



**HIST 1302.05E**  
**United States History from 1865**

SPRING 2026

Time: MWF 1.00–1.50 pm  
Room: BA 243

**INSTRUCTOR INFORMATION**

Instructor: Dr Kuracina  
Office Location: Ferguson 127  
Office Hours: MWF 10 am – 12 pm  
University Email Address: [William.Kuracina@tamuc.edu](mailto: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.

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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, 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, ETAMU 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.

Student Learning Outcomes are assessed by the Student Responsibility Quiz and by a Primary Source Analysis assignment.

## **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.

- 0 points means you are attending but not contributing or engaged with the class
- 1 point means you are following the discussion and taking notes (excused absences earn 1 point)

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- 2 points means you sometimes offer talking points or observations
- 3 points means you are contributing frequently and 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.

### Breakout Group Discussion

Learning does not occur in a vacuum, and we all can benefit from the opinions and insights offered by someone else. You will be assigned by the instructor into small discussion groups. These group members 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. You 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, you are expected to 1) contribute your 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

You must attend class to be where the action is. 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 must 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 3 points; perfect attendance for the entire semester can earn up to 26 “extra credit” points.

### Quizzes

An open-note, open-book quiz accompanies each textbook chapter. They help the instructor check that you 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 a Student Responsibility Quiz that is used to measure Student Learning Outcome #3, and a second quiz targets students’ understanding of details found within the syllabus.

### Primary Source Analysis assignment

This assignment asks you to analyze information, communicate clearly and effectively, and show awareness of social and civil issues or problems. Using the selected primary source document, you write 1–2 paragraphs that (1) identify the author/creator and context of the document (including when and where it was created); (2) consider the purpose of the document, including the author’s goals in its creation and its intended audience; and (3) evaluate the document, analyzing why this document is important to help understand the

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historical period or the events it describes (its significance), and how the document contributes to our historical understanding of the period (historical causes and effects). Your written analysis should use full and complete sentences, with proper grammar and punctuation.

You will complete three document analysis assignments throughout the semester. They intend to introduce and refine your analytical and critical thinking skills. Each document analysis is worth 30 points.

### 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 is introduced or discussed 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 (found in D2L), and the essay questions will be drawn from these likely question prompts—if you are prepared to answer any of the questions, you are prepared for the exam.

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

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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 our conversation lags.

Please bring questions to class, and please interrupt lecture to ask questions about the material, or to provoke the instructor to further explain some point made during the class.

***Important note:*** 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 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 = 814 – 905 points
B = 80%-89%	B = 724 – 813 points
C = 70%-79%	C = 563 – 723 points
D = 60%-69%	D = 543 – 562 points

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F = 59% or Below

F = less than 543 points

Course activities/assignments and points:

Exams (in class)	400 points (each exam = 100 points)
Document Analysis assignments (D2L)	90 points (each assignment = 30 points)
Quizzes (D2L)	140 points (each quiz = 10 points)
Breakout Group Discussions (D2L)	75 points (each group discussion = up to 5 points)
Attendance	100 points (each class meeting = 3 points)
Participation	100 points (each class = up to 3 points)
<b>TOTAL</b>	<b>905 points</b>

## TECHNOLOGY REQUIREMENTS

### LMS

All course sections offered by East Texas A&M University 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](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](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](mailto: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

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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](mailto: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.

### **Statement on Student Grievances**

Students who have questions of 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 that the matter is not satisfactorily resolved, the student may bring their concerns to the head of the history department, Dr Sharon Kowalsky ([Sharon.Kowalsky@etamu.edu](mailto:Sharon.Kowalsky@etamu.edu)). If again the matter is not satisfactorily concluded, students may bring the issue to the Associate Dean of Students per procedures outlined on p. 15 of the [Student Guidebook](#).

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## **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 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](#).

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>

#### **ETAMU 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>

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## **Academic Integrity**

Students at ETAMU 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](#)

[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**

ETAMU 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

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provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

### **Office of Student Disability Resources and Services**

East Texas A&M University

Velma K. Waters Library Rm 162

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

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

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

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

### **Nondiscrimination Notice**

ETAMU 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 East Texas A&M University 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 East Texas A&M 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 ETAMU campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

### **East Texas A&M Supports Students' Mental Health**

The Counseling Center at ETAMU, 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](http://www.tamuc.edu/counsel)

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## COURSE OUTLINE / CALENDAR

### Beginnings    Emancipation & Reconstruction

**Week 1 reading assignment:** (complete before 16 January)

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

12 January (Monday)	Class meets – history & historical thinking, course expectations
13 January (Tuesday)	<b>Submit Week 1 discussion post @ 11.59 pm</b>
14 January (Wednesday)	Class meets – course expectations & tips for success
15 January (Thursday)	<b>Student Responsibility Quiz due @ 11.59 pm</b>
16 January (Friday)	Class meets – the meanings of freedom & Reconstruction <b>Syllabus Quiz due @ 11.59 pm</b>

### PART 1 — Gilded Age and Expansion

#### Week 2            Expansion

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

**Week 2 reading assignment:** (complete before 19 January)

- [The West](#) (all of chapter 17)
- Document: [Chief Joseph on Indian Affairs](#)
- Document: [American Indian Policy](#)

18 January (Sunday)	<b>Week 2 Quiz due @ 11:59 pm</b>
19 January (Monday)	<b>No Class – Martin Luther King Jr Day</b>
20 January (Tuesday)	<b>Submit Week 2 discussion post @ 11.59 pm</b>
21 January (Wednesday)	Class meets – Westward Expansion
22 January (Thursday)	
23 January (Friday)	Class meets – Native American policy Industrial expansion

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### Week 3      Conflict between Labor and Capital

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

**Week 3 reading assignment:** (complete before 26 January)

- [Industrial America](#) (all of chapter 18)
- Document: [Progress and Poverty](#)
- Document: [Carnegie's Gospel of Wealth](#)
- Document: ["Triumph of America"](#)

25 January (Sunday)	<b>Week 3 Quiz due @ 11:59 pm</b>
26 January (Monday)	Class meets – Industrial America
27 January (Tuesday)	<b>Submit Week 3 discussion post @ 11.59 pm</b>
28 January (Wednesday)	Class meets – Industrial America
29 January (Thursday)	
30 January (Friday)	Class meets – Populist Party & the demand for regulation

### Week 4      Empire

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

**Week 4 reading assignment:** (complete before 2 February)

- [American Empire](#) (all of chapter 19)
- Document: [Take up the White Man's Burden](#)
- Document: [McKinley, American Expansionism](#)

1 February (Sunday)	<b>Week 4 Quiz due @ 11:59 pm</b>
2 February (Monday)	Class meets – America's empire & "the White Man's burden"
3 February (Tuesday)	<b>Submit Week 4 discussion post @ 11.59 pm</b>
4 February (Wednesday)	<b>EXAM 1 in class</b>
5 February (Thursday)	
6 February (Friday)	<i>class does not meet –</i> <b>Submit document analysis #1 ("Progress and Poverty") @ 11.59 pm</b>

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## PART 2 — Progressive Era and Roaring Twenties

### Week 5 Progressives

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

**Week 5 reading assignment:** (complete before 9 February)

- [The Progressive Era](#) (all of chapter 20)
- 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”](#)

**Additional discussion topic:** How do third parties change the political landscape?

8 February (Sunday)	<b>Week 5 Quiz due @ 11:59 pm</b>
9 February (Monday)	Class meets – is government regulation necessary?
10 February (Tuesday)	<b>Submit Week 5 discussion post @ 11.59 pm</b>
11 February (Wednesday)	Class meets – New Nationalism and New Freedom
12 February (Thursday)	
13 February (Friday)	Class meets – clashing visions about Black progress

### Week 6 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 6 reading assignment:** (complete before 16 February)

- [World War I & Its Aftermath](#) (all of chapter 21)
- Document: [Wilson Requests War](#)
- Document: [WEB DuBois “Returning Soldiers”](#)

15 February (Sunday)	<b>Week 6 Quiz due @ 11:59 pm</b>
16 February (Monday)	Class meets – World War I and the War for Democracy
17 February (Tuesday)	<b>Submit Week 6 discussion post @ 11.59 pm</b>
18 February (Wednesday)	Class meets – a “war to end all wars” and a lasting peace?
19 February (Thursday)	
20 February (Friday)	Class meets – Roaring Twenties: Red Scare and immigrants

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## Week 7      Roaring Twenties

**Discussion topic:** What was life like during the Roaring Twenties?

**Week 7 reading assignment:** (complete **before 23 February**)

- [The New Era](#) (all of chapter 22)
- Document: [Return to Normalcy](#)
- Document: [A Flapper's Appeal to Parents](#)
- Document: [The Klan's Fight for Americanism](#)

22 February (Sunday)	<b>Week 7 Quiz due @ 11.59 pm</b>
23 February (Monday)	Class meets – Roaring Twenties: “Return to Normalcy” and flappers
24 February (Tuesday)	<b>Submit Week 7 discussion post @ 11.59 pm</b>
25 February (Wednesday)	Class meets – Roaring Twenties: race relations
26 February (Thursday)	
27 February (Friday)	<b>EXAM 2 in class</b>

## PART 3 — Greatest Generation

### Week 8      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 8 reading assignment:** (complete **before 2 March**)

- [The Great Depression](#) (all of chapter 23)
- Document: [Herbert Hoover on the New Deal](#)
- Document: [FDR Freedom & Tyranny](#)

1 March (Sunday)	<b>Week 8 Quiz due @ 11:59 pm</b>
2 March (Monday)	Class meets – the Great Depression & unemployment
3 March (Tuesday)	<b>Submit Week 8 discussion post @ 11.59 pm</b>
4 March (Wednesday)	Class meets – The New Deal
5 March (Thursday)	
6 March (Friday)	Class meets – government regulation and social safety nets

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## 8 – 14 March is Spring Break

### Week 9      World War II

**Discussion topic:** Are Americans obsessed with World War II? Why or why not?

**Week 9 reading assignment:** (complete **before 16 March**)

- [World War II](#) (all of chapter 24)
- Document: [“America First”](#)
- Document: [Racial Discrimination in the Defense Industry](#)
- Document: [Atlantic Charter](#)
- Document: [Japanese Internment](#)

15 March (Sunday)	<b>Week 9 Quiz due @ 11:59 pm</b>
16 March (Monday)	Class meets – causes of World War II, American neutrality
17 March (Tuesday)	<b>Submit Week 9 discussion post @ 11.59 pm</b>
18 March (Wednesday)	Class meets – Pearl Harbor & the US at war
19 March (Thursday)	
20 March (Friday)	Class meets – the war changes America

### Week 10      The Cold War

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

**Week 10 reading assignment:** (complete **before 23 March**)

- [The Cold War](#) (all of chapter 25)
- Document: [Truman Doctrine](#)
- Document: [NSC-68](#)
- Document: [McCarthy on Communism](#)
- Document: [Lillian Hellman’s letter to HUAC](#)

22 March (Sunday)	<b>Week 10 Quiz due @ 11:59 pm</b>
23 March (Monday)	Class meets – beginnings of the Cold War
24 March (Tuesday)	<b>Submit Week 10 discussion post @ 11.59 pm</b>
25 March (Wednesday)	Class meets – containing the spread of communism
26 March (Thursday)	
27 March (Friday)	Class meets – Second Red Scare <b>Submit document analysis #2 (“America First”) @ 11.59 pm</b>

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## Week 11 Post-war US

**Discussion topic:** How do the events of the 1950s highlight contradictions?

**Week 11 reading assignment:** (complete **before 30 March**)

- [The Affluent Society](#) (all of chapter 26)
- Document: [Nixon, American Standard of Living](#)
- Document: [Brown v Board of Education](#)
- Document: [Background Checks for Economic Corporation Administration](#)

29 March (Sunday)	<b>Week 11 Quiz due @ 11:59 pm</b>
30 March (Monday)	Class meets – postwar US prosperity
31 March (Tuesday)	<b>Submit Week 11 discussion post @ 11.59 pm</b>
1 April (Wednesday)	Class meets – Kennedy, Space Race, and Cuba
2 April (Thursday)	
3 April (Friday)	<b>EXAM 3 in class</b>

## PART 4 — Prosperity and world power

### Week 12 The Sixties

**Discussion topic:** How do the Sixties come to be defined as a decade of dissatisfaction and demonstrations?

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

- [The Sixties](#) (all of chapter 27)
- Document: [“Voting Rights and the American Promise”](#)
- Document: [NOW Statement of Purpose](#)
- Document: [Fannie Lou Hamer’s Testimony at the DNC](#)

5 April (Sunday)	<b>Week 12 Quiz due @ 11:59 pm</b>
6 April (Monday)	Class meets – Johnson’s “Great Society”
7 April (Tuesday)	<b>Submit Week 12 discussion post @ 11.59 pm</b>
8 April (Wednesday)	Class meets – the Civil Rights Movement
9 April (Thursday)	
10 April (Friday)	Class meets – the Civil Rights Movement

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### Week 13 the Me Decade

**Discussion topic:** What about the late Sixties and the Seventies made it seem like American society was crumbling?

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

- [The Unravelling](#) (all of chapter 28)
- Document: [National Advisory Commission on Civil Disorders](#)
- Document: [Vietnam Veterans against the War](#)
- Document: ["Crisis of Confidence"](#)

12 April (Sunday)	<b>Week 13 Quiz due @ 11:59 pm</b>
13 April (Monday)	Class meets – Vietnam War
14 April (Tuesday)	<b>Submit Week 13 discussion post @ 11.59 pm</b>
15 April (Wednesday)	Class meets – why fight in Vietnam?
16 April (Thursday)	
17 April (Friday)	Class meets – problems fighting in Vietnam, protests <b>Submit document analysis #3 (Fannie Lou Hamer's Testimony)</b> @ 11.59 pm

### Week 14 Decade of Decadence

**Week 14 reading assignment:** (complete **before 20 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](#)

19 April (Sunday)	<b>Week 14 Quiz due @ 11:59 pm</b>
20 April (Monday)	Class meets – effects of Vietnam on American society
21 April (Tuesday)	<b>Submit Week 14 discussion post @ 11.59 pm</b>
22 April (Wednesday)	Class meets – Nixon and the "Silent Majority"
23 April (Thursday)	
24 April (Friday)	Class meets – Watergate

*The syllabus/schedule are subject to change.*

**Week 15      Recent History**

**No Week 15 reading assignment**

26 April (Sunday)	
27 April (Monday)	Class meets – Watergate
28 April (Tuesday)	
29 April (Wednesday)	Class meets – Reagan’s coalition & domestic policies
30 April (Thursday)	
1 May (Friday)	Class meets – The “Reagan Doctrine” & conclusions

**Finals Week**

**Friday 8 May @ 10:30 am**

**EXAM 4 in class**

*The syllabus/schedule are subject to change.*