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## HIST21: US History, Part 2

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**HIST21: US HISTORY, PART 2**  
**OER PRIMARY SOURCES AND STUDY QUESTIONS**  
**COMPILED BY J. HELGREN, SPRING 2018**

Read **Elias Hill's testimony** at

[http://www.digitalhistory.uh.edu/disp\\_textbook.cfm?smtID=3&psid=513](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=513)

For class discussion, consider the following questions:

1. What does the Klan accuse Hill of doing? Why is that important?
2. What did the Klan want from Hill? Why did they not kill him?
3. What does it tell us about the US in the 1870s that Hill got to give testimony?

You do not need to turn in these questions. These questions are here to help you think about the reading and participate in class discussion. **These questions can also help you as you write your written response**, though you are free to write about other topics and themes in those.

Read **Henry Grady's, "New South" speeches** at

<http://historymatters.gmu.edu/d/5745>

For class discussion, consider the following questions:

1. What was important about the funeral that Grady talked about? Why do you think he started his speech with this anecdote?
2. What did he mean by the "New South"? How did it compare to his depiction of the Old South?
3. Was Grady concerned about class and racial justice? Pick a quote that helps you explain why you think so.

You do not need to turn in these questions. These questions are here to help you think about the reading and participate in class discussion. **These questions can also help you as you write your written response**, though you are free to write about other topics and themes in those.

Read the **excerpts from Andrew Carnegie, "The Gospel of Wealth,"**

at <http://historymatters.gmu.edu/d/5767>

For class discussion, consider the following questions:

1. What assumptions did Carnegie have about the social order, the economy, and living condition?
2. How did Carnegie think wealth was built? Did nations benefit or suffer as a result of the accumulation of wealth?
3. What did Carnegie mean by surplus wealth and what did he think ought to happen to it?
4. Carnegie discusses "race" in this essay. What do you think he meant by this term?

Read **Louis Lingg, *Address to the Court*** at <http://historymatters.gmu.edu/d/45>

For class discussion, consider the following questions:

1. According to Lingg, had he been justly convicted? What were the charges against him? What evidence does he say the court actually examined?
2. Lingg says he is in favor of violence and force? What justification, if any, does he give for this position?
3. What kind of government system does Lingg support?

Read the excerpts from **Mark Twain** [probably], "**Poor Little Stephen Girard,**" at <http://historymatters.gmu.edu/d/4935>

For class discussion, consider the following questions:

1. What morals had Little Stephen Girard learned from his uncle and from the social beliefs of his era?
2. What lessons did he learn and try to teach his readers about social in the real world?
3. Did you find the piece humorous? Do you think Americans reading this in the late nineteenth-century would have found this funny? Why?

Read **Ellison DuRant Smith, *Speech, 1924***, at <http://historymatters.gmu.edu/d/5080>

For class discussion, consider the following questions:

1. What were the main reasons that Smith thought that immigration to the U.S. should be restricted?
2. What do you think Smith meant by "breeding up a pure, unadulterated American citizenship"? How inclusive do you think Smith's vision was (even considering those that were already in the US)?
3. Was Smith satisfied with the quota bill currently under debate in 1924? Why or why not?

Read **Pun Chi Appeals to Congress** at <http://historymatters.gmu.edu/d/6618>

For class discussion, consider the following questions:

1. How does Pun Chi describe the situation of Chinese immigrants in the U.S.?
2. What reasons explain their immigration to America? What conditions did they face? Be specific. Find quotes to support your answer.

3. What does his appeal tell us about Chinese efforts to resist racist treatment in the U.S.?
4. What reasons did Pun Chi cite as to why Chinese ought to be better treated?

Read **Robert H. Clancy, Speech, 1924**, at <http://historymatters.gmu.edu/d/5079>

For class discussion, consider the following questions:

1. How did Clancy characterize the history of immigration and the treatment of immigrants in the U.S.?
2. What particular kinds of actions did Clancy hold up as especially American? Find quotes that show his thinking about what made immigrants good citizens.
3. What do you think Clancy would say about the way immigrants are thought about and treated today?

Read **Anzia Yeziarska, *Hungry Hearts* excerpt** at <http://historymatters.gmu.edu/d/5002>

For class discussion, consider the following questions:

1. Who is the woman from the Social betterment Society and what does she represent?
2. What is Yeziarska telling us about the burdens of immigrant working-class women? How well did middle-class women understand them?
3. What are the views toward charities and welfare in the story?
4. What is it like at the vacation home in the country? Why is Yeziarska's character not happy there?

Read the **report from the House Committee on the Public Lands, *Hetch Hetchy Dam Site*** at <http://historymatters.gmu.edu/d/5721>

For class discussion, consider the following questions:

1. What assumptions did Gifford Pinchot make about the use of the water and the environment? Did he think there were other ways to provide San Francisco with its water needs?
2. What additional benefits did Pinchot think would follow from the dam (besides water for SF)?
3. Do you think Pinchot's or Muir's position was more democratic? (First, of course, you have to think about what is democratic land use.)
4. What is the tone and language through which Pinchot, Raker, and Phelan describe the dam?
5. What are the main critiques that Robert Underwood Johnson made about the plan for the dam? Did he think beauty alone was worth saving? Why?

Read excerpts from **John Muir, *The Yosemite*** at <http://historymatters.gmu.edu/d/5720>

For class discussion, consider the following questions:

1. What was the difference between the positions of conservationists and preservationists?
2. According to Muir, why were San Francisco city planners looking to Hetch Hetchy for water rather than at other places?
3. On what grounds did Muir think Hetch Hetchy needed to be preserved?

Read **Upton Sinclair, *The Jungle* excerpt** at <http://historymatters.gmu.edu/d/5727>

For class discussion, consider the following questions:

1. Upton Sinclair wrote *The Jungle* to persuade Americans to pass legislation to help workers. He wanted readers to be sympathetic to the workers. What passages demonstrate the working conditions in turn-of-the-twentieth-century factories?
2. *The Jungle* hastened regulation to protect consumers. What aspects of *The Jungle* do you think fostered the idea that regulation by the government was needed in some industries?
3. How effective overall do you think this kind of "muckraking journalism" was in changing attitudes? Do you think there is a similar style of reporting today?

Read **Booker T. Washington, excerpt from Atlanta Exposition speech**, at <http://historymatters.gmu.edu/d/88/>

For class discussion, consider the following questions:

1. Booker T. Washington is known to history as one who sought accommodation with whites. In this excerpt from his speech what evidence do you find that he sought accommodation to rather than resistance against racist structures?
2. Who is Washington's audience for this speech? Why do you think Washington took the stands that he did? Did he stand to gain, or was he able to help his people, through accommodation? Explain.
3. Do you think if you lived at the turn of the century that you would have been more likely to agree with Washington or DuBois?

Read **Elizabeth Cady Stanton, "Solitude of the Self"** at <http://historymatters.gmu.edu/d/5315>

For class discussion, consider the following questions:

1. Stanton was 76 years old when she delivered the "Solitude of Self." How do you think her age shaped the content of her speech? How do you think her reputation as a pioneer of the Seneca Falls Convention of 1848 affected her credibility?
2. Many women in the early 20th century argued that they needed the vote because of their unique maternal characteristics. On what basis did Stanton argue that women needed full citizen rights and responsibilities?
3. What is the "Solitude of Self"? Do you think this concept is still relevant in our interconnected society?
4. The "Solitude of Self" was delivered to two very different audiences: the House Judiciary Committee and a women's rights convention. Which audience do you think would have reacted most positively to the speech? Why? What are some of the pitfalls of delivering the same speech to different audiences?

Read **Ida B. Wells, "Red Record,"**

at [http://www.digitalhistory.uh.edu/disp\\_textbook.cfm?smtid=3&psid=3620](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtid=3&psid=3620)

For class discussion, consider the following questions:

1. Wells writes that "the Southern white man, as a tribute to the nineteenth century civilization, was in a manner compelled to give excuses for his barbarism." What does she mean by this? What excuses were given?
2. Why did so many lynchings take place in the South? What motives inspired most lynchings?
3. Look over the lynch-law-statistics in the second half. What observations do you make? Why do you think Wells published these statistics?

Read **W.E.B. DuBois, "Talented Tenth"**

Essay, <http://teachingamericanhistory.org/library/document/the-talented-tenth/>

For class discussion, consider the following questions:

1. DuBois argued against B. T. Washington's ideas of accommodation. He favored resistance until full rights were accorded to African Americans. Central to this position was access to a liberal arts college education. Why did DuBois think higher education was so important?
2. DuBois focused on a "talented tenth." Do you think this was elitism? Should he have supported a liberal arts education for a broader swath of Americans or was his goal of 10% appropriate for his time?
3. Do you think if you lived at the turn of the century that you would have been more likely to agree with Washington or DuBois?

Read **American Soldiers in the Philippines Write Home** at <http://historymatters.gmu.edu/d/58>

For class discussion, consider the following questions:

1. Consider the purpose of the letters as originally written and the purpose for which they were published. How did these vary? How did both purposes shape their reception? How should we understand their reliability?
2. What do the soldiers' letters tell us about the nature of the war in the Philippines? To what extent did racism, the age of the soldiers play in the stories they told?
3. What did American soldiers seem to think of the people in the Philippines?

Read the **National School Celebration Program** at <http://historymatters.gmu.edu/d/5762>

For class discussion, consider the following questions:

1. Is the patriotic school program surprising to you or just very ordinary?
2. What is different in the flag salute from what we say today?
3. What aspects of history are remembered in the Song of Columbus? Which are left out?
4. Why do you think the pledge and flag salute were introduced during this time period?

Read **Woodrow Wilson's War Message** at <http://historymatters.gmu.edu/d/4943>

For class discussion, consider the following questions:

1. What reasons did President Wilson give for going to war against Germany?
2. What did Wilson say that Americans hoped to gain by going to war?
3. Look at the tone and style of the speech to Congress. How persuasive do you think this speech would have been for Congress and for the American people? Are there particular passages that you think were influential? What made them so?

Read the article from **Good Housekeeping** at <http://historymatters.gmu.edu/d/4962/>

For class discussion, consider the following questions:

1. In what ways were ordinary Americans mobilized for the war?
2. In what ways did Good Housekeeping use normative gender expectations to appeal to women?
3. How effective do you think such articles would have been in getting women to contribute to the war effort?

Read **Rafael Marchán's Statement to Congress** at <http://historymatters.gmu.edu/d/120>

For class discussion, consider the following questions:

1. Why did Puerto Ricans like Rafael Marchán come to the US mainland during the war?
2. What complaints did Marchán make? Find specific examples.
3. What recourse do you think he had for the complaints that he and others like him faced?

Read **William L. Langer, *Gas and Flame in World War I*** excerpt at <http://historymatters.gmu.edu/d/5327>

For class discussion, consider the following questions:

1. What were conditions like for the fighting soldiers in World War II?
2. What new difficulties did gas weapons produce? Do you think Langer gives a very good picture of how gas effected the soldiers?

Read the **Four Minute Men Speech Suggestions** at <http://historymatters.gmu.edu/d/4970/>

For class discussion, consider the following questions:

1. What kinds of things did the Four-Minute Speeches call on Americans to do?
2. What kind of people acted as Four Minute Men and Women? What kinds of neighborhoods and venues did they go to?
3. In the poems and speeches near the end, what kinds of tactics did the Four Minute Men use to rile up fellow Americans? Pick a specific example that shows the tactics.

Read **Edgar F. Wolfe, "The Benevolent Brotherhood of Baseball Bugs,"** at <http://historymatters.gmu.edu/d/5087>

For class discussion, consider the following questions:

1. Wolfe suggests that baseball is an especially democratic pastime. What evidence does he provide to suggest that this was true? Do you think it was / is true?

Read both research samples from **Herbert Blumer, *Movies and Conduct***, including the high school girl at <http://historymatters.gmu.edu/d/21> and the African American boy at <http://historymatters.gmu.edu/d/23>



For class discussion, consider the following questions:

1. What kinds of things did the young people remember about the movies and their growing up years?
2. How influenced were they by the movies in their hobbies, habits, dating interests, etc.?
3. Do you think reading these interviews would have put grownups at ease about this new mass culture or do you think it would have made parents worry? Why do you think so?

Read **Cesar Chavez's Interview**

at <http://www.rialto.k12.ca.us/rhs/planetwhited/AP%20PDF%20Docs/Unit%2011/Depression/Chavez4.pdf>

For class discussion, consider the following questions:

1. What impact did the Great Depression have on Cesar Chavez and his family?
2. What were the education experiences like for migratory farm workers like Cesar?
3. In what ways did racism effect the Chavez family?

Read **Genora Johnson Dollinger Interview** at <http://historymatters.gmu.edu/d/136>

For class discussion, consider the following questions:

1. What were conditions like for the strikers?
2. How did women get involved in the strike?
3. How important was the entire community?
4. In what ways does Dollinger's story challenge our usual perception of early twentieth-century labor strikes?

Read **Langston Hughes's "Ballad of Roosevelt"** at <http://historymatters.gmu.edu/d/5096>

For class discussion, consider the following questions:

1. What phrases repeat in the poem? Why do you think Hughes repeats them?
2. What does the narrator in the poem think about Roosevelt's promises to the African American community?
3. What is Hughes' main message in the *Ballad of Roosevelt*?

Read the **Milton Meltzer Interview** at <http://historymatters.gmu.edu/d/132>

For class discussion, consider the following questions:

1. What was the Federal Theater Project? What made it a New Deal program to ameliorate Great Depression conditions?
2. How free were the artists to create whatever works they wanted? Consider why the production *The Cradle Will Rock* was stopped by the federal government?

Read **Harry S Truman's announcement of the use of the atomic bomb**  
at <http://historymatters.gmu.edu/d/5143>

For class discussion, consider the following questions:

1. In his announcement of the use of the atomic bomb over Hiroshima, Japan, President Truman says that Japanese people were given “adequate warning of what is in store for them.” What do you think would constitute “adequate warning?”
2. In what other ways did Truman justify the use of the atomic bomb in this speech?

Read excerpts from the US Supreme Court case, **Korematsu v. United States**  
at <http://historymatters.gmu.edu/d/5151>

For class discussion, consider the following questions:

1. How does Justice Black explain why it was necessary to relocate Japanese-Americans during the war?
2. How does Justice Black reject the idea that racial prejudice is the motivation for the relocation policy? Why was Mr. Korematsu relocated, according to Justice Black?
3. In the dissenting opinions written by Justice Roberts, Justice Murphy, and Justice Jackson, how do the justices explain the decision to relocate Japanese-Americans? In other words, what is the true motivation for the relocation, in the opinion of the dissent?
4. According to Justice Murphy, what must the U.S. government demonstrate before it deprives an individual of his or her constitutional rights? How has the government failed to do so, in the case of the relocation?

Read the excerpt of **George Kennan's Long Telegram**,  
at <http://teachingamericanhistory.org/library/document/excerpts-from/>

For class discussion, consider the following questions:

1. In what ways did Kennan's Long Telegram create an impression among Americans that the Soviet Union in the late 1940s was a feared and hated enemy rather than a troublesome, but manageable opponent or rival?

2. What were Kennan's views on the extent to which ideology informed Soviet policy? What did he think were the strengths and weaknesses of the Soviet government?
3. What were Kennan's assumptions about democracy?
4. How did Kennan use scientific terminology, analogies, and emotional adjectives to deliver his argument? How effective do you think he might have been in persuading U.S. officials?

Read excerpts from the **speech of Margaret Chase Smith and Six Republican Senators** as they address McCarthyism at <http://historymatters.gmu.edu/d/6459>.

Note, they were from McCarthy's party but willing to speak out to protect the Constitution and the nation.

For class discussion, consider the following questions:

1. What is Smith referring to when she talks of unpopular beliefs and "thought control"
2. Who does she blame in her speech? Why? For what?
3. Who might Smith be referring to when she says "Those of us who shout the loudest about Americanism . . . are all too frequently those who. . . ignore some of the basic principles of Americanism"? Why?
4. The most famous phrase from the Declaration is "I don't want to see the Republican Party ride to political victory on the four horsemen of calumny--fear, ignorance, bigotry, and smear." Why does Smith use these words? Why do you think they became famous?
5. If you had been a Republican Senator hoping for a Republican victory in the next presidential election and had heard Smith's speech, what might you have thought of it?

Listen to at least 2 of the 5 **Cold War songs**:

-Tom Lehrer, We Will All Go Together,

[Tom Lehrer - We Will All Go Together When We Go - with intro](#)



-The Louvin Brothers, "The Great Atomic Power," at

[The Louvin brothers -The great atomic power](#)



-Bill Haley and His Comets, “Thirteen Women,” at  
[Thirteen Women - Bill Haley and his Comets](#)



-Bob Dylan, “Talkin’ John Birch Paranoid Blues,” at  
[Talkin' John Birch Paranoid Blues](#)



and “Masters of War,” at  
[Bob Dylan- Masters of War](#)



For class discussion, consider the following questions:

- 1 What do the songs tell us about American culture during the Cold War?
- 2 How do you think songs helped Americans deal with the threats of nuclear war, McCarthyism, communism, and war?

Read the excerpts from the Supreme Court case **Mendez v. Westminster** at [http://www.digitalhistory.uh.edu/disp\\_textbook.cfm?smtID=3&psid=607](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=607)

For class discussion, consider the following questions:

1. According to the **United States District Court (1946)**, why had the Westminster School District argued that they needed to segregate Mexican children in separate schools?
2. Why did the Court believe that the segregation of Mexican children was in violation of the California Constitution and the Education Code of the State? I.e., according to the Court, why was segregation wrong? (Be specific.)
3. The case was heard on appeal by the Ninth Circuit Federal Court of Appeals in 1947 where it upheld the lower court's ruling. Had you heard of this case? If not, are you surprised that such a case came out of California almost a decade before Brown v. Board of Education?

Read the **Black Panther Party: Platform and Program** at <http://historymatters.gmu.edu/d/6445>  
You can also watch a video of Bobby Seale delivering the platform at [http://www.pbs.org/hueypnewton/actions/actions\\_platform.html](http://www.pbs.org/hueypnewton/actions/actions_platform.html)

For class discussion, consider the following questions:

1. Why do you think the Black Panthers included two separate sections: "What we want" and "What we believe" for each point? How persuasive do you think this would be in the late 1960s?
2. In what ways do the demands seem more radical than those that Dr. Martin Luther King, Jr. made in his famous "I Have Dream" speech? In what ways do they reflect King's spirit and fight? (King was assassinated in 1968.)

Read the **New York Times reports on the Gulf of Tonkin Resolution** at <http://www.nytimes.com/learning/general/onthisday/big/0807.html#article>

For class discussion, consider the following questions:

1. What was the Gulf of Tonkin Resolution and why do you think that the Senate and House favored it so overwhelmingly?
2. What terms were used to describe the Resolution? What kind of a picture did this create of the Resolution and the conflict in Vietnam?
3. The New York Times article mentioned some grounds for dissent. What were they? What issues did debate in the Senate address?

Read **President Eisenhower's Domino Theory Press Conference** at <http://www.presidency.ucsb.edu/ws/?pid=10202>

(The press conference is quite long. For our purposes, **Skip down to where Robert Richards, Copley Press asks about Indochina policy.**)

For class discussion, consider the following questions:

1. Why did President Eisenhower believe that Indochina (the term used in the 19<sup>th</sup> century until the 1960s for the three states of Vietnam, Laos, and Cambodia which had been colonies of France) was of strategic importance to the free world?
2. In what way did communism figure in his calculations?

Listen to **Little Manila interviews**

at <http://littlemanila.digitaldeltas.org/exhibits/show/main/home>

For class discussion, consider the following questions:

1. What did Little Manila represent to the Filipino-Americans who lived in Stockton? What made it “the heart” of the Filipino community?
2. What did its demolition represent?

Read **Robin Morgan, “Miss America Goes Down,”**

at [https://library.duke.edu/digitalcollections/wlmpc\\_maddc04031\\_maddc040310010/](https://library.duke.edu/digitalcollections/wlmpc_maddc04031_maddc040310010/)

see also the photo of Robin Morgan

[https://library.duke.edu/digitalcollections/wlmpc\\_maddc07060/](https://library.duke.edu/digitalcollections/wlmpc_maddc07060/)

For class discussion, consider the following questions:

1. Why did feminists target the Miss America pageant for protest in 1968?
2. Examine the language. In what ways does Robin Morgan use humor and innuendo to make her points? How effective do you think her prose would have been in gaining supporters?
3. What criticisms does Morgan have of men in the New left (white male liberals)?
4. What activities did women engage in at Atlantic City Miss America? How did the passersby respond?

Read **Ronald Reagan's 1980 Republican National Convention speech** at

<http://www.presidency.ucsb.edu/ws/index.php?pid=25970>

You can watch it at:

[Ronald Reagan's Acceptance Speech at Republican National Convention, July 17, 1980](#)



For class discussion, consider the following questions:

1. What were the key planks in Ronald Reagan's 1980 campaign platform? Did any surprise you?
2. Reagan spoke of "grave threats to our very existence." What were they and how did he think Americans should best meet them?
3. What was Reagan's view of government?
4. What historical events and leaders did Reagan make allusions to? What did they represent in his speech?