

History 1302: US History from 1865



Image: Sister Rosetta Tharpe, PBS: *The Godmother of Rock and Roll*

Spring Semester 2021

Blended course (20265, 1302.08B)

3 Credit Hours

Time: TTh, 11:00-12:15

Dr. Sanja Kadrić (I go by Sanja or Dr./Prof. Kadrić)

E-mail address: sanja.kadric@tamuc.edu

Office hours: Thursdays **12:30-5:30** via Zoom (link on D2L)

Welcome to Modern American History. Any idea who Sister Rosetta Tharpe is? If not, you will learn about her and many other Americans who shaped our nation in this course. Some of these individuals, you have likely heard mentioned. Others have been forgotten but are no less important or influential. In this course, we will discuss why some are remembered and others forgotten. We will also ask whether and why it is important to unearth, learn, and teach about them.

We will begin in the year 1865, the end of the American Civil War (1861-1865), and end in the present day. Our goal is to transport ourselves into the past so that we can experience all its complexities, nuances, surprises, ironies, and contradictions. Some of the themes that we will explore are race and racism, the federal government, immigration, colonization, women's rights, labor, industrialization, war, peace, globalization, and contests over the meaning of "freedom". At large, we will explore what it meant and means to be American, why we still disagree over this and over our shared history, and perhaps most importantly, *why this matters for you today*.

Student Learning Outcomes: By the end of this course, you will be able to:

1. Form substantive and evidence-driven arguments to propose solutions to problems or explain phenomena.

2. Follow conventions of grammar and syntax appropriate to the audience, purpose and message.
3. Demonstrate awareness of societal and/or civic issues.
4. Understand your role in your own education.

COVID-19:

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.

TECHNOLOGY, ACCESS, AND NAVIGATION:

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

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>

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.

Personal computer and internet connection problems do not excuse the requirement to complete all coursework in a timely and satisfactory manner. Each student needs to have a backup method to deal with these problems. Please let me know if you encounter these problems and we will do our best to work around or to resolve them. However, if I don't know of the issue, I can't help or excuse you. **If you are worried about access to a personal computer or a good internet connection in relation to this course, please talk to me as soon as possible so we can figure out a solution.** *I am more than willing to work with you, but I need to know to do so.*

THE COURSE:

Readings:

- There is a textbook for this course. It is *entirely online* and *entirely free*. You can access it using this link: <http://www.americanyawp.com/> (also on D2L).
 - We will begin with Volume I and quickly move on to Volume II.
- I also use D2L to post readings, class materials, and assignment instructions, so please check it regularly. If you foresee issues with doing so (lack of technology and/or regular internet access), please let me know immediately so that we can discuss alternative arrangements.
 - I reserve the right to make changes to the class schedule and readings. If I do so, I will notify you ahead of time.
 - Please check to make sure that you can access the readings on D2L *the day before* (preferably, even earlier) any scheduled class. If an article or a link is malfunctioning, get in touch with me immediately. Unless you contact me about an issue accessing a reading in a timely manner, I will not grant an excuse nor an extension on work.

General expectations:

- **Reading** – You are expected to read, mull over, and jot down notes on the readings *before* watching each lecture. You can use these notes while you take the weekly quizzes, so I highly recommend taking notes and highlighting as you read.
 - For help with notetaking, see the **ASK THE CLASS forum on D2L**.
- **Participating** – Because almost half of this course revolves around discussion sessions, your participation is essential not just to your success but to the success of the class.
 - If you cannot or are for any reason uncomfortable with joining our Zoom discussion sessions with video, you are free to have your video turned off. However, you will need to unmute to participate verbally.
- **Listening** – The other half of this course revolves around my lectures. I encourage you to watch them as soon as they are posted on Tuesday mornings. Take thorough notes as I lecture. You can use these while taking the quizzes, participating in discussion sessions, working on the primary source assignments, and writing your final paper.
 - For help with lecture notes, see the **ASK THE CLASS forum on D2L**.

Assignments and grade breakdown:

- **Lectures (15% of your final grade)**
 - Each Tuesday morning, I will post a lecture to D2L. You will earn a point for each lecture that you watch. I will check on D2L whether you access each lecture.
- **Quizzes (15% of your final grade)**
 - Quizzes will be taken on D2L. Please see course schedule for due dates.
 - Each quiz is worth 5 points and features 5 questions. The questions will be multiple choice, true/false, and identification. They will ask you to recall material from my lectures and your readings.
 - Seeing as I (fortunately or unfortunately) am neither omniscient nor omnipresent, I cannot control whether you refer to your readings and notes as you take the quiz. I would certainly recommend that you keep them handy, but I cannot imagine that frantically scrolling through your materials will help at the very last minute. I leave it to your judgment to

decide how to approach the issue, but keep in mind that you have **15 minutes** to take the quiz. It is best to approach this *fully prepared*.

- You will take a quiz almost every Tuesday of the semester. The quiz will open up at 12:30 pm and close at the end of the day at 11:59 pm. It is **up to you** to take the quiz during this open window. I would recommend taking it as soon as you watch my weekly lecture.
- You must take all the quizzes at their scheduled time. In case of an emergency or an unforeseen issue beyond your control, you may be allowed to take a make-up quiz. However, you must contact me to discuss this possibility and submit your proof of emergency within 1 day of the scheduled quiz.
- **Discussion Sessions (15% of your final grade)**
 - Discussion sessions will occur live on Zoom. Please see the course schedule for due dates. Each discussion session is worth 100 points.
 - You will participate in a live small-group and class-wide discussion session on Zoom almost every Thursday of the semester.
 - The discussion sessions will ask you to apply your weekly readings and my lecture towards answering complex questions and engaging your classmates in stimulating discussion.
 - In each session, you will be divided into small groups and given a single question to discuss and to prepare an answer. I will observe and grade your participation in this small group. You will then elect a speaker who will present your answer to the class at large in class-wide discussion. I will also observe and grade your participation in the class-wide discussion. Together, your participation will be graded out of 100 points.
 - You need to engage verbally in some form to get an A on this assignment. However, if you have issues doing so, please reach out to me as soon as possible so that we can discuss possible alternative arrangements.
 - If you cannot or are for any reason uncomfortable with joining our Zoom discussion sessions with video, you are free to have your video turned off. However, you will need to unmute to participate verbally.
- **Primary Source Activities (30% of your final grade, 3 in all)**
 - These assignments will be submitted to their corresponding D2L assignment drop boxes. Please see course schedule for due dates. Each activity is worth 100 points.
 - You will analyze a primary source document of your choice and write up a formal assessment. To find the cluster of documents that you can choose from for each of the three activities, go to: www.americanyawp.com/reader (link also on D2L)
 - **Primary Source Activity #1** – Can choose from *any* of the documents in chapters 16, 17, 18 and 19
 - **Primary Source Activity #2** – Can choose from *any* of the documents in chapters 20, 21, 22, and 23
 - **Primary Source Activity #3** – Can choose from *any* of the documents in chapters 24-30
 - Instructions:
 - Choose and read the document. Use the corresponding chapter in *The American Yawp* textbook to put it into historical context.
 - Identify the document that you chose clearly in your header.
 - Write a 1-pg analysis briefly summarizing the document, placing it in historical context, and analyzing it through course themes.

- Use the following as a guide:
<https://www.oxfordfirstsource.com/page/how-to-read-primary-source-documents/how-to-read-and-assess-primary-documents>
 - Your paper should be double-spaced, in a standard font (Times New Roman or Arial, 12pt), and no more than one page in length.
- **Final Paper (25% of your final grade, 100 pts)**
 - Instead of a final exam, you will be writing a final paper. Feel free to start working on and/or consulting me for help on this paper immediately.
 - **Due date: April 26, 2020 by 11:59 PM**
 - Your final paper must be submitted to D2L by this date. This final paper is your final exam. This means that I absolutely cannot accept any submissions after the due date.
 - I will provide detailed rubrics for each option later in the semester. For now, know that this paper must be typed and double-spaced in 12-point font, Word format, ≈1200 words. It will be graded on (1) content, accuracy, and aptness of analysis and (2) quality and accuracy of prose, grammar and style. You **must** consult academic literature and provide a properly formatted bibliography.
 - **Don't panic, the library and I are here to help. Our librarian is Sarah Northam.** She is available to assist you in your research, whether it is using the library or identifying and locating sources. She will also come and speak with us in class. Here is how to contact her:
 - Sarah Northam, Head of Research and Instruction Services, Gee Library: 903-886-5714 or Sarah.Northam@tamuc.edu

Option 1: Book Review

Choose a book significant to modern American history that interests you. Read the book and write a review critiquing it from the perspective of an American historian. Your review should answer the following questions: What historical events or processes does the book reflect on? What is the book's point of view on these historical events and processes? Is this point of view incomplete, misleading, or biased in any way? In other words, is this book an accurate historical representation of whatever period it covers? You will answer these questions by doing research on the book using academic sources. I will provide a detailed rubric.

Some suggestions:

- Esmeralda Santiago, *When I Was Puerto Rican*
- David E. Stannard, *Honor Killing: Race, Rape, and Clarence Darrow's Spectacular Last Case*
- Malcolm X, *The Autobiography of Malcolm X*
- Ibtihaj Muhammad, *Proud: My Fight for an Unlikely American Dream*
- Warren St. John, *Outcasts United: A Refugee Team, An American Town (soccer)*
- Charles Himes, *Harlem Detectives series*
- James Green, *Death in the Haymarket*
- Martin Luther King, *Why We Can't Wait*
- Robert F. Williams, *Negroes with Guns*
- Christian Appy, *Patriots (great oral histories about the Vietnam War)*
- Bruce Schulman, *The Seventies*
- Bryant Simon, *Everything But the Coffee*

- Beth Bailey, *Sex in the Heartland*
- Phyllis Schlafly, *A Choice Not an Echo*
- Anne Moody, *Coming of Age in Mississippi*
- Dee Brown, *Bury My Heart at Wounded Knee: An Indian History*
- Kevin Boyle, *Arc of Justice: A Saga of Race, Civil Rights, and Murder*
- Rachel Carson, *Silent Spring* (environmentalism)
- E. B. Sledge, *With The Old Breed: At Peleliu and Okinawa*
- Elaine Tyler May, *Homeward Bound: American Families in the Cold War Era*
- Jennifer Price, *Flight Maps: Adventures With Nature in Modern America*
- Keith Beattie, *The Scar That Binds: American Culture and the Vietnam War*
- Rebecca Skloot, *The Immortal Life of Henrietta Lacks*
- Benita Roth, *Separate Roads to Feminism: Black, Chicana, and White Feminist Movements in America's Second Wave*
- Pablo Mitchell, *West of Sex: Making Mexican America 1900-1930*
- Jiyeon Yuh, *Beyond the Shadow of Camptown: Korean Military Brides in America*
- Catherine Choy, *Empire of Care: Nursing and Migration in Filipino American History*
- Linda Gordon, *The Great Arizona Orphan Abduction*
- Rebecca Kluchin, *Fit to be Tied: Sterilization and Reproductive Rights in America, 1950-1980*
- Lara Marks, *Sexual Chemistry: A History of the Contraceptive Pill*
- Peggy Pascoe, *What Comes Naturally: Miscegenation Law and the Making of Race in America*
- Karen Leong, *The China Mystique: Pearl S. Buck, Anna May Wong, Mayling Soong, and the Transformation of American Orientalism*
- Margot Canaday, *The Straight State: Sexuality and Citizenship in Twentieth-century America*
- Chad Heap, *Slumming: Sexual and Racial Encounters in American Nightlife, 1885-1940*

Option 2: Movie Review

Choose a movie or a documentary significant to modern American history that interests you. Watch the movie and write a review critiquing it from the perspective of an American historian. Your review should answer the following questions: What historical events or processes does the movie reflect on? What is the movie's point of view on these historical events and processes? Is this point of view incomplete, misleading, or biased in any way? In other words, is this movie an accurate historical representation of whatever period it covers? You will answer these questions by doing research on your movie using academic sources. I will provide a detailed rubric.

Some suggestions:

- *Becoming American: The Chinese Experience*
- *Dr. Strangelove*
- *Berkeley in the Sixties*
- *Black Power Mixtape*
- *My Lai by American Experience*
- *Lavender Scare by American Experience*
- *Stonewall by American Experience*

- Anita: Speaking Truth to Power
- Birth of a Nation, abridged version (D.W. Griffith, 104 minutes, 1930)
- Rio Grande (John Ford, 105 minutes, 1950)
- Triangle Fire (Jamila Wignot, 53 minutes, 2011)
- The Grapes of Wrath (John Ford, 120 minutes, 1940)
- A Raisin in the Sun (Daniel Petrie, 128 minutes, 1961)
- Sister Rosetta Tharpe: The Godmother of Rock & Roll
- Dear White People (2014 film)
- Get Out (2017 film)
- Black Panther (2018 film)
- LA 92 (L.A. riots in the early 90s)
- Black is King

Option 3: Biography

Choose an individual significant to modern American history that interests you. After you choose your subject, you will do research on them using academic sources. You will use your research to write a critical biography of this individual. Your biography will cover this individual's contributions to American History (why they are significant), the ways in which their life experiences influenced their contributions, and the greater historical context in which they lived. I will provide a detailed rubric.

Option 4: Case Study

Choose *any* topic related to modern American history to research as a case study. You could choose anything from political cartoons (if issues of race and cartoons interest you, I would check out Keith Knight), social justice podcasting (start with NPR's Code Switch), detective novels (check out Chester Himes), environmentalism, military service, birth control, Islam, the KKK, libertarianism, the NAACP, soccer, cultural diplomacy, to name just a few options. You will conduct historical bibliographic research on this case by locating appropriate primary and secondary sources. You will use your research to analyze this topic and its importance to our understanding of American history. I will provide a detailed rubric.

SCALE:

All grades will be computed on the following standard scale:

- A = 90%-100%
- B = 80%-89%
- C = 70%-79%
- D = 60%-69%
- F = 59% or below

UNIVERSITY & COURSE POLICIES:

If you anticipate missing any portion of class, please notify me *at least one day* before the scheduled class period. It is in your best interest to let me know as soon as possible so we can work out an arrangement if one is possible.

If an emergency occurs, notify me *within a day of the emergency* (or as soon as possible, depending on the situation) to provide documentation and discuss the potential of make-up work. Make-up opportunities may be awarded at my discretion. The same goes for extensions for any assignments associated with this class. Assignments that are received late without just cause or without a previously approved excuse will not be accepted. The due dates on the syllabus for any and all assignments will be enforced.

E-mails: One of your jobs as a student is professionalizing yourself in preparation for whatever employment you may seek after your university years. An important element of professionalism is communication, and one of the primary modes of communication in a class is e-mail. I want you to consider class-related e-mails to me and fellow students as an exercise in professionalism. Please use formal English in your e-mails, and do not forget to sign your message with your full name. Before you shoot off an e-mail, ask yourself, "Would I send this e-mail to my boss?" If not, take some time to think on why and revise. I will respond to your e-mails in a timely manner, no later than 24 hours after receiving them.

Student conduct: All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in the Student Guidebook:

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information on how to interact with students online: <https://www.britannica.com/topic/netiquette>

TAMUC attendance policy: For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Grades and grade complaints: I will return all graded assignments to you no later than a week after they are submitted, but likely earlier. One day after receiving any grade, you can make an appointment with me and discuss your grade. I do not guarantee that I will change your grade, but I would be happy to hear your case.

Academic Integrity: Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Disability Services: 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 me and:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Non-discrimination Policy: Texas A&M University-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 Statements: 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 the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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, such as student progress, may make it necessary to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

Week 1

1.1 January 12

Introduction to the course

1.2 January 14

American Yawp, Vol. I, Chapter 14. The Civil War, **pgs. 371-402.**

ASSIGNMENT: Join the Zoom discussion session from 11:00-12:15!

Week 2

2.1 January 19

American Yawp, Vol. I, Chapter 15. Reconstruction, **pgs. 402-435.**

ASSIGNMENT: Take Quiz!

2.2 January 21

Origins: The Ratification of the Fourteenth Amendment, by Michael Les Benedict

<http://origins.osu.edu/milestones/july-2018-150-years-fourteenth-amendment>

Origins: Confederates and Lynching in American Public Memory, podcast 41:04

<http://origins.osu.edu/historytalk/confederates-and-lynching-american-public-memory>

Origins: What We Talk About When We Talk About Confederate Monuments

<http://origins.osu.edu/article/what-we-talk-about-when-we-talk-about-confederate-monuments>

ASSIGNMENT: Join the Zoom discussion session from 11:00-12:15!

Week 3

3.1 January 26

American Yawp, Vol. II, Chapter 16. Capital and Labor **and** Chapter 17. Conquering the West, **pgs. 1-56.**

ASSIGNMENT: Take Quiz!

3.2 January 28

NPR: How the Only Coup d'Etat in U.S. History Unfolded (read and listen)

<https://www.npr.org/templates/story/story.php?storyId=93615391>

The Atlantic: The Lost History of an American Coup D'État

<https://www.theatlantic.com/politics/archive/2017/08/wilmington-massacre/536457/>

ASSIGNMENT: Join the Zoom discussion session from 11:00-12:15!

Week 4

4.1 February 2

American Yawp, Vol. II, Chapter 18. Life in Industrial America **and** Chapter 19. American Empire, **pgs. 56-109.**

ASSIGNMENT: Take Quiz!

4.2 February 4

NPR: Biography Examines Life of Ida B. Wells (listen, 14:03)

<https://www.npr.org/templates/story/story.php?storyId=89109212>

Library of Congress: Ida B. Wells and the Activism of Investigative Journalism

<https://blogs.loc.gov/headlinesandheroes/2020/02/ida-b-wells-and-the-activism-of-investigative-journalism/>

Mississippi History Now: Ida B. Wells: A Courageous Voice for Civil Rights

<http://www.mshistorynow.mdah.ms.gov/articles/49/ida-b-wells-a-courageous-voice-for-civil-rights>

Ida B. Wells Society: Our Creation Story

<https://idabwellsociety.org/about/our-creation-story/>

ASSIGNMENT: Join the Zoom discussion session from 11:00-12:15!

Week 5

5.1 February 9

No readings, lecture on Primary Source Activity #1

ASSIGNMENT: Read over instructions and docs for Primary Source Activity #1!

5.2 February 11

ASSIGNMENT: Primary Source Activity #1

Week 6

6.1 February 16

American Yawp, Vol. II, Chapter 20. The Progressive Era, **109-140.**

ASSIGNMENT: Take Quiz!

6.2 February 18

Origins: February 2018: 150 Years Since the Birth of W. E. B. Du Bois

<http://origins.osu.edu/milestones/february-2018-150-years-birth-w-e-b-du-bois>

Stanford Encyclopedia of Philosophy: W.E.B. Du Bois

<https://plato.stanford.edu/entries/dubois/>

In These Times: No Excuses for a Racist Murderer: W.E.B. Du Bois on the Legacy of Robert E. Lee

<http://inthesetimes.com/article/20447/Robert-E-Lee-WEB-DuBois-Racist-Murderer-Confederacy-Monuments>

ASSIGNMENT: Join the Zoom discussion session from 11:00-12:15!

Week 7

7.1 February 23

American Yawp, Vol. II, Chapter 21. WWI and Its Aftermath **and** Chapter 22. The New Era, pgs. **140-192.**

ASSIGNMENT: Take Quiz!

7.2 February 25

Origins: Top Ten Origins: Flu

<http://origins.osu.edu/connecting-history/top-ten-origins-flu>

Origins: The 1918 Flu Pandemic (video, 9:38)

<https://www.youtube.com/watch?v=kuHUKpPtOTU>

Origins: At the Movies: "Birth of a Nation" After 100 Years
<http://origins.osu.edu/connecting-history/3252015-movies-birth-nation-after-100-years>

Origins: The Mother of Rock and Roll
<http://origins.osu.edu/milestones/march-2015-mother-rock-and-roll>
ASSIGNMENT: Join the Zoom discussion session from 11:00-12:15!

Week 8

8.1 March 2

American Yawp, Vol. II, Chapter 23. The Great Depression, pgs. **192-225**.
ASSIGNMENT: Take Quiz!

8.2 March 4

Origins: Down and Out (Again): America's Long Struggle with Mass Unemployment
<http://origins.osu.edu/article/down-and-out-again-america-s-long-struggle-mass-unemployment>

Origins: "Black Tuesday" After 70 Years
<http://origins.osu.edu/history-news/black-tuesday-after-70-years>

Origins: Guess What? The New Deal Worked!
<http://origins.osu.edu/history-news/guess-what-new-deal-worked>

Origins: COVID, the New Deal, and the Importance of Leadership
<http://origins.osu.edu/connecting-history/covid-new-deal-economy-leadership>
ASSIGNMENT: Join the Zoom discussion session from 11:00-12:15!

Week 9

9.1 March 9

No readings, lecture on the final paper
ASSIGNMENT: Read over instructions and docs for Primary Source Activity #2!

9.2 March 11

ASSIGNMENT: Primary Source Activity #2

Week 10

10.1 March 16

American Yawp, Vol. II, Chapter 24. World War II, pgs. **225-257**.
ASSIGNMENT: Take Quiz!

10.2 March 18

Origins: Time to Confront the Ethics of Hiroshima
<http://origins.osu.edu/history-news/time-confront-ethics-hiroshima>

Origins: Not Everyone Wanted to Bomb Hiroshima
<http://origins.osu.edu/history-news/not-everyone-wanted-bomb-hiroshima>

Origins: Hiroshima: Military Voices of Dissent
<http://origins.osu.edu/history-news/hiroshima-military-voices-dissent>

Origins: Journalists and the Bomb
<http://origins.osu.edu/history-news/journalists-and-bomb>

ASSIGNMENT: Join the Zoom discussion session from 11:00-12:15!

Week 11

11.1 March 23

American Yawp, Vol. II, Chapter 25. The Cold War **and** Chapter 26. The Affluent Society, **pgs. 257-314.**

ASSIGNMENT: Take Quiz!

11.2 March 25

Origins: Populism and Anti-Americanism in Modern Latin America

<http://origins.osu.edu/article/populism-and-anti-americanism-modern-latin-america>

Associated Press: Ex-Green Beret led failed attempt to oust Venezuela's Maduro

<https://apnews.com/79346b4e428676424c0e5669c80fc310>

Origins: As Cuba and the United States Reengage: The Presence of the Past

<http://origins.osu.edu/article/cuba-and-united-states-reengage-presence-past>

Origins: A Postcard from Havana, Cuba

<http://origins.osu.edu/connecting-history/havana-cuba-historical-postcard>

ASSIGNMENT: Join the Zoom discussion session from 11:00-12:15!

Week 12

12.1 March 30

American Yawp, Vol. II, Chapter 27. The Sixties, **pgs. 314-343.**

ASSIGNMENT: Take Quiz!

12.2 April 1

Origins: Putting Race on Display: The National Civil Rights Museum (podcast, 18:16)

<http://origins.osu.edu/historytalk/putting-race-display-national-civil-rights-museum>

Origins: The Unfinished Struggle: Civil Rights and the 50th Anniversary of the March on Washington

<http://origins.osu.edu/milestones/august-2013-unfinished-struggle-civil-rights-and-50th-anniversary-march-washington>

Origins: Searching for Wakanda: The African Roots of the Black Panther Story

<http://origins.osu.edu/connecting-history/searching-wakanda-african-roots-black-panther-story>

Origins: Interracial Marriage in "Post-Racial" America

<http://origins.osu.edu/article/interracial-marriage-post-racial-america>

ASSIGNMENT: Join the Zoom discussion session from 11:00-12:15!

Week 13

13.1 April 6

American Yawp, Vol. II, Chapter 28. The Unraveling, **pgs. 343-376.**

ASSIGNMENT: Take Quiz!

13.2 April 8

ASSIGNMENT: Primary Source Activity #3

Week 14

14.1 April 13

American Yawp, Vol. II, Chapter 29. The Triumph of the Right.

ASSIGNMENT: Take Quiz!

14.2 April 15

Origins: The 1992 Los Angeles Rebellion: "No Justice, No Peace"

<http://origins.osu.edu/milestones/may-2017-1992-los-angeles-rebellion-no-justice-no-peace>

Origins: Justice Denied: The Killing of Trayvon Martin in Historical Perspective

<http://origins.osu.edu/article/justice-denied-killing-trayvon-martin-historical-perspective>

Origins: The Long View of Sports Protests (podcast, 33:50)

<http://origins.osu.edu/historytalk/long-view-sports-protests>

Origins: A Long View of Policing in America (podcast, 28:44)

<http://origins.osu.edu/historytalk/long-view-policing-america>

ASSIGNMENT: Join the Zoom discussion session from 11:00-12:15!

Week 15

15.1 April 20

American Yawp, Vol. II, Chapter 30. The Recent Past.

ASSIGNMENT: Take Quiz!

15.2 April 22

Origins: From Poll Taxes to Partisan Gerrymandering: Voter Disenfranchisement in the United States (podcast, 40:24)

<http://origins.osu.edu/historytalk/poll-taxes-partisan-gerrymandering-voter-disenfranchisement-united-states>

Origins: A History of Stolen Citizenship

<http://origins.osu.edu/article/voting-crime-and-race-history-stolen-citizenship-disenfranchisement-felony>

Origins: Going Viral: COVID Conspiracies in Historical Perspective

<http://origins.osu.edu/connecting-history/covid-influenza-conspiracies-fake-news>

Associate Press: Analysis: Virus shows benefit of learning from other nations

<https://apnews.com/3adf5722134f03d86be9a1726b910997>

Origins: The American Dream after Covid-19

<http://origins.osu.edu/article/american-dream-after-covid-19>

ASSIGNMENT: Join the Zoom discussion session from 11:00-12:15!

Week 16 – Finals Week

16.1 April 27

Regular Zoom office hours from 12:30-5:30

FINAL EXAM DUE: April 26, 2020 by 11:59 PM