

Utah State University

History 2710

History of the United States: 1877 – Present

Spring 2007

John D. Barton, Senior Lecturer

987 E. Lagoon St. 124-9

Roosevelt, UT. 84066

435-722-1734

john.barton@usu.edu

Call anytime and if I am not in my office, leave a voice mail and I will respond usually by the next day. If you leave a phone number for me to return a call, please speak clearly and slowly. I prefer students with questions send me an e-mail. I usually check my e-mail twice a day and will respond in a timely manner. Please indicate the course (History 2710) not *your history class* when you contact me by e-mail or phone.

Required texts:

Give Me Liberty: An American History; Vol. 2. Eric Foner

Documents to Accompany America's History 5th Edition; Vol 2. Kevin J. Fernlund, editor.

Meeting Schedule: Wed. 7:45 - 10:15

Jan. 10th Introduction, The Industrial Age or the Era of the Robber Barons: Liberal/Conservative

The rise of the Republican Party and merging with Big Business

Jan. 17th Laissez-faire economics New Inventions – Machine Age speed v. quality, national marketing

Jan. 24th Western Resources Railroad and Transportation

Jan. 31st **The Grapes of Wrath*

Feb. 7th Impacts on the environment, animals, 1887 pollution, mining, clear cutting timber

Political Machines Political Bosses, Social Darwinism

Feb. 14th Opposition to Big Business Labor Unions Sweat shops, child labor – Debt Peonage

Immigration

Native Americans – Wars and Reservations Dawes Act **Timeline Assignment Due.**

Feb. 21th Populism and The Green Backers Movement -- Interest and Inflation

Spanish American War.

Feb. 28th The Progressive Era 1900 - 1920, World War I

March 7th The Roaring 20's The Era of Frivolity The New Deal **Essay Journal Part I due.**

March 14th Spring Break

March 21st The New Deal

March 28th World War II

Post War and Modern Times Cold War: Korea:

April 4th Civil Rights

April 11th Johnson and the Great Society Viet Nam

April 18th **Essay Journal Part II Due.** The 60's and 70's Reagan and the move to conservatism

April 25th Clinton Bush and the election of 2000/2004 Gulf War War on Terrorism abortion, gay rights, intelligent creationism, the Pledge of Alligence, pluralism and mulitculturalism, English, border control,

immigration,

Objectives:

1. To assist each student understand the American Experience, both from a personal and a national level, and to examine our historic, economic, and political roles and responsibilities.
2. To assist each student understand what history is, what its role is in academics, and how to improve their critical thinking and writing skills.

Assignments: Note all assignments are to be submitted electronically to john.barton@usu.edu

1. Time-line assignment. Each student will create a time-line of the major eras from the Civil War to Modern Times including but not limited to: Industrial Era, Progressive Era, Roaring 20s, Depression, World War II, Cold War, Modern America, War on Terror. Within the time-line add sub-topics that define each era such as: Elections, Depressions, Wars, Political Events, Significant Legislation, Supreme Court Decisions, International events, Significant Inventions etc. Due Feb. 14th. **100 points possible.**

1. Essay Journal: Information for your essay journal will come from a combination of lectures and the text. In writing an essay answer the recommended method to ensure the most points is to 1) turn the question in to the topic **heading/thesis** of your answer. For example if the question read: “What caused the Civil War?” Your answer should start: “The Civil War was caused by ...” 2) then go to work on answering the question. After years of reading essay answers by students many times they do not answer the question asked or their answer is so general and/or vague that they do not get as good a score as they maybe could have had. Work into your answers **specific details and examples** from history, add interpretations and conclusions and use primary documents from the Document Reader. Remember that history is not merely remembering the past but interpreting the past. You must, to get full points, interpret and draw conclusions in addition to showing understanding of the material. Each identification should be about 1/4 page in length, essay answers should be some 2 typed pages in length, and the Major Essay (#10) should be 5 - 7 pages in length. Essays should be well written with an introduction, thesis, body and conclusion. Write in formal tone. Please use footnotes for annotation of your sources. **See information below on annotation and writing.** Note all assignments should be sent as e-mail to john.barton@usu.edu.

Journal Assignment I. Due March 7

Identifications: Essay Journal part A. Each id is worth 5 points for a total of 75 points.

1. Laissez-faire
2. Social Darwinism
3. Debt Peonage
4. Andrew Carnegie
5. Political Machine
6. William Jennings Bryan

7. Martin Luther King
8. Speakeasy
9. Rough Riders
10. Two Camp Theory
11. William Randolph Hearst
12. Spoils System
13. Upton Sinclair
14. Ngo Dinh Diem
15. Douglas MacArthur

Essay journal part B. Essays 1-9 are worth 25 points and Essay 10 is worth 75 points for a total of 300 points. Documents must be used on all essays to ensure full credit for all essay questions.

1. How did the Republican Party and Big Business come together to gain control of the 1865 – 1900 era? How did American's quest for Empire during that same time frame impact the era? Why is the 1865 - 1900's correctly considered both the Industrial Era and the Era of the Robber Barons?
2. What were some of the significant inventions of the Industrial Era and how did they impact life, business and economic growth? How did Western resources, when coupled with the railroad, have such an impact on the era?
3. What was progressive about the Progressive Era? How did it come about?
4. What led to the stock market crash on Oct. 29, 1929, and how did that trigger the depression? What were FDR's objectives with the New Deal? Why did many Americans during the Depression feel that socialism was the answer?
5. What was the Cold War? How did it start? What were some of the major contests in the Cold War? Joseph Stalin theorized in his Two-Camp Theory that capitalism would lead to communism. Demonstrate how the opposite was the eventual outcome. Be sure and include in your discussion the Truman Doctrine, Marshall Plan, etc.
6. Compare and contrast U.S. military intervention in Korea, Vietnam, and Iraq
7. What brought about the Civil Rights Revolution of the late 1950s and 1960s? How does it impact us today? Detail some of the changes that the 60s brought about that still affect us presently.
8. What were at least three issues that led the American Public to question their country in the 1970's and how did those concerns change in the 1980's?
9. Define multi-culturalism and pluralism. Why are these ideas both beneficial and harmful presently

10. This question is worth 75 points and should be 5-7 pages in length. In our present day, the United States is involved in every country of the world through business, trade, treaty, or sometimes military intervention such as Iraq. Yet just a few decades ago we were so deep into isolationism that we were determined to stay out of World War I and II. How did the United States move from an isolationist thinking country to world leader in the 20th Century? How is the U.S. involvement interpreted by its citizens and other countries throughout the world? Is the U.S. justified in its policy(s)? Defend your answer with logic and examples.

Grades

Timeline 100 points

Ids 75 points

Journal 300

Total 475.

University Grading Scale

A 100-93% A- 92-90% B+ 89-87% B 86-83% B- 82-80% C+ 79-77% C 76-73% C- 72-70% D 69-60% F 59% and below.

INSTRUCTIONS FOR WRITING AND ANNOTATING HISTORY: Good writing is expected on all assignments and the format for writing and annotation of history should follow Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* (University of Chicago Press, paperback 6th edition, see examples below). Include an introduction with a **clearly stated thesis**. The **body** of your paper/essay comes next and should include the narrative of events **and** your evidence and interpretations of arguments. Your arguments should be based on evidence not merely your opinion. One of the main points of college writing is forming informed arguments based on researched evidence and analysis of that evidence. **Use of documents to evidence your arguments is required.** The final part of your paper is the **conclusion**. This is not the place to introduce new evidence or arguments but to sum up those already outlined in the body of your paper. **Formal writing is expected on all assignments.** In formal writing avoid contractions, first and second person pronouns, colloquial expressions and slang, etc. Students commonly add “I think” or “I feel” to preface statements. This is poor form. First you had to think it to write it, so it is redundant, and secondly, it weakens your point.

Many students unknowingly **plagiarize**. ANY IDEA, NUMBERS, RESEARCH, WORDS (PARTS OF OR WHOLE SENTENCES, PARAGRAPHS, PAGES), ETC. THAT DOES NOT ORIGINATE FROM YOUR MIND, IF NOT SITED TO GIVE CREDIT TO THE SOURCE, IS PLAGIARISM. You must cite your sources on all assignments. If you do not points will be taken off your score. Blatant plagiarism will result in a failing grade.

Editing: What to look for in editing your paper: (This is the criteria used to grade your written work).

1. Clearly stated thesis and arguments. Is the argument logical? Supported with documents?
2. Is the paper in good form with introduction, body, and conclusion?
3. Are the requirements of the paper met? Length?
4. Sources: are there sufficient sources, are they annotated correctly? A good rule of thumb to

follow is one citation per paragraph in the body of your paper.

5. Conventions of writing: Punctuation, grammar, spelling, tone, flow, etc.

PROPER FOOTNOTING: A **footnote** refers to a note in an essay or paper which appears at the bottom of a page. An **endnote** is a note which appears at the end of a paper. Because most word processing programs (such as Microsoft *Word* or Corel's *Wordperfect*) make it easy to construct either kind of notes, and since footnotes are far easier to follow when reading a paper, all assignment need to include footnotes (not endnotes) in your paper(s) for this class. Historians use a particular kind of footnoting, popularized by the University of Chicago in its *Chicago Manual of Style*. It is sometimes known as Turabian style, after Kate Turabian who wrote, *A Manual for Writers of Term Papers, Theses, and Dissertations*, which condensed the original 700+ page book into a mere 300 pages. This short addition to the syllabus is to further condense these rules to just a few pages, including only the most common rules for citation of sources.

There are two main kinds of footnotes:

1) **Reference footnotes:** These are used to identify one's source for a quotation or idea used in a paper or to make cross-references. These are the most common kind of footnotes expected of college students.

2) **Content footnotes:** These are used to make less significant comments on the argument or on a particular source which are seen as important but might detract from the main argument if left in the text. They are also used to acknowledge individuals who have assisted the author in his or her research.

REFERENCE FOOTNOTES: The basic rules of reference footnoting are relatively simple. A reference footnote should be used any time a writer uses a reference material from another author or a **paraphrase** (putting into one's own words) of an idea, concept or story from another writer. In essence, whenever you use the intellectual property of someone else, either a quotation or a paraphrase, you should use a reference footnote immediately after the quotation or idea. This is known as giving a **citation** or "citing one's sources." There is a particular style for correctly giving a citation.

The first time you make use of a source in a footnote you should give a **full citation**. This includes the author's name, the title of the work, publication information and the page or pages on which the quotation or information is to be found. Every time afterwards when you cite this source you should give a **short citation**. This includes only the last name of the author and the page number, if this is the only work of that author which you are using in your paper. If you are using two or more works by the same author then you must distinguish between them by also including a short version of the title. Following are few examples of proper citation for sources from books and articles.

EXAMPLE #1: (For a book with a single author)

Full citation:

Maurice Keen, *Chivalry* (New Haven, Connecticut and London: Yale University Press, 1984), 14.

Short citation (only work by the author):

Keen, 156.

Short citation (other works by the same author):

Keen, *Chivalry*, 156.

EXAMPLE #2: (For a book with multiple authors)

Full citation:

Michael Schaller, Virginia Scharff & Robert Schulzinger, *Coming of Age: America in the Twentieth Century* (New York: Houghton Mifflin Co., 1998), 102.

EXAMPLE #3: (For a journal article)

Full citation:

Norman L. Jones, "Profiting from Religious Reform: The Land Rush of 1559," *Historical Journal*, v.22, no.2 (1979), 279.

EXAMPLE #4: (For an article found in a book)

Full citation:

Barbara Hanawalt, "Lady Honor Lisle's Networks of Influence," in Mary Erler and Maryanne Kowaleski, eds., *Women and Power in the Middle Ages* (Athens, Georgia and London: The University of Georgia Press, 1988), 189.

CONTENT FOOTNOTES: You should use a content footnote when you want to give additional information, explain more fully a part of your argument or discuss a particular source in more detail. You may combine a reference and content footnote, citing a source and then discussing it.

UNDERSTANDING AND THINKING HISTORY:

The study of history is sadly something that many people do not understand. It is, as most assume, a study of the past, but it is more than that. If we only study the past it is academic mind games and of little real value. Many of the people who feel some distaste for history likely had a teacher in their past who taught history only as an endless memorization of boring dates, facts and figures. **That is not history!** Although it is a part of history. History is examining the past, analyzing and interpreting it, and advancing valid arguments for what occurred, why it occurred, and how it is meaningful (how it may effect us) presently. As societal evolution continues to change how we perceive ourselves and interact with one another, how we interpret what occurred in that past also changes. Not that the facts about what occurred change – but how we explain how it relates to us changes. For example: Consider the former USSR. Their truths of just a few years ago were completely centered in a government directed truth of socialism. Since the USSR broke up would you expect the interpretation of the social contract that seems to have failed the Russian people to be interpreted the same as it was previous to the breakup? Hardly. So have the facts of Marxist doctrine changed? No, but the interpretation of its application and validity have certainly changed.

One of the most significant factors in history then is the ability to critically think about the material that you read and study from. Get familiar with the following questions that should be applied to the books and documents that you read for this class. As you do so you may notice that you start applying the same evaluation to many other things in your life such as the news, or commentary, politics and politicians, even the movies we watch. No longer do we simply take everything at face value. We question and analyze what we see and hear. This leads us to make our own interpretations on life not blindly accepting those that some want to share with you.

This doesn't make us jaded and cynical about life, just the opposite. We find life filled with a million questions that need to be answered: Why did that occur? How did that come about? Where did you get that information? Why are you telling me this? What is the real motive here? How does this relate to ...? Read and re-read these following questions until they become somewhat an automatic part of your thinking.

How to read and analyze Historic Documents: (Primary or secondary documents).

The major factors in reading and analyzing documents is to question:

1. What was the primary purpose or motive of the author in writing this document? Secondary purpose?
2. Who was the intended audience?
3. What are the author's biases?
4. What did this document evidence from the time or era? How is this document relevant to gaining an understanding of the contemporary times and people?
5. What did this document mean in a larger scale of the times? To future generations? To us presently? Does this document assist us in understanding the human experience? How?
6. Often to understand a document we need to gain an understanding of the history of the time and place to evaluate the document fairly and accurately. Then we can assess if it is consistent with what is generally assumed about the time, if it is not, how accurate is it? Why does it contradict what is thought? Remember **History is a series of arguments to be debated not merely a body of facts to be memorized**, therefore, if a document does not agree with other contemporary documents we do not necessarily throw it out, but carefully analyze it and advance an arguments based on reasonable thought.
7. One of the hardest parts of reading a document is recognizing our own bias. We cannot judge the past by present standards or our own belief and value system. Are we maintaining objectivity or subjecting the document to a view colored by our own experience and thoughts that may not be reflective of the time or place?

As we seek answers to these questions, we then interpret or advance arguments about the significance and relevance of the document. This is the beginning of critical thinking and analysis, which are key elements in understanding history.

Add/Drop, Incomplete Grades: Every semester students try to change their schedules without completing the necessary paperwork. Entry into any class after the scheduled registration time has passed requires an add card being completed. To withdraw from any class you must complete a drop card with registration. If you do not do so, you will receive a failing grade and still be financially responsible for the course. The only exceptions are medical or family emergencies and a petition for a late drop form must be completed and approved by the Dean of HASS. Incomplete grades are solely up to the instructor and are only considered if there are extenuating circumstances; poor performance in class is not an extenuating circumstance according to the USU Undergraduate Catalogue.

Late Assignments: If there is an unavoidable conflict with an assignment or test date, you must clear it with the instructor prior to the due date to ensure that the assignment will be accepted or an alternative date may be arraigned. Exceptions to this will only be considered if a genuine emergency has occurred. Documentation of such emergencies may be required. Any work handed in late without prior clearance from the instructor will have points deducted.

Academic Freedom and Professional Responsibilities (Faculty Code)

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. Faculty Code Policy #403 further defines academic freedom and professional responsibilities:

Academic Integrity - "The Honor System" Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students.

The Honor Pledge: To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

1. Espouses academic integrity as an underlying and essential principle of the Utah State University community;
2. Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
3. Is a welcomed and valued member of Utah State University.

Grievance Process (Student Code)

Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code:

Plagiarism

Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

Sexual Harassment

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at 797-1266.

Students with Disabilities:

The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille."

Lecture Outlines **History 2710** **John D. Barton**

The Gospel of Wealth

The Industrial Age or the Era of the Robber Barons:

Rise of the Republican Party and merging with Big Business

Laissez-faire economics

New Inventions – Machine Age speed v. quality, national marketing

Railroad and Transportation

Western Resources

Political Machines

Political Bosses organize voting districts control votes with force, money, bribery, trickery.

Social Darwinism

Monopolies and Holding Companies

Gilded Age:

Opposition to Big Business

Sweat shops, child labor – Debt Peonage

Immigration 26,000,000 come between 1870 - 1929

Labor Unions

Impacts on the environment, animals, pollution, mining, clear cutting timber,

Native Americans – Wars and Reservations Dawes Act 1887

Populism and The Green Backers Movement -- Interest and Inflation

1873-77 Depression

1877 R.R. Strikes

1879 Edison and Light

1886 AFL organized

1892 Steel Strike

1893-97 Depression

American Imperialism:

Alaska 1867 for 7.2 million from Russia

Spanish American War.

April 19, 1898 Sinking of the USS Maine, 260 Americans killed

August 12, 1898 Treaty of Paris, Cuba, Philippines, Puerto Rico, Guam, US pay 20,000,000

1898 Hawaii, Wake Island

1899 Samoa

Section III: The Twentieth Century

How did we move from Isolationism to World Power?

The Progressive Era 1900 - 1920

Grew out of the reformers after the 1896 election.

William Jennings Bryan and the Cross of Gold Speech: *“Burn down your cities and leave our farms and your cities will spring up again as if by magic. But destroy our farms and grass will grow in the streets of every city in the county. If they (gold forces) dare to come out into the open field and define the gold standard as a good thing we will fight them to the uttermost. We will answer their demand for a gold standard by saying: You shall not press down upon the brow of labor this crown of thorns: You shall not crucify mankind upon a cross of gold!”*

1900 Election and McKinley killed.

Teddy Roosevelt – First President to expand size and scope of Executive Branch.

Forest Service and BLM

attacks Big Business, Railroad, Meat packing, oil trusts with antitrust laws.

Panama Canal

muckrakers – Upton Sinclair *The Jungle*

150,000,000 acres of National Parks

Nobel Peace Prize

1908 election: Taft

1912 election Bull Moose Party

Woodrow Wilson *“He Kept Us Out of War!”*

World War I

Germany, Austria, Turkey v. Britain, France, Russia

Serbia

U.S. neutrality: 1914 - 1917.

Causes for U.S. entry:

1. Ethnic background
2. Trade
3. Pro-Allied Sympathy. Wilson and most Americans believe a German victory will hurt free trade and destroy government by law in Europe. Wilson believed in free market, non-exploitive capitalism, political constitutionalism for all nations to ensure world peace and good society.
4. May 7, 1915 *Lusitania* is sunk. 128 Americans died.
5. *Zimmermann Telegram* intercepted Jan. 1917 and Germany announced unrestricted submarine warfare.
6. Bolshevik Revolution

April 2, 1917 Wilson urges Congress for a declaration of war with the plea: “The World must be safe for democracy!”

51,000 U.S. dead, 230,000 wounded.

7 to 12 million total dead.

Nov. 11, 1918, Armistice Agreement

The Treaty of Versailles:

Big Four: Wilson, Lloyd-George, Clemenceau, Orlando

Germany guilty for war

Germany pay war reparations of 33,000,000,000

Wilson’s 14 Point Plan:

1-5 diplomacy of public view, freedom on seas, lower tariffs, reduce arms, decolonize empires

6-13 self determination for national groups in Europe – Austria, Hungary, Yugoslavia, Czechoslovakia,

Poland, from Russia: Finland, Estonia, Latvia, Lithuania

14 League of Nations
Wilson and the Republicans,

16th Amendment: 1913 Income Tax
17th Amendment: 1916 Direct Election of Senate
18th Amendment: 1919 Prohibition, Carry Nation
19th Amendment: 1919 Women's Suffrage

The Roaring 20's The Era of Frivolity

Big Business and post war optimism.
Materialism, cars, vacuums, washers, toasters.
Era of the Automobile, Henry Ford. 8 to 23 million cars in 1920s.
Charles Lindbergh 1927.
Movies – Clara Bow and Tom Mix
Puritan Ethic v. New Morality Speakeasies. Scarface.

Politics: Warren G. Harding most corrupt president in history, dies August 2, 1923
Calvin Coolidge
Herbert Hoover
Oct. 29, 1929
Stock and the Market.

The New Deal

Causes of the Depression:

1. Overproduction, declining farm prices, mounting debt, bankruptcies, and small bank failures all came together. The two mainstays of the economy: auto manufacturing and home building were in sharp decline.
2. Under consumption of goods.
3. Big Business – no balance of trade no competition,
4. Speculation on stock with borrowed cash
5. Economic troubles internationally.
6. Failed Federal Policies
 - a. Failed to regulate wild speculation on stock,
 - b. Failed to check corporate power.

Banks failed, runs on banks, Panic.

Unemployment rose from 4 to 13 million by 1933 – 25% unemployment nationwide.

Wages cut 40% Farm prices fell 60% - Drought, Foreclosures Dust Bowl. The Grapes of Wrath. Hobos and Tramps. America no longer a Garden of Eden – The dream perished.

Hoover rejects direct aid believing it will undermine the work ethic of the people. Finally starts some public works projects such as Grand Coulee, Boulder, and Hoover Dams.

The New Deal: Franklin Roosevelt won and brought on his coat-tails a majority to both the Senate and the House. “The only thing we have to fear is fear itself – nameless, unreasoning, unjustified terror.” He installed hope and courage.

Goals of New Deal:

1. Regulate Big Business
2. Immediate and Direct Relief to poor and unemployed
3. Centralized Economic Planning

How it was put into effect:

100 days Special Session of Congress pass 15 major bills including:

1. Banking Relief Bill
2. Economy Act – Balanced Budget
3. Agricultural Adjustment Act
4. CCC's
6. Federal Emergency Relief Act – \$500 million paid to state and local governments
 - a. National Industrial Recovery Act
 - b. Public Works Administration PWA
 - c. NIRA help industry, stop cutthroat business
7. TVA
8. Abandoned Gold Standard
9. FDIC in Banking
10. Federal Securities Act

1934 Midterm elections Democrats gained ten seats in both house and senate.

By 1936 Unemployment fell from 13 to 9 million, farm income went from 2.5 billion in 1932 to 5.85 billion in 1937. Salaries and wages rose from 6.25 billion to 13 billion by 1937. Still far from 1928.

1935 2nd New Deal 2nd 100 Days.

1. WPA employed 8.5 million men built 650,000 miles of highway, 125,000 public buildings, 8,000 parks, bridges, airports, etc. Artists and Dances hired, Historians took oral interviews.

2. RA Resettlement Administration

3. REA Rural Electrification Administration

Big Business was not cooperating so:

4. Social Security Act

5. Banking Act

6. Public Utilities Holding Act

7. Revenue Act – tax on Wealthy

1936 Roosevelt easily wins second term.

1937 - 39 slow down on the economy and Europe gets close to war.

FDR and the Supreme Court

Last two major bills of the New Deal Era: Ag. Adjustment Act and Fair Labor Standards Act.

World War II

There can be no permanent peace unless economic satisfactions are enjoyed. Sec. of State Evans 1922.

Europe owed 26.5 billion to U.S. in war debt. Germany owed 33 B. to France and England on reparations. Germany's economy was in shambles,

1931 Europe defaulted after paying only 2.6 B.

1931 China invades Manchuria

1937 Japan invades China

Hitler and the rise of Nazism.

1933 ends German involvement in League of Nations, start to rearm, stops reparations.

1935 Mussolini in Ethiopia

1936 Rhineland taken from France, Rome Berlin Axis formed.

1936 - 39 Spanish Civil War Hitler aids Franco

1938 Munich Conference "Peace in our time."

March 1939 Hitler takes Czechoslovakia

Summer 1939 Nazi/Soviet Pact

September 1939 USSR from the east and Germany from the west strike Poland. England and France declare War on Germany. WWII begins.

U.S. 1935 Neutrality Act – no shipment of arms to either side.
1936 amend act to “forbid loans to belligerents.”
1937 Cash and Carry and US neutral in Spanish Civil War
After Poland falls US and Roosevelt ready to assist allies with anything short of going to war.
Nov. 1939 Poland fell
March 1940 Finland fell
April 1940 Denmark and Norway
May Netherlands and Belgium
July France falls.
June 1941 Hitler turns on Russia
1939 - 41 US wanted neutrality and Hitler defeated.
Jan. 1941 Lend Lease expands. *US will be the arsenal of democracy.*

December 7, 1941 *A date which shall live in infamy.* Pearl Harbor attacked by Japan. 2,400 U.S. dead, several battleships destroyed, aircraft destroyed.
US declares war on Japan on Dec. 8. Dec. 11 Germany and Italy declare war on US. Global War.

U.S. has a two front war. First effort goes to Europe. Send MacArthur and Nimitz to deal with Japan in island hopping and naval war.
We start in North Africa then Sicily then Italy by Sept. 1943.
June 6, 1944 D-Day and by Sept. U.S. forces were in Germany, Russia takes Warsaw.
Jan. 1945 planning assault on Berlin
May 1 Germany announces Hitler’s suicide and May 7 V.G. Day.
In Pacific Wake Island and Coral Sea. Island hopping from Australia to New Guinea to Philippines to Gilbert, Marshall, Marianas, to Okinawa by April 1945. Firestorm in Japan.
August 6 and 9 A bombs
August 14, V.J.

Dead Russia, 20 million
Poland 5.8 million
Germany 4.5 million
some 35 - 45 million Europeans die
Japan 2 million
China 20 million
US 400,000 dead 600,000 wounded.
Total 65 to 80 million dead in World War II!

1944 elections FDR wins 4th term and dies April 12, 1945.
Harry Truman and the ending of the war.
Atom Bomb Moral – Immoral?
Yalta and USSR zones of influence.

War at home: Women in the work force, rationing, patriotism, internment of Japanese.
US only country to escape bombings and war torn land. Its economy was better as a result.

Post War and Modern Times

Cold War:

Truman Doctrine “*Policy of supporting free peoples who are resisting attempted subjection by armed minorities or outside forces.*”
Stalin’s Two Camp Theory
Yugoslavia, Greece, Berlin Blockade, China,

Apr, 1949 NATO formed with US. Canada, Western Europe
Soviet Block USSR, East Europe
Anti-Communism at home
1950 McCarthyism Un-American Activities
By 1951 US ends occupation of Japan and sign defense pact.

Korea:

North and South split after war. On June 25, 1950 NK troops invade SK. June 30, Truman orders US troops in. UN votes to assist SK and MacArthur UN Commander.
MacArthur attacks NK in NK north of 38th parallel, leads China to openly assist NK.
MacArthur and Truman
July 23, 1953 Armistice signed POWs want to stay in US.
54,000 US Dead, 2 million total dead.

I Like Ike! 1952 election.

Eisenhower gave top priority to minimizing government regulation over economy.
1956 High Way Act 41,000 miles on interstate highway.

Civil Rights:

Brown v. Board of Education of Topeka –
Separate but equal. 1958 - 59 schools close in Little Rock.
Nov. 1955 Rosa Parks and Jim Crow
Martin Luther King
1957 Civil Rights Law passed and Jim Crow laws banned.

1960 Election: Nixon v. Kennedy

Bay of Pigs

Cuban Missile Crisis

Nov. 22, 1963

Johnson and the Great Society

Viet Nam

French Colony 1681

Anti-Colonial forces under Ho Chi Minh defeat France 1946

1956 Geneva Conference France wants out Divide country at 17th parallel

Ngo Dinh Diem and the National Liberation Front – Viet Cong

Tonkin Gulf Resolution USS Maddox

Johnson's world view escalates troops – 543,000 by 1969

Nixon wins 68' election starts decreasing troops

Jan. 1973 ceases fire signed and US troops out

April 1975 SV falls to NV and one country under communistic leadership.

57,000 dead

\$150 billion cost

The 60's – Rock and Roll Music Hippies, Drug Culture, Down with the establishment, Riots, protests, civil rights, assassinations,

Black Panthers, Cesar Chavez, AIM,

Watergate and Nixon's resignation

Ford

Carter

Reagan and the move to conservatism

Bush and the Gulf War

Clinton

Bush and the election of 2000/2004

War on Terrorism

politically correct

liberalism/conservatism

abortion, gay rights, intelligent creationism, the Pledge of Alligence, In God We Trust

pluralism and mulitculturalism, English, border control, immigration,