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Modern American History AMH 2020/2042

Dr. April Merleaux

Fall 2016

Tuesday-Thursday, 9:30-10:45am, Ryder Business Building 120

Office: DM 371b

Office Hours: Tuesday and Thursday 2-3:15 and always by appointment

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Course Description

What do you think the study of history is? Do you think it is mostly about memorizing facts and dates? Do you think it is mainly focused on important leaders, wars, and major events? Do you think that history has anything to do with your own life?

In this class we will take apart many common misconceptions about history as a field of study. You might have to unlearn some things you learned in other history classes. For one thing, historians do not sit around discovering and memorizing facts. Historians use dates, details, and information in service of other, more interesting goals.

Most historians think of our job as primarily about interpretation, detecting patterns of change over time, and reassembling stories that no one has heard before. We do so by asking a lot of questions, and using particular kinds of research to answer our own questions. In this class, I invite you to be a historian by asking and answering your own questions about the past. I will offer you a number of tools (including many dates and facts) to guide you in asking and answering such questions. I hope you take away from this class some habits of inquiry that you can use no matter what you chose to do in your life. You will practice skills of critical reading, effective writing, and attention to detail which will make you a stronger job candidate regardless of your chosen career. You will also learn about the United States between the 1860s and the 1960s. This knowledge provides valuable cultural and political literacy that helps us be informed, engaged residents of the United States.

Course Objectives

This course fulfills your historical foundations core requirement (for history majors) and the **University Core Curriculum's Humanities in Writing** requirement (for all students). In order to meet the requirements, you must achieve a grade of C or better. The following course objectives relate specifically to the writing goals for the course. Students will be able to:

- closely analyze written and visual primary sources
- read scholarly texts for argument and evidence
- select evidence to prove a thesis
- draw conclusions beyond those that are immediately obvious from the evidence
- write a paper that has a clear thesis, evidence organized into logical paragraphs, and a conclusion

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This is also a **Global Learning Foundations course** that counts towards your Global Learning graduation requirement. One of the themes of this course will therefore be the ways that different groups of people interacted over the period covered by the course. Students will”

- Recognize that U.S. history cannot be understood in isolation from people and events from around the world. (Global Awareness)
- Construct an evidence-based argument demonstrating how local, regional, national, and global events shaped the interactions of two or more groups in the United States. (Global Awareness)
- Recognize that history is comprised of multiple stories, representing diverse experiences and perspectives (Global Perspective)
- Construct an evidence-based argument that integrates multiple perspectives on an issue in Modern US History. (Global Perspective)
- Consider different perspectives on a problem or controversy related to Modern US History and attempt to reach a resolution about it. (Global Engagement)

The history specific course objectives are that students will:

- Learn about and be able to explain some of the key developments in United States history between the 1860s and the 1960s
- be able to ask historical questions of any source you encounter, past or present
- apply chronological thinking to your study of past and current events
- apply knowledge of historical events to the analysis of primary source documents
- recognize the value of historical analysis for solving contemporary problems
- classify documents as primary or secondary sources using historians' criteria

Required Materials

You do not need to buy any books for this course. I provide all readings as pdf or websites. All required readings will be posted on the class website on Blackboard Learn in pdf format. **You must bring a copy of these readings to class on the day when they are due. I prefer that you bring a hard copy.** However, I understand that printing can be expensive so it is sometimes more convenient to use a tablet or e-reader. **Please do not expect to use your phone to do the course reading. The PDFs will not show up well on the small screen.** I would also prefer that you not use a laptop for this purpose as these can be distracting and get in the way. The best practice is to print the reading assignments if you can.

Types of Assignments

Class assignments will give you practice with college-level reading and writing, and help you learn some of the habits of inquiry shared by historians. I will always try to explain why I am requiring an assignment. Feel free to ask if you aren't sure why I've asked you to do something. The next few pages will describe each of the major types of assignments you will have in this course. Descriptions of the specific assignments are at the end of this document.

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Team work I will assign you into small teams during the first week of class, based on your responses to the Student Interests Survey, due Friday. Your team will stay together for the entire semester. Plan to always sit near each other. During most class sessions, you will do at least one activity together.

Reading There are required reading assignments for every single class session. These are listed in Blackboard Learn. All reading assignments are in pdf format in Blackboard Learn (see below). I have also provided you with links to articles in the free online history textbook called *Digital History*: <http://www.digitalhistory.uh.edu/index.cfm> All readings are required. You should plan to complete the reading in advance of the class session for which it is listed. Lectures and activities in class will build on the readings. Since all readings will be posted in pdf (and are thus free), there is no excuse for not having them or using them to complete assignments.

Reading quizzes In order to guide your reading, I have designed reading quizzes for each week. The quizzes are open book and open note. They are meant to assess your comprehension of the reading, and help you understand the reading better. Online reading quizzes are due before the start of class. The quiz will close and not be available to you after class starts on Tuesday. After you take the online reading quiz by yourself, you will take the exact same reading quiz in class with your team. Both quiz grades will count as part of your final course grade. The quizzes are based on the reading assigned for Tuesday. I do not allow make-up quizzes. If you have formal note from a third party (doctor, court, police officer, employer etc., but not your grandmother, brother, or bff), documenting a legitimate excused absence, I will exempt the missed grade from your grade calculation. Note that if you missed an individual quiz, your note will need to cover the entire week prior to the due date (since quizzes will be available for a week). For the same reason, I will not excuse quizzes missed because of technical problems.

In-Class Active Learning Activities During class we will do different kinds of activities. Sometimes I will lecture; I expect that you will take notes on the lectures. We will also have small group discussions and activities, often with assignments that your team will turn in at the end of class. These assignments build on readings, so come to class with copies of readings assigned for that day. In class we will practice the skills you need to write successful papers and do well on exams. We will work on projects, review readings, and compare notes with each other. I have structured the class intentionally to reward students who come to every class.

Formal Papers For Gordon Rule Writing Courses, the State of Florida requires that you complete three writing assignments, accounting for at least 50% of your grade. These assignments must be thesis-based, argumentative, and evidence-based, and they must increase in complexity. I have designed writing assignments to give you practice and develop skills in writing about history and considering multiple perspectives from the past.

Midterm Exam There will be an in-class midterm. The test will give you an opportunity to review topics and skills we've covered in the first half of class. The questions are all short essays. I will describe it in more detail and give you a study guide later in the semester.

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Grading Your final grade will be based on the following:

Quizzes, Exams, and In-Class Activities

- Weekly Reading Quizzes (team and individual combined) -- 15%
- In-class active learning activities (team and individual) – 10%
- Midterm Exam– 15%

Writing Assignments

- Mini-paper 1 -- 10%
- Mini-paper 2 -- 10%
- Essay 1/Revision of mini-papers -- 10%
- Essay 2 -- 15%
- Essay 3 – 15%

You must complete all writing assignments to receive credit for this class.

I will do my best to maintain the gradebook in Blackboard Learn. However, you are ultimately responsible for keeping track of the accuracy of the grade information there. Do not wait to ask me about anything that seems incorrect to you.

Announcements

I keep the course website updated, so that is the first place you should check to see what's going on. Check the schedule of assignments before every single class. It is your responsibility to be aware of the information posted on Blackboard.

If I need to reach you personally, I will send you a message using your FIU student email address. Because there are so many students in this class, I cannot keep track of other email addresses. If you do not regularly check the FIU account, you must set it up to forward to an account you do check.

Communicating with the Professor

My email is amerleau@fiu.edu and I am happy to hear from you. I generally try to respond to emails within 24 hours. If you don't hear back from me within 36 hours, feel free to send me a follow up email. I maintain weekly drop-in office hours as a time dedicated to answering your questions and helping you succeed in the course.

If you are having trouble understanding the course material or policies, are concerned about your progress in the course, or have other questions, please stop by during weekly office hours. Please do not wait until the last minute to contact us with problems. The appropriate time to discuss your performance in the course is during the semester, not at the end of it.

I respond to formally composed emails. Remember that this is not an email or text to a friend. This means you should begin the email with "Dear Professor Merleaux" (or "Dear Dr. Merleaux"), use

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please and thank you when appropriate, and sign your name at the end of the email. The Dr. indicates that I have earned a Ph.D. I prefer not to be called Miss, Ms. or Mrs.

I will never discuss grades over email—you must make an appointment or come to office hours.

Assistance with Writing Assignments

Dr. Merleaux's drop-in office hours should be your first stop if you have any confusion or questions about the paper assignments. You can also send an email with specific questions.

The FIU History Department employs peer writing tutors who are trained to help students in 2000-level history courses write stronger papers. This is an excellent, free resource. You can contact them by emailing histutor@fiu.edu or calling the main History office at 305-348-2328.

FIU has a writing center whose mission is to help students improve their writing. I encourage all students to make an appointment in advance to use this service. <http://w3.fiu.edu/writingcenter/>

Late Papers

I do not accept late quizzes. I DO accept late papers. I set due dates to help you pace your work and to help me pace my grading work. However, I know that my deadlines do not always match the schedules created by your other professors or your outside obligations.

I will deduct points from any assignment you turn in late. How many points depends on how late the assignment is and how many times I've reminded you to submit it. The likelihood of failing the class increases drastically if you miss any of the major assignments (check the assignment grade break-down, above). It will always be better to turn in late assignments rather than receiving a 0 for something that is worth 15% of your overall grade. At the end of the semester, I will announce a final deadline after which I will no longer accept any late work.

Sometimes students don't turn in assignments on time because they are confused about what the professor expects or how to do the assignment. If you find yourself in this situation, ASK ME FOR HELP. Procrastination is a real problem for many students. Luckily there are strategies that can help. Here is a [brief reading](#) for procrastinators.

Make-Up Exams and Quizzes

There will be online and in-class quizzes each week and an in-class midterm exam. **I do not allow make-ups for any quizzes.** Online quizzes will be available from Tuesday afternoon until the following Tuesday morning. In other words, you will have a whole week to complete each quiz. If you miss an online reading quiz, you will need to provide documentation of illness (or other serious problem) *for the entire period during which the quiz was open.* In other words, if you wake up on Tuesday morning and are sick, I will not excuse the quiz since it will have been available since the previous Tuesday. I will also not excuse quizzes that you miss because there was a technical problem after midnight on Monday. If all students wait until Tuesday morning to complete the quiz, the system slows down and you will have technical problems. **DO NOT WAIT UNTIL THE LAST MINUTE.** Only a doctor's note (or other formal, third party excuse) will be accepted if you miss an exam or

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quiz. If you provide a formal excuse, I will exempt the grade so that you do not receive a 0 for the reading quiz.

Online reading quizzes must be completed before class on Tuesday. Blackboard will automatically close the quiz at the beginning of class.

Because the Midterm Exam is worth 15% of the grade, I will allow students to make up the exam. You must have a doctor's note (or other formal, third party excuse, see below) in order to make up the exam. Out of fairness to all, I will not make any exceptions to this policy.

Excused Absences

My expectation is that you will make your best effort to attend every class. Nonetheless, I know that FIU students live busy, complicated lives and this is not always possible. There are many reasons that students miss class, including medical emergencies, military training, jury duty, religious observances, and he like. To excuse an absence, I need to receive a formal letter or document that indicates that you, specifically, are unavoidably occupied at the specific time and date of our class. The letter cannot come from a relative. I prefer that it be on letterhead (the formal stationary with a company's logo on top). I have accepted letters from doctors, courts of law, and even mechanics.

Laptops and Other Electronic Devices

Out of respect for the Professor and for the other students in the course, I ask that all cell phones, game consoles, music players, and other wireless devices be turned off for the duration of class. Texting, checking twitter, snapchat, listening to music, watching videos, answering calls, etc., during class is disrespectful and disruptive.

I do allow laptops, tablets, and e-readers because I know that it can be expensive to print all of the required readings. We will also use devices sometimes to do research in class. However, I expect that laptops will be used to access course readings, take notes, or complete research assignments, not to surf the web, complete homework for other classes, or check email.

I will ask you to leave class if your behavior is disruptive, and inappropriate use of electronics can be very disruptive.

Note that phones are not an acceptable way to access the course readings. Many of the readings are in pdf format, and are not optimized for viewing on a phone. If you do not print, you must bring a tablet or laptop.

Team Based Learning

I feel strongly that discussion and exchange is a crucial part of any college education. But this can be difficult to get when there are so many people in a class. I will give many lectures during the semester, but more of our time will be devoted to discussion and learning activities that give you a chance to be an active rather than passive participant in the course. In this course we will be using a particular approach called Team-Based Learning. We will form permanent teams on the second day of class, and you and your team will stick together throughout the entire semester. Teams are different from other kinds of small group work because you will get to know each other, and you

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will work together in class regularly. Your grades in the class will be based mostly on your individual effort, but some team activities will be included. I have found that team grades are generally higher than individual grades.

One of the most important aspects of the Team-Based Learning approach is what is called the Readiness Assurance Process. Readiness Assurance Tests are essentially quizzes which do two things: assess whether team members have completed reading assignments, and give team members a chance to help each other understand those readings better. Every week you will take an individual online reading quiz, due before class. In class on Tuesday, you and your team will take the exact same quiz together. You will have the chance to discuss and debate your answers. Almost without exception the team grade is higher, and so you will all get a little bit of a grade boost. In order to be prepared for these quizzes you **MUST COMPLETE ALL READING ASSIGNMENTS BY THE DUE DATE LISTED IN THE COURSE SCHEDULE BELOW**. We will grade the team quizzes together in class so that you will have immediate feedback on how well your group understood the reading assignments. Both the individual and team scores will count towards your grade. There are absolutely no make-ups for team quizzes. If you miss class, you will get a 0 for that portion of the grade. If you have a valid medical note from a physician (or other acceptable third-party excuse), I will exempt the 0 from your grade calculation.

Plagiarism

Using other people's research or writing without properly quoting and citing their work constitutes a serious problem for you and for the University as a whole. Plagiarism and other forms of academic dishonesty will not be tolerated. If you are caught plagiarizing or cheating, you risk being expelled as per University policy. In this and all other respects I expect you to adhere to the FIU Student Standards of Conduct http://www2.fiu.edu/~jms/standards_of_conduct.htm

Because the rules for citation, paraphrasing, and quoting can be difficult to understand, you must complete a plagiarism tutorial available in Blackboard by the end of the second week of class. After you read all sections in the tutorial, you will take a quiz on the information. This is a graded assignment with a minimum passing grade of 85%. Keep taking the quiz until you earn at least 85%.

We will not grade any of your papers until you have passed this quiz with at least an 85%.

Your written work will be screened using Turnitin, which is plagiarism detection software.

If there is a problem, I will follow the procedure outlined by the Dean of Undergraduate Education at FIU. This may include an informal or formal resolution.

If you find yourself tempted to copy text from a book, website, or friend, I urge you to seek help. The assignments are designed to be doable by students who have not taken history classes before. If you do not understand what I am asking you to do, your first option should be to speak with me.

Disabilities and Learning Differences

I am happy to work with you and the Disability Resource Center to make appropriate accommodations. However, in order to receive accommodations in testing or other assignments, students with disabilities must register with the Disability Resource Center 305-348-3532, GC 190.

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For more information see <http://drc.fiu.edu/index.php> Please follow up with me immediately after the DRC has sent the notification. Please also complete all forms regarding testing well in advance of the testing date.

Schedule

Week	Dates	Topics	Assignments Due
Week 1	8/23/2016 8/25/2016	Introductions	Course Policies Module
Week 2	8/30/2016 9/1/2016	Reconstruction	Reading Quiz Plagiarism Tutorial
Week 3	9/6/2016 9/8/2016	Political Violence Western Expansion	Reading Quiz Mini-Paper 1
Week 4	9/13/2016 9/15/2016	19 th century economy Western Expansion	Reading Quiz Mini-Paper 2
Week 5	9/20/2016 9/22/2016	Labor and Immigration	Reading Quiz
Week 6	9/27/2016 9/29/2016	Class and Capitalism Gilded Age Reform	Reading Quiz Paper 1
Week 7	10/4/2016 10/6/2016	Consumer Culture Expansionism	Reading Quiz
Week 8	10/11/2016 10/13/2016	World War I Red Scare/Nativism	Reading Quiz
Week 9	10/18/2016 10/20/2016	1920s	Midterm Exam
Week 10	10/25/2016 10/27/2016	1920s Immigration Exclusion	Reading Quiz
Week 11	11/1/2016 11/3/2016	Great Depression New Deal	Reading Quiz Paper 2
Week 12	11/8/2016 11/10/2016	World War II Civil Rights	No quiz!
Week 13	11/15/2016 11/17/2016	Civil Rights	Reading Quiz
Week 14	11/22/2016 11/24/2016	Thanksgiving	
Week 15	11/29/2016 12/1/2016	Civil Rights 1960s Social Movements	Reading Quiz Paper 3

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Assignment Descriptions

Mini Paper 1

This assignment is the first step in a multistep assignment, which will culminate in your first formal paper. This mini-paper is due on **September 10 at 5pm**.

Read the primary source excerpt, *Report of the Select Committee to Inquire into the Mississippi Election of 1883*. 48th Congress, 1st session. Senate Report no. 512. (Washington, D.C.: Government Printing Office, 1884). The excerpt is available on Blackboard.

Your task is to **describe** the primary source, using specifics, details, and appropriate quotations. This is a **descriptive** assignment. You do not need to offer an interpretation or opinion about the source for this mini-paper. Your basic task is to answer the what, who, when, where, why questions about this source. Also, describe the main ideas and opinions that its authors present. If you suspect that they have any hidden assumptions, you may wish to describe these. For tips on using specifics and details to describe sources, review the “Writing about History” Handout on Blackboard.

Your paper should be 300-400 words maximum. You must use correctly formatted footnote citations to indicate which page you are referring to when you quote the primary source or when you describe something it says. Please review the “Footnote FAQ” Handout for instructions.

Mini-Paper 2

This assignment is the second step in a multistep assignment, which will culminate in your first formal paper. This mini-paper is due on **September 17 at 5pm**. Your task is to use information from the **secondary sources** to **describe** the **historical context** for the end of Reconstruction and the conflicts over voting rights in the south in the 1880s.

Your basic task is to answer the what, who, when, where, why questions about African American voting in the 1870s and 1880s. For tips on using specifics and details to describe sources, review the “Writing about History” Handout on Blackboard.

What historical context do you need to understand the primary sources *Senate Report* on the Mississippi election and the excerpt from Bruce’s *The Plantation Negro*. What else was going on at the time these sources were created? How does that help you understand the sources better? BUT do not be confused. This mini-paper is not about those sources. It is about the historical context in which they were created.

This is a **descriptive** assignment. You do not need to offer an interpretation or opinion about the historical context, nor should you describe the primary sources. Review the **secondary source** readings I have provided about Reconstruction and disfranchisement of African Americans in the 1870s and 1880s, including Holloway, Hollitz, and *Digital History*. You may use any articles you find on *Digital History* as long as they are **secondary sources** not primary sources. You must cite information and ideas from each of these secondary sources.

Your paper should be 300-400 words maximum. You must use correctly formatted footnote citations to indicate which page you are referring to when you quote the secondary sources or when you describe information from them. Please review the “Footnote FAQ” Handout for instructions.

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Paper 1 Write a short paper (1300-1500 words, approx. 4-5 pages, double spaced) with a thesis statement and argument in response to prompt listed below. Due October 1, 5pm.

This paper, like all of the remaining papers, requires that you interpret primary source evidence in historical context, drawing from the assigned course readings. All of your papers must:

- closely analyze and describe primary sources using specifics and details
- use scholarly secondary source texts for evidence about the historical context
- select evidence to prove a thesis
- draw conclusions beyond those that are immediately obvious from the evidence
- write a paper that has a clear thesis, evidence organized into logical paragraphs, and a conclusion
- use correctly formatted footnote citations as described in the Footnote FAQ handout

This paper must also:

- Recognize that history is comprised of multiple stories, representing diverse experiences and perspectives (Global Perspective)
- Construct an evidence-based argument that integrates multiple perspectives on an issue in Modern US History. (Global Perspective)

Materials

All materials that you need to write this paper are available in the “Course Policies & Procedures” folder in Blackboard. All primary and secondary sources have also been assigned as course reading in Weeks 2 & 3 of the semester.

Primary sources: [available in Blackboard]

- excerpt from *Report of the Select Committee to Inquire into the Mississippi Election of 1883*. 48th Congress, 1st session. Senate Report no. 512. (Washington, D.C.: Government Printing Office, 1884)
- excerpt from Philip Alexander Bruce, *The Plantation Negro as A Freeman; Observations on His Character, Condition, and Prospects in Virginia* (New York: G.P. Putnam's Sons, 1889)

Secondary sources: [available in Blackboard]

- *Digital History* chapters on Reconstruction, Segregation, and voting in the Gilded Age
- Articles assigned for class by Hollitz and Holloway

Prompt: Both the authors of the *Report of the Select Committee* and Philip Bruce believed that the future of American democracy depended on whether or not African Americans participated in the political process. Their agreement ended there. How and why do the authors of the two primary sources differ in their views of African American political participation and voting in the 1880s? What does the contrast between these two perspectives reveal about American politics in the 1880s?

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The **argument** of your paper should be a detailed and specific answer to the above question, rooted in a close analysis of the primary sources and a clear explanation of the historical context drawn from the assigned secondary source readings.

You should incorporate into this paper **revised versions of Mini-Paper 1 and Mini-Paper 2. You must revise in accordance with the comments provided by the instructors** and in a way that makes sense with the argument you develop in answer to the essay **prompt**. Mini-Paper 1 and Mini-Paper 2 asked you to do some of the descriptive work that is required for this paper. Your task now is to **describe the other primary source, revise according to feedback, and develop an argument**. You should use that argument to organize your paper.

Note that this question does not ask you to evaluate which of the two documents you agree with, nor does it ask you to evaluate whether either document is reliable or biased. Both documents are reliable sources of evidence about what their authors thought at the time, and both authors have biases and underlying assumptions. Your task is to explain how these two contrasting perspectives—with two very different sets of underlying assumptions—emerged from the same historical context in the 1870s and 1880s.

Formatting Requirements

- Typed, double-spaced, 12 pt-font, 1" margins
- 1300-1500 words; or about 4-5 double spaced pages NOT including footnotes
- Include a header (single-spaced) that lists your name, your Panther ID, the date
- Use footnote citations, including a page number (see my Footnote FAQ handout for step-by-step instructions) You do NOT need to include a bibliography or works cited page!
- Review for errors of spelling and grammar—this is a formal written report! I recommend using the advanced spelling and grammar check functions in MS Word.
- Submit the paper online using the appropriate turnitin link on Blackboard Learn; turnitin is plagiarism detection software.
- Use quote marks and correct footnote citations with page numbers to protect yourself from being accused of plagiarism

Paper Organization

Your paper must include an *introduction*, several distinct *body paragraphs*, and a *conclusion*.

Your introduction should not begin with broad, overly general statements, but instead should introduce the specific time, place, and topic you are writing about. Do not assume that your reader knows anything about the history you are describing. Your introduction should also include a) a thesis statement that interprets your primary sources within the historical context, and b) an overview of how the remainder of your paper will be organized (a “roadmap” for your reader).

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Your body paragraphs should each be organized around a main idea, and should offer evidence to support that main idea. Be sure that your paragraphs each have a topic sentence. Check to be sure that all of the evidence you offer in the paragraph relates to and supports that topic sentence.

Your conclusion should summarize your ideas and suggest connections to course themes.

Getting Help on the Assignment

Unless you happen to live with a history professor or graduate student, you probably won't be able to get good help at home. Your cousin, uncle, mom, or best friend might be able to tell you whether you have spelling and typographical errors. They may be able to help you pinpoint places where your organization could be improved. But in all likelihood they will not know what makes a good history paper. For that reason, your first stop should be Dr. Merleaux or one of the Teaching Assistants.

Remember that a good history paper does not necessarily look like a good paper for an English, Criminology, Philosophy, or Psychology class. Every discipline has its own conventions. To succeed on this paper, you should familiarize yourself with what history papers are like. For further descriptions of how to approach assignments like this, see Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, excerpts from Chapter 4 (available on Blackboard).

The History Department offers **free tutoring** for students working on history papers. This is available 5 days per week. Call 305-348-2328 or email [hisorator@fa.edu](mailto:historator@fa.edu)

You may also visit the professor and teaching assistants during their drop-in office hours.

Paper 2 Write a short paper (1300-1500 words, approx. 4-5 pages, double spaced) with a thesis statement and argument in response to one of the two prompts listed below. Due November 3, 5pm.

This paper requires that you interpret primary source evidence in historical context, drawing from the assigned course readings. All of your papers must:

- closely analyze and describe primary sources using specifics and details
- use scholarly secondary source texts for evidence about the historical context
- select evidence to prove a thesis
- draw conclusions beyond those that are immediately obvious from the evidence
- write a paper that has a clear thesis, evidence organized into logical paragraphs, and a conclusion
- use correctly formatted footnote citations as described in the Footnote FAQ handout

This paper must also:

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- Construct an evidence-based argument demonstrating how local, regional, national, and global events shaped the interactions of two or more groups in the United States. (Global Awareness)
- Construct an evidence-based argument that integrates multiple perspectives on an issue in Modern US History. (Global Perspective)

Answer ONE of these questions:

1. How do Italian immigrants Cairolì Gigliotto [Document A] and Constantine Panunzio [Document B] characterize their own experience of Americanization? Consider how each author responds to proposed immigration restriction. You should also consider Document C, a Letter to the Editor of the *New York Times* by Luigi Criscuolo. Support your analysis of the documents with contextual information from the secondary sources, including articles by Robert Orsi, Mae Ngai, Gunther Peck, the Wheeler chapter on World War I, and the online textbook *Digital History*. [Documents A, B, & C]
2. How do the speeches in favor of the 1924 Immigration law [Documents D & E] justify immigration restriction? Compare and/or contrast those sources with Cairolì's testimony on immigration restriction [Document A] and Criscuolo's letter to the editor [Document C]. Support your analysis of the primary sources with contextual information from the secondary sources, including articles by Robert Orsi, Mae Ngai, Gunther Peck, the Wheeler chapter on World War I, and the online textbook *Digital History*. [Documents D, E, A, C]

Your answer to 1 of these questions will be your thesis. A thesis is an interpretation of the primary sources in the appropriate historical context, supported with context from the secondary sources.

Materials

All materials that you need to write this paper are available “Course Policies & Procedures” >> “Paper Two” folder in Blackboard. All primary and secondary sources have also been assigned as course reading in previous weeks of the semester.

Primary Sources [all available on Blackboard]

- Statement of Mr. Cairolì Gigliotto, Editor of the *New Comer*, Chicago, Illinois, January 4, 1924, *Hearings before the Committee on Immigration and Naturalization*, House of Representatives, U.S. Congress, 68th Congress, 1st Session, Section 1-A (Washington, D.C.: Government Printing Office, 1925).
- Constantine M. Panunzio, *The Soul of an Immigrant* (New York: The MacMillan Company, 1921).
- Luigi Criscuolo, “The Foreign Language Press,” *The New York Times*, October 5, 1924.
- “Favor Strict Curb on Immigration,” *The New York Times*, February 3, 1924.
- “Immigration Group Likes Quota Policy,” *The New York Times*, July 10, 1927.

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Secondary Sources [all available on Blackboard]

- Articles by Orsi, Ngai, Peck, and Wheeler (on WWI) in the course library. In that folder there is a supplementary article on Italian immigration written by Donna Gabaccia. You should use and cite information and ideas from as many of these as possible.
- Any section in *Digital History* <http://www.digitalhistory.uh.edu/> You are most likely to find useful background in the section on the 1920s. I have provided a separate handout with links to the most relevant *Digital History* articles, which you can find in Blackboard.

Citing Your Sources I have provided two handouts explaining exactly what I expect in terms of citations. I expect you to use footnote citations, formatted following the Chicago Manual of Style. Before you freak out because you don't know what that means, please read the handouts explaining how to do these footnotes. You do not need a works cited page or a bibliography.

Formatting Requirements

- Typed, double-spaced, 12 pt-font, 1" margins
- 1300-1500 words; or about 4-5 double spaced pages NOT including footnotes
- Include a header (single-spaced) that lists your name, your Panther ID, the date
- Use footnote citations, including a page number (see my Footnote FAQ handout for step-by-step instructions)
- Review for errors of spelling and grammar—this is a formal written report! I recommend using the advanced spelling and grammar check functions in MS Word.
- Submit the paper online using the appropriate turnitin link on Blackboard Learn; turnitin is plagiarism detection software.
- Use quote marks and correct footnote citations with page numbers to protect yourself from being accused of plagiarism
- You do NOT need to include a bibliography or works cited page!

Paper Organization

Your paper must include an introduction, several distinct body paragraphs, and a conclusion.

Your introduction should not begin with broad, overly general statements, but instead should introduce the specific time, place, and topic you are writing about. Do not assume that your reader knows anything about the history you are describing. Your introduction should also include a) a thesis statement that interprets your primary sources within the historical context, and b) an overview of how the remainder of your paper will be organized (a “roadmap” for your reader).

Your body paragraphs should each be organized around a main idea, and should offer evidence to support that main idea. Be sure that your paragraphs each have a topic sentence. Check to be sure that all of the evidence you offer in the paragraph relates to and supports that topic sentence.

Your conclusion should summarize your ideas and suggest connections to course themes.

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Getting Help on the Assignment

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Remember that a good history paper does not necessarily look like a good paper for an English, Criminology, Philosophy, or Psychology class. Every discipline has its own conventions. To succeed on this paper, you should familiarize yourself with what history papers are like. For further descriptions of how to approach assignments like this, see Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, excerpts from Chapter 4 (available on Blackboard).

The History Department offers **free tutoring** for students working on history papers. This is available 5 days per week. Call 305-348-2328 or email histutor@fiu.edu

You may also visit the professor and teaching assistants during their drop-in office hours.

Paper 3 Write a short paper (1300-1500 words, approx. 4-5 pages, double spaced) with a thesis statement and argument in response to one of the two prompts listed below. Due December 3, 5pm.

This paper requires that you interpret primary source evidence in historical context, drawing from the assigned course readings. All of your papers must:

- closely analyze and describe primary sources using specifics and details
- use scholarly secondary source texts for evidence about the historical context
- select evidence to prove a thesis
- draw conclusions beyond those that are immediately obvious from the evidence
- write a paper that has a clear thesis, evidence organized into logical paragraphs, and a conclusion
- use correctly formatted footnote citations as described in the Footnote FAQ handout

This paper must also:

- Consider different perspectives on a problem or controversy related to Modern US History and attempt to reach a resolution about it. (Global Engagement)
- Recognize that U.S. history cannot be understood in isolation from people and events from around the world. (Global Awareness)

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One type of primary source that some historians use to learn about recent events is called **oral history**. Oral histories are a type of primary source based on interviews with people who directly experienced an event or time period. Interviewing people can give you evidence about events or experiences that might not have been recorded in any other way. Interviews can highlight voices that do not usually make it into the historical record. Ordinary people share their experiences. Oral history interviews also offer you a way to make a connection between the topics we have covered in class and your own family and community.

You will have the choice of two topics. Both topics share the same procedure, which has three parts.

Part 1: Review the current public debate on your chosen topic. For this purpose, we will use the *New York Times* “Room for Debate” section. I have provided a link for each of the topic choices. Be sure to read the introduction to the topic and all of the different debaters’ perspectives.

Part 2: Interview two people on one of the topics described on page 2. You must choose people who are older or younger than you to interview. Ideally you should interview 1) someone of your grandparents’ generation, 2) someone of your parents’ generation, and then 3) think about your own experience. Ultimately you will write about 3 people, including yourself.

Part 3: Write a paper that **summarizes and explains** what you learned from your interviews, that places your own experience in the story, and that takes a position on the current debate. Your paper must use relevant historical context, must be organized chronologically (starting with the events longest ago), and must answer the key question for the topic you have chosen (See topic descriptions below).

BE SURE TO READ THE REST OF THE INSTRUCTIONS BEFORE YOU CONTINUE.

****IMPORTANT:** If you anticipate having a problem completing the interviews, you must make arrangements for an alternate assignment with Professor Merleaux (amerleau@fiu.edu) BEFORE THANKSGIVING BREAK. If you do not make alternate arrangements by Thanksgiving, you will be held accountable for this assignment.

TOPICS You should choose only one of the topics below (breakfast OR immigration).

CHOICE 1: Breakfast

Part 1: “Room for Debate” Section: “With Home Cooking, Is Feeding the Family, Feeding Resentment?” *New York Times*, September 21, 2014.

<http://www.nytimes.com/roomfordebate/2014/09/21/with-home-cooking-is-feeding-the-family-feeding-resentment> Be sure to read all of the debaters. Consider the different perspectives on the

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issue. Your task in this assignment is to consider how a chronological analysis of the issue might help us understand the issue better.

Part 2: Interviews – Interview at least **two older members of your family or community** on this topic, and then spend some time **reflecting on your own answers** to these questions. Choose people from different generations, e.g., a parent and a grandparent. Be sure to ask for dates (even if they are approximate) so that you can write a chronological narrative about how breakfast has changed over time in your family. You should at minimum have an idea of the decade in which each interviewee was born, and what else was happening in the world when they were kids.

Ask each person about the following topics:

- What did you eat for breakfast when you were growing up?
- Who prepared the food? Why? Was this always the case?
- Were there different foods for weekends versus week days?
- Did people in your household have strong ideas about who should be cooking? Was it men's work or women's work? Adult work or children's work?
- Ask about and record any details that might help explain any differences among the breakfasts—Did they live in a different kind of place (a small town, a big city, a different climate)? Did they have a lot more or less money? Were some foods unavailable? Why (poverty, rationing, etc)?
- Did their family have ideas about the proper kind of food for children to eat?
- If the breakfasts sound similar, ask about things that might be different. For example, if everyone you talk to remembers drinking milk, you could ask if the milk they drank came straight from a cow, from a can, or was it refrigerated?

If possible, record the interviews and transcribe what people say. Ask permission before making recordings. If recording interviews is not possible, take very careful notes. You will not turn in the transcripts or notes.

You are not limited to the questions listed above. Ask about and record any details that might help explain any differences among what your interviewees remember—did the people you interviewed live in another country? Did they immigrate? Were ideals or economic resources different in their country of origin? If your interviewees immigrated, then you should expect that the ways of organizing and thinking about food would be different than in the United States. What things have stayed the same despite immigration? What things have changed? Did arriving in the United States change people's ideas or resources in regards to food?

Part 3: Writing the Paper

- ✓ **Key question:** What evidence do these interviews and personal reflections offer about how food habits have changed in the late twentieth century? And, as the *New York Times* "Room for Debate" put it, "Is Feeding the Family, Feeding Resentment?"
- ✓ Your interview transcripts are your **primary source** for your final history paper. You should interpret this primary source evidence based on the historical context that you think is appropriate. Think about the historical context questions: When did it happen? What else was happening? How do those other events help you understand the source better?

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- ✓ A transcript of the interview will not be accepted in place of an interpretive paper. The interview is raw data. Your paper must synthesize that data into an interpretation.
- ✓ Write a narrative summary of your findings, including **your** experiences and memories on the topic. Include basic biographical information about the people with whom you spoke.
- ✓ The best papers will include carefully selected direct quotes from the interviewees. However, a transcript of your interview will not fulfill the requirements of the assignment. You must use the interviews and your own experience to tell a coherent story.
- ✓ What you write should be based on what you learn in the interviews, but MUST also include context from the secondary sources assigned for class, including Digital History and articles on food history and consumer culture.

CHOICE 2: Immigration

Part 1: “Room for Debate” Section: “Is Immigration Really a Problem in the U.S.?” *New York Times*, September 3, 2015. <http://www.nytimes.com/roomfordebate/2015/09/03/is-immigration-really-a-problem-in-the-us> Be sure to read all of the debaters. Consider the different perspectives on the issue. Your task in this assignment is to consider how a chronological analysis of the issue might help us understand the issue better.

Part 2: *Interviews* – Interview at least **two older members of your family or community** on this topic, and then spend some time **reflecting on your own answers** to these questions. Choose people from different generations, e.g., a parent and a grandparent. Be sure to ask for dates (even if they are approximate) so that you can write a chronological narrative about how experiences of migration have changed over time in your family. You should at minimum have an idea of the decade in which each interviewee was born, and what else was happening in the world when they were kids. *Ask each person about the following topics:*

- What events led you to decide to immigrate to the United States or to move within your country? Have you moved more than once? What factors contributed?
- How old were you? When did you migrate? Have you been able to come and go from your country of origin? Do you maintain strong family and friend relationships with people in your home country?
- Who in your family made the decision to migrate? Did everyone agree with the decision?
- What was the most difficult aspect of moving to a new country?
- What surprised you the most when you arrived?
- Did the laws of the United States make it easier or harder for you to migrate?
- What do you miss most about your life from before arriving in the United States?
- Do you maintain a sense of being a part of your home country’s culture? Do you have a sense of being an American? How do these two experiences co-exist?
- Which habits (food, clothing, politics, celebrations, religion, other...) from your home culture have you retained?
- If you did not immigrate to this country, but your parents or grandparents did, what were the major memories they shared with you about their immigration experiences?

Interview at least **two older members of your family or community** on this topic, and then spend some time **reflecting on your own answers** to these questions.

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If possible, record the interviews and transcribe what people say. Ask permission before making recordings. If recording interviews is not possible, take very careful notes. You will not turn in the transcripts or notes.

Choose people from different generations, e.g., a parent and a grandparent. Be sure to ask for dates (even if they are approximate) so that you can write a chronological narrative. You should at minimum have an idea of the decade in which each interviewee was born, and when major events took place.

You are not limited to the questions listed above. Ask about and record any details that might help explain any differences among what your interviewees remember. Think about what else was happening in the United States and in their country of origin at the time of migration. How might those events have shaped your interviewees' experiences. Note that the purpose of this topic is not to write either a celebration of the greatness of American freedom or a critique of the difficulties of life in the United States. Your goal should be to collect detailed and specific information and memories, and to explore how those memories relate to contemporary events.

Part 3: *Writing the Paper*

- ✓ **Key question:** Based on these interviews and personal reflections, how do people balance their sense of being American with their sense of maintaining their culture of origin? As the *New York Times* "Room for Debate" topic asks: "Is immigration really a problem for the United States?"
- ✓ Your interview transcripts are your **primary source** for your final history paper. You should interpret this primary source evidence based on the historical context that you think is appropriate.
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ADDITIONAL INFORMATION, APPLICABLE TO BOTH TOPICS

Citing Your Sources

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Formatting Requirements

- You will not receive credit for this assignment if you submit a transcript of your interviews. You must analyze and interpret the interviews, and provide several quotes from them. A transcript does not substitute for the paper.
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