

HIST 40693

American Empire

Kara Dixon Vuic



Spring 2016
11:00-12:20 TR
Reed Hall 135

Office: Reed Hall 133
817-257-4136 k.vuic@tcu.edu
Office hours: 10-11 TR, 12-1 W

Course Description

In a popular image from the Spanish-American War, Uncle Sam assumed a masculine pose as he rolled up his sleeves and flexed his muscles in preparation for the impending conflict. Decades later, the U.S. State Department projected a more benign image of the nation by dispatching jazz musicians to sing their way into the hearts and minds of newly independent African countries. What prompted these changes in the images America projected to the world? How did Americans' understandings of foreign lands and peoples shape the nature of foreign relations? This course will explore these questions and others by examining the relationship between culture and foreign relations. We will examine the ways race, gender, and culture have framed the nation's interactions with the world, both in peacetime and in war.

Course Goals

- ◆ To understand the history of American engagement with the world in the 20th century
- ◆ To critically examine the ways in which ideologies about culture, gender, and race have shaped U.S. foreign policy at particular moments and in specific locations
- ◆ Develop the ability to think critically about and analyze various types of historical sources and effectively communicate their meaning in oral and written form

Texts

- ◆ Kristin L. Hoganson, *Fighting for American Manhood: How Gender Politics Provoked the Spanish-American and Philippine-American Wars* (New Haven: Yale University Press, 2000). 978-0300085549 [e-book available at TCU library]
- ◆ John W. Dower, *War without Mercy: Race and Power in the Pacific War* (New York: Pantheon, 1987). 978-0394751726 [e-book available at TCU library]
- ◆ Naoko Shibusawa, *America's Geisha Ally: Reimagining the Japanese Enemy* (Cambridge: Harvard University Press, 2010). 978-0674057470
- ◆ Penny M. Von Eschen, *Satchmo Blows Up the World: Jazz Ambassadors Play the Cold War* (Cambridge: Harvard University Press, 2006). 978-0674022607 [e-book available at TCU library]

Assignments and Grading

- **Class Participation** (200 points) – I expect not only that you attend class, but also that you take an active role in our discussion and activities. Your discussion and active participation in each class meeting is crucial to everyone’s learning in the course. You should come to each class ready to engage in discussion—simply showing up and sitting quietly in your seat for the duration of class will not earn you anything more than a zero participation grade. Students who always (more than once per class) actively and insightfully contribute to discussion of key themes of the day’s reading will earn A grades. Those who usually (once per class) contribute to discussion or whose contributions are not critically engaged in the readings will earn B marks. Students who often (during most, but not all classes) participate or whose comments are only sometimes critically engaged in the readings will earn C grades. Students who seldom or never participate in class discussion or whose participation does not critically engage the readings will earn D and F grades.
- **Discussion Questions** (200 points) – Everyone must submit three (typed) discussion questions on every day that we have a common reading. These questions are designed to elicit discussion, so do not ask questions that have a straightforward factual answer. Ask questions that are open-ended, that will encourage us to think critically about the authors’ arguments, use of evidence, and method of analysis. Insightful, thought provoking questions that stimulate constructive discussion of the reading’s themes and/or connect it to other course materials will earn A marks. Questions that ask good questions directly related to the readings will earn Bs. Straightforward questions answered easily by the readings will earn C grades, while questions that are not based in a critical, historical approach to the day’s reading will earn Ds. Failing to submit questions will result in an F grade.
- ◆ **Book Review and Primary Source Evaluation** (review=100 points, primary source analysis=50 points) – Everyone will select one book to review, due on the last day we discuss the book in class. Please see the “How to Write a (Good) Book Review” handout for more specific instructions and information on how these assignments are evaluated. Also on the day the review is due, you need to bring one primary source not discussed in the book that relates to the time period or topic in question. Write a 400-word description and analysis of the source that utilizes the methods of the book you are reviewing and be prepared to discuss the source in class.
- ◆ **Soldiers’ Pocket Guides Project** (100 points) – The US Army Special Services Division prepared Pocket Guides for American soldiers in World War II about the various countries to which they were assigned. We will analyze the ways American ideas about culture, race, and gender informed the ways the guides presented foreign countries and peoples. Everyone will select two Pocket Guides for American GIs in World War II and write a 1250-word analysis of the two documents. Your grade will be determined by the level of insight and analysis you make, how well you connect your sources to the themes of the class, and how clearly you present your argument in both your paper and presentation.
- ◆ **Research project** (450 points total) – Everyone will design a fifteen-page research project about a topic that considers the ways culture, race, and/or gender have shaped a particular moment in American foreign relations. This paper will be a semester-long project that will require you to develop and successfully argue a historical thesis based on your analysis of primary sources. You will also need to demonstrate your ability to evaluate secondary sources and to understand your primary sources in the context of these broader historical works. Therefore, your paper should not merely recount a historical experience, but should

explain your thesis and then use your sources to establish the validity of the argument you are making. See the instructions at the end of the syllabus for more detailed instructions and information on how your work will be evaluated.

- ◆ **Final Grade** – Final grades are calculated as a percentage of the total points possible (1100) and assigned letter grades according to the following scale. Grades are not rounded.

100-93=A	89-87=B+	79-77=C+	69-67=D+	59 and
92-90=A-	86-83=B	76-73=C	66-63=D	below=F
	82-80=B-	72-70=C-	62-60=D-	

Important Class Notes

- ◆ **Class Materials** – All class handouts, including the syllabus, handouts, readings, and exams, are available on eCollege.
- ◆ **Communication** – Any course announcements will come from me via your university email. Please check it! Also, it is best to contact me via email. On weekdays, I will respond to you within twelve hours. On weekends, when I am at conference, or during university breaks, it may take longer for me to respond.
- ◆ **Attendance** – Everyone is allowed two absences (beyond official excused university absences), and leaving class early counts as an absence. Additionally, playing with your cellphone, texting, using your computer for non-classroom activities (surfing the web, updating your Facebook status, or any other such shenanigans), disrupting the class, or any other disrespectful or rude behavior will constitute an absence. Beginning with your third absence, you will lose one percentage point off your final grade for each absence.
- ◆ **Late Assignments** – All assignments are due at the beginning of class on the day they are due. I do not accept late work for any reason, nor do I offer make-up assignments or exams. Thus, if you fail to submit an assignment on time, you will receive a zero. If you know you will miss class, you must submit any assignment due that day prior to the beginning of class. If an unexpected, documented emergency causes you to miss class the day an assignment is due, you must contact me as soon as possible and hand in the work you have completed so far.
- ◆ **Written Assignments** – All written assignments must be typed, with one-inch margins and twelve point, Times New Roman font. All written assignments must be double-spaced. Assignments not conforming to these guidelines will not be accepted. Please print all assignments on both the front and back sides of your paper and staple all pages together.
- ◆ **Grammar** – As a significant part of your liberal arts education involves the development of good communication and writing skills, I will pay particular attention to the grammar and clarity of all written assignments and expect that you write in an academic style. More than three spelling and/or grammar errors on any assignment will result in a five-point deduction for each error. If you need help at any point during the semester in developing your writing skills or in understanding the rules of citation, please visit the Writing Center or see me.
- ◆ **Writing Center** – The William L. Adams Center for Writing is an academic service available to all TCU students. Writing specialists and peer tutors are available for one-on-one tutorials from 8:00 a.m. to 5:00 p.m. Monday through Friday in Reed Hall, Suite 419 and from 6:00 p.m. to 9:00 p.m. Sunday through Thursday in Tom Brown Pete Wright Hall, 2nd floor, commons. Online tutorials are also available. To make an appointment or to access the online

tutorial service, please visit the Center for Writing web site at <http://www.wrt.tcu.edu/> for further information.

- ◆ **Academic Misconduct** – Neither I nor TCU will tolerate any kind of academic dishonesty in this class. If I determine you to have violated the university’s policies on academic misconduct in any way (intentionally or unintentionally)—whether by copying another’s work, cheating on an assignment, plagiarizing a source, or any other dishonest or deceptive activity—you will, at minimum, receive a zero on the assignment. I will report you to the academic dean, the dean of your college, your department chair, and the dean of campus life. Additionally, I will recommend to the academic dean that you be dropped immediately from the course with a grade of F. There will be NO exceptions to this policy. If you are unsure of what constitutes a violation of the Academic Conduct Policy, please see me or consult the undergraduate catalog (http://www.catalog.tcu.edu/current_year/undergraduate/). Your registration in this course serves as your acknowledgement of and agreement to these terms.
- ◆ **Students with Disabilities** – Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the Coordinator of Student Disabilities Services in the Center for Academic Services located in Sadler Hall, 1010. Accommodations are not retroactive, therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations. Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at (817) 257-6567.

Course Schedule

*** I may make minor adjustments to the schedule as the semester progresses. Missing the class when an assignment was changed will not serve as a legitimate excuse for missing an assignment due date. ***

Introductions

Tuesday, Jan. 12

Doing the History of Foreign Relations

Thursday, Jan. 14

- ◆ Frank Costigliola and Thomas G. Paterson, “Defining and Doing the History of United States Foreign Relations: A Primer,” in *Explaining the History of American Foreign Relations*, ed. Michael J. Hogan and Thomas G. Paterson, 2nd ed. (Cambridge: Cambridge University Press, 2004), 10-34. (e-book at TCU library)

American Mythology and Foreign Relations

Tuesday, Jan. 19

- ◆ John Winthrop, “A Model of Christian Charity” (1630) <<http://www.gilderlehrman.org/sites/default/files/inline-pdfs/A%20Model%20of%20Christian%20Charity.pdf>>
- ◆ John O’Sullivan, “Annexation,” *United States Magazine and Democratic Review* 17, no.1 (July-August 1845): 5-10 <http://www.historytools.org/sources/manifest_destiny.pdf>
- ◆ Frederick Jackson Turner, “The Significance of the Frontier in American History” (1893) <<https://legacy.fordham.edu/halsall/mod/1893turner.asp>>

- ◆ John F. Kennedy, “Inaugural Address” (January 20, 1961)
<<http://www.jfklibrary.org/Research/Research-Aids/Ready-Reference/JFK-Quotations/Inaugural-Address.aspx>>

Thurs., Jan. 21

- ◆ **Workshop** – Come with ideas for your research project; we will discuss how to find primary and secondary sources

American Wars of Empire

Tuesday, Jan. 26

- ◆ Hoganson, *Fighting for American Manhood* (through chapter 3)

Thursday, Jan. 28

- ◆ Hoganson, *Fighting for American Manhood* (through chapter 6)

Tuesday, Feb. 2

- ◆ Hoganson, *Fighting for American Manhood* (through conclusion)
- ◆ **Book Review and Primary Source Evaluation due**

Thursday, Feb. 4

- ◆ **Workshop** – be prepared to present your project, questions, and research plan
- ◆ **Research Proposal Due**

World War II

Tuesday, Feb. 9

- ◆ Dower, *Race War* (Part I)

Thursday, Feb. 11

- ◆ Dower, *Race War* (chapters 4-6)

Tuesday, Feb. 16

- ◆ Dower, *Race War* (chapters 7-9)

Thursday, Feb. 18

- ◆ Dower, *Race War* (through epilogue)
- ◆ **Book Review and Primary Source Evaluation due**

Tuesday, Feb. 23

- ◆ **Workshop** – Soldiers’ Pocket Guides; bring a laptop or iPad

Thursday, Feb. 25

- ◆ **Workshop** – bring one primary source and be prepared to discuss it with the class
- ◆ **Annotated Bibliography due**

Tuesday, Mar. 1

- ◆ **Soldiers’ Pocket Guides Project and Presentation due**

Postwar Japan

Thursday, Mar. 3

- ◆ Shibusawa, *America's Geisha Ally* (through chapter 2)

Tuesday, Mar. 8 and Thursday, Mar. 10

- ◆ No Class—Spring Break

Tuesday, Mar. 15

- ◆ Shibusawa, *America's Geisha Ally* (through chapter 5)

Thursday, Mar. 17

- ◆ Shibusawa, *America's Geisha Ally* (through epilogue)
- ◆ **Book Review and Primary Source Evaluation due**

American Culture and the Cold War

Tuesday, Mar. 22

- ◆ Von Eschen, *Satchmo Blows up the World* (through chapter 3)

Thursday, Mar. 24

- ◆ Von Eschen, *Satchmo Blows up the World* (through chapter 6)

Tuesday, Mar. 29

- ◆ Von Eschen, *Satchmo Blows up the World* (through epilogue)
- ◆ **Book Review and Primary Source Evaluation due**
- ◆ **Draft of Paper to Peer Review Partner**

Thursday, Mar. 31

- ◆ **Workshop** – Peer Review session (bring your partner's edited paper to class)

Tuesday, Apr. 5

- ◆ Robert D. Dean, “Manhood, the Imperial Brotherhood, and the Vietnam War,” in *Imperial Brotherhood: Gender and the Making of Cold War Foreign Policy* (Amherst: University of Massachusetts Press, 2001) 201-240.

Thursday, Apr. 7

- ◆ **First Draft due**

Seeing the Middle East

Tuesday, Apr. 12

- ◆ Douglas Little, *American Orientalism: The United States and the Middle East since 1945* (Chapel Hill: University of North Carolina Press, 2008), chapters 1 and 2 (e-book at TCU library)

Thursday, Apr. 14

- ◆ Writing Day—Dr. Vuic at a conference

Tuesday, Apr. 19

- ◆ Little, *American Orientalism*, chapters 3 and 6

Thursday, Apr. 21

- ◆ Little, *American Orientalism*, chapter 7 and Epilogue

Tuesday, Apr. 26

- ◆ **Research Papers due**

Tuesday, May 3, 11:30-2:00

- ◆ **Research Presentations**

How to Write a (Good) Book Review

An effective book review is a critical analysis of a book. It is not a book report, nor an extensive review of a book's subject. Instead, a good book review will clearly explain the book's subject, state the author's thesis or intention in writing the book, evaluate how well the author proves her or his thesis, and briefly provide your opinion about the work. Your grade will be determined by how well you accomplish these goals, how clearly you communicate your ideas, and how well you follow these instructions.

All reviews should be 800 words long. Please set your margins at one inch on all sides and use a twelve-point Times New Roman font. Include your name, the course number, and the date at the top of the page (do not submit a cover page), then number the following pages. Before the review, include the bibliographic citation for the book. The format for books is as follows:

Davis, Janet M. *The Circus Age: Culture and Society under the American Big Top*. Chapel Hill: University of North Carolina Press, 2006.

To write a good review, it is critical that you read the book. While that statement seems obvious, reading involves more than simply scanning a page and reading words. It will be nearly impossible for you to simply read the book and then write a good review from memory. You should take notes on what you read, paying careful attention to what the author argues in each chapter, the evidence given to support the thesis, and whether or not the author convincingly proves her or his point. It will be helpful in writing your review to write an outline of each chapter while reading. Then write your review based on the notes you made while reading. Be sure to organize your thoughts in a clear manner.

The first paragraph of your review should introduce the subject of the book. This paragraph should not be more than a few sentences but should give readers a general idea of what the book is about. Then explain the author's thesis and the major themes of the book. In historical monographs, the author will clearly explain the thesis in the introduction of the book. In other historical books, the author might not have a specific thesis. Instead, she or he will be trying to demonstrate a historical trend or theme by examining a particular topic. In either case, your first paragraph should clearly explain the author's purpose in writing the book.

In the next several paragraphs, evaluate how well the author demonstrates the book's thesis. What evidence does the author provide to prove the overall thesis? Your review will need to convey how the author links the evidence provided to the overall thesis or message of the book. Throughout, consider how well the author makes connections between claims and evidence. If you believe that the author does effectively demonstrate her or his thesis, explain why. If you believe that the author does not effectively demonstrate her or his thesis, explain why not. If you quote from the book, please be sure to include a parenthetical reference to the page number from which you take the quote. (xx) However, you should use quotes sparingly and only to illustrate a point that you cannot express in your own words.

In the final (and very brief) paragraph, offer your evaluation of the book. Did you like it, and why or why not? Did you have prior knowledge or opinions about the subject matter? Did the book reinforce or challenge your views? Does the book raise issues that relate to other areas of study? What broad lessons can readers learn from the book (aside from the obvious subject matter)?

Research Project Instructions

In each of these assignments, your grade will be determined by how well you follow the instructions for the particular task, how clearly you convey your ideas, and how thoroughly you respond to my feedback.

Proposal (50 points)

Your proposal will describe the research project you are conducting and the work you have completed so far. The proposal should outline the topic you seek to investigate, the questions you will ask, and the sources you will use to answer your questions.

The majority of your research should be based on primary sources, so you will need to find at least six primary sources for your paper. Explain how these sources help you answer the questions you are asking. You must also include at least two monographs and describe how they help you contextualize your research.

Your final paragraph should then establish your basic research plan. What have you completed, and what do you have left to do? Finally, explain the significance of your research. Why should historians want to know the answer to the questions you are asking?

Annotated Bibliography (50 points)

Your annotated bibliography should include all of the sources you will use in your research and explain how each source helps you answer your questions. Separate your sources into primary and secondary sources, cite each properly, and then provide a brief description (at least 300 words) for each. For secondary sources, your description should provide a summary of the work's argument and an explanation of how it helps you understand your topic. For primary sources, your description should place the source in the context of your research. Why was the source created? By whom? What point of view does the source present? How does it help you answer your research questions?

First Draft (100 points)

Your first draft must be a *complete* draft of your research paper, must be free of spelling and grammatical errors, include correct footnotes for all reference, and include a complete bibliography. A first draft is *not* a few pages of notes, nor twelve pages of a fifteen page paper. Incomplete drafts will be graded accordingly.

In the first page of your paper, begin by describing the historical topic your paper investigates. The reader should be able to understand all of the important information very early in your work. You should also then clearly explain the thesis of your research. You need to do much more than tell a story—you need to answer a specific historical question with a thesis statement that derives from your evidence. The majority of your work will consist of your evaluation of the primary and secondary sources. Organize the material in a clear manner so that the reader can see the links you are making between evidence and conclusions and so that the reader has a clear understanding of the organization of the paper.

End the paper with a brief summary of the evidence and thesis, as well as a justification for your work. Why does your research matter? How does your research fit into the larger story of the history of American empire? Do historians learn something new about the past because of your work?

Final Paper (200 points)

Your final paper will be evaluated based on how clearly and effectively you argue your thesis. Your thesis should be clear and logical, and the body of your paper must demonstrate how the evidence you use proves your argument. Your final grade will also reflect how you have developed and refined your ideas and argument over the course of the semester. Thus, I will also grade the paper according to how completely you have responded to my comments in the first draft, as well as how carefully you have followed the given instructions. Simply resubmitting an unrevised first draft will result in a significantly lower grade than you received on the draft. You must submit the first draft with my comments and your progress report along with your final paper.

Research Presentation (50 points)

Everyone will deliver a fifteen to twenty minute presentation that describes her/his research. Keep in mind that you will not be able to cover every word of your paper in your presentation, but the audience should come away with a clear idea of your topic, thesis, and evidence. Be creative in your presentation but also be thoughtful and serious. Sloppy presentations and errors in Power Point or Prezi presentations will be graded accordingly.

Citations/Bibliography

All of your information must be correctly cited according to the *Chicago Manual of Style*. The book is available for library use in the Reference Section. The online quick guide will also be a good place to start: http://www.chicagomanualofstyle.org/tools_citationguide.html.

Writing Center Appointments

I strongly encourage everyone to utilize the services of the Center for Writing throughout the semester. The tutors can help you clarify your thoughts, organize your work in a clear and efficient manner, and watch for errors that will detract from your overall score. If you have serious writing problems, I will make appointments a requirement, not an option.

Important Dates

- | | |
|----------------------------|---------------------------------|
| • Before Thursday, Jan. 21 | Meet with Vuic about topic |
| • Thursday, February 4 | Proposal due |
| • Thursday, February 25 | Annotated Bibliography due |
| • Tuesday, March 29 | Draft to Peer Review Partner |
| • Thursday, March 31 | Comments to Peer Review Partner |
| • Thursday, April 7 | First Draft due |
| • Tuesday, April 26 | Final Papers due |
| • Tuesday, May 3 | Research Presentations |

Research Techniques in History

Getting Started

- ◆ Library's "[Research Guides in American History](#)"
- ◆ Encyclopedias - consult the "for further reading" sections
- ◆ Read a standard college textbook and look at the "for further reading" sections in chapters on your topic
- ◆ Find a collection of essays on your historical topic and read the "state of the field" essays
- ◆ The more recent a publication, the better – at least within the last 10 years

Books

- ◆ types of secondary sources (books)
 - synthesis – based only on secondary source research
 - monograph – based on primary source analysis, argues a thesis – what professional historians strive to write
 - book reviews – look for book reviews in historical journals (*American Historical Review*, *Journal of American History*, H-Net Reviews - <http://www.h-net.org/reviews/>) to see if a book has been treated seriously by scholars
- ◆ University presses – books published by university presses have gone through peer review, meaning that other scholars who do research in similar fields have read the work and judged it good scholarship; if a book is published by a small vanity press (University Press of America) it has not been peer reviewed, so its reliability is in question. Being sold on Amazon doesn't make a book a good source.
- ◆ When you find a good secondary source, look at the bibliography or endnotes for sources that the author used – this will help you find similar works, including primary sources
- ◆ Library of Congress subject headings – on copyright page in book and on "Subject" in the TCU catalog listing—best way to find other similar sources (random keyword searches can get you started, but then find a few valuable books and start searching based on their LOC subject headings). You can also virtually browse nearby books through the "Browse Shelf" link in the catalog.
- ◆ WorldCat – TCU does not have every book ever published, but you can search for every book ever published on WorldCat, then request any book that TCU does not own through [Interlibrary Loan](#).

Articles

"Databases" – "History"

- ◆ 3 most important databases for historical research – JSTOR, America: History and Life, Academic Search Complete – some repeats within them
- ◆ again, you want a peer-reviewed journal (generally, the ones in these databases should be)
- ◆ can search for articles by using LOC headings, but generally if you find a good one, it should have clickable subjects in the citation that will take you to other similar articles
- ◆ you may also find that particular journals have frequent works on topics about your field – if so, you should look specifically at that journal's table of contents
- ◆ trial and error!

Primary Sources

- ◆ See “Reading and Writing about Primary Sources” on the College of William and Mary History Department homepage – <http://www.wm.edu/as/history/undergraduateprogram/historywritingresourcecenter/handouts/primarysources/>
- ◆ Guides to interpreting different kinds of sources – <http://historymatters.gmu.edu/browse/makesense/>
- ◆ Government documents
 - See [Government Information Research Guide](#) on TCU’s library page
 - Catalog of U.S. Government Publications – <http://catalog.gpo.gov/F>
 - National Archives – www.archives.gov – Many government documents are available online, through the ARC database. It is a bit tricky to use, but can be quite helpful.
 - *Foreign Relations of the United States, 1961-1980* (U.S. Department of State) – <http://history.state.gov/historicaldocuments>
 - *Foreign Relations of the United States, 1861-1960* (Univ. of Wisconsin) <http://digital.library.wisc.edu/1711.dl/FRUS>
 - Truman Library – <http://www.trumanlibrary.org/photos/av-photo.htm>
 - Presidential Recordings Program, Miller Center, University of Virginia – <http://millercenter.org/presidentialrecordings>
 - George Washington University National Security Archive – <http://www2.gwu.edu/~nsarchiv/index.html>
 - Professor Vincent Ferraro’s website of links to documents on foreign relations – <https://www.mtholyoke.edu/acad/intrel/feros-pg.htm>
 - Wilson Center Digital Archive – <http://digitalarchive.wilsoncenter.org/>
 - Hoover Institution Radio Free Europe Archive – <http://hooverferl.stanford.edu/RFE/collectionHighlights.php>
 - Southern Methodist University Library’s Historic Government Publications from World War II – <http://digitalcollections.smu.edu/all/cul/hgp/>
 - University of Virginia – <http://www.lib.virginia.edu/govdocs/>
 - The OYEZ Project (Supreme Court) – <http://www.oyez.org>
- ◆ Newspaper Articles
 - TCU has several [newspaper databases](#) that will allow you to access papers such as the *New York Times*, *Chicago Tribune*, *Chicago Defender*, and many Texas newspapers
 - TCU also has access to several [magazine databases](#), including the *Saturday Evening Post* and *Time*
- ◆ Oral history collections – some published as books and are easy to get; some held in online databases; some in special collections of libraries (sometimes online)
 - Foreign Affairs Oral History Collection, Library of Congress – <http://memory.loc.gov/ammem/collections/diplomacy/>
 - Documenting the American South - <http://docsouth.unc.edu/>
 - Digital Library of Appalachia - <http://www.aca-dla.org/>
 - Suffragists Speak 1910-1920 - <http://www2.sims.berkeley.edu/courses/final-projects/suffragists/SuffragistsSpeak/frame.htm>

- Studs Terkel: Conversations with America - <http://www.studsterkel.org>
- Southern Oral History Program - http://www.sohp.org/content/our_interviews/
- There are many such collections, so try various search combinations to find good collections (include “university” in your search terms)
- ◆ Miscellaneous Primary Sources
 - Jeffrey A. Engel, Mark Atwood Lawrence, and Andrew Preston, eds., *America in the World: A History in Documents from the War with Spain to the War on Terror* (Princeton: Princeton University Press, 2014) e-book at TCU library
 - Archive.org – <http://archive.org/index.php>
 - Library of Congress – <http://www.loc.gov/index.html> - Excellent resources - good way to find books on any topic (Library Catalogs), plus primary sources on U.S. topics (American Memory); see research guides on many topics at <http://www.loc.gov/rr/program/bib/bibguide.html>
 - History Matters – <http://historymatters.gmu.edu/> - access to primary sources, essays on how to use all types of sources, searchable
 - Project Gutenberg - http://www.gutenberg.org/wiki/Main_Page - full text books
 - Yale University Library World War I Sources – <http://www.library.yale.edu/rsc/WWI/primary.html>
 - *Stars and Stripes* (World War I) – <http://memory.loc.gov/phpdata/issuedisplay.php?collection=sgpsas&aggregate=sgpsas>
 - Voice of the Shuttle - <http://vos.ucsb.edu/browse.asp?id=2713> – Sources organized by geographical region and theme
 - Specialized Resources in U.S. History - <http://bcs.bedfordstmartins.com/benjamin10e/pages/bcs-main.asp?v=&s=99000&n=00100&i=99100.01&o> - Resources organized by theme on the left-hand side of the page
 - Presidential Libraries usually have extensive online document collections