Course Description

In History 221 we will survey the development of the United States beginning in 1877, focusing upon significant themes including industrialization, immigration, urbanization, political and social movements and foreign policy. This course has the following learning outcomes:

1. Gain knowledge of some of the major developments in American history from 1877 to the present (industrialization, immigration, urbanization, political and social movements, gender, and foreign policy), including an understanding of key historical terms and theories. Demonstrate this knowledge in exams, papers, and class discussion.

2. Hone the ability to analyze historical questions and issues in American history from 1877 to the present, assess historical information accurately, and distinguish between questionable and valid historical assertions in exams and papers.

3. Learn through example and practice in classroom activities, papers, and exams to evaluate primary and secondary sources skillfully and honestly.

4. Learn to integrate data into coherent arguments expressed through a clear, well-written style in exams, papers, class discussions, and other classroom learning activities.

Required Reading

Each student should carefully read the following books which are available in the bookstore:

- James Henretta et al., *America: A Concise History*, vol. 2
- Davidson and Lytle, *After the Fact*
- Upton Sinclair, *The Jungle*
- Yoshiko Uchida, *Desert Exile*
- Anne Moody, *Coming of Age in Mississippi*
  or
- Malcolm X and Alex Haley, *Autobiography of Malcolm X*

Grade Calculation

<table>
<thead>
<tr>
<th>Grade Calculation</th>
<th>Points</th>
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<tbody>
<tr>
<td>Midterm</td>
<td>150</td>
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<tr>
<td>Final Exam</td>
<td>150</td>
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<tr>
<td>Three Closed-book Reading Quizzes</td>
<td>75 total</td>
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<tr>
<td>Research Paper</td>
<td>150</td>
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<tr>
<td>Quizzes on Lytle and Davidson</td>
<td>5 each (up to 50 total)</td>
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Grading Scale  
94-100%  A  
90-93    A-  
87-89    B+  
83-86    B  
80-82    B-  
77-79    C+  
73-77    C  
70-72    C-  
67-69    D+  
63-67    D  
60-62    D-  
00-59    E  

PLEASE NOTE: In order to receive credit for this course, you must take and pass each of the 25 point in-class quizzes and complete the research paper. Be sure to plan ahead so that you will be in class and be well prepared on each day that a quiz is scheduled.

Late papers will be accepted but they will be penalized by 10% for each school day (M-F) that they are late, with a maximum penalty of 30 percent. No papers will be accepted after the final exam.

Exams  
The exams will consist of essay questions and short ID's. On Blackboard I will post study questions to assist you in your preparation for the exam. A Blue Book and dark-colored ink are required for all exams. You should plan to supply your own blue books and pens. The final exam will emphasize material from the final half of the course but will also require you to draw general insights from the entire semester. You may not use your books or notes on these exams.

In-Class Quizzes  
Quizzes will focus upon the people, places and concepts that are discussed in the books. Prepare for the quizzes by reading the assigned book carefully and by reviewing the story line of the novel or autobiography. You may not use your books or notes while taking these quizzes.

Quizzes on Lytle and Davidson  
Quizzes must be taken on-line on Blackboard for Lytle and Davidson reading assignments by the beginning of class on the dates listed in the class schedule. Quizzes are worth five points each. Late quizzes will not be permitted. You may use your book when taking the quizzes. Spend a maximum of 15 minutes per quiz.
Attendance
In an effort to enhance your mastery of the course material, I have decided to require attendance in this course. Rolls will be sent around in class. Ensuring that they get marked is your responsibility. I will often excuse absences when asked in advance, but you must clear it with me each time and get lecture notes from a classmate. Two classes may be missed unexcused without penalty but I will deduct 6 points (1 percent of the entire points possible) for each additional unexcused absence. Grades will be determined by what the rolls say.

Research Paper
“Film is one of the products, one of the languages, through which the world communicates itself to itself. Films . . . contain the values, fears, myths, assumptions, point of view of the culture in which they are produced.” John O’Connor and Martin A. Jackson, American History/American Film – Interpreting the Hollywood Image (1987), 204.

Each student will select a historically and culturally significant film that was produced in the twentieth-century U.S prior to 1990. After repeatedly viewing the film, the student will prepare a typed, double-spaced, 6-7 page report (10-12 cpi) analyzing the film's value as a historical document that illuminates the era in which it was produced. Your paper will consist of three parts:
1. Your paper should briefly (no more than 1 page) summarize the plot or storyline of the film.
2. Analyze the film as a historical document. Do so first by discussing the circumstances surrounding the production of the film and by discussing how the public and how critics regarded the film. What was the intent of those who produced the film and the reaction of audiences to the film? Did the producers intend their film as a social or political commentary or not? Is there any evidence that reviewers and audiences initially connected the film to contemporary issues? Spend no more than two pages on this second section of your paper. Dr. Cannon or a reference librarian can assist you in finding sources that probe these issues if you desire. One electronic source that provides limited background information on a wide array of films is the American Film Institute Catalog. Another electronic source, Film Indexes Online, provides historical information on films and directs you to articles and reviews regarding individual films. Both databases are available through the BYU library catalog. They can serve as springboards for your research. Where they exist, please also look at books such as biographies of individuals who were involved in the production of the film and/or published histories of your film. Published indexes to movie reviews are located in the Fifth Floor Reference area of the HBLL. Two particularly helpful collections are the New York Times Movie Review Index (PN 1995 .N4) and Variety Film Reviews (PN 1993 .V36), both of which are found in the Humanities Reference area of the library. For films produced in the 1980s, Film Review Annual (PN1993.3 F55x) is also useful. You can also look for reviews and articles about films in Readers Retrospective Guide, a database available from the library website. This database provides references to articles written in a wide variety of popular magazines about all sorts of subjects, including movies. Another useful source is Paul Monaco and Charles Harpole, eds., History of the American Cinema (2001)
3. Finally, discuss specific ways in which this film seems to reflect or speak to American interests, values, concerns and conditions at the time that the film was produced. Avoid outlandish interpretations. Given what was going on in the world at the time, try to account for the film’s appeal at the time. What connections between the world of the time and the film might have helped to make the film believable, appealing or compelling to audiences at the time?
Devote AT LEAST 3 pages of your paper to this latter issue. To address this issue you will need to become familiar with important developments and trends in American history in the era in which the film was produced and to be able to relate those developments and trends to the messages and values purveyed by the film through the elements such as dialogue, plot, camera techniques, lighting, characterization, and themes. In your discussion of the era in which a film was produced, you should use specific examples, statistics or other evidence from the textbook and from at least one other published scholarly history (consult with Dr. Cannon or consult the bibliographies at the end of each chapter in the text for good additional sources regarding the era in which your film was produced. You may not count Lytle and Davidson as your published scholarly history.). You should document the sources of your information throughout your paper using footnotes, endnotes, or parenthetical references.

These papers will be due on Dec. 1. Some students may be asked to share brief clips from their films and their analysis of those clips with the class, if time permits. If you feel so inclined, I'd encourage you to broaden your horizons by writing about a film that you haven't yet seen, but if you have a great favorite and want to write about that, that is fine too. Here is a list of some films that lend themselves nicely to this assignment.

Birth of a Nation (silent, 1915)
The Sheik (silent, 1921)
The Crowd (silent, 1928)
Bright Eyes (1934)
The Grapes of Wrath (1939/1940)
Gone With the Wind (1930s)
Woman of the Year (1942)
The Best Years of Our Lives (1946 - veterans' return)
Mission to Moscow (WWII)
Since You Went Away (WWII)
The Red Menace (1949)
I Married a Communist (1949)
Shane (1953)
Invasion of the Body Snatchers (1956)
The War of the Worlds (1953)
Rebel Without a Cause (1955)
How to Marry a Millionaire (1953)
Oklahoma! (1955)
The Mouse That Roared (1959)
West Side Story (1961)
Thoroughly Modern Millie (1967)
The Graduate (1967)
The Manchurian Candidate (1962)
In the Heat of the Night (1967)
Harold and Maude (1971)
Star Wars (1977)
Rocky (1976)
Capricorn One (1978)
War Games (1983)
Tootsie (1982)
ET (1982)

This list contains only a few possibilities. You are welcome to study another film for this assignment. Simply notify Dr. Cannon regarding the film you’d like to review.

Proposed Policy for Discussion:
I strongly discourage using laptop computers to take notes in this class. If you have to use a laptop, you must use it ONLY for note-taking. That means that you turn off email notifications, instant messaging, or anything similar and keep only one window open—your note-taking document. Violations of this policy will result in loss of participation points. The reason for this policy is to create a positive learning environment for all students. Research has shown that students who multitask, or go back and forth between note-taking, Facebook, Youtube, email, solitaire, and other windows have a significantly decreased ability to retain information conveyed in class or to understand concepts beyond a surface level. More importantly, the negative effects of multitasking--distraction and reduced retention--extend to students within viewing range of other students’ laptop computer screens. See http://news.stanford.edu/news/2009/august24/multitask-research-study-082409.html

Honor Code Standards
In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university.

Preventing Sexual Harassment
Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU’s policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Students With Disabilities
Let me know if you have any special needs. I, along with Brigham Young University, am committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on
the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895, D-282 ASB.

**Class Schedule** This is a tentative schedule and is subject to change.

**Aug. 30** Introduction

**Sep. 1** Century of Dishonor: The Indian Frontier and Beyond  
Assignment: p. 468-70, 478-82

**Sep. 6** Economic Opportunity on Frontier  
Assignment: p. 471-77, 482-93

**Sep. 8** The West Through Women's Eyes

**Sep. 13** Industrial Change and Opportunity  
Assignment: p. 495-503

**Sep. 15** The World of the Factory Worker  
Assignment: p. 503-21; Lytle and Davidson, 203-228 - Blackboard Quiz

**Sep. 20** Uprooted or Transplanted?: The Immigrants' World  
Discussion of The Jungle/QUIZ  
Assignments: p. 523-49/ Lytle and Davidson, 229-53 - no blackboard quiz

**Sep. 22** "Raising Less Corn and More Hell": The Politics of Protest and Accommodation in the 1890s  
Assignment: p. 551-78

**Sep. 27** Social Control and Reform: The Progressive Impulse  
Assignment: p. 580-595

**Sep. 29** The Progressives' Achievements  
Assignment: p. 595-606

**Oct. 4** Redeemer Nation: The "Splendid Little War"  
Assignment: p. 608-34

**Oct. 6** The First World War, the Great Betrayal and "Petticoat Government"  
Assignment: p. 640-67

**Oct. 11** The Roaring Twenties  
Assignments: 670-91  
Lytle and Davidson: 256-83 - Blackboard Quiz

**Oct. 13** Optional Review Session

**Oct. 14-19** MIDTERM IN TESTING CENTER

**Oct. 18** Hollywood and American Morals in the Silent Film Era

**Oct. 20** Nothing to Fear but Fear Itself": The Great Depression and New Deal  
Assignments: p. 692-728  
Davidson and Lytle, 284-308 - Blackboard Quiz

**Oct. 25** Pearl Harbor/America at War  
Assignment: p. 731-60

**Oct. 27** Discussion of Desert Exile/QUIZ

**Nov. 1** The Collapse of the Grand Alliance and the Onset of the Cold War  
Assignment: p. 766-78, 788-94; Davidson and Lytle, 310-338 - Blackboard Quiz

**Nov. 3** The Cold War at Home: McCarthyism and Nuclear Testing  
Assignment: p. 779-88, 795-816; Davidson and Lytle, 339-63 - Blackboard Quiz

**Nov. 8** Public Policy from the Fair Deal to the Great Society  
Assignment: p. 823-27, 832-35
Nov. 10  The Ordeal of Vietnam
      Assignments: p. 829-30, 835-39, 847-50; Davidson and Lytle, 420-446
      *Blackboard Quiz*

Nov. 15  “Let the Trumpet Sound!”: The Civil Rights Movement, Part I
      Assignment: p. 816-22, 827-29, 831-32, 843-46

Nov. 17  The Civil Rights Movement, Part II
      Discussion of *Coming of Age in Mississippi* and
      *Autobiography of Malcolm X/QUIZ* (read one of the books)

Nov. 29  The Student Movement, the Women’s Movement and the Fight for the Equal
      Rights Amendment
      Assignment: 839-43, 854-75

      Assignment: p. 875-81, 886-97; Lytle and Davidson, 396-418- Blackboard Quiz
      TERM PAPER DUE

Dec. 6   A New World Order: America from the End of the Cold War to the War on Terror
      Assignment: p. 897-913, 952-59, 967-76

Dec. 8   Student Reports

Dec. 14  Final Exam 5:45 p.m.