History 15200: The United States from the Civil War Era to the Present

Section 15200-07 (13455): TuTh 4:00PM - 5:15PM

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Office Hours: By appointment

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This course explores the modern history of the United States with an emphasis on social and cultural history, focusing on larger societal change as well as the creation of an "American identity." This course will particularly focus in on the experiences of historically marginalized people, resistance movements, and the agents of social transformation.

In-person Modality: We will be meeting physically for this course. Should we need to move virtually for some reason, we will meet synchronously over Zoom (accessible via link posted to Blackboard) during the scheduled class time. Materials for the class, including PowerPoint slides, can be viewed via Blackboard after the lecture module competes.

Citizenship: As adults with the fortune to obtain a college education, we have a collective obligation as citizens to learn about the history of our Nation – the good, the terrible, and everything in between. It is imperative that you take from this class information and context to better understand how we came to be where we are, what the greater political and cultural implications are, and what our civic duties and obligations to one another should be.

Social and Cultural Categories: This course will examine the creation and development of social, cultural, and political identities and categories of analysis. We will explore race, gender, sex and sexuality, class and labor, religion, empire and colonialism, technology, and political transformations since the end of the Civil War. We will determine how these categories co-developed and continue to inform each other to this day, testing and strengthening our skills of critical analysis through interrogation of primary sources and scholarly assertions.

Conflict and Change: This syllabus is in many ways framed and structured by the many wars that would come to define the United States and Americanism. We begin with the end of the Civil War and Reconstruction, and end with 9/11 and the Iraq War. Over the course of the late 19th and 20th centuries, war and conflict have been powerful transformative and reflective forces, both informing and being informed by the categories addressed above. In this class, we will look at how the many conflicts in which the country has participated have influenced domestic and foreign policy, activism, and identity formation.

Course Learning Objectives:

- Identify and apply the key historical concepts of change-over-time, cause-and-effect, agency, historical empathy, and continuity and discontinuity, and recognize how these concepts are employed in the historical method.
- Analyze and interpret primary sources with attention to audience, authorship and context.
- Recognize some of the ways in which historians have conflicting interpretations of the past.
- Produce short thesis-driven writing samples with appropriate citations based on strong evidence drawn from historical sources.
- Identify and discuss the importance of struggles for equal rights, the increasing engagement of the U.S. in the world, the development of the American economy, the expanding scope and power of the federal government, and shifting attitudes and policies regarding diversity in U.S. history since the Civil War.
- Exploring connections between historical developments and the civilization we live in today in order to gain a deeper understanding of our American heritage and our country's role in the world.

Course Grades: Your grade in this course will be calculated as follows:

12 short written Blackboard discussion posts	15%
Midterm	15%
Paper	20%
Final examination	25%
2 DBQ short papers	10%
Class participation (attendance, active participation in class discussions, in-class writing assignments, class behavior, extra credit, etc.)	15%

Blackboard Discussion Posts:

Because this is a Spring semester course, we will be meeting a total of 28 times throughout the term. It is expected that discussion posts for the week will typically be submitted by every Friday evening, by midnight, at the latest, except for the first class, the last week (the week of the Final), and the week of your Midterm, allowing for a total of about 12 posts. This means you have approximately one work week to submit a discussion post for the weekly lecture series. These posts are intended to be either thoughtful questions, thoughts, concerns, or insights about the material covered in the readings or in class. Please include between 3-5 questions/thoughts per post. Additionally, you are to meaningfully respond to at least one other person's post. You will be allowed to drop your 2 lowest discussion post grades. Your final post average will be taken from the 10 best post grades.

No make-up posts will be allowed for any reason, and post submitted after the Friday midnight deadline will not be counted. If you miss a post, you may choose to drop that post from your final average. Extra credit opportunities will be available to improve post grades. NOTE: These posts are not intended to be particularly difficult or worrying – they are a means of checking up on your progress, keeping us engaged as a classroom community, and holding you accountable for the reading and listening in lecture.

Posts will be graded on a 10-point scale, with greatest emphasis being placed on the thoughtfulness and quality of the questions or comments. Very brief questions/comments, or questions/comments that can be answered with a "yes" or "no" will not receive high marks.

Paper:

For this course, you will be required to complete a paper between 1250-1500 words. This paper will be a primary document analysis, aimed at testing your critical analysis abilities and develop the skills necessary to interrogate a source. We will discuss the paper in more detail during class. You will be asked to analyze (not merely observe) a documentary source, address and meditate on important factors of consideration (author, medium, date of composition, tone, intended audience, etc.), and place the source in its historical moment. By the end of the paper, you should have provided a detailed analysis of the document and explain what insights it provides into the time period. We WILL be drafting this paper, and you must submit the paper in order to complete the class. *NOTE*: Late papers without documentation (e.g. a doctor's note) will receive a subtraction of half a letter grade for every day that the paper is late. The paper will be due one week before the Final exam.

Midterm and Final Exams:

The exams will require you to analyze the material in the readings and what has been covered in our class. You will be allowed to prepare a one-page study sheet for reference to bring for the exams. The final exam will address the entire course, but with an emphasis on material covered after the midterm. More specific details of the exams will be discussed later, but the exams will have multiple short-response questions followed by at least one longer essay response. If you need to miss an exam for an appropriate medical, religious, or family reason please notify me **ahead of time**, send me documentation, and we will set up a make-up exam. If you miss an exam, you must notify me in advance or provide proof of a serious medical emergency, or you will not get to take a make-up exam and you will receive an F for the exam.

Short DBQ Primary Source Assignments:

For this course, you will be required to complete two short DBQ (Document-Based Question) written assignments. These short papers will be a primary document analyses, aimed at testing your critical analysis abilities and develop the skills necessary to interrogate a source. We will discuss the DBQs in more detail during class. You will be asked to analyze (not merely observe) a documentary source, address and meditate on important factors of consideration (author, medium, date of composition, tone, intended audience, etc.), and place the source in its historical moment. By the end of the DBQ, you should provide a detailed analysis of the document and explain what insights it provides into the time period during which it was composed. One of the DBQs must be done before the midterm, with the final DBQ being completed before the final (date TBD), and you must submit the DBQs in order to complete the class. *NOTE*: Late DBQs without documentation (e.g. a doctor's note) will receive a subtraction of half a letter grade for every day that the DBQ is late.

NOTE: It is strongly encouraged that you make an appointment with the Writing Across the Curriculum (WAC) Fellows, (FILL IN) to review your paper drafts and DBQs and receive comments and advice. They are Ph.D. candidates at the CUNY Graduate Center who are available for consultation upon request. Their email addresses are (FILL IN) and they should be available after (FILL IN) for appointment. Their information is posted to the History Department website.

Attendance:
Class attendance is *required* and very important as a key part of active participation.
Attendance is recorded at the beginning of every class. Frequently missing classes leaves students at a steep disadvantage, as they will not be prepared for the exams, discussion posts, or written assignments; poor attendance all but guarantees a poor grade. If you have special medical or other ongoing circumstances, please discuss them with me ahead of time.
If you are absent for whatever reason, please keep me informed by emailing me. All class assignments and study sheets will be on blackboard, so please check the website if you are absent so that you will be prepared for the following class. Frequent absences will affect your participation grade.

Class Participation and Appropriate Behavior:
- Read the Material: You must demonstrate in class that you have read the material ahead of time. If you read the assignments, you should be prepared to take quizzes and talk in class. I have put the numbers of textbook pages for each class in parentheses.
- Participate in class discussion: Ask or answer questions, give ideas about documents or images, etc. If you find this uncomfortable, try preparing a question or thought ahead of time that you would like to say in class. If you never speak in class throughout the semester, you will not get higher than a C for your participation grade. This is important because I need to know how you think about the material, it is good for you to practice expressing your ideas orally, and students need to hear ideas from each other. If you are having trouble with this form of participation, come see me in office hours.
- Take notes: During class you *must* take notes. This is part of active listening and will help you on exams. *You will be tested on material discussed in class that is not in the textbook*. Take notes particularly during discussions of course themes, images, and documents. Feel free to interrupt me to ask questions.
- Do all homework and readings assignments on time. You are responsible for all class material whether you are absent or not. Get an email address from a friend in class who can give you class notes. Check blackboard for study sheets when you are absent.
- Please be courteous of your fellow students to create the best possible learning environment. Please avoid disruptive behavior by keeping in mind the following:
  - No talking privately in class other than as part of scheduled discussions. It is rude and disruptive and will affect your participation grade.
  - No reading outside material or doing work for other classes. It is also rude and unacceptable.
  - No arriving late. It is disruptive to class. It is your responsibility to join on time. Although occasional tardiness due to conflicting obligations are understandable, they cannot persist on a regular basis. Chronically late students might be marked as absent, may miss important information and will suffer a

lower participation grade. You are considered late if you arrive after the start of the lecture or after I call your name during attendance at the beginning of class.

- Limited leaving in the middle of class. It is also disruptive, and repeatedly leaving class early will result in a lower participation grade.
- Limited leaving class early. It will result in being marked absent. If you have a medical issue, job application, or other reason why you need to leave early, please contact the professor in advance to make arrangements.
- SILENCE CELL PHONES AND MUTE SELF before class. I allow phone use in class for reading along with texts or quickly looking up information, but it is discourteous and unprofessional to be on your phone during class, or to not silence your phone.
- Eating in class is discouraged because it can be disruptive, and requires you to remove your mask. If you need to eat, please leave the room before taking off your mask.
- No sleeping is allowed in class. If this becomes a chronic problem it will affect your attendance and participation grade. If you are having difficulty staying awake in class, please speak with your instructor.

Do not use laptops for anything other than taking notes.

Extra Credit:

Extra credit will be given for students who visit one of the many historical museums in NYC *AND* turn in a 3+ page double-spaced report on their experience; since Covid-19, many history museums have also created digital tours or virtual exhibitions that this assignment encourages you to explore. These reports should not summarize the exhibits, but focus on analysis linking it to readings, lectures, documents, etc. that we have talked about in class. You **must** thoughtfully link your experience at the museum to class material in order to get full credit. Extra credit assignment grades may replace poor post grade and will be factored into your overall participation grade (for example, if your final grade is borderline between A- and A it can help push you up to an A). You may do a maximum of two extra credit assignments. Extra credit must be your own thoughts and words. You may use class readings (properly cited) but **DO NOT use the internet or outside sources** to write the reports. You may attend a museum with someone else in the class, but you must write separate reports – no double dipping!

Another option is to view an appropriate American history documentary. You **must** confirm the documentary with me in advance for approval. To earn the extra credit points, you must submit a 3+ page double-spaced report following the same guidelines as the above prompt.

Readings:

Textbook: Locke, Joseph, and Bem Wright. *The American Yawp*. Aug. 2022. http://www.americanyawp.com/.
Note: Any additional primary sources will be scanned and made available on blackboard.

- Please note that there is only one textbook to purchase for this course – *American Yawp* is a free online resource, and additional readings will be posted to Blackboard.
- It is absolutely necessary for you to do the reading before class. Readings listed in the syllabus for a particular day are the readings to be done at home for that day. I will be calling on people during the lecture – this course functions best when there is an interactive component, and remember that class participation makes up a full quarter of your grade – as much as the final exam!
- I strongly encourage that notes are taken by hand as studies show again and again that it is best for memory retention.

Analyzing Evidence: An important component of this course is the use of documents written during the time periods we will be studying. This will allow you to hear and analyze perspectives of historical figures themselves and will give you the chance to develop your skills of thinking critically like an historian. For most classes you are assigned a document or a group of documents that you MUST READ AHEAD OF CLASS, and prepare to discuss them and refer to them on quizzes. This syllabus will provide you with questions to consider

as you read so that you can think about how to put the document in context. For each document you should start by answering these questions:

KEY QUESTIONS FOR ANALYZING DOCUMENTS:

1. **What** kind of source is this? (letter, legal document, fiction, diary, etc.)
2. **Who** is the author and what kind of position do they hold in society? What is their perspective?
3. **Where** is the document from?
4. **When** is the document from? What was going on at the time?
5. **For whom** was the document written (who is the audience)?
6. **Why** was the document written? What is the main message that it is trying to convey? What details did the author consider important to include and why? What details might be excluded?

Office Hours:

To schedule an office hours meeting, please email me to make an appointment or speak to me at the end of class to set one up. I am usually in the shared history office for between 3:00-4:00 on Thursday. I can also meet with people virtually over Zoom by appointment. I want everyone to feel like they can share their concerns, and I want everyone to do well in and enjoy this class.

Academic Honesty:

Hunter College/CUNY and the History Department's Statement on Academic Integrity and Plagiarism: "Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures."

"Plagiarism is a very serious academic offense which will result in penalties ranging from reduction of class grade to failure in the course. Plagiarism occurs when the ideas and words, published or unpublished, of others are presented as one's own without citing the original source. Plagiarism also occurs when the papers, research, or works of another person are presented as one's own work."

Please see the full Statement on Plagiarism on the Department's website:
http://www.hunter.cuny.edu/history/departmental-policy-on-plagiarism/

The CUNY Policy on Academic Integrity can be found here: http://catalog.hunter.cuny.edu/content.php?catoid=32&navoid=7677

Please see the RWC explanation of Documentation Citation and Plagiarism:
http://www.hunter.cuny.edu/rwc/repository/files/the-documented-essay/guides-to-research-and-writing-from-sources/Quotation-Paraphrase-Plagiarism.pdf

Plagiarism and cheating are serious infractions and ***will not be tolerated***. Breaking the rules of academic honesty entails a violation of trust and respect for the work of others. Plagiarism will be handled with **an F for the assignment and** potentially an **F for the class**. The case of plagiarism can be reported to the administration and will result in **disciplinary action (you will be reported to the Dean of Students at least)**. Please protect yourself by understanding what cheating and plagiarism are so that you can avoid any behavior that might be interpreted as cheating.

Cheating includes: Copying work from other students, unauthorized collaboration on assignments, using unauthorized notes during exams, doing work for someone else, having someone else do work for you.

Plagiarism includes: Using (in other words, stealing) the words or ideas of other writers or students without giving credit to that person. This means using phrases or sentences found in readings and copying websites without putting quotation marks around all the copied material and without citing the source. Therefore, it is important to write in your own words and credit your sources. Any direct quote must be put in quotation marks and footnoted, if appropriate.

Hunter College's Policy on Sexual Misconduct:
In compliance with the CUNY Policy on Sexual Misconduct, Hunter College reaffirms the prohibition of any sexual misconduct, which includes sexual violence, sexual harassment, and gender-based harassment retaliation against students, employees, or visitors, as well as certain intimate relationships. Students who have experienced any form of sexual violence on or off campus (including CUNY-sponsored trips and events) are entitled to the rights outlined in the Bill of Rights for Hunter College.

a. Sexual Violence: Students are strongly encouraged to immediately report the incident by calling 911, contacting NYPD Special Victims Division Hotline (646-610-7272) or their local police precinct, or contacting the College's Public Safety Office (212-772-4444). b. All Other Forms of Sexual Misconduct: Students are also encouraged to contact the College's Title IX Campus Coordinator, Dean John Rose (jtrose@hunter.cuny.edu or 212-650-3262) or Colleen Barry (colleen.barry@hunter.cuny.edu or 212-772-4534) and seek complimentary services through the Counseling and Wellness Services Office, Hunter East 1123.

The CUNY Policy on Sexual Misconduct can be found here: http://catalog.hunter.cuny.edu/content.php?catoid=32&navoid=7602

Blackboard
Most course readings, including secondary and primary sources, will be available through *American Yawp*. However, you may be assigned some primary sources that will not be on *American Yawp*. These readings will be made available as PDF scans or Word documents on Blackboard. You can find the Blackboard site for this course on the Hunter webpage. If you miss a class, check Blackboard for study sheets and assignments. Check with the Hunter College IT Services for information on how to use Blackboard. Call the help desk at (212) 772-4357.
To reiterate: we will be hosting this class over the Blackboard page. If you cannot access your blackboard page, for any reason, you must reach out to me ASAP and IT ASAP so that we can try to resolve your blackboard problem.

Students with Disabilities
Accommodations for Students with Disabilities: "In compliance with the ADA and with Section 504 of the Rehabilitation Act, Hunter College is committed to ensuring educational access and accommodations for all its registered students. Hunter College's students with disabilities and medical conditions are encouraged to register with the Office of AccessABILITY for assistance and accommodation. For information and an appointment contact the Office of AccessABILITY, located in Room E1214B, or call (212) 772-4857 or (212) 650-3230." E-mail: AccessABILITY@hunter.cuny.edu Web: http://www.hunter.cuny.edu/studentservices/access.

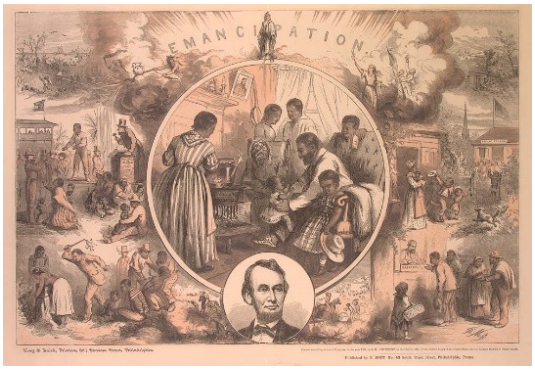
Please note that I can and will accommodate for any and all physical and mental disabilities, illnesses, injuries, or personal matters that arise during the semester - all deadlines are flexible within reason, and this class is committed to accessibility, inclusion, and meeting all students' needs. I am happy to talk in person, over email, or phone so as to best understand how I can work with you to make this classroom experience as generative, useful, and enjoyable as possible.

ON THE SUBJECT OF MASKS:

This course can only function smoothly if we all do our part and attempt to minimize exposure to COVID-19. If you are symptomatic, please do not come to class. Stay home and send me an email. Concurrent with Hunter

College policy, CUNY has lifted its temporary mask mandate. Anyone who would like to continue wearing masks in any setting is welcome to do so at any time, and I strongly encourage mask-wearing in my classroom. Masks will continue to be available on campus. I am determined to make my classroom as safe as possible for myself and for all students. I will be wearing my mask the entire semester. Please respect the health and safety of your instructor and your fellow students – you do not know their health status, nor the status of the people in their lives. As a classroom community, we must look out for one another and do the bare minimum to ensure that we do not spread COVID-19. Please note – per CDC recommendations, cloth masks are not adequate protection against COVID variants, and either an N95 or a KN95 mask is the best protection commonly available.

1. Race & Reconstruction



2. Industry & Workers



Module 1: Reconstruction, Labor and American Identity

1.) **Thr. January 26: Class introduction & Beginning Reconstruction**.
Syllabus review. Discussion: American History and Citizenship.
Analyzing Evidence: Read Mississippi Black Codes (1865) in *American Yawp*, Chapter 15, Section 9. Primary Sources. It is absolutely necessary for you to do the reading before class.

2.) **Tue. January 31: Race and Reconstruction**.
Discussion of the Civil War and the beginning of Reconstruction. Assigned Reading (please read in this order): *American Yawp*, Chapter 15. Reconstruction Sections 1. Introduction, 2. Politics of Reconstruction, 3. The Meaning of Black Freedom, 4. Reconstruction and Women.
Analyzing Evidence: Read *American Yawp* Chapter 15, Section 9. "Jourdan Anderson writes his former enslaver" (1865).

Module 2: The End of Reconstruction

3.) **Thr. February 2: Reconstruction and Labor**
Reading (please read in this order): *American Yawp* Chapter 15. Reconstruction Sections 5. Racial Violence in Reconstruction, 7. The End of Reconstruction, and 8. Conclusion.

4.) **Tues. February 7: Reconstruction Discussion and Primary Sources**
Reading: Blight, David W. "" For Something beyond the Battlefield": Frederick Douglass and the Struggle for the Memory of the Civil War." *The Journal of American History* 75, no. 4 (1989): 1156-1178. (On Blackboard)
Analyzing Evidence: Read ***both*** *American Yawp* Chapter 15, Section 9. Frederick Douglass on Remembering the Civil War, A Case of Sexual Violence During Reconstruction (1866), and Fifteenth Amendment print

3. Robber Barons & Titans of Industry



4. The "Wild" West



(1870).

Module 3: The Second Industrial Revolution, Urbanism, and The Gilded Age

5.) **Thr. February 9: Capital and Labor**
Reading (please read in this order): *American Yawp* Chapter 16. Capital and Labor Sections 1. Introduction, 2. The March of Capital, 3. The Rise of Inequality, 4. The Labor Movement, 5. The Populist Movement, 7. The Socialists, 8. Conclusion.
Analyzing Evidence: Read *American Yawp* Chapter 16, Section 9. "Lucy Parsons on Women and Revolutionary Socialism" (1905).
6.) **Tues. February 14: The Gilded Age**
Reading:
Analyzing Evidence: Read *American Yawp* Chapter 16, Section 9. William Graham Sumner on Social Darwinism ***and*** Henry George's Progress and Poverty Selections. Additionally, choose to read either Andrew Carnegie's "Gospel of Wealth" (1889) or the "Lawrence Textile Strike" (1912).

Module 4: Westward Expansion, Technology & Empire

7.) **Thr. February 16: Railroads, Technology, and Westward Expansion**
Reading (please read in this order): *American Yawp* Chapter 17. Conquering the West Sections 1. Introduction, 3. The Indian Wars and Federal Peace Policies, 5. Westward Economic Expansion: Railroads and Cattle, 6. The Allotment Era and Resistance to in the Native West
Additionally: Roxanne Dunbar-Ortiz, *An Indigenous Peoples' History of the United States,* pp. 140-161, via Blackboard

8.) **Thr. February 23: Cowboys and Empire**
Reading (please read in this order): *American Yawp* Chapter 17. Conquering the West Sections 7. Rodeos, Wild West Shows, and the Mythic American West, 8. The West as History: The Turner Thesis.

Additionally: Read *American Yawp* Chapter 17, Section 9. Chief Joseph on Indian Affairs and Frederick Jackson Turner's "Significance of the Frontier in American History." Additionally, choose to read either Tom Torlino (1882, 1885) or William T. Hornaday on the Extermination of the American Bison (1889).

NOTE: First DBQ prompt and paper prompt to be

5. Feminism	distributed today. **Module 5: Industrial Living, the Progressive Era, Immigration, Social Transformation** 9.) **Tues. February 28: Life and Politics in Industrial America, Feminism, Race, and Class** Reading (please read in this order): *American Yawp* Chapter 18. Life in Industrial America Sections 1. Introduction, 2. Industrialization & Technological Innovation, 3. Immigration and Urbanization, 5. Gender, Religion, and Culture. 10.) **Thr. March 2: The Progressive Era and Social Change** Reading (please read in this order): *American Yawp* Chapter 20. The Progressive Era Sections 1. Introduction, 2. Mobilizing for Reform, 3. Women's Movements, 6. Jim Crow, 7. Conclusion. Please see next page! Analyzing Evidence: Read *American Yawp* Chapter 20 Section 8 Primary Sources – Jane Addams, "The Subjective Necessity for Social Settlements" (1892), Eugene Debs, "How I became a Socialist" (1902), Alice Stone Blackwell's "Answering Objections to Women's Suffrage" (1917), *or* Charlotte Perkins Gilman, "Women and Economics" (1898) on Blackboard. **NOTE**: You have had the paper and first DBQ prompts for a week now – you have three more weeks to work on your DBQ before having to submit it. Now is the time to work on a draft, email your professor with any questions/concerns, or to schedule a meeting with the WAC Fellow, (INSERT HERE), for additional help. It is also strongly encouraged that you schedule a meeting with the Hunter College Writing Center, another resource the college provides for you. *If you meet with **either** WAC Fellows or the Writing Center at least once during the writing process, you will be given +3 points of extra credit on the Paper assignment*.

6. Imperialism



7.Surveillance



Module 6: Science, Imperialism, American Expansion

11.) **Tues. March 7: Social Darwinism, Scientific Racism, and Building an Empire**
Reading (Please read in this order): *American Yawp* Chapter 18. Life in Industrial America Sections 4. The New South and the Problem of Race, 7. Conclusion. Chapter 19. American Empire Sections 1. Introduction, 2. Patterns of American Intervention, 4. Theodore Roosevelt and American Imperialism.
Analyzing Evidence: Read *American Yawp* Chapter 19 Section 8 William James on "The Philippine Question" (1903), or William Graham Sumner on Social Darwinism (1880) on Blackboard.

12.) **Thr. March 9: American Imperialism and Expansion**
Reading (Please read in this order): *American Yawp* Chapter 19. American Empire Sections 4. Women and Imperialism, 7. Conclusion.
Additional Reading: Excerpt of Bederman, Gail. *Manliness and civilization: A cultural history of gender and race in the United States, 1880-1917*. University of Chicago Press, 2008 via Blackboard
Analyzing Evidence: Read *American Yawp* Chapter 19 Section 8 Primary Sources, Rudyard Kipling's "The White Man's Burden" (1899), James D. Phelan's "Why the Chinese Should Be Excluded" (1901)

Module 7: WWI, the Red Scare, & Flappers on the Horizon

13.) **Tues. March 14: World War 1**
Reading: *American Yawp* Chapter 21. World War 1 and its Aftermath Sections 1. Introduction, 2. Prelude to War, 3. War Spreads through Europe, 4. America Enters the War, 5. On the Homefront.

14.) **Thr. March 16: The First Red Scare**
Reading: *American Yawp* Chapter 21. World War 1 and its Aftermath Sections 8. The 14 Points and the League of Nations, 9. Aftermath of World War 1, 10. Conclusion.
Analyzing Evidence: Read Vanzetti Statement, Blackboard, and one of the following sources from *American Yawp* Chapter 21 Section 11 – "The Sedition Act of 1918," "Emma Goldman on Patriotism" (1917), or W.E.B. DuBois "Returning Soldiers" (1919).

8. Gender Troubles



Module 8: Midterm and The Roaring Twenties

15.) **Tues. March 21: Midterm in class. DBQ and paper due by MIDNIGHT on Blackboard.**

16.) **Thr. March 23: The Roaring Twenties**
Reading: *American Yawp* Chapter 22. The New Era Sections 1. Introduction, 3. Culture of Consumption, 4. Culture of Escape, 5. "The New Woman," 6. "The New Negro," 7. Culture War.
Analyzing Evidence: Read *American Yawp* Chapter 22. Section 11 Primary Sources, Crystal Eastman "Now We Can Begin" (1920) and Ellen Welles Page "A Flapper's Appeal to Parents" (1922).

9. 1920s Backlash



Module 9: The "Repressive" Twenties, Immigration, Racism, Reactionary Politics

17.) **Tues. March 28: The Reactionary Twenties**
Reading: *American Yawp* Chapter 22. The New Era Sections. Fundamentalist Christianity, 9. Rebirth of the KKK, 10. Conclusion.
*Midterm & DBQ returned today – you now have 1 more DBQ to complete by the final! Review feedback & start!
18.) **Thr. March 30: The Repressive Twenties**
Reading: Excerpt of McGirr, Lisa. *The war on alcohol: Prohibition and the rise of the American state*. WW Norton & Company, 2015 via Blackboard
Analyzing Evidence: Read *American Yawp* Chapter 22. Section 11 Primary Sources, "Explanation of the Objects of the Universal Negro Improvement Association" (1921), Hiram Evans on the "The Klan's Fight for Americanism" (1926), and Herbert Hoover, "Principles and Ideals of the United States Government" (1928).

Module 10: Depression, Successes and Limitations

10. The Great Depression



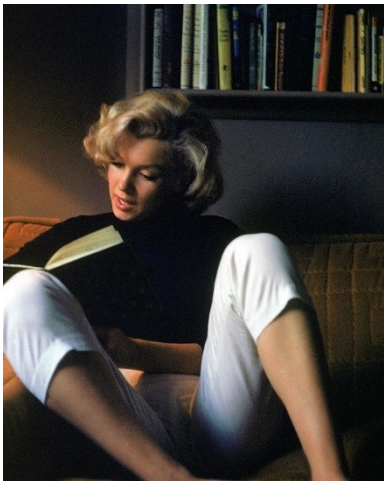
19.) **Tues. April 4: The Great Depression Beginnings**
Reading: *American Yawp* Chapter 23. The Great Depression Sections 1. Introduction, 2. Origins of the Great Depression, 3. Herbert Hoover and the Politics of the Depression, 5. The Lived Experience of the Great Depression, 6. FDR and the "First" New Deal.

20.) **Tues. April 18: The Great Depression Wrap-up**
Reading: *American Yawp* Chapter 23. The Great Depression Sections 8. The New Deal in the South, 11. The "Second" New Deal, 12. Equal Rights and the New Deal, 13. The End of the New Deal, 14. The Legacy of the New Deal.
Analyzing Evidence: *American Yawp* Primary Sources – Huey P. Long, "Every Man a King" and "Share our Wealth" (1934) or Second Inaugural Address of FDR.

11. Second World War



12. The Novel 1950s



13. Vietnam & Radical

Module 11: World War II

21.) **Thr. April 20: World War II**
Reading: *American Yawp* Chapter 24. World War II. Read all but Section 7. The Wartime Economy, Section 12. Primary Sources, and Section 13. Reference Material.
Additional Reading: Excerpt of Bérubé, Allan. *Coming out under fire: The history of gay men and women in World War II*. Univ of North Carolina Press, 2010 via Blackboard
Analyzing Evidence: Read *American Yawp* Section 12. FDR, Executive Order No. 9066, and Charles A. Lindbergh "America First" (1941)

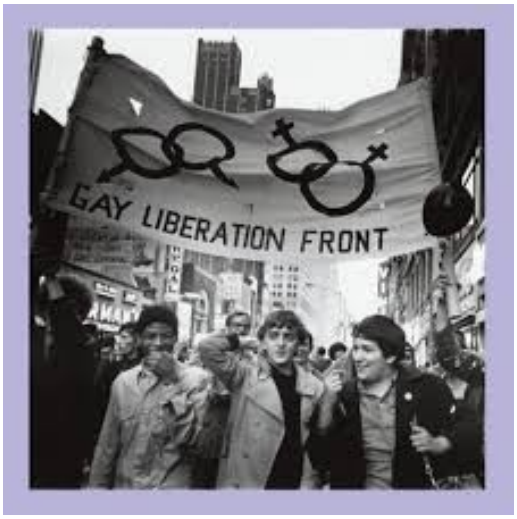
Module 12: Post-War Inventions, Cultural & Political Transformations

22.) **Tues. April 25: The Post-War Boom, Cold War, and Second Red Scare**
Reading: *American Yawp* Chapter 25. The Cold War Sections 1. Introduction, 3. The Arms Buildup, the Space Race, and Technological Advancement, 4. The Cold War Red Scare, McCarthyism, and Liberal Anti-Communism, 5. Decolonization and the Global Reach of the 'American Century', 6. Conclusion, ***&*** *American Yawp* Chapter 26. The Affluent Society Sections 1. Introduction, 2. Rise of the Suburbs.
Additionally: Richard Rothstein, *The Color of Law,* pp. 39-57, via Blackboard

23.) **Thr. April 27: The Post-War Boom, Cold War, and Second Red Scare**
Reading: *American Yawp* Chapter 26. The Affluent Society

Movements





14. Culture Wars and Actual Wars



Sections 3. Race and Education, 4. Civil Rights in an Affluent Society, 5. Gender and Culture in the Affluent Society, 6. Politics and Ideology in the Affluent Society, 7. Conclusion. Please see next page!
Analyzing Evidence: Read *American Yawp* Chapter 27 Section 9. National Organization for Women, "Statement of Purpose" and "Fannie Lou Hamer: Testimony at the Democratic National Convention 1964"

Module 13: The Sixties, Vietnam, The Sex Revolution, Civil Rights

24.) **Tues. May 2: The Sex Revolution and Vietnam**
Reading: *American Yawp* Chapter 27. The Sixties Sections 1. Introduction, 3. The Civil Rights Movement Continues, 5. The Origins of the Vietnam War, 6. Culture and Activism, 7. Beyond Civil Rights, 8. Conclusion ***&*** Chapter 28. The Unraveling Sections 1. Introduction, 2. The Strain of Vietnam.
Additionally: Hall, Jacquelyn Dowd. "The long civil rights movement and the political uses of the past." In *The Best American History Essays 2007*, pp. 235-271. Palgrave Macmillan, New York, 2007. Via Blackboard.

25.) **Thr. May 4: Radical Transformations**
Reading: *American Yawp* Chapter 28. Sections 3. Racial, Social, and Cultural Anxieties, 7. The Politics of Love, Sex, and Gender, 9. Conclusion.
Analyzing Evidence: Read *American Yawp* Chapter 27 Section 9, "Women's Liberation March" (1970), "Lyndon Johnson on Voting Rights and the American Promise" (1965), or "Selma March" (1965) *and* either Chapter 28 Section 10. "Stop ERA" Protest (1977), "Report of the National Advisory Commission on Civil Disorders" (1968), or Jimmy Carter, "Crisis of Confidence" (1979).

Module 14: The Seventies and On, Cold War Closure, and Conservative Ascendance

26.) **Tues. May 9: Reagan & War on Terror**
Reading: *American Yawp* Chapter 29. The Triumph of the Right Sections 1. Introduction, 2. Conservative Ascendance, 5. The New Right in Power, 7. African American Life in Reagan's America, 9. Culture Wars of the 1980s, 11. Conclusion.

27.) **Thr. May 11: Reagan and the Modern War on Terror**
Reading: *American Yawp* Chapter 30. The Recent Past

	Sections 1. Introduction, 2. American Politics before September 11, 2001, 3. September 11 and the War on Terror, 5. The Great Recession. 7. Stagnation, 8. New Horizons, 9. Conclusion. Analyzing Evidence: Read *American Yawp* Chapter 30. Section 10. "George W. Bush on the Post-9/11 World" (2002) and "Obergefell v. Hodges" (2015) 28.) **Tues. May 16: Bush, Obama, and Beyond** Reading: *American Yawp* Chapter 30. The Recent Past Sections 6. The Obama Years, 7. Stagnation, 8. New Horizons, 9. Conclusion. Analyzing Evidence: Read *American Yawp* Chapter 30. Section 10. "Chelsea Manning Petitions for a Pardon" (2013) 29.) **Tues. May 23: FINAL EXAM due at midnight.**