



Independent Study IN IDAHO

Hist 418

Recent America, 1945 - Present

Independent Study in Idaho
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The University of Idaho in statewide cooperation with
Boise State University — Idaho State University
Lewis-Clark State College

Study Guide

Independent

Study IN IDAHO

PO Box 443225

Moscow ID 83844-3225

Self-paced study. Anytime. Anywhere!

History 418 **Recent America, 1945 - Present**

University of Idaho
3 Semester-Hour Credits

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Lewis-Clark State College

WR: 10/04

1 – Hist 418

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Independent Study in Idaho

This course is offered by the University of Idaho.


Recent America, 1945 - Present

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

America since 1945.

Prerequisites

Recommended courses: History 111 (Introduction to U.S. History) or History 112 (Introduction to U.S. History).

Course Materials

Required Texts

- Walter LaFeber, Richard Polenberg, and Nancy Woloch. *The American Century*. 5th ed. Boston: McGraw-Hill, 1998. ISBN 0-07-036012-X
- David Guterson. *Snow Falling On Cedars*. New York: Vintage Books, 1995. ISBN: 0-679-76402-X
- Anne Moody. *Coming of Age in Mississippi*. New York: Dell Publishing, 1968.
- Lewis B. Puller, Jr. *Fortunate Son*. New York: Grove Press, 1991. ISBN: 0-8021-3690-7

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 uiboooks@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 describes and analyzes the history of recent America 1945, to the present. It interweaves the political, military, social, economic, and cultural dimensions of this experience in roughly equal proportions, with emphasis on the linkages between them.

Lesson 17 is a paper. Please refer to lesson 17 and prepare for it ahead of time.

Course Objectives

Students will achieve an understanding of the main developments of recent America, the ways in which these developments reflected or shaped developments in general American history, and the interpretations advanced by scholars who have studied this subject. Students will also hone their skills at critical writing and analysis, and will gain greater insights into the way historians explore the human condition.

Lessons

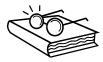
Overview

Each lesson includes the following components:

1. A reading assignment
2. Two written assignments. These written assignments should be double-spaced.

Study Hints

- Complete all assigned readings.
- 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.)
- Take notes or highlight important points on each reading assignment.



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

- You must wait for grades and comments on lessons prior to taking each subsequent exam.
- For your instructor's exam guidelines, refer to the letters sent in your registration packet and the *Exam Information* sections in this study guide.

This course consists of three exams worth 100 points each, for a total of 300 points possible. Each exam will be one essay question, you will have a choice between two questions, and I expect various examples to back up your answer. Students will have one hour to take the exam. No books, notes, or anything else can be used while taking the exams. Submit all lessons preceding each exam prior to requesting it.

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*.

Self-Administered Exams



See the **Appendix** for important information on *self-administered exams*.

Grading

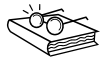
The final course grade will be based upon the following considerations.

| | | | | |
|--------------|----|---|------------|------------|
| Lessons | 16 | @ | 25 points | 400 |
| Examinations | 3 | @ | 100 points | 300 |
| Paper | 1 | @ | 100 points | 100 |
| TOTAL | | | | 800 |

The following grading scale will be used.

- 90-100% = A
- 80-89% = B
- 70-79% = C
- 60-69% = D
- 59% and below = F

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



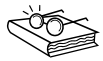
See the **Appendix** for information about *confidentiality of student grades, course completion and time considerations*, and *requesting a transcript*.

About the Course Developer

Hello and welcome to History 418. My name is Debbie Lish and I will be your instructor. For the past fourteen years I have lived in northern Idaho, and received my Ph.D. from the University of Idaho in 1998. I've been teaching history courses for Lewis-Clark State College for over ten years, and currently develop online courses for the college. I am fluent in ASL (American Sign Language) and am an advocate for people with disabilities.

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

| Lesson | Chapter | Reading | Written Assignment | Date Submitted |
|--|------------------|---------------------------------|--------------------|----------------|
| 1 | 10 | LaFeber and others pp. 288-300 | essay | ___ |
| 2 | 10 | LaFeber and others, pp. 300-320 | essay | ___ |
| 3 | 11 | LaFeber and others, pp. 324-343 | essay | ___ |
| 4 | 11 | LaFeber and others, pp. 344-358 | essay | ___ |
| It is now time to make arrangements with your proctor to take Exam 1. | | | | |
| 5 | 12 | LaFeber and others, pp. 362-375 | essay | ___ |
| 6 | 12 | LaFeber and others, pp. 375-389 | essay | ___ |
| 7 | 13 | LaFeber and others, pp. 394-417 | essay | ___ |
| 8 | 13 | LaFeber and others, pp. 417-424 | essay | ___ |
| 9 | 14 | LaFeber and others, pp. 428-442 | essay | ___ |
| 10 | 14 | LaFeber and others, pp. 442-460 | essay | ___ |
| It is now time to make arrangements with your proctor to take Exam 2 | | | | |
| 11 | 15 | LaFeber and others, pp. 464-478 | essay | ___ |
| 12 | 15 | LaFeber and others, pp. 478-494 | essay | ___ |
| 13 | 16 | LaFeber and others, pp. 498-509 | essay | ___ |
| 14 | 16 | LaFeber and others, pp. 509-531 | essay | ___ |
| 15 | 17 | LaFeber and others, pp. 536-572 | essay | ___ |
| 16 | 18 | LaFeber and others, pp. 576-609 | essay | ___ |
| 17 | Paper Assignment | | | ___ |
| It is now time to make arrangements with your proctor to take the Final Exam. | | | | |

Lesson 1

One World into Two, 1941-1947

Lesson Objectives

After reading lesson 1 you will have a better understanding and be able to explain:

1. How world war led to cold war
2. The personalities of Roosevelt, Churchill, and Stalin

Reading Assignments

LaFeber and others, *The American Century*, pp. 288-300

Important Terms

| | | | |
|------------------|-------------------------|------------------------------|------------------|
| Churchill | Stalin | Atlantic Charter | <i>One World</i> |
| Battle of Midway | The Grand Alliance | General Dwight D. Eisenhower | Hitler |
| Germany | Polish-Russian boundary | “unconditional surrender” | Stalingrad |
| London Poles | War Refugee Board | | |

Lecture

I. Churchill and Stalin versus Roosevelt

- A. FDR provided aid for Soviets despite Allies' doubts.
- B. Atlantic Charter (1941) sought to prevent agreements which would create closed spheres in postwar world.
- C. British and Soviet positions undermined by clause supporting all peoples' right to self-determination.
 1. Postwar dissolution of British preferential trading system indicated
- D. British forced to acquiesce in Atlantic Charter but Soviets indicated refusal to tolerate interference in Eastern Europe.

II. One World–Or Gullible's Travels

- A. U.S. insisted on necessity of undivided open world to ensure postwar markets.
 1. Soviet sphere in Eastern Europe unacceptable
 2. Postwar spheres would lead to another depression
- B. FDR avoided split with Soviets by proposing "four policemen" concept.
 1. Soviets accepted, believing they would control Eastern Europe
 2. FDR believed he would have greater leverage later
- C. FDR failed to redeem pledge to Soviets of second front in Europe in 1942.
 1. Churchill instead got the U.S. to help in the invasion of North Africa
 2. Stalin bitter at being left to face Hitler alone

III. 1943–Turning of the Tide

- A. Casablanca Conference (1943) to restore strained relations.
 1. FDR promised second front in 1943, but Churchill refused
 2. Unconditional surrender pledge announced to placate Stalin
- B. Soviet victory at Stalingrad began to alter Allies' relationship.
 1. Anglo-American policy of excluding Soviet political participation in Italy set precedent for Stalin
- C. Outward unity displayed at Teheran, Iran Conference (1943).
 1. Second front in France pledged
 2. Stalin promised to fight Japan after Hitler's defeat
 3. U.S. agreed to Russian gains in Baltic states and Poland
 4. Failed to agree on postwar Polish government and Polish-German boundary

IV. One World Becomes Two: Yalta and Afterward

- A. Stalin and Churchill agreed on the division of the Balkans.
- B. FDR's position at Yalta weakened by prior commitments and last-ditch German offensive.
- C. Agreement reached on U.N., including major power veto.
- D. FDR and Stalin agreed on Soviet territorial gains in return for Russian entry into war against Japan.
- E. Polish-German boundary unresolved.
- F. Agreement on reorganization of Polish government subject to contradictory interpretations.
- G. FDR, after hesitation, decided that the U.S. economy required a rebuilt, unified Germany.
- H. Stalin asked for massive reparations as an alternative to the dismemberment of Germany.
- I. Failure to reach agreement on reparations required Stalin to find other means to rebuild Russia.
 - 1. Loans and credits from U.S., which were dependent on opening of Eastern Europe
 - 2. Use of Eastern Europe as a Russian-controlled buffer zone against the West and as a source of industrial reparations

V. The Holocaust

- A. Evidence of Nazi extermination camps shocked the world in 1945.
- B. Various proposals to aid Jews were rejected during the war.
- C. War Department rejected proposal to bomb gas chambers and crematoria at Auschwitz.
- D. Criticism of U.S. policy led Roosevelt to create War Refugee Board.
- E. Other Allied nations—Great Britain and Soviet Union—did not make rescuing Jewish victims a priority.

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 letters sent in your registration packet for your instructor's contact information and requirements: **how to format and submit lessons, number of lessons you may submit at one time, and lesson guidelines.**

A helpful hint for answering an essay question is to always provide detailed information on what the question is asking, and follow up with various examples. In one to two pages each, answer the following two essay questions.

1. Evaluate the following quote. "The Atlantic Charter was aimed as much at America's allies as at her enemies."
2. Explain the U.S. policy toward the holocaust.