

Instructor: Timothy Lombardo
Office: REC 401
Email: tlombardo@purdue.edu

Office Phone: (765) 496-1672
Office Hours: M W 10:00 – 11:00, and by appt.

History 152-2
UNITED STATES HISTORY SINCE 1877
Fall 2009
MWF 11:30 – 12:20, UNIV 117

Americans, while occasionally willing to be serfs, have always been obstinate about being peasantry.
– F. Scott Fitzgerald, *The Great Gatsby*, 1925.

COURSE INTRODUCTION:

Welcome to History 152! This course is an *introduction* to modern American History. Time constraints make it impossible to cover everything that happened in the United States from the late nineteenth century to the present. Instead, this course will focus on the important themes, the vital issues, and the social movements that made modern America over the past 130 years. While politics, politicians, and public figures will remain an important part of what we cover in this course, the main focus will be on the daily lives and struggles of ordinary people and the actions of small groups of activists, what historians call “history from the bottom up.” We will approach these topics through a mixture of lecture presentations, text book and primary source readings, film clips, photography, music, and a few in-class discussions throughout the course of the semester. Overall, and perhaps most importantly, we will emphasize that history is not simply an array of names and dates confined to the past. History is what makes us who we are, and what makes our society what it is today.

By the end of this semester you are expected to have a better understanding of the history of the United States from 1877 to the present. You will be exposed to a variety of primary sources from different eras, and you are expected to learn to use and think about them critically. In the exams and written assignments, you are expected to identify, think, and write clearly about important aspects of American history covered in this course.

ASSIGNED TEXT AND READINGS:

- Mary Beth Norton, et. al., *A People and a Nation: A History of the United States*, Volume II: Since 1865, 8th edition, Cengage Advantage Edition
- Weekly Blackboard Documents

In an effort to keep costs down I have chosen embed internet hyperlinks to primary documents in this syllabus, rather than require you to buy another book or a course packet. You will need access to this course’s Blackboard site in order read these documents and complete all of the assignments. If you have any trouble accessing these documents or your Blackboard account, you need to let me know immediately. All references to “Documents” in the Course Schedule refer to the documents on Blackboard.

REQUIREMENTS, RESPONSIBILITIES, AND ADVICE:

Attendance and Behavior: You are expected to come to class prepared, willing to actively learn, and take part in class discussion should it arise. *A word to the wise:* Take Notes! I will post each PowerPoint for the class lectures on Blackboard. But the PowerPoint, will not provide enough pertinent information for you to understand the material. Unless you have made arrangements with me beforehand, I will not provide you with notes should you miss a class.

I will not take attendance for class lectures. But be warned. The assignments and exams will be based on **both** the required readings and the in-class lectures and other materials. Needless to say, without

attending class **and** doing the required readings, you will have a very difficult time passing this course. I strongly advise you to do the readings prior to the start of each class.

All cell phones and other unapproved electronic devices must be turned off before class starts. Laptop computers are permitted, but are only to be used for taking notes. They are not to be used for checking your email, Facebook, Myspace, Twitter or any other non-course related materials. I reserve the right to eject students from the classroom for disruptive or disrespectful behavior.

I understand that this course, and college in general, can be very daunting. But it should also be challenging and rewarding. If at any point during the course of the semester you feel you are having trouble with any of the material or assignments, you are not only welcome, **but encouraged** to come see me.

Cheating and Plagiarism: Plagiarism refers to the reproduction of another's words or ideas without proper attribution. Plagiarism and other forms of academic dishonesty, including cheating, are serious offenses, and will be treated as such in this class. You are expected to produce your own work. Any instances of academic dishonesty will likely result in a grade of F for the course and notification of the Dean of Students Office.

Exams: There will be three hourly, in-class exams over the course of the semester. The first exam will be on **Friday, September 25** and will cover the course materials the first third of the course (1877-1920); the second exam will be on **Wednesday, October 28** and will cover course materials from the second third of the course (1920-1960); and the final exam will take place during Finals Weeks (date TBA) and will cover the course materials from the last third of the course (1960-present). The Final Exam will not be cumulative.

The exams will be composed of several short answer questions and one long essay. You will receive a review sheet and we will hold a review session before each exam. Additionally, I will provide you with several possible questions ahead of time, but I will decide which questions make it on to the exam. Combined, the three exams make up 60% of your final grade.

Primary Source Assignments: Over the course of the semester you are required to do three (3) primary source assignments (see end of syllabus for dates, options, and instructions). You must complete one primary source assignment per each part of the course (i.e. one assignment due for Part I, 1877 – 1920, one due for Part II, 1920 – 1960, and one for Part III, 1960 – present). You will find internet hyperlinks to the primary sources embedded in the syllabus posted on Blackboard. The total of three (3) primary source assignments will make up 30% of your final grade.

In-Class Responses/Pop Quizzes: There will be four opportunities throughout the semester to respond spontaneously to class or reading materials. These **unscheduled and unannounced** in-class response pieces will be worth (10) points each. Under no circumstances may you make up a response if you are not in class the day it is given. Not to worry, I will be dropping the lowest grade. The total of three (3) in-class responses or pop quizzes will make up 10% of your final grade.

GRADING BREAKDOWN or HOW TO PASS THIS COURSE:

Your final grade will be based on a 300 point scale. The breakdown of all of the grades is as follows:

Primary Source Assignments:	3 x 30 points	A = 300 – 270 points
In-Class Responses/Pop Quizzes:	3 x 10 points	B = 269 – 240 points
Exam 1	60 points	C = 239 – 210 points
Exam 2	60 points	D = 209 – 180 points
Exam 3	60 points	F = 179 – Yikes !!
Total	300 points	

COURSE SCHEDULE (Tentative):**Part I, 1877 – 1920****Week 1: Reading: *A People and A Nation*, Chapter 17**

- ★ August 24: Course Introductions
- ★ August 26: Remaking the West: The (Re)Settlement and Development of the Frontier
- ★ August 28: Strange Fruit: The Old Politics of the New South

Documents:

- [Helen Hunt Jackson, *A Century of Dishonor*, excerpts \(1881\);](#)
- [Frederick Jackson Turner, "The Significance of the Frontier," excerpts \(1893\);](#)
- [Chinese Exclusion Act of 1882](#)
- [Justice Harlan's dissent to *Plessy v. Ferguson* \(1896\);](#)
- [Ida B. Wells, "Lynch Law in America" \(1900\)](#)

Week 2: Reading: *A People and A Nation*, Chapters 18 and 20

- ★ August 30: Industrial Development and Big Business
- ★ September 2: Solidarity Forever: Labor Politics in the Gilded Age
- ★ September 5: The Gilded Age: Politics, Populism, and Protest

Documents:

- [The Constitution of the Knights of Labor \(1878\);](#)
- [Andrew Carnegie, "The Gospel of Wealth," excerpts \(1889\);](#)
- [Edward Bellamy, *Looking Backward*, excerpt](#)
- [The Populist Platform of 1892;](#)
- [William Jennings Bryan, "Cross of Gold" \(1896\)](#)

Week 3: Reading: *A People and A Nation*, Chapters 19 and 21

- ★ September 7: **Labor Day, No Class**
- ★ September 9: How the Other Half Lives: Immigration and Urban Development
- ★ September 11: The Progressive Era, Part I: Industrial Capitalism and the Politics of Reform

Documents:

- [Jacob Riis, *How The Other Half Lives*, excerpt \(1890\)](#)
- [The Life Stories of Undistinguished Americans: As Told by Themselves \(1906\) \(Browse\)](#)
- [Upton Sinclair, *The Jungle*, excerpt \(1906\)](#)
- [Theodore Roosevelt, Acceptance Speech for the Progressive Party \(1912\);](#)
- [Woodrow Wilson's New Freedom \(1912\);](#)
- [Socialist Party Platform of 1912;](#)

Week 4: Reading: *A People and A Nation*, Chapters 21 and 22

- ★ September 14: The Progressive Era, Part II: National Politics
- ★ September 16: Making the American Empire: Progressivism and the World
- ★ September 18: Over Here: The Great War at Home and the End of the Progressive Era

Documents:

- [Jane Addams, "Why Women Should Vote," \(1915\);](#)
- [Margaret Sanger, "Morality and Birth Control" \(1918\)](#)
- [Albert Beveridge, "The March of the Flag," \(1898\)](#)
- [Platform of the Anti-Imperialist League \(1899\)](#)
- [Woodrow Wilson's War Message, April 2, 1917;](#)
- [Sedition Act of 1918, excerpt](#)
- [Eugene V. Debs's Canton, Ohio Speech, June 16, 1918;](#)

Week 5: Reading: *A People and A Nation*, Chapter 23

- ★ September 21: Over There: The Great War and the Postwar Search for Order
- ★ September 23: Exam Review
- ★ September 25: **Exam # 1**

Documents:

- [Woodrow Wilson's 14 Points, 1918](#);
- [The Treaty of Versailles, excerpts \(1919\)](#);
- [Henry Cabot Lodge, Speech Against the League of Nations \(1919\)](#);

Part II: 1920 – 1960**Week 6: Reading: *A People and A Nation*, Chapters 24 and 25**

- ★ September 28: Making Modern America: The 1920s
- ★ September 30: Closing The Door: Red Scares, the Klan, and Immigration Restriction
- ★ October 2: The Worst Hard Time: The Crash and The Great Depression

Documents:

- [Rollin Lynde Hartt, "The New Negro: When He's Hit, He Hits Back!" \(1921\)](#)
- [Ellen Welles Page, "A Flapper's Appeal to Parents" \(1922\)](#)
- [United States v. Bhagat Singh Thind \(1923\)](#)
- [Senator Ellison DuRant Smith \(D - SC\), "Shut the Door" \(1924\)](#)
- [Senator Robert H. Clancy \(R - MI\), "Un-American Bill" \(1924\)](#)

Week 7: Reading: *A People and A Nation*, Chapter 25 and 26

- ★ October 5: Making a New Deal: Race, Labor, and FDR
- ★ October 7: A Chicken in Every Pot: New Deal Legislation and its Discontents
- ★ October 9: A World on the Brink: Americans and the World in the 1930s

Documents

- [FDR, "The Forgotten Man," Radio Address \(1932\)](#)
- [The National Recovery Act of 1933](#);
- [The Social Security Act of 1935](#)
- [Huey Long, "Share the Wealth" \(1935\)](#);
- [Father Charles E. Coughlin, "Roosevelt and Ruin" \(1936\)](#)
- [FDR on Outbreak of War, 1939](#)

Week 8: Reading: *A People and A Nation*, Chapter 27

- ★ October 12: **October Break, No Class**
- ★ October 16: Double V and Rosie: The Second World War at Home
- ★ October 14: Freedom From Fear: The Second World War Abroad

Documents:

- [FDR, "Four Freedoms" Address to Congress \(1941\)](#);
- [Executive Order No. 9066, Japanese Relocation Order \(1942\)](#);
- [Milton Eisenhower, Justification of Internment \(1942\)](#)
- ["Evacuation Was A Mistake" \(1943\)](#)
- [The Decision to Drop the Atomic Bomb, Documents from the Truman Library](#) (Browse);

Week 9: Reading: *A People and A Nation*, Chapter 28 and 29

- ★ October 19: Containment: The Early Cold War
- ★ October 21: Red Scare: Labor Politics, Anticommunism, and the Making of Modern Conservatism
- ★ October 23: Affluence and Anxiety: American Culture at Midcentury

Documents:

- [The Truman Doctrine](#);
- [The Marshall Plan](#);
- [George Kennen's X article \(1947\)](#);
- [President Eisenhower on the "Domino Theory," Nuclear Weapons and Indo China, 1954](#)
- [Taft-Hartley Act of 1947](#) (excerpt)
- [Joseph McCarthy's Speech at Wheeling, West Virginia \(1950\)](#);
- [Joseph McCarthy, "Communists in the State Department" \(1951\)](#)

Week 10: Reading: *A People and A Nation*, Chapter 29

- ★ October 26: Exam Review
- ★ October 28: **Exam 2**
- ★ October 30: Cracks in the Consensus: The Other 1950s and Birth of "the Sixties"

Documents:

- [Timothy Leary, "The Declaration of Evolution"](#) ;
- [Allen Ginsberg, "Howl"](#)
- [Michael Harrington, The Other America, \(1962\)](#)

Part III: 1960 – present**Week 11: Reading: *A People and A Nation*, Chapter 30**

- ★ November 2: Knights and Nobles: Camelot at Home and Abroad
- ★ November 4: Free at Last: The Long Civil Rights Movement, Part I
- ★ November 6: Black Power!: The Long Civil Rights Movement, Part II

Documents

- [JFK's Inaugural Address \(1961\)](#);
- [Martin Luther King, Letter From a Birmingham Jail \(1963\)](#);
- [SNCC Founding Statement](#);
- [Malcolm X, "The Ballot or the Bullet" \(1964\)](#)
- [SNCC, Position Paper: The Basis of Black Power](#);
- [The Black Panther Party, Platform and Program \(1966\)](#)

Week 12: Reading: *A People and A Nation*, Chapter 30 and 31

- ★ November 9: There's Something Happening Here: Youth Culture and Youth Politics
- ★ November 11: Guns and Butter: The Great Society and America's Longest War
- ★ November 13: November 18: Tin Soldiers and Nixon Coming: Vietnam Comes Home

Documents

- [Port Huron Statement](#);
- [Sharon Statement](#);
- [LBJ's, Great Society Speech \(1964\)](#);
- [LBJ, War on Poverty Speech \(1964\)](#)
- [President Johnson's Speech on the Voting Rights Act of 1965](#)
- [SNCC, Statement on Vietnam](#);
- [Jerry Rubin, "A Yippie! Manifesto"](#);

Week 13: Reading: *A People and A Nation*, Chapter 30 and 31

- ★ November 16: Hear Me Roar: Women's Liberation and Feminism's Second Wave
- ★ November 18: The Other Civil Rights Movements
- ★ November 20: Conservatism Rebounded: The Silent Majority

Documents:

- [National Organization for Women, Statement of Purpose \(1966\)](#);
- [Redstockings Manifesto \(1969\)](#);
- [Barry Goldwater Accepts the Republican Nomination in 1964](#);
- [George C. Wallace, "The Civil Rights Movement: Fraud, Sham, and Hoax"](#)
- [Ronald Reagan, "A Time For Choosing"](#)
- [Richard Nixon, Silent Majority Speech \(1969\)](#);

Week 14: Reading: *A People and A Nation*, Chapter 31

- ★ November 23: Nixonland: Vietnamization, Deindustrialization, and the Politics of the 1970s
- ★ November 25: **Thanksgiving Break**
- ★ November 27: **Thanksgiving Break**

Documents:

- [Richard Nixon speech, April 30, 1970, on Cambodia](#);
- [Rachel Carson, *Silent Spring*, excerpt \(1962\)](#);
- [John McConnell, Earth Day Proclamation \(1970\)](#)

Week 15: Reading: *A People and A Nation*, Chapters 31 and 32

- ★ November 30: The Me Decade: The Cultural Politics of the 1970s
- ★ December 2: Mad as Hell: Carter and the No-Longer Silent Majority
- ★ December 4: The Reagan Revolution: Culture and Politics in the 1980s

Documents

- [Gloria Steinem, "All Our Problems Stem from the Same Sex Based Myths" \(1970\)](#)
- [Myra K. Wolfgang, "Do We Discard Protective Legislation for Women?"](#)
- [Ronald Reagan, Evil Empire Speech \(1982\)](#)

Week 16: Reading: *A People and A Nation*, Chapter 33

- ★ December 7: Clash of Cultures: The End of the Cold War and Globalization
- ★ December 9: It's The End of the Century: The US since You've Been Born
- ★ December 11: Final Review / Class Wrap-up

Finals Week

- ★ **Final Exam TBA**

Disclaimer: In the event of a major campus emergency, the above requirements, deadlines and grading policies are subject to changes that may be required by a revised semester calendar. Any such changes in this course will be posted as soon as they can be made available or obtained by contacting the instructor. tlombardo@purdue.edu

HISTORY 152
FALL 2009
PRIMARY SOURCE ASSIGNMENTS
Options and Instructions

Primary sources are the building blocks of history and the foundation of the historian's craft. In the class, you will be required to read the primary sources embedded in the syllabus, and then closely follow the directions of each question.

A Word to the Wise: You have considerable freedom over when and which assignments you choose to do, and it is your responsibility to get them done. Look at the course schedule and manage your time. Also, bear in mind that you **must** hand in one assignment for each part of the class. Meaning that you must hand in one assignment from Options 1 through 4, another from Options 5 through 8, and a final assignment from Options 9 through 12. Hard copies of the papers are due on the date assigned. Late and email submissions **will not** be accepted, and you **may not** backtrack and do a prior week's assignment.

You are required to answer only one of the questions for each of the Options assigned. Your responses should be 2 to 3 page double-spaced essays (between 500-900 words). Pay attention to the what the question asks. Many ask you to write from the perspective of a person in the past. Others ask you to weigh different options and come to your own conclusions regarding historical controversies. For most of these questions, there are no "right" or "wrong" answers. You will be graded based upon how well you engage the sources and seem to be wrestling with the ideas presented in the course. You do not need a reference page, footnotes, or other citations in the text of your paper. But you should make it clear that you've done the proper readings before writing your essay. If you have any questions regarding these assignments, never hesitate to ask.

Option #1: Answer One of the Following Questions, Due Monday August 30

1. Helen Hunt Jackson and Frederick Jackson Turner both wrote about the western United States. Yet they had very different ideas about what the conquest of the West meant. Based upon the excerpts from *A Century of Dishonor* and "The Significance of the Frontier," explain how both Jackson and Turner characterized this conquest.
2. You are a Southerner living in the year 1896. The Supreme Court has just issued its ruling in *Plessy v. Ferguson*, establishing the legitimacy of "separate but equal." Read Justice John Marshall Harlan's dissent to the decision, then write a letter to Justice Harlan from the perspective of one of the following: a) a bourbon-guzzling Southern Senator; b) a poor, white tenant farmer; or c) the son/daughter of an ex-slave. Explain to Justice Harlan why you agree or disagree with his dissent, and what you think are the possible ramifications of the *Plessy* decision. Who you choose will affect how you respond.

Option #2: Answer One of the Following Questions, Due Wednesday September 9

1. It is 1890. You are one of the following: a) a member of the Knights of Labor; b) an unorganized worker; or c) a wealthy industrialist. Read both the Constitution of the Knights of Labor and the excerpts from Andrew Carnegie's *The Gospel of Wealth*. Then write a letter to Carnegie explaining why you agree or disagree with his writing. Be sure to explain to him your feelings about industrial and class relations in the Gilded Age.
2. You are the son or daughter of rural farmers and have been travelling about the country in the early 1890s. Everywhere you stop, it seems, you run into these rabble-rousing populists. They are giving speeches, making proposals, and generally causing quite a stir. Write a letter to Ma and Pa back home and explain to them the benefits and drawbacks of finding common cause with these

firebrands. An election is approaching, and your letter might just influence the way your parents (ok, just your father) votes.

Option # 3: Answer One of the Following Questions, Due Monday September 14

1. You are an up-and-coming muckraker in the early twentieth century. Like Jacob Riis and Upton Sinclair, you also want to be a journalist known for your scathing exposés. Browse through some of *The Life Stories of Undistinguished Americans: As Told by Themselves*, and write a short article for your local newspaper. Remember, the more sensationalistic you write, the more copies will be sold (and increase your chance of fame), but your story needs to be based on factual experiences and have an argued point of view.
2. The election of 1912 is approaching, and there is a full field of contenders for the presidency. You are one of the many people that does not plan to vote for President Taft. What are the other three (Roosevelt, Wilson, and Debs) offering the country. How are they similar and how are they different (aside from party affiliation)?

Option # 4: Answer One of the Following Questions, Due Monday September 21

1. Both suffrage and birth control were two important crusades for women in the early 20th century. Were they “feminist” or “Progressive” causes? Or both? Read Jane Addams’s “Why Women Should Have the Vote” and Margaret Sanger’s “Morality and Birth Control.” Explain why or why not?
2. It is 1916. You are either a former supporter of Senator Albert Beveridge or a member of the Anti-Imperialist League. Draft a letter to a member of the opposing party (i.e. from a Beveridge supporter to member of the AIL, or vice versa) explaining why your view of American Imperialism is correct. Keep in mind the U.S.’s recent excursions into Latin America, Mexico, etc., and that there is currently a bloody war rampaging in Europe.
3. It is 1918 and you are a resident of Canton, Ohio. The United States has been at war for a little over a year and you are supportive of the war being fought to “make the world safe for democracy.” Still, you are curious about what this Socialist agitator, Eugene Debs, has to say. Read Debs’s speech and the (recently passed) Sedition Act of 1918. Then compose a letter to your Representative of Congress explaining why (or why not) Debs is in violation of the Act. What punishment (if any) he should suffer because of it?

Option #5: Answer One of the Following Questions, Due Monday October 5

1. The 1920s are often considered birth of the modern United States. Read over the works written by Rollin Lynde Hartt and Ellen Welles Page, as well as the Supreme Court’s Decision in the Bhagat Singh Thind Case. Explain what was new or modern about conceptions of race and gender in the 1920s.
2. You are either a resident of South Carolina or Michigan in the 1920s and the “immigration question” is heating up. Read Ellison DuRant Smith and Robert H. Clancy’s speeches made before Congress in 1924 over the proposed Johnson-Reed Act. Then write a letter to your Senator and explain why you agree or disagree with his argument.

Option #6: Answer One of the Following Questions, Due Wednesday October 14

1. It is 1932 and you have been living through the early years of the Depression. Franklin Delano Roosevelt has just delivered his radio address to “The Forgotten Man.” Like thousands of other Forgotten Men (and Women), you are going to write a letter to FDR. From the perspective of a) an unorganized factory worker from Chicago; or b) A Dust Bowl farmer from Kansas; or c) a recently arrived “Okie” living in California. Explain what you’ve been living through and what you want done about it.
2. The New Deal was at its peak in the mid-1930s, and it was not without its critics. Read the criticisms from Huey Long and the “Radio Priest,” Father Charles Coughlin. Explain what they found objectionable about the New Deal. Also explain how do you account for their popularity?

Option # 7: Answer One of the Following Questions, Due October Monday 19

1. Read FDR’s Four Freedoms speech, as well as the documents relating to Japanese Internment (Executive Order 9066, Milton Eisenhower, and “Evacuation was a Mistake”). Was Japanese internment a violation of FDR’s stated war aims to preserve freedom and democracy? Did internment violate any other American “ideals”? Why or why not?
2. It is the spring of 1945. Browse the documents from the Truman Library on the decision to drop the atomic bomb on Japan. Based on the pros and cons of dropping the bomb argued in those documents, take the position of someone that thinks the bomb should be used or someone that thinks it should not. Then write a letter to President Truman urging and explaining why he should/should not make the decision to use atomic bombs.

Option #8: Answer One of the Following Questions, Due Monday October 26

1. Look over the readings concerning American foreign policy in the Early Cold War (The Truman Doctrine, Marshall Plan, “X Telegram,” and “Domino Theory.” Explain American foreign policy priorities after 1945. To what extent did mutual distrust (between the US and USSR) deepen the Cold War?
2. It is 1952. You are one of the following: a) A member of the National Association of Manufacturers or b) an organized laborer whose union only recently gained recognition during the Depression/War years. Draft a letter explaining the affect the Taft-Hartley Act has had on you. Be sure to explain what you stand to gain or lose after its enforcement. How do you feel about the rise of Senator Joseph McCarthy?

Option #9: Answer One of the Following Questions, Due Monday November 9

1. Read Martin Luther King, Jr.’s “Letter from a Birmingham Jail,” and Malcolm X’s “Ballot or the Bullet” speech and answer the following question: By the mid-Sixties, had the two civil rights later come closer together in their approaches or further apart? Explain how you account for the similarities and differences between them.
2. The Student Nonviolent Coordinating Committee was an early part of the struggle for African American Civil Rights, but their perspective changed over the course of the 1960s. Read the SNCC founding statement and their position paper on the Basis of Black Power. Explain how the organization changed and how you account for that change.

Option # 10: Answer One of the Following Questions, Due Monday November 16

1. Despite holding opposing political views, both the Students for a Democratic Society and Young Americans for Freedom were part of a larger growth in youth activism during the early 1960s. Read their respective mission statements, The Port Huron Statement and the Sharon Statement, and explain *both* the similarities and differences you find in them. What was about the early 1960s that accounted for the surge in youth activism?
2. Read LBJ's three speeches (Great Society, War on Poverty, and for the Voting Rights Act). What was different about Johnson's brand of liberalism in the 1960s? What made him think that his programs were possible?

Option #11: Answer One of the Following Questions, Due Monday November 23

1. It is 1969. You are either a) a Member of the National Organization for Women or b) a member of the Redstockings. Write a letter to a member of the other group (i.e. NOW to Redstockings, or vice versa), and explain why your organization's approach is the most effective means toward women's liberation. What drawbacks do you see in the other organization?
2. Read the documents relating to the rise of conservatism in the 1960s (Goldwater, Wallace, Reagan, and Nixon). What were the different strains of conservatism in the 1960s. Explain whether the conservative turn in the late 1960s and early 1970s a "backlash" or part of a longer a social/political movement.

Option #12: Answer One of the Following Questions, Due Friday December 4

1. The year is 1970. Write a letter to President Nixon expressing your opinion about his plans for Vietnamization. Use the point of view of one of the following people: a) an American soldier stationed in Vietnam; b) someone who believes the war should end immediately; or c) someone who feels we should stay in Vietnam until the war is won.
2. It is 1973 and the debate over passage of the Equal Rights Amendment is heating up. Look at Gloria Steinem's argument for and Myra Wolfgang's argument against passage of the amendment. Then write an op-ed piece for your local newspaper explaining why some women are divided over the ERA. Write the article from the perspective of one of the following: a) A member of the National Organization for Women; or b) A member of Phyllis Schlafly's Eagle Forum.