HST __: U.S. AND ARIZONA HISTORY FOR ASPIRING ELEMENTARY EDUCATORS

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This course traces the formation and expansion of the American nation from colonial settlement to the present. Such an overview mandates an emphasis on major transformations, but specific events and issues will receive attention as indications of broader trends. Themes explored include the development of an American identity, models of citizenship, the role of government, and debates over gender, race, and class relations. The course material is tailored towards facilitating the teaching of history in Arizona’s elementary and middle schools.

Course Goals:

1. Develop a nuanced understanding of the U.S. historical narrative.  
2. Enhance critical thinking through writing assignments and discussions that explore both the construction and content of political arguments.  
3. Improve writing mechanics and style.  
4. Receive an introduction to the craft of the historian.

Course Objectives:

1. Students will make thematic connections across time periods to include assessing potential parallels between past eras and contemporary affairs.  
2. Students will extract ideas and themes from a variety of primary and secondary sources to evaluate domestic and foreign policy.  
3. Students will identify strategies of persuasion behind political rhetoric.  
4. Students will develop their own sense of equilibrium between considerations of liberty and order.
Outcomes Linked to Educational Standards:

The first ten lectures listed in this syllabus correspond to the UCLA National Center for History in the Schools standards for U.S. History in grades 5-12. The UCLA K-4 standards are divided into two categories: historical thinking and content. The historical thinking standards are further subdivided into the following skills; each of which are developed through the paper assignments utilized in this course: chronological thinking, historical comprehension, historical analysis and interpretation, historical research capabilities, and historical issues-analysis and decision making. The content standards are broken down as follows: living and working together in families and communities, the history of the students’ own state or region, democratic principles and values and the peoples from many cultures who contributed to its cultural, economic and political heritage, and, finally, the history of peoples of many cultures around the world. In-class discussions and informal writing will be employed to help students fashion projects that they can use in their future classrooms to fulfill these standards.

With respect to state standards in Arizona, the course material is designed to meet the objectives listed below for the AEPA Field 05: United States and Arizona History test.

0019 Understand the ideas, values, and institutions that have shaped the culture of the United States.
For example: demonstrating knowledge of the democratic concepts that form the basis of the U.S. political and legal systems; examining the historical development and contemporary significance of major U.S. institutions; and analyzing the role of individualism in U.S. history.

0020 Understand developments in the arts, literature, science, religion, and philosophy in the United States.
For example: recognizing the influence of diverse cultural traditions on U.S. intellectual and artistic life; recognizing the contributions of U.S. scientists, artists, philosophers, and authors; examining the impact of popular culture on U.S. society; and analyzing the interactions among art, science, and society in the United States.

0021 Understand the role of immigration and cultural diversity in the continuing development of the United States.
For example: demonstrating knowledge of Native American cultures; examining the history of immigration to the United States through the twentieth century; recognizing the contributions of ethnic, racial, and religious groups to the development of U.S. society and examining cross-cultural exchanges and the efforts of various groups to maintain their individual cultural identities; and analyzing the influence of cultural pluralism on the development of political, social, and economic life in the United States.

0022 Understand European exploration of North America and the development of colonial settlements.
For example: recognizing events related to the exploration and settlement of North America; examining the political, religious, and economic motives of European colonizers; analyzing sources of coexistence and conflict between Europeans and Native Americans; examining political and economic relations between the colonies and Europe;
and analyzing the impact of geographic, religious, political, and economic differences on efforts to unify the colonies.

0023 Understand the Revolutionary War and major developments related to the creation of the federal government and establishment of U.S. society.
For example: examining the social, political, and economic origins of the movement for American independence; recognizing major events, turning points, and consequences of the Revolutionary War; assessing the strengths and weaknesses of the Articles of Confederation; analyzing the debates surrounding the creation and ratification of the Constitution; and demonstrating knowledge of the major conflicts and principal accomplishments of the early presidential administrations.

0024 Understand the westward movement in U.S. history.
For example: examining the effects of geographical factors, the removal of indigenous populations, and government land policies in the settlement of the West; analyzing factors encouraging and hindering westward migration; examining the concept of Manifest Destiny and the causes and results of the war with Mexico; recognizing general patterns of frontier life; and analyzing the impact of the frontier on U.S. society.

0025 Understand the Civil War and Reconstruction.
For example: analyzing the impact of slavery on U.S. society; demonstrating an understanding of the role of sectionalism in American life; recognizing major political developments and military campaigns of the war years; demonstrating knowledge of the political and social conflicts of the Reconstruction era; and analyzing the effect of war and Reconstruction on U.S. economic growth, political structures, and social relations.

0026 Understand industrialization in the United States.
For example: recognizing key technological innovations and their application to industry, agriculture, transportation, and communication; demonstrating knowledge of geographic and economic resources that influenced the development of a national economy; examining the growth of big business and rise of organized labor; analyzing the effects of industrialization on the physical environment; examining the relationship between immigration and industrialization; and analyzing the social philosophies and political movements produced by the industrial experience (e.g., the Gospel of Wealth, populism, progressivism).

0027 Understand the U.S. rise to world power.
For example: examining the political, economic, cultural, and military motivations for late-nineteenth-century U.S. imperialism; recognizing U.S. interventions, occupations, and territorial annexations; analyzing factors that have encouraged or discouraged U.S. entry into foreign conflicts; examining the effects of the world wars on U.S. politics and society; and analyzing the reasons for the preeminence of the United States at the end of World War II.

0028 Understand political and military developments, economic trends, and social movements in the United States since World War I.
For example: examining the causes and effects of the Great Depression; demonstrating an understanding of the philosophy, policies, and consequences of the New Deal; analyzing the effects of the cold war on U.S. domestic policies and foreign relations; demonstrating knowledge of the causes and consequences of the civil rights, youth, environmental, and
women's movements; and analyzing changing patterns of immigration and major
economic developments such as the globalization of the U.S. economy.

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0029 Understand major developments in Arizona history.

For example: recognizing contributions of diverse populations to the development of
Arizona; demonstrating knowledge of the development of major political institutions in
Arizona; analyzing significant events that shaped Arizona's political, economic, and
cultural development; and recognizing the roles of influential individuals and groups in
Arizona history.
Student Responsibilities:

Solid performance in this course requires regular attendance as class participation is an important factor in the course grade and material covered in class is vital for completing written assignments. Every three unexcused absences will reduce your course grade by one level (e.g. B to B-). The goal here is not merely to attend class regularly, but to maintain an intellectual presence. In the spirit of rigorous scholarship, this class will include a regular dialogue between instructor and student. A discussion board in Blackboard will be used to offer additional opportunities for class participation. Besides questions that the instructor will post, students are free to create discussion threads of their own. Class sessions will consist of some combination of lecturing, discussion, and informal writing. Students will also take quizzes based upon lecture material, prepare two 7-10 page papers, and complete a final exam (composed of essays and short identifications). The breakdown of the course grade is as follows:

- Class Participation (including informal writing and discussion board) 15%
- Lecture Quizzes 15%
- Papers (20% each) 40%
- Final Exam 30%

The bulk of the course material is contained in voiced over PowerPoint presentations that run from 20-60 minutes apiece. Students can watch these videos on their own time and take online quizzes to gauge their progress. Class sessions can then be spent on discussion and other activities that build off of the lectures in provocative ways.

Classroom Etiquette:

I expect all students in this class to undertake every assignment with honesty and integrity. All projects in this class, as well as with all other courses at this institution, are governed by the Arizona State University Integrity Policy found at our school’s website. Violations of this policy can result in severe penalties, including expulsion from the University. I take this policy VERY seriously. Be aware that the integrity policy includes fabricating reasons to miss exams or assignment deadlines.

In order to enhance productivity and ensure that everyone is treated with respect, the following standards for classroom decorum are expected.

- Cell phone ringers turned off.
- No side conversations, text messaging, note passing, etc.
- Arriving on time and, if unavoidably late, making as inconspicuous an entry as possible.
- If you disagree with remarks made by the instructor or fellow students, do so politely (we will do our utmost to operate on a non-partisan basis).
- Keeping the instructor informed of reasons for absences or delays in submitting work.
- Using laptops in class only for taking notes and looking up course-related material.
Assigned Readings:

Due to the levels of depth and detail contained in the online lectures, a textbook will not normally be assigned. The following works will be used to augment lecture material and promote discussion.

- Founding Brothers: The Revolutionary Generation by Joseph Ellis
- Narrative of the Life of Frederick Douglass, An American Slave by Frederick Douglass
- Where the Girls Are: Growing Up Female with the Mass Media by Susan Douglas

Lecture Topics:

1. Three Worlds Meet (Beginnings to 1620)
2. Colonization and Settlement (1585-1763)
3. Revolution and the New Nation (1754-1820s)
4. Expansion and Reform (1801-1861)
5. The Civil War and Reconstruction (1850-1877)
6. The Development of the Industrial United States (1870-1900)
7. The Emergence of Modern America (1890-1930)
8. The Great Depression and World War II (1929-1945)
9. Postwar United States (1945-early 1970s)
10. Contemporary United States (1968-present)
11. Ancient Peoples of the Southwest
12. The Southwest at Contact (1500-1800)
13. Westward Expansion (1800-1875)
14. Frontier Territory (1875-1900)
15. Statehood (1900-1940)
16. Arizona at War (1940-1950)
17. Modern Arizona (1950-present)

NOTE: The first 17 lectures are the core of the course material with the remaining 28 being used selectively to facilitate writing assignments and discussions.

18. Colonial Development: New England and the Middle Atlantic
19. Colonial Development: Chesapeake and the Deep South
20. First Great Awakening
21. Causes of the American Revolution
22. War for Independence
23. Constitutional Convention
24. Early Republic
25. Age of Jackson
26. Manifest Destiny
27. Industrial Revolution
28. Sectionalism
29. Civil War
30. Reconstruction
31. Populism
32. Imperialism
33. Progressive Movement
34. U.S. Participation World War I
35. The Great Depression
36. The New Deal
37. World War II Homefront
38. World War II Politics, Diplomacy, and Combat
39. Origins of the Cold War
40. Modern Civil Rights Movement
41. Vietnam War
42. Women’s Liberation Movement
43. Watergate
44. Ronald Reagan & the 1980s
45. 9/11 & the War on Terror
Students will submit a 7-10 page, double-spaced paper based on the following primary sources.

-- Republican Party Platform (1856)
-- “House Divided” Speech by Abraham Lincoln (1858)
-- Excerpts from Lincoln-Douglas Debates (1858)
-- Excerpts from *The Impending Crisis of the South* by Hinton Helper (1857)
-- William Lloyd Garrison commenting on execution of John Brown (1859)
-- Excerpts from South Carolina’s Declaration of Independence (1860)

Your assignment is to use these sources to analyze the causes of the Civil War. Questions that you might consider include the following. What do these materials suggest are the fundamental issues dividing Americans? What values and institutions seemed to be at stake according to these accounts? How could it be that both those who supported and opposed secession could see themselves as patriots fulfilling the promise of the American Revolution and the Constitution? Your paper should analyze how and why this conflict was taking shape from a philosophical and political perspective.

In building your argument you should employ some key quotes to illustrate your points. But do not flood the paper with quotes so that your voice is lost. Feel free to employ material from the lectures and course readings for background, but your analysis of the assigned documents must be the backbone of the paper. Avoid the mistake of merely indicating what these historical actors said or wrote. You must make progress in exploring what they meant with these arguments. Therefore you must examine the philosophies, concerns, agendas, and tactics of persuasion embedded in these sources.

The purpose of this assignment is to analyze the arguments contained in each source within the approach of civil war. By analyze I mean exploring the justifications of each position in terms of both the content and the delivery of an argument. In the process you should consider the following questions. How do the authors make their case using ideology, logic, emotional appeals, disingenuoussness, etc.? What techniques of persuasion are employed? Keep in mind that all political pronouncements are to some extent editorials and therefore require a degree of skepticism on your part. What American values or potential consequences to U.S. society seem to be at stake? How do these documents suggest that America is evolving? How unique do these authors consider America among nations? A key to this assignment is to read “between the lines” and take none of this rhetoric at face value. There may be key facts or considerations omitted from these accounts that you can consider. My lecture material will help provide context. No materials from outside the course are necessary for this assignment.

Because this assignment is analytical in focus, you must concentrate on interpreting this subject in your own words rather than merely restating the language of the documents. The general goal is to demonstrate critical thinking.** Employing a few quotes to illustrate points is fine, but quotes must always be explained/expanded upon with analysis by the student. You may incorporate some material from any of the other
resources that I have made available to you, but your commentary must be the dominating force in this paper. Footnotes or endnotes can be used for citations and kept simple since the sources have been provided for you.

A catchy, apropos title and thorough proofreading will help one’s grade. You should treat writing as an artistic process. Your vocabulary choices, style, and creativity are all essential to how effectively that you convey your ideas. If you can send me a draft before the last minute, I will be happy to provide some feedback for your final version.

** Critical thinking is a process of investigation whereby you develop a hypothesis or conclusion that integrates all of your available information and is justifiable. The key with a project such as this paper is to transfer critical thinking into critical writing. Some scholars treat writing merely as a communication skill such that, as long as you are clear, you are fine. Critical writing seeks to be provocative while demonstrating a mind actively engaged with a problem and crafting an argument that creates new knowledge. You might use your conclusion, for example, to speculate as to why your argument about the breakdown of the U.S. political system is relevant for some understanding of contemporary challenges in our society.

I am happy to entertain questions about the paper. I will also read drafts as long as they are submitted at least a few days before the paper is due.

PAPER ASSIGNMENT #2

Students will hand in a 7-10 page, double-spaced paper based upon the following primary sources available in Blackboard.

-- Vietnamese Declaration of Independence by Ho Chi Minh (1945)
-- Explanation of the Domino Theory by President Dwight D. Eisenhower (1954)
-- Letters from Hanoi to the South by Le Duan et al (1965)
-- Explanation of why Americans fight in Vietnam by President Lyndon B. Johnson (1965)
-- Under Secretary of State George Ball proposal for President Johnson (1965)

These documents assess the virtually uninterrupted U.S. involvement in Southeast Asia from 1945-1975 that culminated in the Vietnam War. The purpose of this assignment is to analyze the debate over U.S. participation to include American goals and justifications for the increasing commitment of resources. In the process students might consider the following questions. How do the authors make their arguments using ideology, logic, emotional appeals, etc.? What techniques of persuasion are employed? What American values or potential consequences to U.S. society seem to hang in the balance? How do these documents suggest that the American nation is evolving politically, socially, and militarily? You should keep in mind the ideological foundations of U.S. foreign policy as well as any trends that you have identified this semester that can be applied to Vietnam. Be careful to note how these documents define the conflict since the different meanings attached to it led to vastly dissimilar strategies and judgments. A key to this assignment is to read “between the lines” and take none of this rhetoric at face value. You might use
your conclusion to speculate a bit on how useful, if at all, you consider the Vietnam War to be as a model for comparison/contrast with more recent conflicts.

NOTE: Remaining guidelines are identical to those of the first paper assignment.