



**HIST 1302.01W (50455) U.S. HISTORY FROM 1865
COURSE SYLLABUS: SUMMER 2 2024**



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

Professor: Dr. Cynthia Ross
Class Time: Online, Asynchronous
Office Location: Ferguson SS 104
Office Hours: Email, expect replies within 24 hours unless otherwise noted
Instructor Email: cynthia.ross@tamuc.edu

COURSE INFORMATION

Required Texts – all are FREE and open access:

The American Yawp: A Free and Online, Collaboratively Built American History Textbook, edited by Joseph Locke and Ben Wright (Stanford: Stanford University Press, 2019). LINK: <http://www.americanyawp.com> ISBN: 978-1503606883.

The American Yawp Reader: A Documentary Companion to the American Yawp, edited by Joseph Locke and Ben Wright (Stanford: Stanford University Press, 2019). LINK: <http://www.americanyawp.com/reader.html>

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 reading assignments, lecture presentations with notes, recommended Crash Course videos, and assignments are listed for each UNIT in D2L. The assignments for each unit have due dates but there are no penalties for late work. All assignments must be submitted through D2L; no emailed assignments please. Be sure to familiarize yourself with the application before any assignments are due.

Grading

Academic Honesty Quiz	50
Hello Post	20
Exams (3 @ 100 points each)	300
Quizzes (16 @ 10 points each)	160
Primary Source Analysis	50
Engagement (consistent logins, timely submissions)	50
TOTAL:	630 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 during the first week of instruction. No written assignment grades will be released to the student until submission of the Academic Honesty Quiz is complete.

Hello Post:

The first assignment of the semester is to post a brief introduction. In one or two paragraphs let me and your classmates know a little about yourself. Some possible ideas for information to include are: where you are from, your major, what you plan to do after college, anything you find interesting about history, 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 a few 'ice breaker' questions that usually generate some fun responses.

Exams:

There will be three non-comprehensive exams consisting of historical identifications and an essay question. You can use any class resources to complete the exams; no outside sources. Other people's ideas and opinions need to have citations. Exams will require critical reflection on material learned in the course.

Quizzes:

After completing the assigned reading in each UNIT students will complete a short multiple choice quiz to assess retention of material.

Primary Source Analysis:

This assignment is based on the primary resources in The American Yawp Reader. These are historical documents written by eyewitnesses, participants in historic events, or official records; for example, Dorothea Dix's defense of the mentally ill or the Declaration of Independence.

In this assignment, you will address:

1. Historical context of the document
2. Author of the document
3. Audience of the document
4. Purpose of the document
5. Historical significance of the document

This assignment will help you learn how to recognize and summarize a primary source, use appropriate citation, identify an argument, and understand historical cause and effect.

Students will choose one of the primary source documents listed within the Units here in the syllabus and complete an analysis using the content from the primary source and the textbook. You should reference the specific document either in the text (In Abraham Lincoln's Gettysburg Address he stated...) or using MLA format (Lincoln or American

Yawp, Chapter 16, Section 2). Direct quotes from the document or textbook should be short, concise, and cited in MLA format with the author's last name in parentheses at the end of the sentence, like this (Columbus). If there is no author listed, use the title of the document, like this (Declaration of Independence). You can also reference the specific document in the text, such as (In Abraham Lincoln's Gettysburg Address he stated...). No outside sources and no AI, please.

The primary source analysis is due at the end of the semester but can be turned in any time. These papers should be one to two pages in length (350 - 500 words).

This should be written as a short paper. Use complete sentences and paragraphs. Before writing, refer to the two documents uploaded into D2L – How to Read a Primary Source and Sample Documentary Response - to help you organize your paper. Responses must contain specific evidence cited from the primary source to receive a grade better than a C.

Engagement:

Regular engagement and keeping up with the material is critical in this course. Engagement will be measured based on students consistently logging into the course, spending time working in the course, and completing assignments on time. If students have a problem with engagement due to work, family, or life factors contact the instructor right away. Flexibility is possible if I know what is going on. A six week summer course requires almost daily logins and consistent assignment submissions to stay on top of the work load. It is difficult but not impossible with strict time management.

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.

- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	<p>The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version.</p> <p>Chrome: Latest version for the iOS browser.</p>

Device	Operating System	Browser	Supported Browser Version(s)
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader https://get.adobe.com/reader/](https://get.adobe.com/reader/)
 - [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
 - [Adobe Shockwave Player https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)
 - [Apple Quick Time http://www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If

you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

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

Brightspace Support

Need Help?

Student 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 or click on the **Live Chat** or click on the words “[click here](#)” to submit an issue via email.



System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Students are encouraged to email the instructor 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.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

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

Paragraphs should have at least five sentences.

Citation style should be MLA, parenthetical with author and page number, 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.

Late Assignments:

There are no grade penalties for late work but students are encouraged to turn in assignments by the deadline to avoid getting behind. All assignments must be completed by the last day of the semester.

Extra Credit:

There is no extra credit in this course. Students are encouraged to talk to the instructor early and often if they are having problems in the course.

AI Use in Course:

Texas A&M University-Commerce acknowledges 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).

In this course, students should not use any text generated by AI in any graded assignments. Use of AI to write any part of an assignment and present it as the student's work is prohibited. This applies to this course only.

Students should be aware of the requirements in all their classes and follow their instructors' 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

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)

Plagiarism:

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/rulesProcedures/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.

Statement on Student Grievances:

Students who have questions or concerns about the Instructor's course policies or the conduct either of the Instructor or a classmate should first consult with the Instructor. In the event of a lack of resolution or satisfaction on the matter, the student may bring their concerns to the head of the History Department, Sharon Kowalsky (Sharon.Kowalsky@tamuc.edu). If this does not result in a satisfactory conclusion to the matter, students may bring the issue to the attention of the Associate Dean of Students per procedures outlined on pp. 15-19 of the Student Guide Book.

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

I reserve the right to modify the class schedule if necessary but will give all students ample written notice.

To access the readings each week, go to the online textbook and reader at the links below. Click on the appropriate chapter and start reading.

The American Yawp TEXTBOOK <https://www.americanyawp.com/>

The American Yawp READER <https://www.americanyawp.com/reader.html>

NOTE: There are no penalties for late work but all assignments and quizzes must be completed and turned in by the last day of class, Thursday, August 8.

UNIT 1: Course Introduction; Reconstruction

Textbook Reading: American Yawp, Chapter 15

Primary Source: General Reynolds Describes Lawlessness in Texas, 1868

Primary Source: Mississippi Black Code, 1865

Primary Source: Jourdon Anderson Writes His Former Master, 1865

Primary Source: Frederick Douglass on Remembering the Civil War, 1877

Lecture Presentation – Reconstruction

Crash Course Video – Reconstruction and 1876

DUE 7/10: Academic Honesty Quiz

DUE 7/10: Hello Post

DUE 7/10: Reading Quiz

UNIT 2: Industrial America

Textbook Reading: American Yawp, Chapter 16

Primary Source: William Graham Sumner on Social Darwinism (ca.1880s)

Primary Source: Grover Cleveland's Veto of the Texas Seed Bill (1887)

Primary Source: Andrew Carnegie's Gospel of Wealth (1889)

Primary Source: The "Omaha Platform" of the People's Party (1892)

Lecture Presentation – The Gilded Age, Part 1

Crash Course Video – The Industrial Economy

DUE 7/12: Reading Quiz

UNIT 3: Industrial America, II

Textbook Reading: American Yawp, Chapter 18

Primary Source: Andrew Carnegie on "The Triumph of America" (1885)

Primary Source: Jacob Riis, How the Other Half Lives (1890)

Primary Source: Henry Grady on the New South (1886)

Primary Source: Ida B. Wells-Barnett, "Lynch Law in America" (1900)

Primary Source: Charlotte Perkins, "Why I Wrote The Yellow Wallpaper" (1913)

Lecture Presentation – The Gilded Age, Part 2

Crash Course Video – Gilded Age Politics

Crash Course Video – Growth, Cities, and Immigration

DUE 7/14: Reading Quiz

UNIT 4: Imperialism at Home and Abroad

Textbook Reading: American Yawp, Chapters 17 AND 19 (NOTE two chapters)

Primary Source: Chief Joseph on Indian Affairs (1877, 1879)

Primary Source: Frederick Jackson Turner, "Significance of the Frontier in American History" (1893)

Primary Source: Chinese Immigrants Confront Anti-Chinese Prejudice (1885, 1903)

Primary Source: William James on "The Philippine Question" (1903)

Lecture Presentation - American Imperialism

Lecture Presentation – Westward Expansion

Crash Course Video – American Imperialism

Crash Course Video – Westward Expansion

DUE 7/16: Reading Quizzes (Two in this UNIT)

UNIT 5: The Progressive Era

Textbook Reading: American Yawp, Chapter 20

Primary Source: Jane Addams, "Subjective Necessity for Social Settlements" (1892)

Primary Source: Eugene Debs, "How I Became a Socialist" (April, 1902)

Primary Source: Alice Stone Blackwell, Answering Objections to Women's Suffrage (1917)

Primary Source: Woodrow Wilson on the "New Freedom," 1912

Lecture Presentation – The Progressive Era

Crash Course Video – The Progressive Era

Crash Course Video – Progressive Presidents

DUE 7/18: Reading Quiz

DUE 7/18: Exam #1

UNIT 6: World War I & Its Aftermath

Textbook Reading: American Yawp, Chapter 21

Primary Source: Woodrow Wilson Requests War (April 2, 1917)

Primary Source: Alan Seeger on World War I (1914; 1916)

Primary Source: Emma Goldman on Patriotism (July 9, 1917)

Primary Source: Lutiant Van Wert describes the 1918 Flu Pandemic (1918)

Lecture Presentation – World War I

Crash Course Video – America in World War I

DUE 7/20: Reading Quiz

UNIT 7: The New Era

Textbook Reading: American Yawp, Chapter 22

Primary Source: Warren G. Harding and the “Return to Normalcy” (1920)
Primary Source: Hiram Evans on the “The Klan’s Fight for Americanism” (1926)
Primary Source: Crystal Eastman, “Now We Can Begin” (1920)
Primary Source: Alain Locke on the “New Negro” (1925)

Lecture Presentation – The New Era
Crash Course Video – Women’s Suffrage
Crash Course Video – The Roaring 20s

DUE 7/22: Reading Quiz

UNIT 8: The Great Depression

Textbook Reading: American Yawp, Chapter 23
Primary Source: Herbert Hoover on the New Deal (1932)
Primary Source: Huey P. Long, “Every Man a King” and “Share our Wealth” (1934)
Primary Source: Franklin Roosevelt’s Re-Nomination Acceptance Speech (1936)
Primary Source: Second Inaugural Address of Franklin D. Roosevelt (1937)

Lecture Presentation – The Great Depression and the New Deal
Crash Course Video – The Great Depression
Crash Course Video – The New Deal

DUE 7/24: Reading Quiz

UNIT 9: World War II

Textbook Reading: American Yawp, Chapter 24
Primary Source: Declaration of Independence of the Democratic Republic of Vietnam (1945)
Primary Source: Charles A. Lindbergh, “America First” (1941)
Primary Source: FDR, Executive Order No. 9066 (1942)
Primary Source: Harry Truman Announcing Atomic Bombing of Hiroshima (1945)

Lecture Presentation – World War II
Crash Course Video – World War II, Part 1
Crash Course Video – World War II, Part 2

Due 7/26: Reading Quiz

UNIT 10: The Cold War

Textbook Reading: American Yawp, Chapter 25
Primary Source: The Truman Doctrine (1947)
Primary Source: NSC-68 (1950)
Primary Source: Joseph McCarthy on Communism (1950)
Primary Source: Paul Robeson’s Appearance Before the House Un-American Activities Committee (1956)
Video: Duck and Cover (1951)

Lecture Presentation – The Cold War
Crash Course Video – The Cold War
Crash Course Video – The Cold War in Asia

DUE 7/28: Reading Quiz
DUE 7/28: Exam #2

UNIT 11: The Affluent Society

Textbook Reading: American Yawp, Chapter 26
Primary Source: John F. Kennedy on the Separation of Church and State (1960)
Primary Source: Richard Nixon on the American Standard of Living (1959)
Primary Source: Juanita Garcia on Migrant Labor (1952)
Primary Source: Brown v. Board of Education of Topeka (1954)

Lecture Presentation – The Affluent Society
Crash Course Video – Civil Rights and the 1950s

DUE 7/30: Reading Quiz

UNIT 12: The Sixties

Textbook Reading: American Yawp, Chapter 27
Primary Source: Barry Goldwater, Republican Nomination Acceptance (1964)
Primary Source: The Port Huron Statement (1962)
Primary Source: Lyndon Johnson, Howard University Commencement Address (1965)
Primary Source: National Organization for Women, “Statement of Purpose” (1966)

Lecture Presentation – The Sixties
Crash Course Video – The 1960s in America

DUE 8/1: Reading Quiz

UNIT 13: The Unraveling

Textbook Reading: American Yawp, Chapter 28
Primary Source: Barbara Jordan, 1976 Democratic National Convention Keynote Address (1976)
Primary Source: Jimmy Carter, “Crisis of Confidence” (1979)
Primary Source: Gloria Steinem on Equal Rights for Women (1970)
Primary Source: Statement by John Kerry of Vietnam Veterans Against the War (1971)

Lecture Presentation – The Unraveling and the Vietnam War

DUE 8/3: Reading Quiz

UNIT 14: The Triumph of the Right

Textbook Reading: American Yawp, Chapter 29
Primary Source: Jesse Jackson on the Rainbow Coalition (1984)
Primary Source: Statements from The Parents Music Resource Center (1985)
Primary Source: Phyllis Schlafly on Women's Responsibility for Sexual Harassment (1981)
Primary Source: Statements of AIDS Patients (1983)

Lecture Presentation – The Rise of Conservatism
Crash Course Video – The Rise of Conservatism
Crash Course Video – Ford, Carter, and the Economic Malaise
Crash Course Video – The Reagan Revolution

DUE 8/5: Reading Quiz

UNIT 15: Recent History; The Next America

Textbook Reading: American Yawp, Chapter 30
Primary Source: Bill Clinton on Free Trade and Financial Deregulation (1993-2000)
Primary Source: Obergefell v. Hodges (2015)
Primary Source: Chelsea Manning Petitions for a Pardon (2013)
Primary Source: Emily Doe (Chanel Miller), Victim Impact Statement (2015)

Lecture Presentation – America and Globalization
Crash Course Video – George HW Bush and the End of the Cold War
Crash Course Video – The Clinton Years, or the 1990s
Crash Course Video – Terrorism, War, and Bush 43
Crash Course Video – Obamanation

DUE 8/8: Reading Quiz

DUE 8/8: Exam #3

DUE 8/8: Primary Source Analysis

NOTE: There are no penalties for late work but all assignments and quizzes must be completed and turned in by the last day of class, Thursday, August 8.