

HIST 106-2H Working Document

We will occasionally use this document during or after class meetings to share ideas about or responses to a reading, point of discussion in class, etc. Always make sure to include your initials when you contribute to this document, as that is one way you can earn Participation credit for a given class meeting.

Week 16, Monday

Group Activity: Review for Exam Essay 3

In your group, please read the instructions and work together to identify as many relevant historical events and topics as you can, as well as what sources of information you have about those events and topics.

→ Consider the key phrases in the prompt:

- “to vindicate the principles of peace and justice in the world”
- “the champions of the rights of mankind”
- “make the world safe for democracy”

→ Within the time period established in the prompt, what historical events or topics seem relevant to an evaluation of whether or not Americans upheld the values & aims described by Wilson?

→ For each historical event or topic you identify, try to make note of what sources of information you have with which to discuss and interpret the significance of that event/topic.

→ For each historical event or topic you identify, briefly explain how your group sees it as relevant to the prompt

Example

| Historical Event/Topic | Source(s) of information about event/topic | How relevant to the prompt? |
|---|---|---|
| --U.S. support for Ngo Dinh Diem (late-1950s) | --Week 15 reading in <i>American Yawp</i> ; class notes from Week 15; short film on Diem's visit to U.S. (1957) | --U.S. support for Diem relates to Wilson's idea of making the world safe for democracy; the key question is whether or not supporting Diem in South Vietnam contributed to this aim. |
| --Black Panther Party (est. 1966) | --Week 13 reading in <i>American Yawp</i> ; class notes from Week 13, Friday; Black Panther Party Platform (primary source, 1966) | --The Black Panther Party relates to Wilson's idea of vindicating the principles of peace and justice (especially justice); the key question is whether the Panthers' activities (as well as other Americans' responses to them) contributed to this value. |

Group 1

| Historical Event/Topic | Source(s) of information about event/topic | How relevant to the prompt? |
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| Hollywood Flights Cold War | Red Nightmare + In class notes | Domestically, members |
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Group 2

| Historical Event/Topic | Source(s) of information about event/topic | How relevant to the prompt? |
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Group 3

| Historical Event/Topic | Source(s) of information about event/topic | How relevant to the prompt? |
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Week 13, Friday

From the Black Panther Party to the Movement for Black Lives

-[Black Panther Party Platform & Program \(1966\)](#)

-[Movement for Black Lives Policy Platform \(2020\)](#)

-Each group is assigned to focus on *similarities* or *differences* between the contents of the two documents.

-In the appropriate space below, list the similarities or differences that you identify.

| | |
|---|---|
| Group 1: Similarities Group Members: | <ul style="list-style-type: none"> ● Both emphasize the need of racial justice, equity, and the end to systemic racism. ● Political Power/Representation ● Both address the police brutality and the need for criminal justice reform ● A focus of making communities stronger and safer through <ul style="list-style-type: none"> ○ quality, affordable housing, ○ living wage employment ○ education. ● Discusses ideas for reparations |
|---|---|

| | |
|--|--|
| <p>Group 2: Differences Group Members: Aavash, Drew, Meraj, Ershad, Bernard, Dakota</p> | <ul style="list-style-type: none"> ● BPP-Focus heavily on issues directly impacting black communities MFBL- takes broader approach, interconnected systems of oppression ● M4BL incorporates the struggles of other groups into their message, they view those who cause other oppressed groups to struggle as also being anti black by proxy, and views those who oppress them all as a common enemy. ● BPP- mainly centered on issues of racial oppression and racial inequality in black communities MFBL- incorporates an intersectional approach, including those based on gender identity, sexual orientation, disability, and immigration status. ● BPP- The party's platform expressed solidarity with oppressed people worldwide, particularly those fighting against colonialism and imperialism, but the focus remained primarily on domestic issues. MFBL - The 2020 Policy Platform explicitly links the struggle for racial justice in the U.S. to global movements against imperialism, militarism, and environmental injustice. It includes demands for ending U.S. military interventions abroad, cutting military funding, and redirecting resources towards social programs and international solidarity efforts. |
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Week 12, Friday

Unpacking Red Nightmare

Group 1: Family Life & Gender Roles (add names here)

1.- What is Jerry's family life like *before* his "red nightmare?" What did the gender roles within his family look like *before* his "red nightmare?"

- Had to approve of his daughter getting married
- Determines pretty much everything
- Always head of the table
- Relatively happy family
- Able to skip meetings as he wants (PTA, wanted to go bowling)
- He is able to voice his opinions without consequences (freedom of speech)

2.- In what specific ways did Jerry's family life and gender roles within his family change during his "red nightmare?"

- Have no say over children, daughter is taken away and the younger children move to a state school
- Nobody is listening to what he says
- Opinions and what he wants is second to communist ideas
- He must go to events now, and cannot just go out bowling like he used to
- His opinions and what he says results in him being found guilty of treason.

- The soldiers come into his house and invade his privacy (freedom of privacy)

3.- Consider the differences in these areas of Jerry's life while he lives under communist rule during his "red nightmare." What do those differences suggest in terms of how family life and gender roles in America were affected by the Cold War?

The differences suggest a separation of immediate family members to separate in order to progress the communist cause and the mission of the state. Therefore, the value of the nuclear family is left in the dust. Gender roles blur together as higher responsibilities and work-like labor/volunteerism is made available to women, specifically to Jerry Donovan's daughter.

Group 2: Civic Life & Community Involvement (Bernard Akomanyi, Meraj Husen, Ershad Jamal Yar, Samana Karki):

1.- What is Jerry's civic and community involvement *before* his "red nightmare?" Consider what he does (and does not do) to involve himself in organizations in his community.

He is more focused on his personal life and interests rather than engaging in community organizations or activities. He doesn't go to community events, doesn't have friends, and doesn't care much about what's happening around him. He's mostly focused on his own hobbies and interests, not really thinking about how he could help others or make his community better.

Jerry's experience in the movie makes him realize the importance of being more connected to his community and caring about what happens to the people around him.

2.- In what specific ways did civic life and community involvement change for Jerry under communist rule during his "red nightmare?"

He realized his responsibilities, started to engage more in his work, and started to give little freedom to his daughter and family.

3.- Consider the differences in these areas of Jerry's life while he lives under communist rule during his "red nightmare." What do those differences suggest in terms of how civic life and/or community involvement in America were affected by the Cold War?

In a communist regime, the government typically exercises extensive control over various aspects of citizen's lives, including economic activities, social interactions and even personal beliefs.

Group 3: Religion (add names here)

1.- What is Jerry's religious life like *before* his "red nightmare?"

Jerry's religious life before "red nightmare" looks like a typical American, going to church, participating in religious ceremonies.

2.- In what specific ways did Jerry's religious and the religious institutions in his community change during his "red nightmare?"

During Jerry's "red nightmare" his church has been changed into a museum dedicated to the Soviet Union.

3.- Consider the differences in these areas of Jerry's life while he lives under communist rule during his "red nightmare." What do those differences suggest in terms of how religion in America was affected by the Cold War?

Jerry's fear of his religious freedom being stripped from him shows the fearful attitude towards communism held among many Americans. Americans feared that under communist rule they would be forced to worship the power of the state rather than their religion of choice.

Week 6. Monday/Wednesday

Group Activity: Analyzing Primary Source Photographs

Each group is assigned to analyze and interpret one of the photographs below. As a group, follow the guidelines for how to analyze a primary source photograph, which are adapted from a guidebook created by the National Archives and Records Administration.

Once your group has finished steps 1-4, use your findings to interpret the photograph in 2-3 sentences. Your interpretation should explain what the photograph reveals about life in urban America during the Second Industrial Revolution. Try to draw connections between the photograph your group focused on and significant historical events, trends, etc. discussed in this week's reading in *American Yawp*.

1.- Meet the photo

- what do you see?
- is it black/white or color?
- what can you learn from the caption (if available)?

2.- Observe its parts

- what objects do you see?
- what people do you see (describe them if you can't identify them directly)
- what are the people doing?
- what are the objects used for?

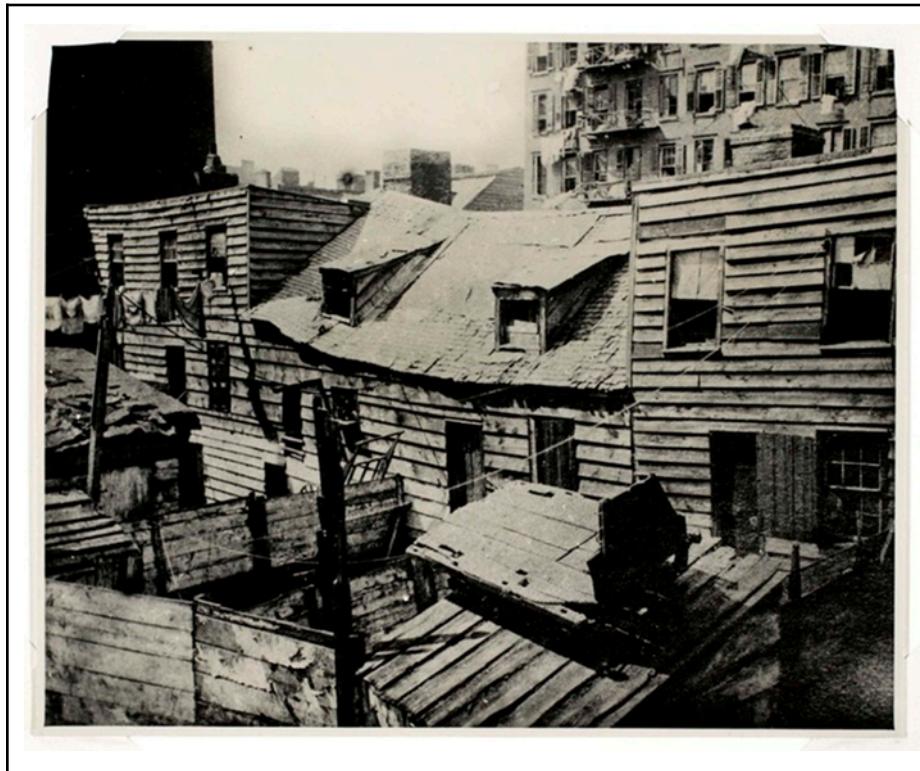
3.- Try to make sense of it

- who took the photo/who might've taken the photo?
- where was it taken/where does it look like it was taken? What is the proof?
- why do you think it was taken?
- how does it compare to modern times or other time periods you are familiar with?

4.- Use it as historical evidence

- what issues, events, or subjects does it relate to in this time period?
- what other source(s) could you compare it to?

Group 1: Jacob Riis, "Dens of Death" (Baxter Street, New York City, 1889)



Interpret this photograph by explaining what it reveals about life in urban America during the Second Industrial Revolution with reference to significant historical events, trends, etc. discussed in this week's reading in *American Yawp*.

Interpretation:

1. - black and white photo, no caption, I see apartments or houses that seem to be deteriorating
 - similar to tenements, they are close together and look very unstable where immigrants would be living
 - The caption suggests that the chances to die there are likely, whether it be from disease, from an accident, or from just being stuck there since when one was born to their old age because of the vicious cycle of poverty, is unclear.
2. - powerlines, broken windows, there are no people
 - The roof is partly caving in, the exterior appears to be dirty and poorly kept

- The materials of the buildings seem to differ. In the front they are made of wood and zinc. Further back to the right, it looks like a cement building. Finally, off in the distance, they might be made of more premium materials because their height suggests higher quality.

3. - Taken to see the conditions that people may have been living in. The outside was bad but the inside was much worse. This could possibly be a city developing for the surplus of immigrants.

- It was taken by some type of reporter doing a piece on the living conditions. I think this because the top says the phrase “Dens of Death” which supports that the photo is meant to portray the horrible living conditions. It also says Baxter Street, New York City, 1889. This reveals that it was in New York City which makes sense because that's where many of the immigrants lived in these tenements during that time.

4. - I compare this to the picture of the men in the house, almost 7 of them piled into one room and trying to sleep. These houses could be related to this. Both pictures show the same aspects of overcrowded, crammed and overall poor living conditions. The overarching theme is the exploitation of the working class in the industrial revolution, following an economic depression that made people in the United States desperate for jobs; therefore, they accepted the living conditions available to them based on their measly wages.

Group 2: Jacob Riis, "Children's Playground in Poverty Gap" (New York City, 1889)



Interpret this photograph by explaining what it reveals about life in urban America during the Second Industrial Revolution with reference to significant historical events, trends, etc. discussed in this week's reading in *American Yawp*.

Interpretation:

- School children are cleaning the school playground
- It is black/white color.
- The caption is self explanatory about urban America during the second industrial revolution.
- I can see students without slipper; muddy field; clothes drying outside in nature
- Students are playing with their wheelbarrow; some students are enjoying the swing;
- My be some school officials; or some news reporter;

- -it seems the picture is taken by intention and students knows it because they are watching toward camera
- Issue: sanitation; economic - no slipper; clothes outside in the open sky;

Group 3: Jacob Riis, "Bottle Alley, Mulberry Gang—Headquarters of the Whyo Gang" (New York City, 1889)



Interpret this photograph by explaining what it reveals about life in urban America during the Second Industrial Revolution with reference to significant historical events, trends, etc. discussed in this week's reading in *American Yawp*.

Interpretation:

1. In the photo I can see a house with three staircases, and lots of garbage here and there in front of the house.
2. It is a black and white.
3. From the caption it seems like it is the Mulberry Gang—Headquarters of the Whyo Gang at Bottle Alley in New York City and the photo was taken by Jacob Riis

Group 4: Jacob Riis, "An All Night Two-Cent Restaurant in the 'The Bend'" (New York City, 1889)



Interpret this photograph by explaining what it reveals about life in urban America during the Second Industrial Revolution with reference to significant historical events, trends, etc. discussed in this week's reading in *American Yawp*.

Interpretation:

- It is a black/white picture. Picture has some light displayed.
- Caption says that it costs two cents in a restaurant in "The Bend" (New York City) to stay and have coffee.
- It seems like there are lots of businessmen who do not have a place to stay and they pay 2 cents per night to stay in a restaurant.
- Jacob Riis took this picture to show how city like New York is becoming overcrowded in search of job and opportunities.

- All the men are hunched over and seem tired, and worn from their day or from life.
- *Some Key takeaways from this historical evidence:* Poverty and Overcrowding, Immigration and ethnic diversity, Working-class struggles, Social reform and progressivism (an all night two-cent restaurant), Urbanization and modernization.

Week 5, Friday

Group Primary Source Analysis: Assessing the Problems of Poverty and Wealth

Instructions: refer to the handout for the two primary source excerpts (one by Henry George, one by Andrew Carnegie). As a group, read through each account and discuss the questions below. Answer each question in your own words—do not quote either author.

Group 1 [add names here]

1.- What did each author say about the growing gap between the rich and poor?

2.- What do you think each author wished to do about the growing gap between the rich and poor?

3.- Whose views do you find more persuasive? Why?

Group 2 [add names here]

1.- What did each author say about the growing gap between the rich and poor?

2.- What do you think each author wished to do about the growing gap between the rich and poor?

3.- Whose views do you find more persuasive? Why?

Group 3 [add names here]

1.- What did each author say about the growing gap between the rich and poor?

2.- What do you think each author wished to do about the growing gap between the rich and poor?

3.- Whose views do you find more persuasive? Why?

Group 4 [add names here]

1.- What did each author say about the growing gap between the rich and poor?

2.- What do you think each author wished to do about the growing gap between the rich and poor?

3.- Whose views do you find more persuasive? Why?

Week 5, Wednesday

Interpreting “The Curse of California”

Instructions: Study the political cartoon “The Curse of California” (displayed in the Week 5 → Wednesday PowerPoint). As a group, discuss what symbols, objects, people, and actions you see in the image. Collectively, write a brief (2-3 sentence) explanation of the artist's criticisms of railroad executives like Leland Stanford and Charles Crocker (both of whom are featured in the creature's eyes).

Group 1: Margaret, Sarah, Meredith, Stef, Liz

Farmers, animals, working class, railroad workers are all being trapped by the tentacles, a ship is being grabbed because the railroad companies are taking over shipping, carts and horses are being trapped, Octopus is physically ripping away people from their land, home, and jobs causing destruction, driven by Stanford and Crocker.

Group 2: Nate, Max, Antonio, Devin, Connor

The octopus is grasping skilled labor workers, farmers, and ships. Which is meant to represent the railroad entrepreneurs and business owners attacking and going to the extreme extent in order to achieve maximum profit for their own well being.

Group 3: Guida, Dimitri, Cam, Louis

The Octopus is swallowing up everything from small farms, to stage coach lines to get richer and richer. The railroad companies are getting involved with shipping companies to control trade even more. They are even willing to kill to gain more as represented by the gravestones.

Group 4: Paige, Rebecca, Olivia, Meghan

The octopus is holding onto skilled laborers or the working class and the octopus is taking the land and being destructive. The octopus represents the railroad of Stanford and Crocker. In the back they are dragging money and buildings along.

Group 5: Laney, Megan, Haley, Maddie

Working people such as farmers, railroad workers, and sailors are being constricted by the Railroad Monopoly. The boat companies are also being negatively affected by the railroad systems because it is faster to travel domestically by train. Because of this, the railroad companies are upcharging the cost of shipping goods by train to get to the ports, which continues to grow their monopoly.

Week 4, Wednesday

Lyrics to "I'm a Good Old Rebel" (1865)

The song "I'm a Good Old Rebel" was written anonymously. Union soldiers stationed in former Confederate states first overheard it in 1865, and there is documentation to show that sheet music for the song were sold in a Richmond drug store in that year. Several variations to the lyrics below have survived to this day.

–From whose perspective are the lyrics written? How can you tell?

–What is the singer's attitude toward Reconstruction? How can you tell?

| | |
|--|--|
| Oh, I'm a good old rebel, Now that's just what I am, And for this fair land of freedom, I do not care a damn. I'm glad I fought against it, I only wish we won. I ain't asked any pardon for anything I've done. I hates the Constitution, this Great Republic too. I hates the Freedmen's Bureau in uniforms of blue. I hates the nasty eagle with all his brag and fuss But the lying, thieving Yankees, I hates them even worse I hates the Yankee nation and everything they do I hates the Declaration of Independence, too I hates the glorious Union, 'tis drippin' with our blood And I hates the striped banner, I fought it all I could | Three hundred thousand Yankees Lie stiff in southern dust. We got three hundred thousand Before they conquered us They died of Southern Fever And southern steel and shot And I wish it was 3 million Instead of what we got. I can't pick up my musket And fight 'um down no more But I ain't gonna love 'um Now that is certain sure And I don't want no pardon For what I was and am I won't be reconstructed And I do not give a damn |
|--|--|

Week 3, Friday

Linking Past & Present Exercise

Use the instructions below to guide your discussion with your partner. Follow these steps, and repeat for each person. By the end of this exercise, you and your partner should feel that you have a historical figure or group from Reconstruction whose experiences they can relate to a present-day issue.

- 1.- Student A: describe in two complete sentences the key events or experiences your person/group was involved in during Reconstruction.
- 2.- Student B: identify a present-day issue that this person/group's experiences relate to. If struggling, consult the Opposing Viewpoints in Context database.
- 3.- Student A: Did your partner's present-day issue match what you wrote about? If yes, switch roles. If not, proceed to step 4.
- 4.- Together: Discuss why you have different ideas for what present-day issue this person or group's experiences relate to.
 - a.- If you can't agree on a logical connection, repeat steps 1-3 with a different figure/group and issue from your worksheet.

Week 3, Wednesday

Charlotte Forten Teaches Freed Children in South Carolina, 1864

Charlotte Forten was born into a wealthy Black family in Philadelphia. After receiving an education in Salem, Massachusetts, Forten became the first Black American hired to teach white students. She lent her educational expertise to the war effort by relocating to South Carolina in 1862 with the goal of educating freed people. This excerpt from her diary explains her experiences during this time.

- > **What was Forten's experience as a teacher like?**
- > **How might Forten's experiences teaching in the post-Civil War South have affected her views on politics and/or voting rights for women?**

"The first day at school was rather trying. Most of my children were very small, and consequently restless. Some were too young to learn the alphabet. These little ones were brought to school because the older children — in whose care their parents leave them while at work — could not come without them. We were therefore willing to have them come, although they seemed to have discovered the secret of perpetual motion, and tried one's patience sadly... But after some days of positive, though not severe treatment, order was brought out of chaos, and I found but little difficulty in managing and quieting the tiniest and most restless spirits.

My walk to school, of about a mile, was part of the way through a road lined with trees, — on one side stately pines, on the other noble live-oaks, hung with moss and canopied with vines. The ground was carpeted with brown, fragrant pine-leaves; and as I passed through in the morning, the woods were enlivened by the delicious songs of mocking-birds, which abound

here, Out of the woods the roads are generally bad, and we found it hard work plodding through the deep sand."

Week 3, Monday

14th Amendment (1868)

Section I

"All persons born or naturalized in the United States and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside.

No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws."

15th Amendment (1870)

"The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude."

Week 2, Friday

Primary Source Analysis: Use the guiding questions displayed on the PowerPoint slide to complete the tasks below. Your group will then present to the rest of the class on your source.

Group 1 (Anderson)

Names of Group members:

Summary of the source:

- Jourdon Anderson is a former slave, who received a letter by former master
- Very passive aggressive
- Asking if he could make his life right now better by coming to work for him

Evaluation of the source:

- Asking for safety for children of Milly and Janey
- Being treated fairly, respected by boss
- Decent wages, hopefully the same or higher
- Compensation for past work, \$11,680 +interest
- Using sarcasm, to show that education and safety for family is vital to him

Why would he write this letter?

- Showing that he is in a better position now
- Explaining what he really deserves for all the things he put the slave through

Comparison to the other source:

Similarities:

- Fair wages
- Slaves are Education/intelligent enough because they are searching for education for kids

- Talked about priorities of what African Americans want

Differences:

- Promised land, having land in order to maintain freedom
- Blacks enlisted in the army are only substitutes
- Second source: talked a lot about what he wanted to his family (more personable, you can see how much it affects these people)
- First source: Stating their rights/ lack of rights for land, gov, wages, war

Question about the source:

- How much were the southern slave owners willing to give/ repay/ make right?

Group 2 (Freedmen/Sherman)

Names of Group members: Drew, Dakota, Samana, Camilly

Summary of the source: Southern religious leader George Frazier is interviewed by General Sherman and War Secretary Edwin Stanton regarding his ideas on reconstruction and how freedpeople want to live. Frazier discusses how freedmen should take up arms and enlist in order to continue the fight for freedom, as well as discussing the importance of freedpeople being self sufficient (he specifically mentions farming and food production) Frazier also mentions how he would prefer to live in a colony comprised of only freedmen due to the prejudice they face from white southerners.

Evaluation of the source: Frazier underlines the importance of not only freedom, but of independence in freedmen. He believed that freedpeople should be self-sufficient and not rely on the whites. Frazier emphasizes the importance of having land to achieve true freedom, where they can work for themselves and reap the benefits of their labor.

Comparison to the other source:

Question about the source:

HIST 106: The U.S. and the World Since 1865
Debriefing of Find a Primary Source Assignment

Instructions

1.- Reassemble into your group's from Wednesday.

2.- Each group member will describe the primary source they selected for Question 5 on the homework and explain what you think a future historian could learn about American life in 2023 by studying that primary source. Fill in the table below with information about each groupmate's source.

Group 1

Primary Source (brief description) Type of history Type of Source

| | | |
|--|---|-------------------|
| Taylor Swift poster | Musical, fashion, trends, | photograph |
| Clothes springfield shirt (signed by classmates) | Fashion, social | artifact/object |
| Social Media posts | Cultural, technological, social, economic | Photograph, video |
| Couch | Textiles, economic, cultural, | artifact/object |
| Game of thrones banner | Cultural, artistic, | artifact/object |

Group 2

Primary Source (brief description) Type of history Type of Source

| | | |
|--------------------------------|-------------------------------------|--|
| My iphone | Advancement, Social life | Digital Data |
| Ghana Kente (with my initials) | Cultural, Fashion | Artifact |
| Profile in instagram | Normal social life of an individual | Photograph, video, comment, interaction with people through instagram. |
| Food | cultural, | video,photograph |

3.- Once each group member has presented:

a.- As a group, classify what type of history each member's source will help future historians to understand about America in 2023. Refer to the classifications below.

i.- Social/Economic history the study of interaction of different groups in society and how social structures (for example, families, economic classes, etc.) relate to each other

ii.- Political history: the study of the political process, both formally (legislation, voting, etc.) and informally (political rhetoric, how politicians interact with those they represent, etc.)

iii.- Cultural history: the study of beliefs, ideas, and values and how they manifest in the arts (also might include Religious history and Intellectual history)

b.- As a group, classify what type of source each member of your group has selected. Refer to the types of sources below, and see the back of this handout for a quick guide to how historians approach each type of primary source.

- i.- text/document
- ii.- artifact/object
- iii.- art work
- iv.- photograph
- v.- cartoon/illustration
- vi.- map
- vii.- video/film
- viii.- sound recording

4.- If time: For each source, work together as a group to identify one additional source that would be useful to compare/contrast that source with in order to gain a deeper understanding of the subject.

à For example: if you identified your phone as a source that could tell future historians about the influence of technology on college students' lives in 2023, then what is an additional source that future historians might look at in order to gain a deeper understanding of that subject?

Week 1, Wednesday

Group Activity: A History of Your Lifetime

Your task as a group is to come up with a list of 3 topics (major historical events, themes, or issues) that you think deserve their own sections of a textbook chapter on the history of the United States during your lifetime (c. 2003-2024). For an example of a History textbook chapter broken into different sections, see [Ch. 15 of American Yawp](#), our textbook this semester.

Find your group number in the grid below and enter your responses in the corresponding column. Note that you do not need to have personally witnessed or been aware of at the time of the events you include. After you write your list, discuss and be prepared to share with the class how you decided which topics were most important to include--in other words, what criteria did you use?

| Group# | Topics of Three Chapter Sections | Explain how you decided |
|--------|---|--|
| 1 | 1. Corona 2. 9/11 3. Russo-Ukainian War | 1- Covid-19 affected a lot of people, as well as the stock market overall. - Mental health struggles and socialization issues |

| | | |
|--|------------------|--|
| | 4. World War III | <p>2- Effected overall security in the U.S. - Racism and discrimination issues 3. Economic crises;</p> <p>4. Various conflict between countries like Rusian invasion of Ukarine, syrian civil war, conflict between two powerful country, china and U.S are the probability of World war III -</p> |
| | | |