haven: Yale University Press.
- Irons, Peter. 2007. *God on Trial: Dispatches from America's Religious Battlefields*. New York: Viking Press.
- Isenberg, Andrew. 2000. *The Destruction of the Bison: An Environmental History* New York: Cambridge University Press, 2000.
- Jacobson, Matthew Frye. 1998. *Whiteness of a Different Color: European Immigrants and the Alchemy of Race*. Boston: Harvard University Press.
- Johnson, Haynes. 2001. *The Best of Times: The Boom and Bust Years of America Before Everything Changed* Boston: Houghton Mifflin Harcourt.
- Jones, Jacqueline D. 2000. *Like a Family: The Making of a Southern Cotton Mill World*. Chapel Hill: University of North Carolina Press.
- Larson, Edward. *Summer for the Gods: The Scopes Trial and America's Continuing Debate over Science and Religion* New York: Basic Books.
- Lichtenstein, Nelson. 2002. *State of the Union: A Century of American Labor* Princeton: Princeton University Press.
- Meyerowitz, Joanne. 1994. *Not June Cleaver: Women and Gender in America, 1945-1960* Philadelphia: Temple University Press.

- Ngai, Mae M. 2005. *Impossible Subjects: Illegal Aliens and the Making of Modern America* Princeton: Princeton University Press.
- Shaw, Randy. 2007. *Beyond the Fields: Cesar Chavez, the UFW, and the Struggle for Justice in the 21st Century* Berkeley, University of California Press.
- Trachtenberg, Alan. 1983. *The Incorporation of America: Culture and Society, 1895-1893* New York: Hill and Wang.
- Van Drehle, David. 2003. *Triangle: The Fire that Changed America*. New York: Grove Press.

Course Analysis Questionnaire

A. Details of the Course

- A1. This course is designed to fulfill the Humanities: History course in the Liberal Studies program. It is specifically targeted for non-majors.
- A2. The proposed slate of new courses, HIST 196 – Explorations in U.S. History, HIST 197 – Explorations in European History, and HIST 198 – Explorations in Global History are proposed as a substitute for the current university-wide HIST 195 – History of the Modern Era course. It, therefore, affects the liberal studies requirements of every program. It is further intended to meet the Pennsylvania Department of Education Requirement for a U.S. history course in the Teacher Education curriculum.
- A3. This course has not been offered in its proposed form.
- A4. This course is not intended to be dual level.
- A5. This course is not to be taken for variable credit.
- A6. Most universities include some liberal studies course that promotes historical awareness and analysis.
- A7. No professional society, accrediting authority, law or other external agency recommends or requires the content or skills of this proposed course.

B. Interdisciplinary Implications

- B1. The department is not considering a team-teaching approach at this time.
- B2. The content of this course does not overlap with any other at the University.
- B3. This course is not cross-listed.
- B4. Seats in this course will not be made available to students in the School of Continuing Education.

C. Implementation

- C1. Faculty resources for the slate of new classes (HIST 196, 197, 198) are as adequate as they are for the existing HIST 195 class, which they are meant to replace.
- C2. Other resources:
 - a. Current space allocations are adequate to offer this course.
 - b. No special equipment is needed for this course.
 - c. No laboratory supplies are necessary for this course.
 - d. Library holdings are as adequate as they are for HIST 195.
 - e. No Travel Funds are necessary.

C3. No grant funds are necessary.

C4. This course will be offered every semester.

C5. The combination of HIST 196, 197, and 198 will amount to the same number of courses offered as HIST 195.

C6. We envision these classes as large lecture-style classes as has been the case with HIST 195. As in the past, the ultimate class size will be determined by student enrollment and by the Dean. We anticipate an enrollment of at least 60-70 students.

C7. No professional society recommends enrollment limits or parameters for this course.

C8. This course does not involve the use of distance education.

D. Miscellaneous

No additional information.

Liberal Studies Course Approval General Information

1. As this is a multiple-section, multiple-instructor course, the department chair or his/her designee(s) will ensure basic equivalency among the various sections with regards to such things as course outcomes, content, and assessments. Periodic discussion will take place during regular department meetings and at an annual meeting dedicated to the topic for faculty to exchange ideas about resources and teaching strategies. Official or unofficial exchange of individual instructor syllabi will further ensure an appropriate degree of equivalency where applicable.
2. All sections offered under the rubric of the proposed HIST 196 will include the perspectives, experiences and contributions of women as well as racial and ethnic minorities. That is a primary objective of the proposed course (See course outcome #4).
3. The reading and use by students of at least one or more substantial works of fiction or nonfiction in addition to a text is a requirement in the course.
4. This course is not open to majors in the department. The department offers a separate set of courses for its majors. Consequently, the content of this course is designed to introduce students to an aspect of U.S. history. The department believes that the more focused treatment of themes or eras is more appropriate for non-majors early in their college careers. This new course, which allows faculty who choose to teach a U.S.-focused the wherewithal to develop a course focused on a specific topic or era, makes available to students a range of History courses that can fulfill the liberal studies requirement. At the same time, the course introduces the core components of the discipline – historical thinking, historical analyses, historical patterns and interconnectedness of historical events – to non-majors.

Provide a detailed rationale which explains how each course objective meets the Expected Student Learning Outcome.

Objective 1:

Demonstrate knowledge of the cultural, economic, social, and political elements that make up the history of the nation's past.

Expected Student Learning Outcomes 1 and 2

Informed and Empowered Learners

Required History Content

- Examine several different aspects of history and their inter-relationships.

Rationale:

Assignments will require students to have a level of knowledge about political, economic, social, and international developments in U.S. history. They will also engage students in examining the complexities of causation and effect in historical developments. (EUSLO 1)

Assignments will also require students to make judgments about developments in U.S. history based on their knowledge about political, economic, social and international events in the nation's past. (EUSLO2)

Objective 2:

Identify important themes in U.S. history.

Expected Student Learning Outcomes 1

Informed Learners

Required History Content

- Treats concepts, themes, and events in sufficient depth to enable students to appreciate the complexity of what is being studied, and not be merely cursory coverage of lists of topics.

Rationale:

Assignments will require students to evaluate developments in U.S. history over time in order to identify recurring themes. (EUSLO 1)

Objective (3):

Explain conflicting interpretations of U.S. history.

Expected Student Learning Outcomes 1 and 2

Informed and Empowered Learners

Required History Content

- Suggest major intellectual questions/problems which interest practitioners of the discipline and explore more critically important theories and principles presented by the discipline.
- Make students aware of various and sometimes contradictory historical interpretations.

Rationale:

Assignments will require students to demonstrate their understanding and knowledge of different interpretations of U.S. history. (EUSLO 1)

Assignments will require students to apply critical thinking skills in order to evaluate different interpretations of U.S. history. (EUSLO 2)

Objective 4:

Integrate analyses of race, ethnicity, class, and gender into the historical narrative about the United States.

Expected Student Learning Outcomes 1, 2, and 3

Informed, Empowered, and Responsible Learners

Rationale:

Assignments will require students to show their knowledge about how racial and ethnic backgrounds, socioeconomic status, sex and sexual orientation have shaped the experiences of individuals and groups in U.S. history. (EUSLO 1)

Assignments will require students to synthesize information about working people, men, women, and ethnic minorities in order to make judgments about how their experiences have changed over time. (EUSLO 2)

Assignments will engage students in assessing how the ethical and behavioral consequences of certain decisions and actions. They will engage the students in developing respect for the identities, histories and cultures of others. (EUSLO 3)

Objective 5:

Place historical developments in the United States within a larger global context.

Expected Student Learning Outcomes 1 and 2

Informed and Responsible Learners

Rationale:

Assignments will require students to examine how developments in U.S. history fit within a larger global context. (EUSLO 1)

Assignments will engage students in examining how U.S. history is shaped by the histories of other peoples and other lands as well as domestic developments that take place within U.S. society. (EUSLO 3)

Objective 6:

Read and analyze historical texts.

Expected Student Learning Outcomes 2 and 3

Empowered and Responsible Learners

Required History Content

- Facilitate students' ability to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.

Rationale:

Assignments will engage students in interpreting and analyzing textual, visual, and electronically-mediated historical texts. (EUSLO 2)

Assignments will prompt students to read and analyze historical texts in an intellectually honest manner. (EUSLO 3)

Objective 7:

Develop skills in chronological thinking and historical analysis.

Expected Student Learning Outcome 2

Empowered Learner

Required History Content

- Facilitate students' ability to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Develop students' historical consciousness.
- Enable students to perceive contemporary experiences in historical perspective.

Rationale:

Assignments will require students to analyze developments in U.S. history from a historian's viewpoint. They will engage students in examining the conditions that prompt change and continuity. (EUSLO 2)

Please describe how you are defining your standards for these objectives, and how you will determine they have been met by students.

This course will be taught to relatively large classes (50 and above), which will affect the methods used to assess student learning. In general, this will be done in a variety of ways: exams (most likely objective and short answer), online quizzes, in class discussions, clicker questions, class discussions, and group projects. Each individual instructor is likely to develop a different assortment of assessments.

The group project and presentation submitted as a sample assessment is one way of moving beyond exams without producing an unrealistic grading load for faculty who may be teaching multiple sections of the course.

Sample Assignment for Liberal Studies Course
Group Project and Presentation: Contemporary Concerns and Historical Antecedents

This assignment requires you to examine a contemporary issue in historical perspective, create and present a 15-minute PowerPoint presentation with your group, and write an individual response.

Objectives of the assignment:

- a) Analyze a contemporary issue/topic in a historical perspective
- b) Synthesize material and create a coherent presentation.
- c) Present materially orally in front of a group.
- d) Work with peers in a collaborative fashion.

Topics

No more than TWO groups may pick the same topic.

Responsibilities of the Federal Government
Technology and its impact on U.S. Society
Racial and Ethnic Politics
Changes in the U.S. Economy
Individual Rights versus Security
American Workers and their Concerns
Grassroots Activism
The Role of the United States in the World
Americans and Americanism
Consumer Culture

Task

- a) You have to select TWO stories, feature articles, editorials, and/or other material from contemporary sources (i.e. 2008 onwards) that illustrate the contemporary issue you have chosen.
- b) These sources **MUST** be or have been in print form. Examples: *New York Times*, *Washington Post*, *Los Angeles Times*, *Time*, *Harper's*, etc.
- c) Only ONE of your selections may be an editorial cartoon.
- d) You need to make connections to at least THREE different instances in U.S. history when these concerns surfaced and were debated in the United States.
- e) You need to determine whether the fundamental questions surrounding your issue have changed overtime or have remained the same. You also need to explain how a historical perspective helps you understand the contemporary concern.
- f) Create a PowerPoint presentation to accompany your group's oral presentation to the class.
- g) Write a single-page individual response to the following:

How has a historical perspective contributed to your understanding of the contemporary topic you

have selected?

Procedure

1. Forming Groups (3 Points)

- You need to organize yourselves into groups of 4.
- Submit a list of names of members of your group and contact information to the professor.
- This should be done no later than the end of Week 2 of the semester.

2. Picking a Topic (5 Points)

- Your group needs to “meet” through the discussion board on D2L to choose a topic for your group project. I will monitor your discussions. Every member of the group is expected to contribute at least twice to this initial discussion.
- Use the textbook as your guide.
- By the end of Week 4, you should have a topic.
- Submit the topic to the professor.

3. Choosing Contemporary Sources that deal with Issue (5 Points)

- Your group needs to meet and continue your discussions on the project.
- Read around the topic that you have chosen, discuss what material you will pick. Each member of the group has to bring to discussions/meetings at least TWO sources that deal with the issue you have picked. Discuss your material and decide if they are suitable. If not, your group has to look for alternatives.
- Make a list identifying the material each group member contributes. Include on the list the final TWO choices that the group agrees upon. Submit this to the professor by the end of Week 6.

4. Progress Report (7 Points)

- Your group has to identify the TWO or THREE historical antecedents that you wish to discuss in your group presentation.
- Decide how you want to relate the contemporary issue to the historical antecedents.
- Submit a progress report to the professor by the end of Week 10.

5. Working on the Project

- You should work on the project both individually and as a group.
- Think about your individual components.

6. Peer Review (5 Points)

- You should review the contribution of each member of your group.
- Fill out the peer review sheet and submit it on the day of your presentation.

7. Individual Write-Up (10 Points)

- You need write a one-page, double-spaced response to the following:

How has a historical perspective contributed to your understanding of the contemporary topic you have selected?

8. Presenting the Material (65 Points)

- Create a PowerPoint Presentation to accompany your oral presentation.
- The PowerPoint presentation should include images, maps, and charts where appropriate.
- Each member of the group must take part in the oral presentation. You will be evaluated individually.

Tasks	Total Possible Points	Points Attained	Due
Forming Groups	3		End Wk 2
Choosing a Contemporary Topic	5		End Wk 4
Contemporary Sources	5		End Wk 6
Progress Report	7		End Wk 10
Peer Review	5		PresentationDay
Presentation (Group and Individual)	65		PresentationDay
Individual Response	10		PresentationDay
Total	100		

Grading Criteria

PowerPoint and Oral Presentation

Categories	Points	Elements the Professor Looks for
Content	40	Introduces the overall topic to the audience clearly and concisely. Uses appropriate and interesting sources to illustrate the contemporary issue. Chooses significant and relevant historical antecedents. Explains the connections between the contemporary issue and its historical antecedents thoroughly and clearly. Synthesizes material to enable a logical and coherent progression of ideas.
Layout	5	Uses headings, subheadings, numbering system to organize material; enables audience to follow the progression of ideas. Uses vertical, horizontal and white space appropriately.
Text and Images	5	Fonts are easy-to-read; varies appropriately. Background enhances visibility of text.
Mechanics of Writing	5	Text is written with no errors in grammar, punctuation, spelling, and capitalization.
Oral Presentation	10	Speaks clearly and loudly; appears familiar with all the material in the presentation; does not read material directly from slides or notecards.
Total	/65	

A Presentations demonstrate all of the above elements in each of the categories.

B Presentations demonstrate most of the above elements in the above categories. Gaps tend to be in those categories that are not as heavily weighted.

C Presentations demonstrate several of the above elements in the above categories, but gaps tend to be in the "Content" category.

D Presentations demonstrate some of the above elements in the above categories, but there are significant gaps in the "Content" as well as other categories.

F Presentations do not demonstrate the above elements in several categories.

Individual One-Page Papers

Categories	Points	Elements Professor Looks For
Content	10	Discusses a few specific ways in which a historical perspective has helped in understanding the particular contemporary issue chosen. Material discussed is specific to the issue chosen and not generic and applicable across the board. If appropriate, includes a discussion of how a historical perspective may get in the way of understanding,
Mechanics of Writing	5	Meets the required length and is written with no errors in grammar, punctuation, spelling, and capitalization.

A Papers demonstrate all of the above elements in each of the categories.

B Papers demonstrate most of the above elements in the above categories. There may be few grammatical errors, but these do not get in the way of the flow of the paper.

C Papers demonstrate some of the above elements in the above categories, but the points made tend toward the general rather than being tailored to the contemporary issue the group has chosen.

D Papers do not discuss specifics, show little familiarity with the group project, and are filled with grammatical errors that impede the flow of the paper.

F Papers tend to be too short, and make no effort to address the question or are so riddled with grammatical errors that communication cannot take place.

History 196: Explorations in U.S. History
Dr. Elizabeth Ricketts

History 196—Explorations in U.S. History: The U.S. in the Twentieth Century

Department of History, Indiana University of Pennsylvania

HIST 196: Explorations in U.S. History: The U.S. in the Twentieth Century: 3c-01-3cr

Prerequisites: None

Interprets and analyzes the development of U.S. history through a chronological survey of a historical era or a topical theme central to U.S. History. Examines, where appropriate, the intersection of race and ethnicity, gender and class. Emphasizes the recognition of historical patterns, the interconnectedness of historical events, and the incorporation of various sub-fields in the discipline of history.

Instructor:

Dr. Elizabeth Ricketts Marcus: ricketts@iup.edu

The university software insists on listing me only by my husband's name—Marcus. However, I have always used my birth name—Ricketts, so you should address me as Dr. Ricketts.

I have been teaching history at IUP since 1994, and have been teaching online since 2010. Some of you are probably taking an online course for the first time. Online courses, like their face-to-face counterparts, have their advantages and drawbacks, but if we work and learn together we can make the experience both educational and interesting. For my part, I will try to make instructions very clear and put them in multiple locations, so that you can easily find them. For your part, you will need to **read everything carefully** and keep up with the work on a daily basis. Create a daily calendar for yourself and check D2L frequently to be sure that you are not missing important due dates.

Office Location:

211 Keith Hall
Department of History
Indiana University of Pennsylvania
Indiana, PA 15705

How to Contact Me:

There are several ways of contacting me. I reply to most emails (ricketts@iup.edu) within a few hours. I generally check my email around 8:00am, early in the afternoon, and again early in the evening. If you email me after about 7:00pm, you will probably not hear from me until the following morning. I will log into our classroom on D2L at least twice a day, usually once in the morning and once in the afternoon to see if anyone has posted questions in the discussion section for general questions. I usually grade in the evenings, so I will be on-line then, as well. If you bring a class issue to my attention, I may reply to your issue through a general email. Please do not think that I am ignoring your personal email.



Required Texts:

George Donelson Moss, *America Since 1900*. Seventh Edition.

Melba Pattillo Beals, *Warriors Don't Cry*.

Jim DeFede, *The Day the World Came to Town: 9/11 in Gander, Newfoundland*.

Books are available at the Co-op Store. The Co-op will send them to you by mail, if you cannot get in personally. You may also purchase through Amazon.com, but be cautious about buying from individual sellers, as you may not receive your book in a timely fashion. When purchased from the Coop Store, the Moss text comes with an access code that allows you to use the publisher's website. Please be aware that if you purchase a used textbook online, you will need to purchase the access code from the publisher at a cost of \$30.



Hardware/Software Requirements:

Please check your web browser for the current version. In order to use D2L, your web browser must meet the following minimum technical requirements:

- Microsoft Internet Explorer 6.0 or higher.
- Netscape Navigator 7.0 or higher.
- Firefox 1.0 or higher
- Safari 1.2 or higher
- JavaScript must be enabled.
- Cookies must be enabled.

For more information and help, visit <http://www.iup.edu/itsupportcenter/howto.aspx?id=39001>



Online Courses:

There are several things that this course is not. It is **NOT**:

- Self-paced – there will be deadlines that you will need to meet throughout the course. However, you may work ahead in a number of areas. You may listen to lectures and post reflections fairly far in advance. But don't forget to return to the topic and respond to your classmates' reflections as these become due.
- An independent study – you will need to participate, interact, and work with other students.
- Easier or less work than a traditional course – For a five-week online course, you should expect to spend several hours on the course each day—reading, writing, and listening to lectures. If you are not prepared to commit this amount of time to this course, perhaps you should reconsider enrolling.

Taking an online course requires a different set of responsibilities than a traditional on-campus course. For example, despite the fact that we will not physically meet, an online learning environment is generally more collaborative than a traditional podium course. Perhaps the biggest difference is the absolute importance of deadlines. You will be interacting with your fellow students in a series of forums. The deadlines for posting and responding are rigid because the ability of your classmates to complete their work depends on your timely submissions of reflections and responses.

My role in this online class is also different from that of a traditional on-campus class. The PowerPoint lectures replace my traditional classroom lectures, while postings in the different forums will replace classroom discussions. I will be closely monitoring these online discussions and will provide input when asked to, or when I feel that I need to do so. Students who are used to instructors providing guidance every step along the way may feel some insecurity at first. The best thing for you to do is to **read everything carefully. Be like Santa—check twice.**

© Honor Code:

Students are expected to abide by the university honor code. Those who violate the honor code will be subject to its penalties. You are expected to do all of your own work and only your own work. Please remember that those who do the work of others are as guilty of cheating as those who take the work of others.

Broad Course Goals:

This course is designed as survey of the history of America in the 20th century for the non-history major. Textbook chapters will provide you with an historical overview, while our lectures will examine an important historical event in each time period. Documentary evidence from each time period will allow you to hear the voices of the past. The additional books will focus on ordinary people who found themselves in dramatic historical moments—a black teenager integrating an all-white high school, and hundreds of Americans stranded away from home after 9/11—and allow you to gain an understanding of what the past “felt” like. I want you to leave this course with an appreciation for the importance of history in society, an appreciation of the work historians do in interpreting the past, and an understanding of how the past has shaped the world today and will continue to shape the world in the future. One of the major reasons that we study the past is to understand the present and to plan for the future. This is an important skill for every citizen in a democracy. We simply cannot make truly informed decisions about the future unless we understand how the past has created the present.

Specific Course Objectives:

If you carefully read all assigned materials and thoughtfully engage with course activities, you should be able to:

- 1 Demonstrate knowledge of the cultural, economic, social, and political elements that make up the history of the nation’s past;

- ② Identify important themes in U.S. history;
- ③ Explain conflicting interpretations of U.S. history;
- ④ Integrate analyses of race, ethnicity, class, and gender into the historical narrative about the United States;
- ⑤ Place historical developments in the United States within a larger global context;
- ⑥ Read and analyze historical texts;
- ⑦ Develop skills in chronological thinking and historical analysis.

Course Assignments and Due Dates:

⊕ **Assignments:** All assignments must be completed and submitted by the times/dates shown on the syllabus and in the course calendar. Assignments that are not submitted by the deadline will receive no credit. Please be aware of assignment deadlines and submit well in advance. If you have technical problems, contact IT. If you have trouble after hours, you may email your assignment to me prior to the deadline. However, you should not make a habit of this, so you must deal with technical problems on your end in a timely fashion.

⊕ **Topic Quizzes:** (40%) There will be a quiz posted on each topic. These quizzes will cover information in the assigned chapters, the PowerPoint lectures, and the readings and videos assigned for discussion. Quizzes for all weekly topics must be taken by the end of the week (Friday at 11:55pm) in which the topic is assigned. You may take each topic quiz twice, and your highest score will count. Please note that questions are randomly generated, so questions between quizzes will differ. You may use your text, lecture notes, and discussion materials on the quizzes, but you will be given only 30 seconds per multiple choice question and 60 seconds for short answer questions, so there will not be much time to look through your materials for answers. Please remember that these are quizzes, not homework, and as such they assume that you have studied and prepared as you would for any exam. Also note that there is a 30 minute delay between attempts and that all quizzes close at 11:55 pm on Friday of the week assigned.

⊕ **Book Quizzes:** (20%) There will be a 20 question quiz on each of the two assigned books. You will only have one attempt at each of the book quizzes. Time limits are the same as for topic quizzes (see above). There are study guides posted on D2L that will guide your reading and quiz preparation.

⊕ **Discussion reflections and responses** (40%) There will be a discussion assignment posted for each topic and each book, which will contain links to primary documents and other materials relevant to the topic. I will provide you with two questions relating to the discussion materials. You will choose ONE of the questions and post a one-page REFLECTION to the question. You must also post TWO one-paragraph RESPONSES to the discussion thread. Your REFLECTION and RESPONSES **cannot** be submitted after the due date has passed. Since this is a virtual classroom, this is particularly important for our discussions since they need to include all members of the class, much like a discussion in an on-campus setting. If you are someone who likes to work ahead, you are welcome to do so by working on your individual reflections and quizzes.

NOTE: Readings for the discussions will either be linked in the discussion assignment area or will be available on MySearchLab. Instructions for access to MySearchLab will either be provided with your book or may be purchased from Pearson. See complete instructions under the HOW TO section on our D2L class site.

Your discussion reflection will be graded together with your two responses as a single unit using the following grading rubric:

Grading Rubric for Discussion Reflections and Responses:

Quality	Relevance	Contribution	Global Picture	Points
Appropriate comments, thoughtful, reflective, and respectful of other students' postings.	Clear relevance to posted question and primary sources or prior posting being discussed.	Furtheres the discussion with questions or statements that encourages others to respond.	Clearly connects the posting to the week's readings and PowerPoint presentations.	8-10
Appropriate comments and respectful of other students' postings.	Some relevance but weak logic or placed in improper context.	Participates, but does not post anything that encourages others to respond to the posting.	Vague or weak connections to the week's readings and PowerPoint presentations.	4-7
Responds with minimum effort, such as "I agree with the previous post."	Posting does not clearly reflect the assigned primary sources or the posted questions.	Less than the required number of postings or does not further any discussions.	Does not reference the week's readings or PowerPoint presentations.	0-3

You will receive a grade of 0-10 on the reflection and two responses for each unit, so the maximum points possible for each topic forum is 30.

Grades:

Course elements are assigned the following percentages:

- Topic quizzes: 40%
- Forum posts: 40%
- Book quizzes: 20%

Course grades will be assigned using the following scale:

- 90-100% A
- 80-89% B
- 70-79% C
- 60-69% D
- Below 60% F

Syllabus

Week 1: May 28-June 1 (Topic quizzes for topics 1-3 close on Friday, June 1, at 11:55pm)

Make note of a due dates and times and plan accordingly to give yourself adequate time.

Topic 1—A Society in Transition

Reading: Moss, Chapter 1

Forum Reflection: Due by 11:55pm, Tuesday

Forum Responses (2) due by 11:55pm, Wednesday

Topic 2—The Progressive Era

Reading: Moss, Chapter 2

Forum Reflection: Due by 11:55pm, Wednesday

Forum Responses (2) due by 11:55pm, Thursday

Topic 3—The United States Engages the World

Reading: Moss, Chapter 3

Forum Reflection: Due by 11:55pm, Thursday

Forum Responses (2) due by 11:55pm, Friday

Week 2: June 4-8 (Topic quizzes for topics 4-6 close on Friday, June 8 at 11:55pm)

Make note of all due dates and times and plan accordingly to give yourself adequate time.

Topic 4— The 1920s: A Decade of Contrasts

Reading: Moss, Chapter 4

Forum Reflection: Due by 11:55pm, Tuesday

Forum Responses (2) due by 11:55pm, Wednesday

Topic 5— The Great Depression: The Hoover Years

Forum Reflection: Due by 11:55pm, Wednesday

Forum Responses (2) due by 11:55pm, Thursday

Topic 6— The New Deal

Reading: Moss, Chapter 6

Forum Reflection: Due by 11:55pm, Thursday

Forum Responses (2) due by 11:55pm, Friday

Week 3: June 11-15 (Topic quizzes for topics 7-9 close on Friday, June 15 at 11:55pm)

Make note of all due dates and times and plan accordingly to give yourself adequate time.

Topic 7—Diplomacy and World War II

Reading: Moss, Chapters 7 & 8

Forum Reflection: Due by 11:55pm, Monday

Forum Responses (2) due by 11:55pm, Tuesday

Topic 8—The Cold War

Reading: Moss, Chapter 9

Forum Reflection: Due by 11:55pm, Tuesday

Forum Responses (2) due by 11:55pm, Wednesday

Topic 9—The 1950s: The Age of Consensus

Forum Reflection: Due by 11:55pm, Wednesday

Forum Responses (2) due by 11:55pm, Thursday

Book 1—Melba Pattillo Beals, *Warriors Don't Cry*

Book Quiz due by 11:55pm, Thursday

Forum Reflection: Due by 11:55pm, Thursday

Forum Responses (2) due by 11:55pm, Friday

Week 4: June 18-22 (Topic quizzes for topics 10-13 close on Friday, June 22 at 11:55pm)

Make note of all due dates and times and plan accordingly to give yourself adequate time.

Topic 10—The 1960s: Unrest at Home

Forum Reflection: Due by 11:55pm, Tuesday

History 196: Explorations in U.S. History
Dr. Elizabeth Ricketts

Forum Responses (2) due by 11:55pm, Wednesday

Topic 11—The Vietnam War

Forum Reflection: Due by 11:55pm, Wednesday

Forum Responses (2) due by 11:55pm, Thursday

Topic 12—The 1970's: An Era of Limits

Forum Reflection: Due by 11:55pm, Thursday

Forum Responses (2) due by 11:55pm, Friday

Week 5: June 25-29 (Topic quizzes for topics 10-13 close on Friday, June 29 at 11:55pm

Make note of all due dates and times and plan accordingly to give yourself adequate time.

Topic 13—The 1980s: The Rise of the New Right

Forum Reflection: Due by 11:55pm, Monday

Forum Responses (2) due by 11:55pm, Tuesday

Topic 14—The 1990s: America in the Post-Cold War World

Forum Reflection: Due by 11:55pm, Tuesday

Forum Responses: Due by 11:55pm, Wednesday

Topic 15—America in the New Millennium

Forum Reflection: Due by 11:55pm, Wednesday

Forum Responses: Due by 11:55pm, Thursday

Book 1—Jim DeFede, *The Day the World Came to Town*

Book Quiz due by 11:55pm, Thursday

Forum Reflection: Due by 11:55pm, Thursday

Forum Reflection: Due by 11:55pm, Friday

U.S. Society in the Early Cold War

🔊 Print out the lecture notes before listening to the lecture. You will need to adjust the spacing left for notes before printing.

The World War II alliance of the United States and the Soviet Union was a marriage of convenience that was already falling apart before the war officially ended. In the years following the war, the relations between the two superpowers steadily degenerated into a Cold War of competition and suspicion, which had a marked affect on the nature of politics and society in the U.S. This lecture will consider the early period of the Cold War and Second Red Scare which covers roughly the years 1945 through the early 1960s.

Objectives: Following our study of this unit you should

1. understand the origins of the Cold War
2. understand the changes between WWII and Cold War propaganda as it applied to the Soviet Union
3. understand the relationship between the propaganda of fear and the development of McCarthyism
4. understand the purpose and methods of the Civil Defense program

☞The Spread of Communism

One cause of the Cold War lay in the expansion of communist territory and influence. Following World War II, Russia expanded its territory in what areas of Europe?

- What special problems existed in occupied Germany?
- In 1949, China became a communist nation under the leadership of Mao Tse Tung. Why was this particularly distressing to the US?
- Why was the west concerned that communism might provide a theoretical alternative to capitalism for post-colonial societies?
- The spread of communism and Russian influence threatened the U.S. trading network and sphere of influence. Provide two examples:

☞Changing Views of the Soviet Union and Communism

- During World War II, when the Soviet Union was an important ally in the war against Hitler's Germany, Stalin was depicted as a heroic, even a romantic figure.
- Films like "No Greater Love" celebrated the sacrifices made by the Russian people.

- Following the war, fear of communism was reflected in movies, books, magazines, television, cartoons, and even bubble-gum cards.
- In movies like “The Whip Hand,” the Soviet Union was depicted as a menace to the free world, involved in plots to destroy America.
- The 1951 Bubblegum Card series of the Children’s Crusade Against Communism illustrates that in America, everyone, even children, were taught the evils of communism and the dangers posed by its leaders. Examine the images and read the description of Mao on the bubble gum card in the PowerPoint presentation. What are some examples of images and language that can be considered “loaded” in the Mao bubblegum card?

☞The Red Scare and the Politics of Fear

- Fear was fueled by a series of developments in the 1940s and 1950s.

Igor Gouzenko’s Revelations

- Clerk in Soviet Embassy in Canada.
 - Defected in 1945.
 - Revealed spy ring operating in Canada.

Ethel and Julius Rosenberg

- Accused of passing on atomic secrets to the Soviet Union.
- Executed in 1953. How does the execution of the Rosenbergs illustrate the level of fear that existed in the nation?

❖ **Second Red Scare (late 1940s through early 1960s)**

- The term McCarthyism is often used to describe the investigations and red-baiting during this period
 - Accompanied by wild accusations and smear tactics.
 - What does the term “witch-hunt” imply?

Executive Order 9835 (1947)

- President Truman created Federal Loyalty Review Boards.
 - Investigated the loyalty of federal employees in the executive branch.
 - On what basis did some people object to the requirement of signing a loyalty oath?
- ❖ **HUAC**—House Un-American Activities Committee
One person who made a political reputation with HUAC was Richard Nixon, Republican Congressman from California

- Investigated, among others, Hollywood, labor unions, NAACP, college faculty. Why were labor unions and the NAACP labeled as communist front organizations?
- Encouraged witnesses to name names. Those accused were not told who their accusers were.
- HUAC became the model for other federal, state, and local committees.

❖ **Senator Joseph P. McCarthy**

➤ Wheeling, West Virginia Speech

Claimed that 205 officials in the State Department were spies.

Fueled speculation and hysteria.

Later, number became 57.

Never produced list.

➤ Accusations and Investigations

Wheeling Speech set the stage for wild accusations and innuendos.

McCarthy headed a Senate subcommittee that investigated communists in government.

Republican leadership initially kept quiet – useful attack dog to discredit Democrats.

➤ Army-McCarthy Hearings, 1954

1953, McCarthy claimed that there were security risks in the U.S. Armed Forces.

Inquiry televised in 1954. During the hearings it became apparent that McCarthy was a cruel and reckless bully.

∞ **Learning to Live with the Bomb**

❖ **Nuclear Fears**

- Atomic bombing in Japan ushered in the atomic age.
- Soviet A-bomb in August 1949 ended U.S. nuclear monopoly.
- Intensifying arms race – more destructive bombs, more sophisticated delivery systems increased fears of a nuclear war.

❖ **Civil Defense**

- Creation of the Federal Civil Defense Administration as an independent agency in 1951.
- Intense public effort to prepare citizens for a possible nuclear war.

Basic Assumption of Civil Defense

- According to Katherine Graham Howard (FCDA head), her job was to “prepare people to *live through* an atomic attack, not die in one.”

❖ **Preparing for a Possible Nuclear War**

- Preparing the American public for a possible nuclear war became a joint public-private partnership with a number of elements.

Public Education Campaign

- Education films: civil defense programming on the TV networks.

- Civil Defense Drills: nationwide mock air raid drills staged between 1954-1961.

Public Shelters

- Provision of public shelters was the responsibility of the government, but the program did not receive enough federal funding to even begin to provide adequate public bomb shelters.

Private Shelters

- From mid to late 1950s, the government increased efforts to encourage Americans to build and stock private shelters. However, largely due to the expense, the practice of building private shelters did not take root.

⚡ **Competing with the Communists**

While U.S. propaganda against communism in general and the Soviet Union in particular was largely constructed around the “godlessness” of communism, the battle was fought globally on economic terms.

❖ **People’s Capitalism Exhibit**

- Goal: to show the positive aspects of American capitalism.

- According to one of the slogans, “Everyone is a Capitalist.”

- The exhibit portrayed happy, white, middle class families, happy workers, etc.

- Exhibit sent to several Third World countries.

- **We will examine the People’s Capitalism Exhibit further in your discussion assignment on “The Kitchen Debate.”**

U.S. Society in the Early Cold War

The Spread of Communism

- Following World War II, Russia expanded its territory in Europe



- In 1949, China became a communist nation under the leadership of Mao Tse Tung.



- Communism provided a theoretical alternative to capitalism for post-colonial societies.
- The spread of communism and Russian influence threatened the U.S. trading network and sphere of influence

Changing Views of the Soviet Union and Communism





Following the War

- Fear of communism was reflected in movies, books, magazines, television, cartoons, and even bubble-gum cards.
- Russia was seen as a menace determined to destroy America.



- Fear was fueled by a series of developments in the 1940s and 1950s.

Igor Gouzenko's Revelations

- Clerk in Soviet Embassy in Canada.
- Defected in 1945.
- Revealed spy ring operating in Canada.

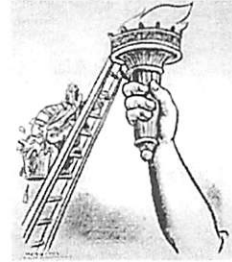


Ethel and Julius Rosenberg



- Accused of passing on atomic secrets to the Soviet Union.
- Executed in 1953.

The Red Scare and The Politics of Fear



- Second Red Scare
 - late 1940s through early 1960s
- Term McCarthyism is often used to describe the investigations and red-hunting during this period
 - Accompanied by wild accusations and smear tactics.

Executive Order 9835 (1947)



President Dwight Eisenhower

- Created Federal Loyalty Review Boards.
- Investigated the loyalty of federal employees in the executive branch.

HUAC

- HUAC
House Un-American Activities Committee



Richard Nixon

- Investigated, among others, Hollywood, labor unions, NAACP, college faculty.
- Encouraged witnesses to name names. Those accused were not told who their accusers were.
- HUAC became the model for other federal, state, and local committees.

Senator Joseph P. McCarthy



Wheeling, West Virginia Speech

- Claimed that 205 officials in the State Department were spies.
- Fueled speculation and hysteria.
- Later, number became 57.
- Never produced list.

Accusations and Investigations

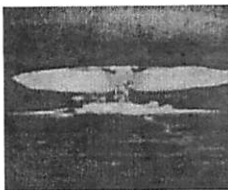
- Wheeling Speech set the stage for wild accusations and innuendos.
- Given own subcommittee to investigate communists in government.
- Republican leadership initially kept quiet – useful attack dog to discredit Democrats.

Army-McCarthy Hearings, 1954



- 1953, claimed that there were security risks in the U.S. Armed Forces.
- Inquiry televised in 1954.
- Became apparent that he was a cruel and reckless bully.

Learning to Live with the Bomb



Nuclear Fears

- Atomic bombing in Japan ushered in the atomic age.
- Soviet A-bomb in August 1949 ended U.S. nuclear monopoly.
- Intensifying arms race – more destructive bombs, more sophisticated delivery systems.
- Increased fears of a nuclear war.

Civil Defense

- Creation of the Federal Civil Defense Administration as an independent agency in 1951.
- Intense public effort to prepare citizens for a possible nuclear war.



Basic Assumption of Civil Defense

- According to Katherine Graham Howard (FCDA head), her job was to “prepare people to *live through* an atomic attack, not die in one.”



Preparing for a Possible Nuclear War

Joint Public-Private Partnership

Public Education Campaign

- Education films: civil defense programming on the TV networks.



- Civil Defense Drills: nationwide mock air raid drills staged between 1954-1961.



Public Shelters



- Provision of public shelters.
- BUT the public shelter program did not receive enough federal funding.

Private Shelters

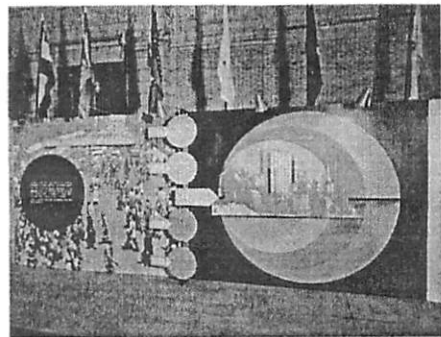
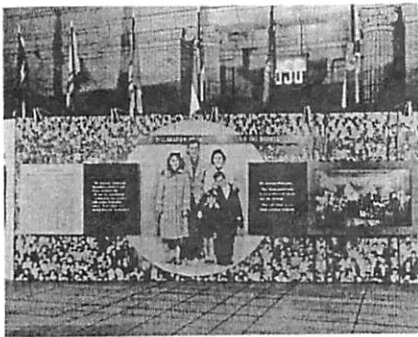


- From mid to late 1950s, increased effort to encourage Americans to build and stock private shelters.
- Practice of building private shelters did not take root.

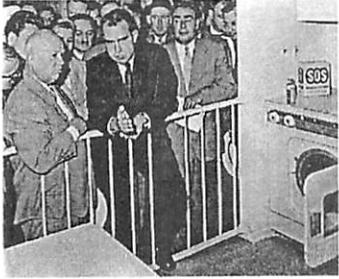
Competing with the Communists

People's Capitalism Exhibit

- Goal: to show the positive aspects of American capitalism.
- According to one of the slogans, "Everyone is a Capitalist."
- Portrayal of happy, white, middle class family, happy workers, etc.
- Exhibit sent to several Third World countries.



Kitchen Debate



Cold War Discussion Forum: The Kitchen Debate

The exchange between Vice-President Richard Nixon and Soviet Premier Nikita Khrushchev known as “The Kitchen Debate” centered around which economic system—communist or capitalist—provided the best life for its citizens. After watching the video exchange below (which preceded the kitchen episode) and reading the text of The Kitchen Debate, answer the following questions:

1. How would you compare the values of the two leaders? Are they very similar, very different, or somewhere in between? On what issues do they agree and disagree? Be specific in your evaluation and use the text as evidence.
2. Who do you think won the debate and why? Provide specific examples to illustrate your position.

After uploading your one-page REFLECTION, provide substantive one-paragraph responses to two of your classmates’ reflections.

Nixon and Khrushchev exchange in the American Exhibit, the People’s Capitalism Exhibit, just prior to the kitchen debate.

<http://www.youtube.com/watch?v=3G5I9h6CFaM&feature=related>

Text of The Kitchen Debate:

The Kitchen Debate: Nixon and Khrushchev

1959

Vice President Richard Nixon and Soviet Premier Nikita Khrushchev met at the U.S. Embassy, Moscow.

[Both men enter kitchen in the American exhibit.]

NIXON

I want to show you this kitchen. It is like those of our houses in California.

[Nixon points to dishwasher.]

KHRUSHCHEV

We have such things.

History 196: Explorations in U.S. History
Dr. Elizabeth Ricketts

NIXON

This is our newest model. This is the kind which is built in thousands of units for direct installations in the houses. In America, we like to make life easier for women...

KHRUSHCHEV

Your capitalistic attitude toward women does not occur under Communism.

NIXON

I think that this attitude towards women is universal. What we want to do, is make life more easy for our housewives.....

NIXON

This house can be bought for \$14,000, and most American [veterans from World War II] can buy a home in the bracket of \$10,000 to \$15,000. Let me give you an example that you can appreciate. Our steel workers as you know, are now on strike. But any steel worker could buy this house. They earn \$3 an hour. This house costs about \$100 a month to buy on a contract running 25 to 30 years.

KHRUSHCHEV

We have steel workers and peasants who can afford to spend \$14,000 for a house. Your American houses are built to last only 20 years so builders could sell new houses at the end. We build firmly. We build for our children and grandchildren.

NIXON

American houses last for more than 20 years, but, even so, after twenty years, many Americans want a new house or a new kitchen. Their kitchen is obsolete by that time....The American system is designed to take advantage of new inventions and new techniques.

KHRUSHCHEV

This theory does not hold water. Some things never get out of date—houses, for instance, and furniture, furnishings—perhaps—but not houses. I have read much about America and American houses, and I do not think that this is exhibit and what you say is strictly accurate.

NIXON

Well, um...

KHRUSHCHEV

I hope I have not insulted you.

NIXON

I have been insulted by experts. Everything we say [on the other hand] is in good humor. Always speak frankly.

History 196: Explorations in U.S. History
Dr. Elizabeth Ricketts

KHRUSHCHEV

The Americans have created their own image of the Soviet man. But he is not as you think. You think the Russian people will be dumbfounded to see these things, but the fact is that newly built Russian houses have all this equipment right now.

NIXON

Yes, but...

KHRUSHCHEV

In Russia, all you have to do to get a house is to be born in the Soviet Union. You are entitled to housing...In America, if you don't have a dollar you have a right to choose between sleeping in a house or on the pavement. Yet you say we are the slave to Communism.

NIXON

I appreciate that you are very articulate and energetic...

KHRUSHCHEV

Energetic is not the same thing as wise.

NIXON

If you were in the Senate, we would call you a filibusterer! You—[Khrushchev interrupts]—do all the talking and don't let anyone else talk. This exhibit was not designed to astound but to interest. Diversity, the right to choose, the fact that we have 1,000 builders building 1,000 different houses is the most important thing. We don't have one decision made at the top by one government official. This is the difference.

KHRUSHCHEV

On politics, we will never agree with you. For instance, Mikoyan likes very peppery soup. I do not. But this does not mean that we do not get along.

NIXON

You can learn from us, and we can learn from you. There must be a free exchange. Let the people choose the kind of house, the kind of soup, the kind of ideas that they want.

[Translation lost as both men enter the television recording studio.]

KHRUSHCHEV

[In jest] You look very angry, as if you want to fight me. Are you still angry?

NIXON

[in jest] That's right!

History 196: Explorations in U.S. History
Dr. Elizabeth Ricketts

KHRUSHCHEV

...and Nixon was once a lawyer? Now he's nervous.

NIXON

Oh yes, *[Nixon chuckling]* he still is [a lawyer].

Other Russian speaker

Tell us, please, what are your general impressions of the exhibit?

KHRUSHCHEV

It's clear to me that the construction workers didn't manage to finish their work and the exhibit still is not put in order...This is what America is capable of, and how long has she existed? 300 years? 150 years of independence and this is her level. We haven't quite reached 42 years, and in another 7 years, we'll be at the level of America, and after that we'll go farther. As we pass you by, we'll wave "hi" to you, and then if you want, we'll stop and say, "please come along behind us." ...If you want to live under capitalism, go ahead, that's your question, an internal matter, it doesn't concern us. We can feel sorry for you, but really, you wouldn't understand. We've already seen how you understand things.

Other U.S speaker

Mr. Vice President, from what you have seen of our exhibition, how do you think it's going to impress the people of the Soviet Union?

NIXON

It's a very effective exhibit, and it's one that will cause a great deal of interest. I might say that this morning I, very early in the morning, went down to visit a market, where the farmers from various outskirts of the city bring in their items to sell. I can only say that there was a great deal of interest among these people, who were workers and farmers, etc... I would imagine that the exhibition from that standpoint would, therefore, be a considerable success. As far as Mr Khrushchev's comments just now, they are in the tradition we learned to expect from him of speaking extemporaneously and frankly whenever he has an opportunity. I can only say that if this competition which you have described so effectively, in which you plan to outstrip us, particularly in the production of consumer goods...If this competition is to do the best for both of our peoples and for people everywhere, there must be a free exchange of ideas. There are some instances where you may be ahead of us--for example in the development of the thrust of your rockets for the investigation of outer space. There may be some instances, for example, color television, where we're ahead of you. But in order for both of us benefit...

KHRUSHCHEV

[interrupting] No, in rockets we've passed you by, and in the technology...

NIXON

[continuing to talk] You see, you never concede anything.

KHRUSHCHEV

History 196: Explorations in U.S. History
Dr. Elizabeth Ricketts

We always knew that Americans were smart people. Stupid people could not have risen to the economic level that they've reached. But as you know, "we don't beat flies with our nostrils!" In 42 years we've made progress.

NIXON

You must not be afraid of ideas.

KHRUSHCHEV

We're saying it is you who must not be afraid of ideas. We're not afraid of anything....

NIXON

Well, then, let's have more exchange of them. We all agree on that, right?

KHRUSHCHEV

Good. *[Khrushchev turns to translator and asks:]* Now, what did I agree on?

NIXON

[interrupts] Now, let's go look at our pictures.

KHRUSHCHEV

Yes, I agree. But first I want to clarify what I'm agreeing on. Don't I have that right? I know that I'm dealing with a very good lawyer. Therefore, I want to be unwavering in my miner's girth, so our miners will say, "He's ours and he doesn't give in!"

NIXON

No question about that.

KHRUSHCHEV

You're a lawyer of Capitalism, I'm a lawyer for Communism. Let's kiss.

NIXON

All that I can say, from the way you talk and the way you dominate the conversation, you would have made a good lawyer yourself. What I mean is this: Here you can see the type of tape which will transmit this very conversation immediately, and this indicates the possibilities of increasing communication. And this increase in communication, will teach us some things, and you some things, too. Because, after all, you don't know everything.

KHRUSHCHEV

If I don't know everything, then you know absolutely nothing about Communism, except for fear! But now the dispute will be on an unequal basis. The apparatus is yours, and you speak English, while I speak Russian. Your words are taped and will be shown and heard. What I say to you about science won't be translated, and so your people won't hear it. These aren't equal conditions.

History 196: Explorations in U.S. History
Dr. Elizabeth Ricketts

NIXON

There isn't a day that goes by in the United States when we can't read everything that you say in the Soviet Union...And, I can assure you, never make a statement here that you don't think we read in the United States.

KHRUSHCHEV

If that's the way it is, I'm holding you to it. Give me your word...I want you, the Vice President, to give me your word that my speech will also be taped in English. Will it be?

NIXON

Certainly it will be. And by the same token, everything that I say will be recorded and translated and will be carried all over the Soviet Union. That's a fair bargain.

[Both men shake hands and walk off stage, still talking.]