

History 212-05: United States History since 1865

MWF 9:00-9:50 in SOEB 206

Professor: Dr. Mandy L. Cooper

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Office Hours: Mondays 12-1 and Tuesdays 1-3 and by appointment

*Note: Office Hours will be held by Zoom until further notice

UNCG is located on the traditional lands of the Keyauwee and Saura. Let us venture to honor them with our work together.

Course Description:

This class is a general survey of the major themes in US history from Reconstruction to the Present. Students will examine the key moments in modern US history, including Reconstruction and the rise of Jim Crow, immigration, industrialization, urbanization, modernization, American imperialism at home and abroad, definitions of citizenship, major wars, the birth of counterculture in the sixties, the Civil Rights Movement and other social movements, the rise of conservatism, and terrorism. The concepts of liberty and freedom, concepts which have become central to the way in which Americans define themselves yet are surrounded by contradictions, will act as unifying themes in this course.

While delving deeper into these key moments and events, students will also become acquainted with the “ordinary” men and women of diverse backgrounds who helped form the nation. This course will both tell history from the vantage point of recognizable figures and move beyond the “great man/woman” perspective into persons and groups such as women, Native Americans, African Americans, and immigrants.

Gender will act as a central thread for the people, places, ideas, and events we will explore. Students will discuss gender broadly in terms of its intersections with class, race, citizenship, labor, and identity. By putting gender at the center of historical investigation in this class, students will see how various historians have used (or at times ignored) gender as a category of historical analysis. This provides students with an opportunity to become acquainted with the historiography of modern US history and allow them to compare and contrast various scholars’ interpretations of the past. In this course, students will explore gender in regards to the reconfiguration of the meaning of citizenship and social relations following Reconstruction; the rise of organized labor and social movements; American imperialism at home and abroad; growing industrialization and urbanization; and the political, economic, cultural, and social reasons behind major domestic and foreign policies.

The readings, lectures, and assignments have been structured to help students think critically about history and not simply memorize facts, dates, places, and names. The course relies on three kinds of sources: lectures, primary materials, and secondary readings. The lectures are intended to introduce analytical ideas: the big themes, questions, and problems from a particular historical moment. Those ideas will then help you analyze the assigned readings. Primary source materials are sources that were created in the historical time period that we’re studying. They allow us, as historians, to enter into that period, to get closer to it, and to get a more direct sense of what was happening at the time. Secondary sources, such as the assigned book chapters and articles, are different: they are written after the fact, are filtered through someone else’s observations, and are thus removed from the actual time period in question. The analysis of the two kinds of sources is also different. With primary sources, we are focusing on materials generated in the past; in learning how to critically analyze those materials, we are also coming to terms with the dynamics of the past. With secondary sources, we would be weighing what other people said about the past and

determining which analysis we find most compelling. Students should leave this class with a better and deeper understanding of American history and why the past remains relevant today. While this course is geared toward history majors, students of all fields should find this class helpful in learning how to participate in scholarly discussion and analyze historical arguments. Students should leave this class with a better and deeper understanding of American history and why the past remains relevant today.

Student Learning Outcomes(SLOs) for this Course:

Historical Comprehension (Analyze historical duration, succession, and change in terms of human agency and larger systems or structures in a wide variety of places and periods):

- Acquire a general knowledge of the history of the United States from Reconstruction to the present
- Gain a better understanding of the United States' political, legal, economic, and social agenda after Reconstruction
- Explore social and cultural movements in the U.S. from the late nineteenth century to the present

Historical Analysis (Use historical thinking to contextualize and analyze primary and secondary sources representing different points of view):

- Analyze the intersections of race, class, and gender over time and space
- Develop skills in analyzing primary sources and historical topics – and apply those skills to develop strong analytical arguments

Historical Interpretation (Use evidence-based reasoning to interpret the past coherently while developing and presenting an original argument, orally and in writing):

- Demonstrate the ability to communicate analytical ideas effectively – both in discussion and in writing
- Construct a historical argument
- Critique scholars' interpretations of history

Minerva Academic Curriculum SLOs:

Diversity & Equity Through the Humanities and Fine Arts

- Describe how political, social, or cultural systems and structures, in the past or present, have advantaged and oppressed different groups of people.
- Describe how political, social, or cultural systems, in the past or present, have produced and sustained ideas of difference and, in the face of that, how marginalized groups have meaningfully engaged in self-definition.
- Examine individual and collective responses for addressing practices of disenfranchisement, segregation, or exclusion.

CIC College Writing (Analytical Essay)

- Analyze written texts to understand how they relate to particular audiences, purposes, and contexts as a way to inform one's own writing.
- Create and revise written texts for particular audiences, purposes, and contexts.
- Through oral or written reflection demonstrate awareness of one's writing choices as well as how one's own writing contributes to ongoing conversations in the relevant discipline.

Course Texts:

- Jane Dailey, *Building the American Republic, Volume 2: A Narrative History from 1877*. Chicago: University of Chicago Press, 2018.
 - NOTE: Download as a free ebook at buildingtheamericanrepublic.org.
 - Marked as BAR on the syllabus
- Harry L. Watson, *Building the American Republic, Volume 1: A Narrative History to 1877*. Chicago: University of Chicago Press, 2018.
 - NOTE: Download as a free ebook at buildingtheamericanrepublic.org. This textbook will only be used for the first few class sessions and will be marked as BAR1 on the syllabus.
- Other readings will consist of book chapters, articles, and primary sources. Book chapters will be posted on Canvas or linked on the syllabus, and articles can be found on JSTOR. We will go over how to find and access articles through JSTOR in class.
- Primary sources are hyperlinked on the syllabus.

Class Structure:

Each class will begin with a lecture that draws from your textbook and other readings. At certain points during class, I will stop and ask you to discuss specific points from the readings and lecture. Your response and discussion should reveal your knowledge of the assigned reading. About ten minutes of each class will be devoted to discussing the primary source reading for that day, generally one or two short items; this discussion will usually fall at the end of class. Diverse and strong opinions are welcome; however, I expect students to conduct themselves in a professional and respectful manner at all times.

Reading Assignments:

Students will complete the assigned readings for a particular lecture before class. You will need to thoroughly read the book chapters and/or articles (posted on Canvas) and come to class prepared to discuss what you have read. We will discuss strategies for reading analytically (and quickly!) in class. While you are not required to purchase your textbook, I have included page numbers to give you an idea of what we will go over in class, though I will be covering other topics and using my own methods to organize lectures, and the textbook may be useful at times. If you miss a lecture, the textbook and other readings will serve you well, but you should also ask a classmate if he/she would be willing to share a copy of their notes for that day. The primary sources are brief (generally only one to two pages each), and we will go over them in class together. Students are expected to come to class having done the required reading and prepared to thoughtfully engage in the lecture, discussion, and primary source exercise. Discussions, writing assignments, and exams should reflect that you have been attending class and doing the reading.

Podcast Analysis:

The first assignment will be a podcast analysis. Students will be provided with several different podcast episodes to choose from and will write a 2-3 page analysis of one source from the provided list.

Weekly Blog Posts:

Throughout the semester, each student will keep a weekly blog on course readings, discussions, and lectures. These blogs should be no more than 1-2 paragraphs long and should focus on your response (your thoughts, analysis, and questions) to the week's readings, lectures, and discussions.

For these blogs, you may include current events, images, popular culture, etc. if you see a relation to the course material. You are required to cite your sources. Each week's blog is due on Friday by 5PM. Throughout the semester, you should also periodically comment on the blogposts of your classmates. We will be using the discussion forums on Canvas for these blogs. Please remember that what you put online is forever. You will receive more information on this assignment in class.

Analytical Essay:

The final assignment will be an analytical essay of between 1200-1500 words (roughly 4-5 pages) that incorporates both primary and secondary sources from this course. Essay topics will be handed out in class two weeks before the rough draft is due. Students will turn in a rough draft, receive feedback, and revise and resubmit their analytical essay.

Exams:

There will be two exams, a midterm and a final. Students will be provided with essay topics in advance.

Grading Breakdown:

Participation: 10%

Podcast Analysis: 15%

Weekly Blog Posts: 10%

Analytical Essay: 25%

Midterm Exam: 20%

Final Exam: 20%

Grading Scale:

Letter Grade	% points accumulated
A+	98-100
A	93-97
A-	90.0-92
B+	88-89
B	83-87
B-	80-82
C+	78-79
C	73-77
C-	70-72
D	60-69
F	<60.0

Attendance Policy:

You are expected to attend every class. Please be aware that it will be very difficult for you to succeed in this course if you do not attend class. Given the circumstances of the COVID-19 pandemic, if you encounter extenuating circumstances that mean you will miss class, you should speak to me personally. (*Note: We will be taking attendance).

Late Work:

All papers and assignments are due at the start of class on the date listed on the syllabus. You must take the midterm and final exam on the dates listed on the syllabus.

Academic Integrity:

Plagiarism and academic dishonesty will not be tolerated. Plagiarism is presenting the words or ideas of others without giving them credit. Any source that you use in your work (i.e. books, documents, articles, webpages) must be properly cited. If you use someone else's exact words they must be enclosed in quotation marks and be followed by a citation. If you put someone else's ideas into your own words, you must also use a citation. Plagiarism includes copying and pasting any text from the internet into a document without using quotation marks and a citation.

Enrollment in this course and submission of each written assignment constitute students' acceptance of UNCG's Academic Integrity Policy. You can find the full Academic Integrity Policy, here: <https://drive.google.com/file/d/0B0rFGGhJvbDHUExSZmFFaWFmb00/view>.

Academic Support & Disability Accommodations:

The University of North Carolina at Greensboro seeks to promote meaningful access to educational opportunities for all students. Should you have any needs or questions related to disability issues, please contact the Office of Accessibility Resources and Services (OARS - <https://ods.uncg.edu/>), located in the Elliot University Center, #215. As an instructor, I am committed to making this course accessible to all students in it and will work with OARS to accommodate students' requests. You do not need to disclose details about your disability to the instructor in order to receive accommodations, but you do need to have documentation from OARS for whatever accommodation you have been approved for.

COVID-19 Policies

As we return for fall 2021, the campus community must recognize and address continuing concerns about physical and emotional safety, especially as we will have many more students, faculty, and staff on campus than in the last academic year. As such, all students, faculty, and staff are required to uphold UNCG's culture of care by actively engaging in behaviors that limit the spread of COVID-19. Such actions include, but are not limited to, the following:

- [Following face-covering guidelines](#)
- Engaging in proper hand-washing hygiene when possible
- Self-monitoring for symptoms of COVID-19
- Staying home if you are ill
- Complying with directions from health care providers or public health officials to quarantine or isolate if ill or exposed to someone who is ill.

Instructors will have seating charts for their classes. These are important for facilitating contact tracing should there be a confirmed case of COVID-19. Students must sit in their assigned seats at

every class meeting and must not move furniture. Students should not eat or drink during class time.

To make it easier for students to hear their instructor and/or read lips and if conditions permit, instructors who are fully vaccinated and who can maintain at least six feet of distance from students may remove their masks while actively teaching if they choose, but will wear a mask at all other times while in the classroom, including during the periods before and after class

A limited number of disposable masks will be available in classrooms for students who have forgotten theirs. Face coverings will also be available for purchase in the UNCG Campus Bookstore. Students who do not follow masking requirements will be asked to put on a face covering or leave the classroom to retrieve one and only return when they follow the basic requirements to uphold standards of safety and care for the UNCG community. Once students have a face covering, they are permitted to re-enter a class already in progress. Repeated issues may result in conduct action. The course policies regarding attendance and academics remain in effect for partial or full absence from class due to lack of adherence with face covering and other requirements.

For instances where the Office of Accessibility Resources and Services (OARS) has granted accommodations regarding wearing face coverings, students should contact their instructors to develop appropriate alternatives to class participation and/or activities as needed. Instructors or the student may also contact OARS (336.334.5440) who, in consultation with Student Health Services, will review requests for accommodations.

Contra Power Statement:

As your instructor, I am committed to creating a productive and non-discriminatory learning environment of mutual respect. Title IX and UNCG's school policy prohibit gender-based harassment, sexual harassment, and sex discrimination for all members of the University community. Harassment can come in many forms - both direct and indirect - and can occur in subtle or overt ways. Traditionally, harassment is seen from a formal power-over structure. However, harassment can occur without a formal power structure. Contrapower, when a student harasses an instructor or peer, is a type of behavior that can create an intimidating environment in and outside of the classroom. Either form of harassment can include direct or indirect comments, physical intimidation, emails, anonymous notes, and course evaluations. **Both Contrapower and traditional forms of harassment are prohibited and subject to the same kinds of accountability applied to offenses against protected categories, such as race, national origin, religion, sexual orientation, etc.**

If you experience or witness such instances of harassment, please seek out the following resources:

- UNCG Counseling Center (non-reporting agency/confidential): 336.334.5874
- Murphie Chappell, Title IX Coordinator (reporting agent): 336.256.0362 or mechappe@uncg.edu
- University Police (reporting agent): 336.334.4444

For more information on UNCG's policies regarding harassment, visit [UNCG Sexual Harassment Policy](#)

Classroom Conduct:

Students are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any form of

distraction. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class. Please review the [Disruptive Behavior in the Classroom Policy](#) for additional information.

Health and Wellness:

Health and well-being impact learning and academic success. Throughout your time in the university, you may experience a range of concerns that can cause barriers to your academic success. These might include illnesses, strained relationships, anxiety, high levels of stress, alcohol or drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may experience. You can learn about the free, confidential mental health services available on campus by calling [336-334-5874](tel:336-334-5874), visiting the website at <https://shs.uncg.edu/> or visiting the Anna M. Gove Student Health Center at 107 Gray Drive. For undergraduate or graduate students in recovery from alcohol and other drug addiction, The Spartan Recovery Program (SRP) offers recovery support services. You can learn more about recovery and recovery support services by visiting <https://shs.uncg.edu/srp> or reaching out to recovery@uncg.edu

Religious Observance:

The university allows for a limited number of excused absences each academic year for religious observances required by the faith of the student. Students must notify both myself and your TA in advance of the date of the religious observance.

Policy on Children in Class:

It is my belief that if we want women in academia, that we should also expect children to be present in some form. Currently, the university does not have a formal policy on children in the classroom. The policy described here is thus, a reflection of my own beliefs and commitments to student, staff, and faculty parents.

- 1) I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.
- 3) I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
- 4) In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.

Writing Center:

The Writing Center provides support for all types of writing assignments. Since you pay for the Writing Center via your student fees, you should take advantage of it to improve your writing. Visit the Writing Center (<https://writingcenter.uncg.edu/>) to learn more.

Speaking Center:

Besides providing help for in-class presentations, the Speaking Center has useful resources and tips for students who are shy about speaking up in class or section. (speakingcenter.uncg.edu)

Office Hours:

I am always happy to discuss any questions or concerns you have regarding this course. I am always available during office hours, and you are welcome to schedule an appointment outside of those times by emailing me.

History Department Websites:

History Department website: <https://his.uncg.edu>

Facebook page: <https://www.facebook.com/UNCGDepartmentofHistory/>

Syllabus Updates:

Please note that readings and due dates are subject to change. I will notify you of any changes to the course schedule in class.

Schedule:**Week 1**

Wednesday, August 18

Reconstruction

Introduction to Modern US History, Intro to Reconstruction
Class Introductions
Syllabus, Class Expectations
Introduction to Primary Sources

Friday, August 20

Discussion: Rebuilding a House Divided: From Presidential to Radical Reconstruction
Suggested Reading: BAR1, 531-551
Primary Sources:
[-The Mississippi Black Code \(1865\)](#)
[-Johnson and Reconstruction Cartoon, 1866](#)

Week 2

Monday, August 23

Reconstruction & Its Aftermath

Race, Gender, & Citizenship – Legacies of the Civil War
Suggested Readings: Thavolia Glymph, “‘A Makeshift Kind of Life’: Free Women and Free Homes,” in *Out of the House of Bondage: The Transformation of the Plantation Household*; and BAR1, 552-568
Primary Sources:
[-Frederick Douglass, “The Composite Nation,” \(1869\)](#)
[-Frances Ellen Harper, We Are All Bound up Together \(1866\):](#)
[-A Case of Sexual Violence during Reconstruction \(1866\)](#)
****Last day to add/drop class. Last day to withdraw from a course for tuition & fees refund. Course withdrawal policy in effect after this date**

Wednesday, August 25

The New South & the Emergence of Jim Crow
Required Reading: Tera W. Hunter, “The ‘Color Line’ Gives Way to the ‘Color Wall’” in *To Joy My Freedom: Southern Black Women’s Lives and Labors After the Civil War*,
Suggested Reading: BAR, 30-37.
Primary Sources
[-The Mississippi Black Code \(1865\)](#)

Friday, August 27	<p>Discussion – The Legacies of Reconstruction & Jim Crow</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> -John Marshall Harlan, Dissent in <i>Plessy v. Ferguson</i> (1896) -Ida B. Wells-Barnett, “Lynch Law in America” (1900)
Week 3	America’s Gilded Age
Monday, August 30	<p>The West & the Shifting American Frontier</p> <p>Required Reading: BAR, 1-9</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> -Tom Torlino (1882, 1885) -Chief Joseph on Indian Affairs (1877, 1879) -The Homestead Act, 1862
Wednesday, September 1	<p>Big Business & Organized Labor</p> <p>Required Reading: BAR, 9-16, 26-27</p> <ul style="list-style-type: none"> -The Tournament of Today – A Set-To Between Labor and Monopoly -Andrew Carnegie’s Gospel of Wealth (June 1889)
Friday, September 3	<p>Discussion: Immigration & Income Inequality: Urbanization & Life in the Gilded Age</p> <p>Primary Sources</p> <ul style="list-style-type: none"> -Rose Cohen on the World Beyond her Immigrant Neighborhood (ca. 1897/1918) -Jacob Riis, How the Other Half Lives (1890) -The Chinese Exclusion Act, 1862
Week 4	Gilded Age & Progressive Era Politics
Monday, September 6	NO CLASS – LABOR DAY
Wednesday, September 8	<p>Women, Reform, & Social Justice</p> <p>Suggested Reading: BAR, 23-24, 61-64</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> -Jane Addams, “The Subjective Necessity for Social Settlements” (1892) -Margaret Sanger, Chapter 1, “Woman’s Error and Her Debt,” in <i>Woman and the New Race</i> (1920)
Friday, September 10	<p>Discussion: Big Business, Party Politics, & Activism in the Gilded Age/Progressive Era</p> <p>Suggested Reading: BAR, 16-23, 27-30 47-55</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> -The Populist Platform (1892) -Frances E. Willard, <i>Women and Temperance</i> (1882) (pages 42-47) <p>**Podcast Analysis Due</p>
Week 5	American Imperialism & the Fall of the Progressives

Monday, September 13	<p>A “Civilizing” Mission: American Imperialism at Home and Abroad Suggested Reading: BAR, 39-45, 55-61, 64-73 Primary Sources: -Panama Canal Treaty, 1903 -Aguinaldo’s Case Against the United States (1899) -Woodrow Wilson and the New Freedom (1912)</p>
Wednesday, September 15	<p>The US Enters the Great War Required Reading: Adriane Lentz-Smith, “Men in the Making,” in <i>Freedom Struggles: African Americans and World War I</i> Suggested Reading: BAR, 75-83 Primary Source: -Woodrow Wilson Requests War (April 2, 1917) -Uncle Sam poster (1917)</p>
Friday, September 17	<p>Discussion: American Imperialism in the Progressive Era Required Reading Gail Bederman, “Theodore Roosevelt: Manhood, Nation, and ‘Civilization’” in <i>Manliness and Civilization: A Cultural History of Gender and Race in the United States, 1880-1917</i> Primary Sources: -Rudyard Kipling, “The White Man’s Burden” (1899)</p>
Week 6 Monday, September 20	<p>The Great War The War at Home Suggested Reading: Jonathan H. Ebel, “Ideal Women in an Ideal War” in <i>Faith in the Fight: Religion and the American Soldier in the Great War</i> Suggested Reading: BAR, 83-91 Primary Sources: -Emma Goldman on Patriotism (July 9, 1917) -1976 Interview with Rubie Bond on the Great Migration - Alice Stone Blackwell, Answering Objections to Women’s Suffrage (1917)</p>
Wednesday, September 22	<p>Upheaval at Home & Abroad: 1919 Suggested Reading: BAR, 91-103 Primary Sources: -Manuel Quezon calls for Filipino Independence (1919) -W.E.B. DuBois, “Returning Soldiers” (May 1919)</p>
Friday, September 24	<p>MIDTERM EXAM DUE – NO CLASS</p>
Week 7 Monday, September 27	<p>The Roaring Twenties Votes for Women! Required Reading: Kate Clarke Lemay, “Militancy in the American Woman Suffrage Movement, 1917-1919,” in <i>Votes for Women! A Portrait of Persistence</i> Primary Sources:</p>

[-The 19th Amendment](#)

**Examine the visual sources included in the required reading. We will discuss these in class.

Wednesday, September 29

A New Society

Suggested Reading: George Chauncey, “Pansies on Parade: Prohibition and the Spectacle of the Pansy,” in *Gay New York: Gender, Urban Culture, and the Makings of the Gay Male World, 1890-1940*
Suggested Reading: BAR, 105-122

Friday, October 1

Discussion: A New Society

Primary Sources:

[-Ellen Welles Page, “A Flapper’s Appeal to Parents” \(1922\)](#)

[-Alain Locke, *The New Negro* \(1925\)](#)

[-Crystal Eastman, “Now We Can Begin” \(1920\)](#)

Week 8

Monday, October 4

From Boom to Bust – Entering the Great Depression

The Rise of Consumerism and Nativism

Suggested Reading: BAR, 122-137

Primary Sources:

[-André Siegfried on the “New Society,” from the *Atlantic Monthly* \(1928\)](#)

[-Hiram Evans on the “The Klan’s Fight for Americanism” \(1926\)](#)

Wednesday, October 6

The Stock Market Crash and A “New Deal” for (some) Americans
Required Reading: Alice Kessler-Harris, “Maintaining Self-Respect” in *In Pursuit of Equity: Women, Men, and the Quest for Economic Citizenship in 20th Century America*

Suggested Reading: BAR 139-158, 168-171

Primary Sources

[-Franklin D. Roosevelt’s Re-Nomination Acceptance Speech \(1936\)](#)

[-Herbert Hoover on the New Deal \(1932\)](#)

[-The Bonus Army Invades Washington, D.C., 1932](#)

Friday, October 8

Discussion: Voices of Protest – Radical Politics in the Depression

Required Reading: Glenda Gilmore, *Defying Dixie: The Radical Roots of Civil Rights, 1919-1950*, “Moving Left from Chapel Hill to Cape Town”

Suggested Reading: BAR 157-168

Primary Source:

[-Huey P. Long, “Every Man a King” and “Share our Wealth” \(1934\)](#)

****Last day to withdraw from a course without incurring a WF grade (withdraw failing)**

Week 9

Monday, October 11

Fighting for Freedom: The US in World War II

FALL BREAK, NO CLASS

Wednesday, October 13

From Isolation to Intervention

Suggested Reading: BAR 173-184, BAR 187-197

Primary Sources:

-[Charles A. Lindbergh, “America First” \(1941\)](#)

-[Atlantic Charter, August 14, 1941](#)

-[Attack at Pearl Harbor, 1941](#)

Friday, October 15

Discussion: Gender and Race in WWII

Primary Sources

-[Aiko Herzig-Yoshinaga on Japanese Internment \(1942/1944\)](#)

-[Justice Robert A. Jackson, Dissent in *Korematsu v. United States* \(1944\)](#)

-[Wanted! for murder: her careless talk costs lives \(1944\)](#)

Week 10

Monday, October 18

Consensus and the Rise of the Middle Class

The War at Home: Gender and Race in WWII

Required Reading: Karen Tucker Anderson, “Last Hired, First Fired: Black Women Workers during World War II,” *The Journal of American History*, 69, No. 1 (June, 1982), 82 – 97.

Suggested Reading: BAR 184-187, 197-200

****Rough Draft Due**

Wednesday, October 20

The Cold War

Required Reading: David K. Johnson, “‘Cookie Pushers in Striped Pants’: The Lavender Lads in the State Department” in *The Lavender Scare: The Cold War Persecution of Gays and Lesbians in the Federal Government*

Suggested Reading: BAR 201-211, 214-222, 239-249

Primary Sources

-[Joseph McCarthy on Communism \(1950\)](#)

-[Paul Robeson Testifies before HUAC, June 12, 1956](#)

Friday, October 22

Discussion: Demobilization, Consumerism, and the Rise of the Suburbs

Suggested Reading: BAR 222-229

Primary Sources:

-[“In the Suburbs” \(1957\)](#)

-[Richard Nixon on the American Standard of Living \(1959\)](#)

In-Class Activity: Ads

Week 11

Monday, October 25

The Long Civil Rights Movement

The Early Civil Rights Movement

Suggested Reading: BAR 211-214, 230-239

Primary Sources:

-[Brown v. Board of Education of Topeka \(1954\)](#)

-[Rosa Parks on Life in Montgomery, Alabama \(1956-1958\)](#)

Wednesday, October 27

A Rising Tide: The Civil Rights Movement in the 1960s

Required Reading: Danielle L. McGuire, "Walking in Pride and Dignity" in *At the Dark End of the Street: Black Women, Rape and Resistance – a New History of the Civil Rights Movement from Rosa Parks to the Rise of Black Power*

Suggested Reading: BAR 250-259, 265-269, 278-281

Primary Source:

-[Martin Luther King, Jr. "I Have A Dream," \(August 28, 1963\)](#)

-[Fannie Lou Hamer: Testimony at the Democratic National Convention 1964](#)

Friday, October 29

Discussion – Fighting for Civil Rights in the 1960s & 1970s

Primary Sources:

-[Native Americans Occupy Alcatraz \(1969\)](#)

-[César Chavez, "Letter from Delano" \(1969\)](#)

-[Dolores Huerta, Interview with Maria Huffman – Feb. 23, 1968](#)

Week 12

Monday, November 1

Social Movements

The Feminine Mystique and Second Wave Feminism

Suggested Reading: BAR 249-250, 313-320

Primary Sources

-[National Organization for Women, "Statement of Purpose" \(1966\)](#)

-[Brochure on the Equal Rights Amendment \(1976\)](#)

-[Phyllis Schlafly, "What's Wrong with 'Equal Rights' for Women?" \(1972\)](#)

-["Stop Era" Protest \(1977\)](#)

Wednesday, November 3

The Continued Fight for Civil Rights

No Readings. Review primary sources from last 2 weeks.

Friday, November 5

NO CLASS: Work on Analytical Essay

**Note: Use this time to visit the writing center, if possible.

Week 13

Monday, November 8

Vietnam, Counterculture, and a Crisis in Confidence

Vietnam and the Birth of the Counterculture

Suggested Reading: BAR 261-265, 269-278, 281-289

Primary Sources

-[The Port Huron Statement \(1962\)](#)

-[George M. Garcia, Vietnam Veteran, Oral Interview \(2012/1969\)](#)

Wednesday, November 10

Economic Crises and Foreign Policy in the 1970s

Required Reading: Alfred E. Eckes, Jr., and Thomas W. Zeiler, "Enduring the Crises, 1973-1986" in *Globalization and the American Century*

Suggested Reading: BAR 291-313, 323-329, 333-334

Primary Sources:

-[Jimmy Carter, "Crisis of Confidence" \(1979\)](#)

Friday, November 12	<p>Discussion: The Moral Majority and the Rise of Conservatism Required Reading: Lisa McGirr, “The Conservative Worldview at the Grassroots” in <i>Suburban Warriors: The Origins of the New American Right</i> Suggested Reading: BAR 321-323, 329-333 Primary Sources: -Jerry Falwell, <i>Listen America!</i> (1980)</p>
Week 14 Monday, November 15	<p>The Triumph of Conservatism and Globalization Conservatism’s Triumph: The Reagan Years Suggested Reading: BAR 334-353 Primary Sources: -Ronald Reagan, Inaugural Address (1981) -Statements from The Parents Music Resource Center (1985) -Phyllis Schlafly on Women’s Responsibility for Sexual Harassment (1981)</p>
Wednesday, November 17	<p>The Clinton Years: Economic Change and the Culture Wars Required Reading: Laura Briggs, “‘Crack Babies,’ Race, and Adoption Reform, 1975-2000” in <i>Somebody’s Children: The Politics of Transracial and Transnational Adoption</i> Suggested Reading: BAR 366-379 Primary Sources: -Bill Clinton, Speech on Signing of NAFTA (1993)</p>
Friday, November 19	<p>Discussion: Reagan’s Legacy Suggested Reading: BAR 354-366 Primary Sources: -Pat Buchanan, Speech to the Republican National Convention (1992) **Final Analytical Essay Due</p>
Week 15 Monday, November 22	<p>Globalization and a New Century Into a New Century No Readings</p>
Wednesday, November 24	THANKSGIVING HOLIDAY, NO CLASS
Friday, November 26	THANKSIGIVING HOLIDAY, NO CLASS
Week 16 Monday, November 29	<p>Globalization & A New Century Discussion: Into a New Century Suggested Reading: BAR 379-424 Primary Sources: -George W. Bush, State of the Union Address (2002) -Barack Obama, Speech on the Middle East (2011) -Obergefell v. Hodges (2015) -Emily Doe, Victim Impact Statement (2015)</p>

Wednesday, December 1 Conclusions – The Current State of Affairs
-Conclusions and Reflections
-No Secondary or Primary Source Readings
-Final Exam Review Session

Final Exam Due Monday, December 6 by 11:00AM.