

# *The Big Wars of U.S. History*

## *& How how they impacted citizenship*

### Course Information

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*This course is a level 335 history class. It is for History and Political Science majors and also fulfills a requirement for history minor. You must have one of the following prerequisites to be eligible for this course; His 224, US History, or Posc 211, Political Science and Wars. This is a specialized upper level course for those who are interested in the history of war as well as people going into the history profession. That is why there are prereqs for the course.*

### Course Description

*The Big Wars of U.S. History course will prove how major wars throughout our history have impacted U.S. citizenship, as a whole as well as for certain groups of people. We will discuss the major wars as well as study text, pictures and historical sites. We will tackle questions together such as; How did the role of women change during World War Two? How did Citizenship begin and what were the problems with the definition? What are the consequences of the War on Terrorism for muslim americans? These are all questions we will discuss and come to terms to with in this class.*

### Course Schedule

#### **Unit 1: *The Revolutionary War***

**BIG Question:** *Why is it that citizenship was only granted to white men, if in the Declaration of Independence it says “All men are created equal”?*

**Argument of the Unit:** *The definition of the American Citizen developed as a result of the Revolutionary War and major factors that contributed to the definition include: political, legal, and cultural histories of the moment, and drawing upon scholarship on race, nationalism, ethnicity, and regionalism.*

**Key Words:** *Citizenship, Nationalism, Ethnicity, Revolution, Slavery*

**Link to Reading:** <https://onlinelibrary.wiley.com/doi/full/10.1111/j.1478-0542.2010.00728.x>  
<https://www.archives.gov/founding-docs/declaration-transcript>  
*Annotate both the declaration and this essay on early citizenship.*

**Annotation of Reading:** *The Declaration of Independence states that “all men are created equal and are granted certain unalienable rights. The Declaration of Independence was also seen as a declaration of war for the British, as America announced that it was going to split from England. This was the start of a new american identity which included the concept of american citizenship. In Bradburns essay he points out to us what factors contributed to the definition of an “American Citizen”. The concept of citizenship came from ancient greece, scholars of the time such as John Locke and the Declaration of Independence and was combined with the culture of the new america after the revolutionary war. The*



major theme of citizenship was freedom. It became clear though that legally, women, native americans and african americans were not considered true “citizens” and therefore did not have the same freedoms as white men had. Gender and racial “norms” at the time naturally excluded them from the rights and liberties that the white male received.

## Unit 2: The Civil War

**BIG Question:** How did the role of african americans change during the civil war, what new roles did they take on?

**Argument of the Unit:** Being able to fight in the Civil War was a step towards citizenship for african americans.

**Key Words:** Confederacy, Union, General, Slavery, Abraham Lincoln

**Link to Reading:** <https://www.archives.gov/education/lessons/blacks-civil-war> Click on image in corner “to colored men” as well.

[https://dc.lib.unc.edu/cdm/singleitem/collection/dig\\_nccpa/id/25862/rec/4](https://dc.lib.unc.edu/cdm/singleitem/collection/dig_nccpa/id/25862/rec/4)

Connect the reading to the image. Annotate both.

**Annotation of Reading:** The image of african american soldiers freeing slaves is very powerful as it is showing that the african soldiers in the Union were doing the same job that the white man would have been doing. The troop is listed as all colored though under the command of a white general showing there was segregation within the Union Troops at the time. "Once let the black man get upon his person the brass letter, U.S., let him get an eagle on his button, and a musket on his shoulder and bullets in his pocket, there is no power on earth that can deny that he has earned the right to citizenship." This quote from Frederick Douglas proves that african americans at the time also saw being able to fight as a pathway to citizenship. The biggest word on the recruitment flyer is Freedom as well. There also was a Federal Law in place barring african americans from bearing arms for the U.S. army prior to the civil war showing that they now had the right to fight under the law. This was a new role for african americans and it carved a pathway towards being able have the rights of citizens.

## Unit 3: The War of 1812

**BIG Question:** How did the Battle of Baltimore during the War of 1812 have a lasting impact on citizenship in America?

**Argument of the Unit:** The U.S. national anthem is something that all americans recognize. It promotes nationalism and a sense American identity. It also become controversial in recent years as citizens feel oppressed which shows that the Star Spangled Banner is of great importance to citizenship today.

**Key Words:** National Anthem, War Hawk, Louisiana Purchase, Embargo Act of 1807, James Madison

**Link to Reading:** <https://www.nps.gov/fomc/index.htm>



*Explore the Website, we will be taking a field trip here for the flag raising and ranger talk.*

**Annotation of Reading:** *The star spangled banner was written during the War of 1812 at the Battle of Baltimore at Fort McHenry. Our class will be attending a flag change; “Help a ranger raise or lower the flag. This program provides information on the variety of flags used at Fort McHenry and their historic significance.” As well as a Flag Talk; “Help unroll a full-sized replica of the Star-Spangled Banner and learn about the history of both the flag and the song it inspired.” The Star Spangled Banner has become a key part of our nation and has stood the test of time as our national anthem. It plays a key role in regards to citizenship as it unites americans and promotes a sense of nationalism and national identity. It has also become controversial in recent years, especially in regards to kneeling during sports games when the song is played. This shows the importance that the song has on citizenship, as citizens feel oppressed they respond by protesting the national anthem.*

## **Unit 4: World War 1**

**BIG Question:** *What were the effects of WW1 on German Americans?*

**Argument of the Unit:** *WW1 had a devastating effect for German Americans. With the war came the loss of german culture within the U.S. as germans felt pressured to leave their german heritage behind and prove their faith to America.*

**Key Words:** *World War, Heritage, Assimilation, Allied Powers, Central Powers*

**Link to Reading:** <https://www.archives.gov/files/publications/prologue/2014/summer/germans.pdf>  
*Annotate this journal article.*

**Annotation of Reading:** *World War 1 had devastating and long lasting effects on German-Americans. German culture was basically eradicated from the U.S. during world war 1 as german americans felt strong pressure to assimilate and became fully “American”. This meant leaving behind their heritage and traditions. The Federal Government used media and put out anti-german propoganda. This along with the new policies put in place against German citizens made german-americans feel very pressured to prove themselves as “americans”. Many of them enlisted into the army to prove their faithfulness to America, and denounced their german citizenship. Acts of violence began to occur and a German man in Illinois was lynched by a mob of people after giving a speech containing pro german language. Young men like Otto show the dedication Germans had to proving themselves as fully “american”.*

## **Unit 5: World War 2**

**BIG Question:** *How did the role of women change during WW2?*

**Argument of the Unit:** *Women took on new roles during world war 2, doing the job of the men while they were away at war. This had a lasting impact on the role of women as citizens.*

**Key Words:** *Nazi, Holocaust, Nuclear Bomb, Allied Powers, Axis Powers*



**Link to Reading:**

[https://www.jstor.org/stable/25163522?Search=yes&resultItemClick=true&searchText=Rosie&searchText=the&searchText=Riveter&searchUri=%2Faction%2FdoBasicSearch%3FQuery%3DRosie%2Bthe%2BRiveter&seq=1#metadata\\_info\\_tab\\_contents](https://www.jstor.org/stable/25163522?Search=yes&resultItemClick=true&searchText=Rosie&searchText=the&searchText=Riveter&searchUri=%2Faction%2FdoBasicSearch%3FQuery%3DRosie%2Bthe%2BRiveter&seq=1#metadata_info_tab_contents) Stop at other activities. Annotate the reading.

[https://www.loc.gov/rr/print/list/126\\_rosi.html](https://www.loc.gov/rr/print/list/126_rosi.html) Read the top part, than pick a photo and annotate it.

**Annotation of Reading:** *Women during World War 2 took on new roles that they had not taken on before. Women did the mens work when they were away at war. Women at this time didn't even have the right to vote and yet fueled the war effort. These photos were put out by the government and commercial sources encouraging women to join the workforce and help the war effort. These images show women taking on the role of men through work, both african american and white women. Almost six million women were part of the labor force during the war. After the war women were told to return home, and were laid off from their jobs. But the seeds were planted for women's rights and the women's movement which would come a few decades later. Women were given the opportunity during the war to work and this had a lasting impact for the rights of women and their citizenship.*

## Unit 6: The Vietnam War

**BIG Question:** *How did protestors utilize their rights as citizens to protest the Vietnam War, was it taken too far?*

**Argument of the Unit:** *Citizens used their rights during this Anti-Vietnam War protest and made a statement on how split the country was over the war.*

**Key Words:** *Protest, Counter-Culture, Draft, Domino Theory, Search and Destroy Mission*

**Link to Reading:**

[https://www.washingtonpost.com/news/retropolis/wp/2017/10/19/the-day-anti-vietnam-war-protesters-tried-to-levitate-the-pentagon/?utm\\_term=.21a73872e3b3](https://www.washingtonpost.com/news/retropolis/wp/2017/10/19/the-day-anti-vietnam-war-protesters-tried-to-levitate-the-pentagon/?utm_term=.21a73872e3b3)

Annotate this Article. Also watch video embedded in the reading.

**Annotation of Reading:** *The Vietnam war split citizens apart, as many people opposed the war a whole counter culture formed. The protest in which the anti-war protestors wished to levitate the pentagon was a huge statement. They were utilizing their rights as citizens. "We will dye the Potomac red, burn the cherry trees, panhandle embassies, attack with water pistols, marbles, bubble gum wrappers, bazookas, girls will run naked and piss on the Pentagon walls, sorcerers swamis, witches, voodoo, warlocks, medicine men and speed freaks will hurl their magic at the faded brown walls" said one of the leaders of the protest. This did not all happen though. Many people were arrested and many law enforcement officers were sent in to help the situation. This was a turning point in the anti-war movement from protest to resistance and shows that when citizens do not agree with something that the government is doing do have the right to assemble to certain extents.*

## Unit 7: War on Terrorism





**BIG Question:** *What effects has the War on Terrorism had on Muslim-Americans?*

**Argument of the Unit:** *The War on Terrorism as targeted muslims and has made islamophobia present in America, having a negative effect on the lives of Muslim Americans.*

**Key Words:** *911, Terrorism, Al Qaeda, Isis, Osama Bin Laden*

**Link to Reading:** <https://fpif.org/the-war-on-terror-has-targeted-muslims-almost-exclusively/>  
*Annotate reading.*

**Annotation of Reading:** *“The war on terror was supposed to be about making our country safer. As a Muslim American, I don’t feel safer at all.” The war on terrorism has had devastating effects on muslim americans as islamophobia is pushed by the federal government and grows within the U.S. The number of hate crimes against muslims has reached its highest peak since 911. The Muslim bans under Trump bans issuing visas to people from seven majority muslim countries. The bans are racistly named and have negative effects for muslim-americans. There is a thin line between making policies in the name of national security and institutionalized racism. Right now in the U.S. we must figure out how to make muslim americans feel that they are protected against, and their rights as U.S. citizens are protected.*























