



HIST 1302.02E

United States History from 1865

COURSE SYLLABUS: Spring 2024

Time: MWF 11.00–11.50

Room: AGET 253

INSTRUCTOR INFORMATION

Instructor: Dr Kuracina

Office Location: Ferguson 127

Office Hours:

University Email Address: William.Kuracina@tamuc.edu

Preferred Form of Communication: ***email***

Communication Response Time: usually within 24 hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required: The course textbook is the American Yawp, a free and open online textbook available at <http://www.americanyawp.com/>.

Optional Texts and/or Materials: The instructor will upload additional materials into the LMS, from time to time throughout the semester, according to the course calendar and accompanied by appropriate announcements from the instructor.

Course Description

Our history gets longer every day, and the events of the past equally can become more remote or less relevant with each passing day.

But, history is always relevant to the context of today. Therefore, this course is designed to help us understand the past, so we can better understand the present. To best understand the past,

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we will work to both learn history and to practice history—in other words, we will learn historical thinking, so we can better make sense of the past.

To achieve this goal, every reading, discussion, quiz/test, or writing assignment seeks to answer several basic questions — How have major historical events inspired the country’s growth, expansion, and development? In what ways has the country progressed along its ideals of “life, liberty, and the pursuit of happiness” and according to its founding principles? How does our understanding about US history influence our interpretations of national or international affairs? How does history make us, us?

This course, then, explores a series of events along a fairly regular timeline, the history of the United States since 1865, in ways that can help us isolate, analyze, and understand key factors involved with the country’s national growth.

Prerequisite and/or Corequisite: ENG 1301 or ENG 1302, or concurrent enrollment.

Student Learning Outcomes (Should be measurable; observable; use action verbs)

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

Discussion

Every class module will attempt to begin with a group conversation that seeks to answer one or more key questions about the module’s history content. That dialogue is followed with some basic lecture and discussion about the material, in ways that are meant to offer evidence that can inform perspectives offered during the group conversation.

- 1 point means you are in class but not contributing;
- 2 points means you are following the discussion, writing some notes, sometimes contributing talking points or observations;
- 3 points means you are contributing in ways that advance the conversation in meaningful directions.

Extra points can be banked and rolled into “extra credit” toward the semester’s final grade.

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Breakout Group Discussion

Learning does not occur in a vacuum, and we all can benefit from the opinions and insights offered by someone else. Students will be assigned by the instructor into small discussion groups. These groups are expected to use the D2L discussion board for their own discussions about discussion questions, or about reading assignments, or about response paper documents, or other similar activities. Students are expected to seek some preliminary answers through these discussions, to be better prepared for the large-group conversations that will occur as in-class discussion.

Within the breakout group forum, each student is expected to 1) contribute their impressions from the reading assignment (typically something that jumps out at you) and 2) respond to at least one other group member's observations. This setup means that each of you will be better prepared for lecture or for the class discussions.

Attendance

Each class session, the instructor takes attendance, because attendance is necessary for success: Attending class directly equals success in the class, just as it generally means success in any aspect of your life — you have to exercise to benefit from the exercise. Attendance grading reflects this philosophy, with the opportunity to collect bonus points that add to your final grade — each day of class is worth 2.5 points; each week of class is worth 7.5 points; perfect attendance for the entire semester can earn almost 20 “extra credit” points. Again, you have to attend class to be where the action is.

Quizzes

An open-note, open-book quiz accompanies each textbook chapter. They help the instructor check that students are completing reading assignments, but they also provide ways to test your understanding of the material.

Two of the quizzes are unrelated to reading assignments. One quiz is an Academic Honesty Quiz that is used to measure Student Learning Outcome #3, and a second quiz targets students' understanding of details found within the syllabus.

Short response papers

Students will complete two brief response papers. Each response will be at least two full pages in length (double-spaced, 12-point font, 1 inch margins, students name must be included). Students will respond to a specific historical document and they will attempt to integrate that specific event into a broader historical context.

For each assignment, students will be given a prompt, a statement, or a series of questions that are meant to stimulate an analytical line of thought. Students then will take the document, properly reference and cite it, and frame your historical argument about the document and the historical context that builds from the instructor's prompt.

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Students may choose one of two options for each response paper assignment.

Each response paper will be graded according to the following criteria:

- Presence and strength of a point of view (an argument)
- Proper use of evidence to support the argument
- Organization of the essay
- Extent to which the paper is analytical rather than descriptive
- Mechanics (spelling, grammar, punctuation, etc.)

NOTE: Students have four opportunities to complete two response papers.

Exams

Four exams are given throughout the semester. Exams are completed during an exam day class period. The exams are *not* comprehensive, each exam covers a specific portion of the overall course content.

Each exam consists of two sections. A multiple choice section asks questions about the basic historical facts; these details will tend to be the most important information that we cover or discuss in class. A short essay section encourages students to discuss the significance of historical events. The instructor will give possible question prompts in advance of the exam, and the essay questions will be drawn from these likely question prompts.

During exams, students will be required to put away all electronic mobile devices.

Student Responsibilities or Tips for Success in the Course

PACE YOURSELF! Please remember that all assignments have specific due dates within the syllabus. This sort of outlining is designed to empower you to manage this class and all of your other coursework throughout the semester. Be aware of deadlines, be careful not to miss assignments, be sure to attend class—courses always have a way of snowballing when permitted, so please diligently avoid procrastination and all of the other ways you might end up sabotaging your own success.

Attendance policy

Students are expected to attend every class, so they are in the classroom to participate during the discussions and learn from the lectures. Each unexcused absence beyond two (2) instances will result in a 10% reduction of the attendance grade; two unexcused absences also will trigger a report to the student's academic adviser. Excessive absences (more than 5 unexcused absences) may result in a failing grade for the course, at the instructor's discretion.

Students should inform the instructor if there is a legitimate reason (illness, emergency, etc.) for missing an exam. Students should contact the instructor within 48 hours of the missed exam

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to schedule a make-up exam; failure to contact the instructor may forfeit the possibility of making up a missed exam.

Non-documented excuses for absences generally are not accepted by the instructor, but can be accepted at the instructor's discretion. If you must travel for university business (for example, with an athletic team), then please inform the instructor ahead of time.

Participation

Students are expected to complete the reading assignments for this class on-time. Students also should be prepared to discuss reading assignments as part of the class discussion, or within lectures, or as scheduled group work. Occasional in-class writing assignments may be used by the instructor in place of discussions, as necessary if participation in the conversations lags.

Students are encouraged to bring questions to class, and they are also encouraged to interrupt lecture to ask questions about the material, or to provoke the instructor to further explain some point made during the class.

Students must create and sustain an open intellectual learning environment that fosters comfortable discussion. Students are expected to listen to the comments and questions from classmates with an open mind and while clearly respecting viewpoints that might be different from their own. This sort of open environment is necessary for us to properly function as historians – we should avoid judging the people of the past, we cannot dismiss historical actors' behaviors because we perceive them to have been "wrong;" we must be open to understanding why people of the past behaved as they did, so that we can learn from their experiences to inform our own.

Reading

Students must complete reading assignments **before** we begin the section when they are discussed (example: materials for Section 3 must be read before we begin covering Section 3). The documents listed below within the course calendar especially must be read before class discussion, otherwise you will not be prepared for discussion.

All reading assignments include content covered during class discussions and lectures and other class work; all reading assignments equally include materials that are not part of those conversations or lectures. Students are responsible for completing all reading assignments, and they are responsible for all of the material within reading assignments that may not be covered during a class session (this content may appear on quizzes or exams).

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%

A = 900 – 1000 points

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B = 80%-89%
C = 70%-79%
D = 60%-69%
F = 59% or Below

B = 800 – 899 points
C = 700 – 799 points
D = 600 – 699 points
F = less than 600 points

Weights of the assessments in the calculation of the final letter grade:

Exams (in class)	400 points (each exam = 100 points)
Response papers	200 points (each response paper = 100 points)
Quizzes (D2L)	100 points (each quiz = 10 points)
Discussion (in class)	100 points (each class discussion = up to 3 points)
Breakout Group Discussion (D2L)	100 points
<u>Attendance</u>	<u>100 points (each class meeting = 3 points)</u>
TOTAL	1000 points

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

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

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.

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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 Instructor.

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 contact the instructor anytime, whenever the need occurs. Clear communication with the instructor means that your learning processes can be better supported. Outside of the classroom (or, immediately before/after class sessions), the best way to contact the instructor is by email (William.Kuracina@tamuc.edu), or to visit during posted office hours. The instructor also can schedule a meeting at your convenience – please inquire. Do not hesitate to contact the instructor about any concerns or difficulties you may be experiencing – I want to help you solve any problems you might have, but I can only assist you if you make me aware of what is going on with you.

The instructor commits to responding to emails and questions within 24 hours (weekends are an exception, please expect 48 hours). The instructor does not reply to emails after 10pm. Please remember to use proper email etiquette when communicating, and please also remember to include specific details (your full name, the class, etc.), because this information will help me help you.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Classroom behavior

Generally, please avoid being a distraction to other students or to the instructor. Please take care of personal needs before class begins. Please remember to mute mobile devices. Please

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feel free to use your mobile devices for notetaking, but please stay off mobile devices during class for personal use. Although you think that you can subtly multitask this way, you cannot—it is a distraction, and if I notice it, everyone around you notices it, too.

The university's faculty members expect that all work submitted for grades is work that the students themselves have completed on their own. University policy insists that no form of plagiarism, cheating, collusion, or any other form of academic dishonesty will be permitted. Please also see below, "Academic Integrity." Before you make a mistake regarding academic integrity, please ask the instructor about anything that might potentially violate this policy.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

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 detail in the [Student Guidebook](#).

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

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

TAMUC Attendance

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>

Academic Integrity

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

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

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[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

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

AI Use in Courses

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructor's guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

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

13.99.99.R0.10 [Graduate Student Academic Dishonesty](#)

Students with Disabilities-- ADA Statement

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:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Velma K. Waters Library Rm 162

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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/>

Nondiscrimination Notice

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 Statement

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.

Web url:

<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.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

COURSE OUTLINE / CALENDAR

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Week 1 Emancipation & Reconstruction

Discussion topic: What does “all men are created equal” mean?

Week 1 reading assignment: (complete **before 12 January**)

- [Meaning of Freedom](#)
- [Violence](#)
- [End of Reconstruction](#)
- Document: [Jourdon Anderson writes his former enslaver](#)
- Document: [Mississippi Black Code](#)
- Document: [Lawlessness in Texas](#)

10 January (Wednesday)	class meets – course expectations, history & historical thinking
12 January (Friday)	class meets – the meanings of freedom

PART 1 — Gilded Age and Expansion

Week 2 Expansion

Week 2 reading assignment: (complete **before 15 January**)

- [The West](#)
- Document: [Chief Joseph on Indian Affairs](#)
- Document: [American Indian Policy](#)

14 January (Sunday)	breakout group post due @ 11:59 pm
15 January (Monday)	<i>Martin Luther King Jr Day—no class</i>
17 January (Wednesday)	class meets – Westward expansion and Chief Joseph
18 January (Thursday)	reading quiz due @ 11:59 pm
19 January (Friday)	class meets – US policy and civilization

Week 3 Empire

Discussion topic: How is America’s empire different from all the other empires in history?

Week 3 reading assignment: (complete **before 22 January**)

- [American Empire](#)
- Document: [Take up the White Man’s Burden](#)
- Document: [McKinley, American Expansionism](#)

21 January (Sunday)	breakout group post due @ 11:59 pm
22 January (Monday)	class meets – discussion: America’s empire
24 January (Wednesday)	class meets – White Man’s Burden
25 January (Thursday)	reading quiz due @ 11:59 pm
26 January (Friday)	class meets – Spanish American War

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Week 4 Conflict between Labor and Capital

Discussion topic: Who benefits from the country's economic growth?

Week 4 reading assignment: (complete **before 29 January**)

- [Capital and Labor](#)
- Document: [Progress and Poverty](#)
- Document: [Carnegie's Gospel of Wealth](#)

28 January (Sunday)	breakout group post due @ 11:59 pm
29 January (Monday)	class meets – discussion: benefits of growth
31 January (Wednesday)	class meets – wealth and poverty
1 February (Thursday)	reading quiz due @ 11:59 pm
2 February (Friday)	class meets – early industrial expansion

Week 5 Industrial America

Discussion topic: How do third parties change the political landscape?

Week 5 reading assignment: (complete **before 5 February**)

- [Industrial America](#)
- Document: ["Triumph of America"](#)
- Document: ["How I Became a Socialist"](#)

4 February (Sunday)	breakout group post due @ 11:59 pm
5 February (Monday)	class meets – discussion: third parties and politics
7 February (Wednesday)	class meets – pressures building
8 February (Thursday)	reading quiz due @ 11:59 pm
9 February (Friday)	EXAM 1 in class

PART 2 — Progressive Era and Roaring Twenties

Week 6 Progressives

Discussion topic: Is government regulation necessary? To what extent should government sponsor social reforms?

Week 6 reading assignment: (complete **before 12 February**)

- [The Progressive Era](#)
- Document: [Booker T Washington & WEB DuBois, "Atlanta Compromise & The Souls of Black Folk"](#)
- Document: ["Lynch Law in America"](#)
- Document: ["Answering Objections to Women's Suffrage"](#)

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11 February (Sunday)	breakout group post due @ 11:59 pm
12 February (Monday)	class meets – discussion: should government be involved?
14 February (Wednesday)	class meets – different kinds of progress
15 February (Thursday)	reading quiz due @ 11:59 pm
16 February (Friday)	class meets – impediments to progress: race and suffrage

Week 7 World War I

Discussion topic: Was joining the Great War the right decision for the US? How did the death toll affect decisions made at the end of the war?

Week 7 reading assignment: (complete **before 19 February**)

- [World War I & Its Aftermath](#)
- Document: [Wilson Requests War](#)
- Document: [Emma Goldman on Patriotism](#)
- Document: [WEB DuBois “Returning Soldiers”](#)

18 February (Sunday)	breakout group post due @ 11:59 pm
19 February (Monday)	class meets – entangling alliances and neutrality
21 February (Wednesday)	class meets – a War for Democracy
22 February (Thursday)	reading quiz due @ 11:59 pm
23 February (Friday)	class meets – a “war to end all wars” and Wilson’s Fourteen Points

Week 8 Roaring Twenties

Discussion topic: What do you imagine “The Roaring Twenties” was like? What was the Roaring Twenties like?

Week 8 reading assignment: (complete **before 26 February**)

- [The New Era](#)
- Document: [Return to Normalcy](#)
- Document: [A Flapper’s Appeal to Parents](#)
- Document: [The Klan’s Fight for Americanism](#)

25 February (Sunday)	breakout group post due @ 11:59 pm
26 February (Monday)	class meets – conflict, Return to Normalcy
28 February (Wednesday)	class meets – flappers, racial violence
29 February (Thursday)	reading quiz due @ 11:59 pm
1 March (Friday)	EXAM 2 in class

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PART 3 — Greatest Generation

Week 9 The Great Depression

Discussion topic: Where do you go when there's no work where you are? What role should government play in the everyday lives of citizens?

Week 9 reading assignment: (complete **before 4 March**)

- [The Great Depression](#)
- Document: [Herbert Hoover on the New Deal](#)
- Document: [FDR Freedom & Tyranny](#)

3 March (Sunday)	breakout group post due @ 11:59 pm
4 March (Monday)	class meets – could the Depression have been prevented?
6 March (Wednesday)	class meets – the New Deal
7 March (Thursday)	reading quiz due @ 11:59 pm
8 March (Friday)	class meets – government reform efforts

10–16 March **SPRING BREAK — NO CLASS**

Week 10 World War II

Discussion topic: Are Americans obsessed with World War II?

Week 10 reading assignment: (complete **before 18 March**)

- [World War II](#)
- Document: [“America First”](#)
- Document: [Racial Discrimination in the Defense Industry](#)
- Document: [Atlantic Charter](#)
- Document: [Japanese Internment](#)

17 March (Sunday)	breakout group post due @ 11:59 pm
18 March (Monday)	class meets – aggression, neutrality, appeasement
20 March (Wednesday)	class meets – “Arsenal for Democracy” and Atlantic Charter
21 March (Thursday)	reading quiz due @ 11:59 pm
22 March (Friday)	class meets – US at war

Week 11 The Cold War

Discussion topic: How does the Cold War shape outlooks today?

Week 11 reading assignment: (complete **before 25 March**)

- [The Cold War](#)
- Document: [Truman Doctrine](#)

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- Document: [NSC-68](#)
- Document: [McCarthy on Communism](#)
- Document: [Lillian Hellman's letter to HUAC](#)

24 March (Sunday)	breakout group post due @ 11:59 pm
25 March (Monday)	class meets
27 March (Wednesday)	class meets
28 March (Thursday)	reading quiz due @ 11:59 pm
29 March (Friday)	class meets

Week 12 Post-war US

Week 12 reading assignment: (complete **before 1 April**)

- [The Affluent Society](#)
- Document: [Nixon, American Standard of Living](#)
- Document: [Brown v Board of Education](#)
- Document: [Background Checks for Economic Corporation Administration](#)

31 March (Sunday)	breakout group post due @ 11:59 pm
1 April (Monday)	class meets
3 April (Wednesday)	class meets
4 April (Thursday)	reading quiz due @ 11:59 pm
5 April (Friday)	EXAM 3 in class

PART 4 — Prosperity and world power

Week 13 The Sixties

Week 13 reading assignment: (complete **before 8 April**)

- [The Sixties](#)
- Document: ["Voting Rights and the American Promise"](#)
- Document: [NOW Statement of Purpose](#)
- Document: [Fannie Lou Hamer's Testimony at the DNC](#)

7 April (Sunday)	breakout group post due @ 11:59 pm
8 April (Monday)	class meets
10 April (Wednesday)	class meets
11 April (Thursday)	reading quiz due @ 11:59 pm
12 April (Friday)	class meets

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Week 14 the Me Decade

Week 14 reading assignment: (complete before 15 April)

- [The Unravelling](#)
- Document: [National Advisory Commission on Civil Disorders](#)
- Document: [Vietnam Veterans against the War](#)
- Document: [“Crisis of Confidence”](#)

14 April (Sunday)	breakout group post due @ 11:59 pm
15 April (Monday)	class meets
17 April (Wednesday)	class meets
18 April (Thursday)	reading quiz due @ 11:59 pm
19 April (Friday)	class meets

Week 15 Decade of Decadence

Week 15 reading assignment: (complete before 22 April)

- [Triumph of the Right](#)
- Document: [Reagan’s First Inaugural Address](#)
- Document: [Pat Buchanan on the Culture War](#)
- Document: [Women’s Responsibility for Sexual Harassment](#)

21 April (Sunday)	breakout group post due @ 11:59 pm
22 April (Monday)	class meets
24 April (Wednesday)	class meets
25 April (Thursday)	reading quiz due @ 11:59 pm
26 April (Friday)	class meets

Week 16 Recent History

Week 16 reading assignment: (complete before 29 April)

- [The Recent Past](#)

29 April (Monday)	class meets
1 May (Wednesday)	“dead week” — <i>no class</i>
3 May (Friday)	“dead week” — <i>no class</i>

Finals Week

8 May @ 10:30 am

EXAM 4 in class

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