



Independent Study IN IDAHO

Hist 112

Introduction to U.S. History

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**The University of Idaho in statewide cooperation with
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Study Guide

Independent

Study IN IDAHO

PO Box 443225

Moscow ID 83844-3225

Self-paced study. Anytime. Anywhere!

History 112 Introduction to U.S. History

University of Idaho
3 Semester-Hour Credits

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RV: 5/2007
3-HIST 112
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Table of Contents

Welcome!	1
Course Description	1
Prerequisites	1
Course Materials.....	1
Course Introduction.....	2
Course Objectives.....	2
Lessons	2
Exams	3
Grading.....	3
About the Course Developer	5
Contacting Your Instructor.....	5
Disability Support Services	5
Assignment Submission Log.....	6
Lesson 1: Civil War and Reconstruction	8
Lesson 2: Economic Transformation in America	11
Lesson 3: Urban Society and Populism	14
Lesson 4: Turmoil and Expansion	16
Lesson 5: Roosevelt and the Progressives	18
Lesson 6: The Progressive Movement.....	20
Exam 1 Information: Covers lessons 1–6	21
Lesson 7: The Height of Progressivism	22
Lesson 8: The Impact of World War I.....	24
Lesson 9: The Roaring Twenties	26
Lesson 10: The Great Depression	28
Lesson 11: The New Deal.....	30
Exam 2 Information: Covers lessons 7–11	31
Lesson 12: World War II	32
Lesson 13: Postwar America.....	34
Lesson 14: Eisenhower Takes Charge	36
Lesson 15: The Turbulent Years	39
Lesson 16: The Rising Conservative Tide	42
Lesson 17: Term Paper: Our Times	44
Final Exam Information: Covers lessons 12–17	46
Maps Table of Contents	47
Africa.....	48
Asia.....	49
Europe	50
North America and Central America.....	51
South America.....	52
United States.....	53

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Appendix and Forms Table of Contents	i
Appendix: Independent Study in Idaho Policies and Procedures	iii
See the Appendix for information on registration, lessons/exams, instructor contact, etc.	
Forms for Independent Study in Idaho	

Independent Study in Idaho

This course is offered by the University of Idaho.

Introduction to U.S. History

3 Semester-Hour Credits: UI

Welcome!

Whether you are a new or returning student, welcome to the Independent Study in Idaho (ISI) program. Before beginning this course, read the information provided below, including course description, prerequisites, required materials, course objectives, and information about lessons, exams, and grading.

Important!

As you read this section, you will see the following icon:



Use this icon to direct yourself to the **Appendix** in the back of this study guide for essential registration information, Independent Study in Idaho policies and procedures, and forms you will need to successfully complete this course. You are responsible for understanding and following ISI policies and procedures.



Turn to the **Appendix** now. Familiarize yourself with the information in the *Registration* section, student responsibilities in *Academic Integrity*, and the necessary forms. If there is anything you do not understand, please contact the ISI office for clarification before starting your course.

Course Description

Political, diplomatic, economic, social, and cultural history; 1877 to present.

Prerequisites

There are no formal prerequisites for this course.

Course Materials

Required Course Materials

- Ayers, Edward L., Louis L Gould, David M. Oshinsky, and Jean R. Soderland. *American Passages: A History of the United States, Brief Edition. Vol. II, Since 1863.* 2nd ed. Belmont: Wadsworth/Thomson Learning, 2006. ISBN: 0-495-00135-X
- Hyser, Raymond M., and J. Chris Arndt. *Voices of the American Past: Documents in U.S. History. Vol. II, Since 1865.* 3rd ed. Belmont: Wadsworth/Thomson Learning, 2005. ISBN: 0-534-643019

Independent Study in Idaho course materials are available for purchase at the University of Idaho Bookstore. Visit the UI Bookstore's Web site, <http://www.uidahobookstore.com>, select *Textbook, Independent Study* for a list of course materials. You may order online, by telephone, (208) 885-7334, or by e-mail to genbks@uidaho.edu.

Independent Study in Idaho courses are updated and revised periodically. Ordering course materials from the UI Bookstore at the time of registration allows you to purchase the correct edition(s) of textbooks, study guides, and supplemental materials. If purchasing textbooks from another source, refer to the ISBN(s) for the textbook(s) listed for this course to ensure that you obtain the correct edition(s).

If you have questions regarding the course materials you have ordered and received, contact the UI Bookstore.

Course Introduction

This course will provide an introduction into the complex nature of the modern United States and its diverse population. An understanding of the traditions and cultures of the peoples of the United States will increase tolerance and an appreciation for American diversity.

Rather than memorizing lists of names and dates, students should immerse themselves in the story of the past and, more importantly, to try to understand the people involved in that story. It is helpful to try to imagine what it was like to live in different situations and environments, and then think about how you, the student, might react in the same circumstance. To examine history in the proper context, the student should not make judgments from a twenty-first century perspective.

As you explore the text, maps, and required readings, you will be expected to contemplate and analyze numerous aspects of life in the United States from the Reconstruction Era to modern times. From your analysis, you will reach some conclusions about how the people of the United States reacted to circumstances and lived their lives, as well as how events are interconnected.

While you are investigating the past, pay special attention to the impact of traditions and cultural expectations on the ongoing process of events in the United States. Keep these expectations in mind when studying the story of the past—the interactions with Native Americans, former slaves, reform movements of the progressives, expansionism, the nineteenth- and twentieth-century wars, and with concepts such as feminism, Black power, and fundamentalism. Upon completion of this course, you should have a better understanding as to how the strong traditions of the past impact the current decision-making processes in the United States, as well as how this zeal for tradition and cultural expectations is still creating powerful social and cultural movements.

Course Objectives

The objectives of this course are to:

- provide students with a better understanding of (a) the social movements, continued traditions, and motivations for international involvement that helped form modern U.S. philosophy and political thought, and (b) as to how these past activities continue to impact daily events in the United States;
- enable students to (a) understand the people who lived during specific historical periods, (b) develop their analytic and contemplative skills, and (c) recognize how events reflected reactions to situations that occurred during the progress of history.

Lessons

Overview

Each lesson includes the following components:

- Lesson objectives
- Reading assignment
- Important terms
- Map exercise
- Lecture
- Written assignment

Study Hints

- Complete all assigned readings.
- Read each lesson carefully.
- When writing essays, be sure you answer all questions presented. Address all aspects of the essay proposal, using information from the texts in your analyses. Include conclusions you have reached based on what you have read. Use specific examples to support your conclusions.
- When presenting identifications, be sure you include the historical significance of the item.
- Set a schedule allowing for completion of the course one month prior to your desired deadline. (An *Assignment Submission Log* is provided for this purpose.)
- Work receiving an “A” will be well written with few or no mistakes, and will answer all portions of each question while providing several specific examples.
- Work receiving a “B” will be well written with a few mistakes and will answer most portions of the questions with some specific examples.
- Work receiving a “C” will have a few mistakes and will answer questions in a general manner with few examples.



See the **Appendix** at the back of this study guide for essential **ISI policies on submitting lessons to your instructor**. See the letters sent in your registration packet for **your instructor’s requirements: how to format and submit lessons; number of lessons you may submit at one time, and lesson guidelines**.

Exams

Overview

- Submit all lessons preceding each exam prior to taking that exam.
- You must wait for grades and comments on lessons prior to taking each subsequent exam.
- For your instructor’s exam guidelines, refer to the letter sent in your registration packet and the *Exam Information* sections in this study guide.
- There are three exams for this course. They are not comprehensive.

See *Grading* for specific information on exams, points, and percentages.

Choosing a Proctor/Scheduling Exams

All exams require a proctor unless an exam is self-administered.



See the **Appendix** for guidelines on **how to choose a proctor and schedule exams**.

Grading

Grading for this course is based on recognition of some basic factual information and map placement, and on the ability to reach some conclusions concerning the “hows” and “whys” of events, and to support these conclusions with factual information acquired from the texts.

There are a total of 470 points possible for the completion of the course: 170 points for 17 written assignments (10 points each), and 300 points for the three exams (100 points each). The written assignments account for 34 percent of the final grade, and the exams account for 66 percent, as shown in the following chart:

Assignments/Exams	Individual Points	Total Points	Individual Percent	Total Percent
Lessons 1–17	10 points each	170	2% each	34%
Exams 1, 2, and Final	100 points each	300	22% each	66%
Total Points/Percent		470		100%

Each exam has three sections: Identification, Map, and Essays.

1. An identification section that contains ten items: Choose only four of the ten to identify and explain the historical significance. This section accounts for 20 percent of the exam grade.
2. A map section that contains ten items chosen from the map sections of the lessons: Signify the location of each place on the map that is included in the exam. This section accounts for 10 percent of the exam grade.
3. The essay section contains three essay proposals: Choose two of these to address in your exam. The essays are your opportunity to tell me everything you have learned in the section of the text pertaining to the exam. Be sure you address all aspects of the essay proposals you choose. Within each essay, support the statements you make with specific information (people, places, events, etc.). This section accounts for 70 percent of the exam grade (35 percent per essay).

The grading criteria for the **Exam Essay Responses** include:

1. Accurately presents the material requested in the questions.
2. Completely covers the breadth of issues posed in the questions.
3. Refers to and integrates appropriate examples from the textbooks to illustrate statements.
4. Reflects on the implications of the issues posed in the questions as they relate to a broad overview of United States history.
5. Written in a legible and well-organized style with concepts and illustrative examples clearly articulated.

The grading criteria for the **Exam Identifications** include:

1. A clear statement explaining the item.
2. A statement that illustrates why the item is relevant or significant to the historical process, that is, the impact the item had on future developments.

Grade Criteria:

100%–90%	A
89%–80%	B
79%–70%	C
69%–60%	D

The final course grade is issued after **all** lessons and exams have been graded.



See the **Appendix** for information about *confidentiality of student grades, course completion and time considerations*, and *requesting a transcript*.

About the Course Developer

Your course developer is Kenneth Faunce, an Adjunct Professor of History and American Studies at the University of Idaho. He received his Ph.D. in history and historical archaeology from the University of Idaho in 2000. He has taught a variety of courses at the University of Idaho and Washington State University in History, American Studies and Anthropology. Before coming to the University of Idaho, he worked for the federal government for several years as an archaeologist and historian.

Contacting Your Instructor

You will receive *course and instructor contact information* in your registration packet.



See the **Appendix** for detailed information on *contacting your instructor*.

Disability Support Services



See the **Appendix** for *information on Disability Support Services (DSS)*.

Assignment Submission Log

Lessons	Chapters	Readings	Written Assignments	Date Submitted
1	15, 16 16, 17	<i>American Passages</i> , pages 332–380 <i>Voices</i> , pages 267–305	2 essays 10 identifications	
2	17 18	<i>American Passages</i> , pages 382–410 <i>Voices</i> , pages 306–324	2 essays 10 identifications	
3	18 19	<i>American Passages</i> , pages 411–433 <i>Voices</i> , pages 325–347	2 essays 10 identifications	
4	19 20	<i>American Passages</i> , pages 434–458 <i>Voices</i> , pages 348–366	2 essays 10 identifications	
5	20	<i>American Passages</i> , pages 460–481	2 essays 10 identifications	
6	21	<i>Voices</i> , pages 367–385	Essay	
It is time to make arrangements with your proctor to take Exam 1.				
7	21	<i>American Passages</i> , pages 482–509	2 essays 10 identifications	
8	22 22	<i>American Passages</i> , pages 510–536 <i>Voices</i> , pages 386–403	2 essays 10 identifications	
9	23 23	<i>American Passages</i> , pages 538–561 <i>Voices</i> , pages 404–423	2 essays 10 identifications	
10	24	<i>American Passages</i> , pages 562–583	2 essays 10 identifications	
11	25 24	<i>American Passages</i> , pages 584–611 <i>Voices</i> , pages 424–442	Essay	

It is time to make arrangements with your proctor to take Exam 2.				
12	26 25	<i>American Passages</i> , pages 612–634 <i>Voices</i> , pages 443–461	2 essays 10 identifications	
13	27 26	<i>American Passages</i> , pages 635–654 <i>Voices</i> , pages 462–469	2 essays 10 identifications	
14	28 26	<i>American Passages</i> , pages 655–677 <i>Voices</i> , pages 469–481	2 essays 10 identifications	
15	29, 30 27	<i>American Passages</i> , pages 678–735 <i>Voices</i> , pages 482–508	2 essays 10 identifications	
16	31, 32 28	<i>American Passages</i> , pages 736–786 <i>Voices</i> , pages 509–527	2 essays 10 identifications	
17	29, 30	<i>Voices</i> , pages 528–572	Essay	
It is time to make arrangements with your proctor to take the Final Exam.				

Lesson 1

Civil War and Reconstruction

Lesson Objectives

Keep the following objectives in mind while reading the text material and while writing the essays to be submitted for grading.

After completing this lesson, you should be able to:

- 1-1 Examine and discuss the turning point in the Civil War when it became clear that the United States would defeat the Confederacy.
- 1-2 Discuss how emancipation of the slaves became a central war aim for the Union.
- 1-3 Determine the events and circumstances that weakened Northern commitment to Reconstruction.
- 1-4 Discuss the social, economic, and political impact of Reconstruction on the states that had joined the Confederacy. Recognize when and why Reconstruction ended; discuss what impact the ending of Reconstruction had on freed people in both the North and the South.

Reading Assignment

American Passages

Chapter 15, "Blood and Freedom 1863–67," pages 332–357

Chapter 16, "Reconstruction Abandoned 1867–77," pages 358–380

Voices of the American Past

Chapter 16, "Reconstruction," pages 267–287

Chapter 17, "The West," pages 288–305

Important Terms

New York City draft riots

Gettysburg Address

Appomattox

Freedmen's Bureau

Reconstruction Act

Susan B. Anthony

Ku Klux Klan

temperance

election of 1876

Map Exercise

Place the following locations on the appropriate map(s) in this study guide. (Items on the exams will be chosen from these exercises.)

1. Gettysburg

4. Appomattox

7. Little Big Horn

2. Promontory Point, Utah

5. Georgia

8. Louisiana

3. New York City

6. Kansas

9. Sioux Indian Reservation

Lecture

The Union won the Civil War, and the Confederate States of America ceased to exist. The Civil War changed the United States more than any other event in the nineteenth century. The war caused large numbers of deaths, social disorder, and rioting in the streets in the North and South. The Civil War also caused a major expansion of the federal government. It brought the emancipation of over four million enslaved people as well. In 1865, the attempt to reintegrate the South was almost as divisive as the war itself. Resentment was common on both sides: Southerners resented forced reentry into the United States and Northerners blamed the South for the devastation of the war. Also, neither side knew how to deal with the large number of former slaves.

Radical Reconstructionists, aware that congressional legislation could be easily changed when popular opinion shifted, sought more permanence for freedmen's citizenship in the form of constitutional amendments. Even so, the amendments provide little protection for the freedmen until matters began to change in the 1950s.

Reconstruction efforts failed to provide freedmen with equal rights for a number of reasons. First, while most citizens in the North found the institution of slavery abhorrent or immoral, the majority of mainstream Americans did not accept African-Americans as equals, socially, legally, or economically. Second, many Southerners who were dissatisfied with the results of temporary reconstruction efforts migrated west and north. Third, as a whole, Americans became very disinterested in the South's problems after the war. People felt that they had fought a dreadful war to end slavery, had accomplished that end result, and so, were finished. It was time to get back to their farms, their work, their families, and normalcy. Consequently, Reconstruction and the fate of freedmen were dealt with on a regional or local level, which meant the efforts ended.

From 1867 to 1877 the country experienced mixed constructive and lamentable results. New economic energies produced the construction of the transcontinental railroad, a surge of industrialization, and a renewal of migration and settlement of the West. After the Civil War, migration increases reflected the devastation of war. People went west not only to get rich, but also to escape changes that war and industrialism had brought. At the same time, Native Americans saw their way of life threatened with extinction. Political corruption spread throughout public life, and the economic prosperity, the Panic of 1873, and the hard times that followed tested the endurance of the average American.

Women wanted access to equality; woman suffrage got underway, but met with male resistance. The campaign against alcohol moved to clean up society and to help carry women toward political power. Americans engaged in problems and issues that would continue into the next century. Racial injustice, industrial growth, urbanization, and the balance between business and government continued to provide dilemmas for the American people.

As you progress through this course, notice how most of the events that occurred during this time period can be seen as a reaction to previous events. Understanding these action/reaction sequences will help you understand the process of history, and keep the chronological order of events clear in your mind as you prepare for exams.

Written Assignment



Please read the **Appendix** in the back of this study guide for essential Independent Study in Idaho policies and procedures, and forms you will need to successfully complete this course. You are responsible for understanding and following ISI policies and procedures. If there is anything on these pages you do not understand, contact the ISI office for clarification. Before starting the written assignment for Lesson 1, see the letter sent in your registration packet for your instructor's requirements: **how to format and submit lessons, number of lessons you may submit at one time, and lesson guidelines.**

Two written essays and the answers to 10 identifications must be submitted for grading for this lesson. Each essay should be **two double-spaced, typed pages**. Be sure to address all aspects of the essay proposal, using information from the texts. Also, include some analysis and conclusions you have reached based on what you have read. This written assignment is worth 10 points (2 percent of the overall course grade). The assignment is graded on the following percentage scale: the two essays are worth 70 percent (35 percent each), and the 10 identifications are worth 30 percent (3 percent each).

Essays (70 percent: 35 percent each)

Essay 1

A major part of Reconstruction was the battle between President Johnson and Congress over the extent and role of Reconstruction. Compare/contrast President Johnson's objectives and Congress's ambitions concerning Reconstruction. Include information about the various proposals, legislation, and constitutional amendments. Which actions succeeded and which failed in their goals? What was the final legacy of the Reconstruction years?

Essay 2

After the Civil War ended the direction of American society changed as well. Examine the various issues and events of the decade after the war. Which groups participated in making decisions on the direction of society? Which groups were not represented or ignored? What do you think was a driving force behind this change?

Terms for Identification (3 points each; 2 points for identification and 1 point for historical significance)

Identify and explain the historical significance of the following terms. (Items on the exams will be chosen from these terms.)

- | | |
|-----------------------|--------------------------------------|
| 1. Gettysburg Address | 6. temperance |
| 2. Freedmen's Bureau | 7. annihilation of the buffalo herds |
| 3. Ku Klux Klan | 8. election of 1876 |
| 4. woman suffrage | 9. Grant's Peace Policy |
| 5. Tweed Ring | 10. Promontory Point, Utah |