



HIST 1302.03B (20263)
HISTORY OF THE UNITED STATES FROM RECONSTRUCTION
COURSE SYLLABUS: SPRING 2021



Civil rights march from Selma to Montgomery, Alabama. 1965. Via [Library of Congress](#).

Professor: Dr. Cynthia Ross (I go by Dr. Ross or Professor Ross; she/her)
Class Time: MWF Noon – 12:50pm
Class Location: Class will be over Zoom at the time indicated
Office Location: Ferguson Social Sciences 104 (away from office due to pandemic)
Office Hours: Appointments for Zoom meetings can be made TR 9:00am – 5:00pm;
Email is available 24/7
Instructor Email: cynthia.ross@tamuc.edu
Response Time: Within 24 hours, excluding weekends
Graduate Assistant: TBA
GA Email: TBA

Please, click on the following link to access A&M-Commerce Covid 19 Information,
<https://new.tamuc.edu/coronavirus/>

A&M-Commerce requires the use of face-coverings in all instructional and research classrooms/laboratories. Exceptions may be made by faculty where warranted. Faculty have management over their classrooms. Students not using face-coverings can be required to leave class. Repetitive refusal to comply can be reported to the Office of Students' Rights and Responsibilities as a violation of the student Code of Conduct. Students should not attend class when ill or after exposure to anyone with a communicable illness. Communicate such instances directly with your instructor. Faculty will work to support the student getting access to missed content or completing missed assignments.

COURSE INFORMATION

Welcome to the History of the United States From Reconstruction! Have you wondered how we got here as a country? What can the past tell us about the present? Can the past tell us something about our future? What does it mean to be an American, anyway? You are in luck because we will be learning about all this and more in this course. We will cover the main themes of U.S. History from the end of Reconstruction (right after the Civil War) to the recent past. We will study political, economic, social, and cultural developments to give you a basic understanding of

the history of this country. Some of what we talk about will be complex, controversial, contradicting, surprising, and ironic. You will also learn how to evaluate historical information effectively, understanding the balance between factual knowledge and critical analysis. This is not a class focused on memorizing facts, facts, facts. This point of history is understanding how those facts fit into the larger picture and why it matters for us today. You will be required to do a good bit of reading, writing, and thinking. This will all help you improve your skills as a university student, making you more educated, more employable, and a well-rounded individual. Go Lions!

Materials:

[FREE TEXTBOOK] The American Yawp: A Massively Collaborative Open U.S. History Textbook, Volume 2. <https://www.americanyawp.com/>

Note: This is a free online textbook created by over 300 History professors across the United States. It is filled with colorful images and is easy to read on the screen. This excellent resource helps to lower the cost of your education. Traditional textbooks are usually \$100 or more! If you prefer a PDF copy of the textbook (black and white images, so not as exciting) that you can download and read without internet access, click here:

http://www.americanyawp.com/text/wp-content/uploads/Locke_American-Yawp_V2.pdf

NOTE – You will also need Chapter 15 from Volume 1, Reconstruction

If you prefer a \$25.00 print copy from Stanford University Press (will not include Chapter 15), click here: <https://www.sup.org/books/title/?id=30476>

[FREE PRIMARY SOURCE READER] The American Yawp Reader: A Documentary Companion to the American Yawp, Volume 1. <https://www.americanyawp.com/reader.html>

Note: This primary source reader goes along with your textbook. People who lived in the past create primary sources. There are documents, full color images, and some multimedia.

If you prefer a PDF copy of the reader (black and white images, no multimedia), click here: <http://www.americanyawp.com/reader/wp-content/uploads/The-American-Yawp-Reader-Vol-2-Fall-2020.pdf>

Additional resources including videos and podcasts will be available in D2L.

A Note about the Course Texts:

The university and I expect you to read the assigned texts. Doing well in the class will be difficult if you do not keep up with the reading assignments. Class discussion, quizzes, and exams are based on the textbook, reader, and lecture.

Course Description:

A broad interdisciplinary course in the historical development of the United States and North America from 1865. Note: Assignments will focus on reading, writing, and analysis.

Prerequisites: ENG 1301 or concurrent enrollment or ENG 1302 or concurrent enrollment.

Student Learning Outcomes:

1. Students will be able to analyze, evaluate, or solve problems when given a set of circumstances, data, texts, or art.
2. In written, oral, and/or visual communication, A&M-Commerce students will communicate in a manner appropriate to audience and occasion, with an evident message and organizational structure.
3. Students will understand and practice academic honesty.
4. Students will demonstrate an understanding of societal and/or civic issues.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

The readings, recommended multimedia (videos and podcasts), and assignments are listed for each UNIT in D2L. Each UNIT corresponds to a week in the semester. The Zoom Meeting Links for each class are found under CONTENT. Monday, Wednesday, and Friday we will have lecture and discussion using Zoom at the time indicated on the class schedule. You must complete each UNIT by the due date indicated but you are free to work ahead. All assignments must be submitted through D2L; no emailed assignments please. Download the Zoom app, sign up for a free account, and familiarize yourself with Zoom and D2L on the first day of the semester.

Visit <https://zoom.us/> to download the Zoom app and create a free account. For Frequently Asked Questions (FAQ) including system requirements and how to use the app, visit <https://support.zoom.us/hc/en-us/articles/206175806>. It helps to have more of a “face to face” classroom experience if you turn your camera on and use your microphone to engage in discussion. However, I do not require this if you do not feel comfortable doing so. Zoom has a chat feature that you can use for discussion or questions, but please know it takes more time than speaking. If you do not want your surrounding environment to show on your camera during class, feel free to use a virtual background of your choice as long as it is not too distracting to your classmates or professor. If you have problems with poor connectivity when using the video function, you may turn off your camera during class.

Grading

Academic Honesty Quiz	50
About Me! Post	50
Exam 1	100
Exam 2	100
Exam 3	100
Multiple Choice Quizzes (15 @ 10 points each)	150
Discussion Thread (10 @ 20 points each – 10 post/10 response)	200
Engagement (class attendance, class discussion, due dates)	50
TOTAL:	800 points

Semester Grades: A, Excellent: 100-90%; B, Good: 89-80%; C, Average: 79-70%; D, Below Average: 69-60%; F, Fail: 59% and below.

The general grading criteria for all written assignments in this class is based on the following:

A = Mastery of content and reading material; factual accuracy; thoughtful interpretation or argument that synthesizes original thoughts and ideas with content; technically clean

B = Good-to-excellent command of the majority of content and reading material; competent factual accuracy; a generally solid historical argument backed with adequate evidence

C = Fair command of content material; reasonable factual accuracy; ability to articulate a specific thesis or argument even if it is not original or is poorly supported by the evidence

D = Poor command of content; factual errors; no real argument driving the essay

F = Even worse than above; completely off topic; no work submission

Academic Honesty Quiz:

All students must complete the Academic Honesty Quiz before completing any written assignments. No written assignment grades will be released to the student until submission of the Academic Honesty Quiz is complete. This will be your first EASY 50 points in the course!

About Me! Post:

This assignment asks students to upload a picture that says something about you. It doesn't have to be "you" but can be anything that would help the class get to know you. Then write a paragraph or two about yourself. You can include any information you feel comfortable sharing. Some possible ideas are: where you are from, your major, what you plan to do after college, what you find interesting about history, your favorite classroom activity, and anything else you would like to share. In the past students have talked about being from other countries, travels, favorite foods, kids, books, music, pets, and hobbies. I will also post my own About Me! After posting, take a look at your classmates' posts. Notice the diversity and interests among your fellow Lions. Feel free to engage in discussion and ask questions. This is our opportunity to get to know one another and it will help when you begin interacting with each other in class. This will be your second EASY 50 points in the course!

Exams:

There will be three non-comprehensive exams consisting of 5 historical identifications and an essay question (expect 3 to 4 pages total for each exam). I will post the exams at least one week prior to the deadline. You will upload them to the appropriate Dropbox as a Word document (if using Google Docs make sure to save as .doc or .docx). D2L automatically filters all exams through Turnitin, a paper originality application (See the policy on Academic Honesty). You can use any class resources to complete the exams; no outside sources.

To receive better than a 75%, your exam must include at least three pieces of cited evidence from the readings; direct quotes of no more than one sentence in length or paraphrase. You can note specific readings either in the text (In John F. Kennedy's Inaugural Address he stated...), or using MLA format for primary sources or the textbook (Kennedy or American Yawp, Chapter 20, Section 2).

Avoid the use of first person and write professionally with accurate spelling and grammar. Exams will require critical reflection on material learned in the course. Each exam is graded on a 100-point scale. These exams are challenging but if you take your time, prepare yourself, and pay attention to detail, think of the points!

Quizzes:

After completing the assigned reading in each UNIT students will complete a short multiple choice quiz to assess retention of material. Do not begin the quiz until you complete the reading. Quizzes have a 30-minute time limit, leaving little opportunity to look up the answers. There will be 15 quizzes worth 10 points each. More EASY points (as long as you do your reading)!

Discussion Thread:

There will be 10 discussion questions posted in D2L. See the schedule for the UNIT and due dates. For each discussion question, you will write a 6 to 8 sentence paragraph response based on your understanding of the readings and lecture. Some of these questions are easy and some are more complex. All of them will require you to think analytically. Your answer does not have to be perfect but it should show engagement with the readings and critical thinking. It should reference specific readings either in the text (In John F. Kennedy's Inaugural Address he stated...), or using MLA format for primary sources or the textbook (Kennedy or American Yawp, Chapter 20, Section 2).

After contributing your post to the discussion, you will be able to see the posts of your classmates. Look through them and choose 1 post to comment on. You can either make an additional observation, respectfully disagree noting why (and provide supporting evidence), or pose a question. Your comment should be no longer than a 4 to 6 sentence paragraph. You should not just restate the original post or write that you agree/disagree or like/dislike it. Please remember behind every keyboard is a human being. Treat each other with respect. Each discussion is worth 20 points, divided between 10 points for your original post and 10 points for your comment. If you make each one count, that's A LOT of points!

Engagement:

Regular engagement and keeping up with the material is critical in this course. How do I measure engagement in an online class? Engagement will be measured based on students attending live lectures over Zoom, engaging in class discussion, asking/answering questions in class, consistently logging into the course, spending time working in D2L, and completing assignments by the due date. If students have a problem with engagement due to illness, work, family, or life you need to contact me right away. Flexibility and extensions are possible if I know what is going on. You should login to the course at least as often as you would attend a face-to-face class (three times a week in this case!) and complete the work assigned. For a three-credit course, expect to spend nine hours on class work per week outside of regular class attendance to stay on top of the workload. University classes can be difficult but not impossible with strict time management. Engagement is worth a maximum of 50 points, which can sometimes be the difference between a C- and a B- or can turn a B- into an A!

Remember:

Read and review the syllabus

Attend Zoom classes. Be present both physically and mentally.

Check D2L

Stay current on your reading schedule

Complete assignments by the due date

Contact me whenever you have questions or concerns

D2L TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your professor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement:

Students are encouraged to email the professor with questions, concerns, or comments. Students must provide a valid return email address for replies. Unless otherwise announced, students can expect replies within 24 hours during the week. Response times may be longer on the weekends.

When sending an email always do the following:

1) Use a subject line. This tells me what the topic is and prevents your message from ending up in my junk mail.

2) Include your class and section (or class time). I need to know exactly which of my courses you are in. This course is Hist 1302.03B.

3) Use clear, formal English in your emails. Before sending ask yourself, “Would I send this email to my boss?” If not, revise it for professionalism.

3) End the email with your first and last name, that is “sign” your message. I need to know who you are. If you go by a name that is different than the roster, please let me know.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

All writing assignments should be in standard format – Times New Roman or Arial, 12-point font, one-inch margins, double-spaced.

Standard paragraphs are 6 to 8 sentences; short paragraphs are 4 to 6 sentences.

MLA citation style is parenthetical with author and page number; use for quotations and paraphrasing. It should look like this:

Jurgis is injured on the job and the doctor orders him to stay in bed for two months or risk lameness in his leg for life (Sinclair, 121). With this event and its economic consequences, the author highlights how catastrophic a workplace injury could be for workers in the nineteenth century with no financial safety net.

You can find a MLA quick style guide here:

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html

Late Assignments:

Any work submitted past the due date may receive a late penalty without prior written approval by the instructor. If you need an extension, email me before the due date.

Extra Credit:

There is one opportunity for extra credit in this course (See Unit 15). Students are encouraged to talk to the instructor early and often if they are having problems in the course.

Student Conduct:

All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See current Student Guidebook)

Academic Honesty:

In all courses, I expect that all work that you do and turn in is your own. It is the policy of the University, the History Department, and myself that no form of plagiarism, cheating, collusion, or any other form of academic dishonesty will be tolerated. Plagiarism is defined as deliberately taking the words or ideas of someone else and passing them off as your own. Cheating is obtaining unauthorized assistance on any assignment. Collusion is the selling of academic products with the intention that they be submitted to satisfy an academic requirement. Students are expected to uphold and support the highest academic standards at all times.

It is fine to use other people's words and ideas as long as they receive credit in citations. If you are unsure about the precise definition of plagiarism and/or think you may have committed this form of academic dishonesty, see the instructor or visit the Online Writing Lab before you turn in the assignment.

If a student commits academic dishonesty on any part of an assignment, the assignment will receive a zero with no possibility for make-up. Additionally, any incidents of academic dishonesty may be reported to the Office of the Provost by the Professor according to university policy 13.99.99.R0.03 Undergraduate Academic Dishonesty.

Writing Lab:

The [TAMU-Commerce Online Writing Lab](#) is a valuable service free to any student. They can help you get started on a paper, help with drafts, and answer specific questions about citation style, grammar, and spelling. While they will not write the paper for you, they are there to give feedback and guidance.

Students with Disabilities Information:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Student Disability Resources & Services
Texas A&M University-Commerce
Gee Library, Room 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Nondiscrimination Notice:

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement:

Campus Concealed Carry - Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedure/s/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events may make it necessary for the professor to modify the syllabus during the semester. Any changes made to the syllabus will be announced as soon as possible.

COURSE OUTLINE / CALENDAR

Reading links will be live in D2L.

There are textbook reading assignments and several primary resources. I expect you to read ALL of the textbook chapter and AT LEAST half of the primary sources (choose the ones you find more interesting).

All assignments are due Sundays @ 11:59pm; exception Final Exam

UNIT 1: Course Introduction; Reconstruction

Textbook: The American Yawp, Chapter 15 –Reconstruction
Reader: Freedmen discuss post-emancipation life with General Sherman, 1865
Jourdon Anderson writes his former enslaver, 1865
Charlotte Forten teaches freed children in South Carolina, 1864
Mississippi Black Code, 1865
General Reynolds describes lawlessness in Texas, 1868
A case of sexual violence during Reconstruction, 1866
Frederick Douglass on remembering the Civil War, 1877
Johnson and Reconstruction cartoon, 1866
Fifteenth Amendment print, 1870

Recommended Multimedia: [TBA]

Assignment: *Academic Honesty Quiz*
About Me!
Quiz 1

UNIT 2: Capital and Labor

No class January 18 – Dr. Martin Luther King, Jr. holiday

“The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy.” – Dr. King

Textbook: The American Yawp, Chapter 16 – Capital and Labor
Reader: William Graham Sumner on Social Darwinism (ca.1880s)
Henry George, Progress and Poverty, Selections (1879)
Andrew Carnegie’s Gospel of Wealth (1889)
Grover Cleveland’s Veto of the Texas Seed Bill (1887)
The “Omaha Platform” of the People’s Party (1892)
Dispatch from a Mississippi Colored Farmers’ Alliance (1889)
Lucy Parsons on Women and Revolutionary Socialism (1905)
“The Tournament of Today” (1883)
Lawrence Textile Strike (1912)

Recommended Multimedia: [TBA]

Assignment: *Quiz 2*
Discussion Thread 1

UNIT 3: Conquering the West

Textbook: The American Yawp, Chapter 17 – Conquering the West
Reader: Chief Joseph on Indian Affairs (1877, 1879)
William T. Hornady on the Extermination of the American Bison (1889)
Chester A. Arthur on American Indian Policy (1881)
Frederick Jackson Turner, “Significance of the Frontier in American History” (1893)
Turning Hawk and American Horse on the Wounded Knee Massacre (1890/1891)
Laura C. Kellogg on Indian Education (1913)
Helen Hunt Jackson on a Century of Dishonor (1881)
Tom Torlino (1882, 1885)
Frances Densmore and Mountain Chief (1916)

Recommended Multimedia: [TBA]

Assignment: *Quiz 3*
Discussion Thread 2

UNIT 4: Life in Industrial America

Textbook: The American Yawp, Chapter 18 – Life in Industrial America
Reader: Andrew Carnegie on “The Triumph of America” (1855)
Henry Grady on the New South (1886)
Ida B. Wells-Barnett, “Lynch Law in America” (1900)
Henry Adams, The Education of Henry Adams (1918)
Charlotte Perkins, “Why I Wrote The Yellow Wallpaper” (1913)
Jacob Riis, How the Other Half Lives (1890)
Rose Cohen on the World Beyond her Immigrant Neighborhood (ca. 1897/1918)
Mulberry Street (ca. 1900)

Coney Island (ca. 1910-1915)

Recommended Multimedia: [TBA]

Assignment: *Quiz 4*
Discussion Thread 3

UNIT 5: American Empire

Textbook: The American Yawp, Chapter 19 – American Empire
Reader: William McKinley on American Expansionism (1903)
Rudyard Kipling, “The White Man’s Burden” (1899)
James D. Phelan, “Why the Chinese Should Be Excluded” (1901)
William James on “The Philippine Question” (1903)
Mark Twain, “The War Prayer” (ca. 1904-05)
Chinese Immigrants Confront Anti-Chinese Prejudice (1885, 1903)
African Americans Debate Enlistment (1898)
School Begins (1899)
“Declined with Thanks” (1900)

Recommended Multimedia: [TBA]

Assignment: *Quiz 5*
Exam 1

UNIT 6: The Progressive Era

Class is NOT canceled – Presidents’ Day, Monday February 15 celebrates the birthdays of George Washington and Abraham Lincoln

Textbook: The American Yawp, Chapter 20 – The Progressive Era
Reader: Booker T. Washington & W.E.B. DuBois on Black Progress (1895, 1903)
Jane Addams, “The Subjective Necessity for Social Settlements” (1892)
Eugene Debs, “How I Became a Socialist” (April, 1902)
Walter Rauschenbusch, Christianity and the Social Crisis (1907)
Alice Stone Blackwell, Answering Objections to Women’s Suffrage (1917)
Woodrow Wilson on the “New Freedom,” 1912
Theodore Roosevelt on “The New Nationalism” (1910)
“Next!” (1904)
“College Day on the Picket Line” (1917)

Recommended Multimedia: [TBA]

Assignment: *Quiz 6*
Discussion Thread 4

UNIT 7: World War I & Its Aftermath

Textbook: The American Yawp, Chapter 21 – World War I & Its Aftermath
Reader: Woodrow Wilson Requests War (April 2, 1917)

Alan Seeger on World War I (1914; 1916)
The Sedition Act of 1918 (1918)
Emma Goldman on Patriotism (July 9, 1917)
W.E.B. DuBois, “Returning Soldiers” (May, 1919)
Lutiant Van Wert describes the 1918 Flu Pandemic (1918)
Manuel Quezon calls for Filipino Independence (1919)
Boy Scout Charge (1917)
“I Want You” (1917)

Recommended Multimedia: [TBA]

Assignment: *Quiz 7*
Discussion Thread 5

UNIT 8: The New Era

Textbook: The American Yawp, Chapter 22 – The New Era
Reader: Warren G. Harding and the “Return to Normalcy” (1920)
Crystal Eastman, “Now We Can Begin” (1920)
Explanation of the Objects of the Universal Negro Improvement Association (1921)
Hiram Evans on the “The Klan’s Fight for Americanism” (1926)
Herbert Hoover, “Principles and Ideals of the United States Government” (1928)
Ellen Welles Page, “A Flapper’s Appeal to Parents” (1922)
Alain Locke on the “New Negro” (1925)
Advertisements (1924)
Klan Gathering (ca. 1920s)

Recommended Multimedia: [TBA]

Assignment: *Quiz 8*
Discussion Thread 6

UNIT 9: The Great Depression

Textbook: The American Yawp, Chapter 23 – The Great Depression
Reader: Herbert Hoover on the New Deal (1932)
Huey P. Long, “Every Man a King” and “Share our Wealth” (1934)
Franklin Roosevelt’s Re-Nomination Acceptance Speech (1936)
Second Inaugural Address of Franklin D. Roosevelt (1937)
Lester Hunter, “I’d Rather Not Be on Relief” (1938)
Bertha McCall on America’s “Moving People” (1940)
Dorothy West, “Amateur Night in Harlem” (1938)
Family Walking on Highway (1936)
“Bonus Army Routed” (1932)

Recommended Multimedia: [TBA]

Assignment: *Quiz 9*

Discussion Thread 7

UNIT 10: World War II

Textbook: The American Yawp, Chapter 24 – World War II
Reader: Charles A. Lindbergh, “America First” (1941)
A. Phillip Randolph and Franklin Roosevelt on Racial Discrimination in the Defense Industry (1941)
The Atlantic Charter (1941)
FDR, Executive Order No. 9066 (1942)
Aiko Herzig-Yoshinaga on Japanese Internment (1942/1994)
Harry Truman Announcing Atomic Bombing of Hiroshima (1945)
Declaration of Independence of the Democratic Republic of Vietnam (1945)
Tuskegee Airmen (1941)
World War II Recruitment Posters (1942 & 1943)

Recommended Multimedia: [TBA]

Assignment: *Quiz 10*
Exam 2

UNIT 11: The Cold War

Textbook: The American Yawp, Chapter 25 – The Cold War
Reader: The Truman Doctrine (1947)
NSC-68 (1950)
Joseph McCarthy on Communism (1950)
Dwight D. Eisenhower, “Atoms for Peace” (1953)
Senator Margaret Chase Smith’s “Declaration of Conscience” (1950)
Lillian Hellman Refuses to Name Names (1952)
Paul Robeson’s Appearance Before the House Un-American Activities Committee (1956)
Atomic Energy Lab 1951-1952
Duck and Cover (1952)

Recommended Multimedia: [TBA]

Assignment: *Quiz 11*
Discussion Thread 8

UNIT 12: The Affluent Society

Textbook: The American Yawp, Chapter 26 – The Affluent Society
Reader: Juanita Garcia on Migrant Labor (1952)
Hernandez v. Texas (1954)
Brown v. Board of Education of Topeka (1954)
Richard Nixon on the American Standard of Living (1959)
John F. Kennedy on the Separation of Church and State (1960)

Congressman Arthur L. Miller Gives “the Putrid Facts” About Homosexuality (1950)
Rosa Parks on Life in Montgomery, Alabama (1956-1958)
Little Rock Rally (1959)
“In the Suburbs” (1957)

Recommended Multimedia: [TBA]

Assignment: *Quiz 12*
Discussion Thread 9

UNIT 13: The Sixties

Textbook: The American Yawp, Chapter 27 – The Sixties
Reader: Barry Goldwater, Republican Nomination Acceptance (1964)
Lyndon Johnson on Voting Rights and the American Promise (1965)
Lyndon Johnson, Howard University Commencement Address (1965)
National Organization for Women, “Statement of Purpose” (1966)
George M. Garcia, Vietnam Veteran, Oral Interview (2012/1969)
The Port Huron Statement (1962)
Fannie Lou Hamer: Testimony at the Democratic National Convention 1964
Civil Rights Images (1964, 1965)
Women’s Liberation March (1970)

Recommended Multimedia: [TBA]

Assignment: *Quiz 13*

UNIT 14: The Unraveling

Textbook: The American Yawp, Chapter 28 – The Unraveling
Reader: Report of the National Advisory Commission on Civil Disorders (1968)
Statement by John Kerry of Vietnam Veterans Against the War (1971)
Nixon Announcement of China Visit (1971)
Barbara Jordan, 1976 Democratic National Convention Keynote Address (1976)
Jimmy Carter, “Crisis of Confidence” (1979)
Gloria Steinem on Equal Rights for Women (1970)
Native Americans Occupy Alcatraz (1969)
New York City Subway (1973)
“Stop ERA” Protest (1977)

Recommended Multimedia: [TBA]

Assignment: *Quiz 14*
Discussion Thread 10 (last one!)

UNIT 15: The Triumph of the Right & Recent History

- Textbook:** The American Yawp, Chapter 29 – The Triumph of the Right
The American Yawp, Chapter 30 – Recent History
- Reader (Chap 29):** First Inaugural Address of Ronald Reagan (1981)
Jerry Falwell on the “Homosexual Revolution” (1981)
Statement of AIDS Patients (1983)
Statements from The Parents Music Resource Center (1985)
Pat Buchanan on the Culture War (1992)
Phyllis Schlafly on Women’s Responsibility for Sexual Harassment (1981)
Jesse Jackson on the Rainbow Coalition (1984)
Satellites Imagined in Orbit (1981)
Ronald Reagan and the American Flag (1982)
- Reader (Chap 30):** Bill Clinton on Free Trade and Financial Deregulation (1993-2000)
9/11 Commission Report, “Reflecting On A Generational Challenge” (2004)
George W. Bush on the Post-9/11 World (2002)
Obergefell v. Hodges (2015)
Pedro Lopez on His Mother’s Deportation (2008/2015)
Chelsea Manning Petitions for a Pardon (2013)
Emily Doe (Chanel Miller), Victim Impact Statement (2015)
Ground Zero (2001)
Barak Obama and a Young Boy (2009)

Assignment: *Quiz 15 (Chap 29 only)*

BONUS: *Quiz 16 (Chap 30)*

FINALS WEEK:

Final Exam Schedule Friday, April 30 8:00am – 10:00pm

Final Exam Due Friday, April 30 @ 10:00am

(Upload it early, get your grade early!)