HIST 1302-06: The United States Since 1877

# General Information:

Instructor: James A. Schafer, Ph.D. Department of History

Office: Agnes Arnold Hall, Room 537 HIST 1302-06, Fall 2023

Office Hours: Thursdays, 2:30-4:30 3 Credits, Number 18327

Office Phone: 713-743-3119 Time: TuTh 10:00 – 11:30 a.m.

Email: [jschafer@uh.edu](mailto:jschafer@uh.edu) Room: AAA AUD2

# Teaching Assistants

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| --- | --- |
| Breanna Stelly | Lauren Romo |
| Office Hours by appointment | Office Hours by appointment |
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# Course Description:

Our class surveys the major social, political, and economic developments in the United States since 1877. The course is organized roughly by chronology, though it poses several central questions across this span of time. What has it meant to be American? Who are we as a people? What has united us, and what has divided us? What are our rights as Americans? How and why have our rights changed over time? How and why have our daily lives changed over time? As we will discover together, the American past is not a simple story of progress or of an inevitable destiny waiting to be fulfilled. Our history is rife with triumphs and tragedies, with contingencies and surprises. We cover a large span of time and the broadest historical questions in this course. As such, the coverage will be selective rather than comprehensive.

# Course Objectives:

1. Students will learn to analyze and interpret historical evidence (primary sources).
2. Students will learn to develop arguments that explain the causes and effects of historical events.
3. Students will learn critical thinking, speaking, and writing skills of value to any area of study.
4. Texas CORE Curriculum Objectives:
   1. Critical Thinking Skills (CT) - creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
   2. Communication Skills (COM) - effective development, interpretation and expression of ideas through written, oral and visual communication
   3. Empirical and Quantitative Skills (EQS) - manipulation and analysis of numerical data or observable facts resulting in informed conclusions
   4. Teamwork (TW) - ability to consider different points of view and to work effectively with others to support a shared purpose or goal
   5. Social Responsibility (SR) - intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
   6. Personal Responsibility (PR) - ability to connect choices, actions and consequences to ethical decision-making

# Required Texts:

1. *Canvas readings*: Short additional readings beyond the eTextbook (see below) will be assigned and uploaded to Canvas. These additional readings will be covered on the exams, and we will also discuss them in lecture during active learning exercises, so please read them in advance of the day for which they are assigned. Please consult the Course Schedule (see below) to know what is assigned to read for which date.
2. *eTextbook*: James West Davidson et al, *U.S.: A Narrative History*, Vol. 2: since 1865, 9th ed. (McGraw Hill, 2022), ISBN: 9781265855246. The textbook contains the assigned readings for lectures in this course.

For this course you will be required to purchase McGraw-Hill Education Connect® access for James West Davidson et al, U.S.: A Narrative History, Vol. 2, 9th ed. IBSN 978-1265-855246. All undergraduate students who register for courses are automatically enrolled in the Cougar Textbook Access Program ([CTAP](https://uh.edu/af-auxiliary-services/ctap/)). If you opt out of CTAP, Connect access can be purchased during registration for Connect or an access code can be purchased at the campus bookstore. A print-upgrade option is also available via Connect if you find yourself wanting a print companion at any point during the semester. This will be a full color binder ready version of the text. You will find an introduction video to Connect in Canvas, the two programs are integrated, and all your grades will be reflected in Canvas.

For a video presentation of how to register for Canvas if enrolled in CTAP, click here: <https://www.mheducation.com/highered/support/connect/first-day-of-class/ia-canvas.html>

Students needing technology help? Click [here](https://urldefense.com/v3/__https:/www.mheducation.com/highered/support/student/connect.html__;!!LkSTlj0I!H9keh3O6EiZJnDEZ0b-Oj0usfyfs7WnmLy9n97ksHTJmLFCbL8xpM0suea-Zdj6Famfzsnm9JVACauNs89COdr8bAyvbGidv1qiU$)

Note this course will be paired with [Canvas](https://uh.edu/canvas/) and therefore a course URL will not be required. Just click on your first Connect assignment in Canvas and you will be directed to the course registration page. After registering the first time, you will automatically be directed to Connect from the Canvas page. Always begin your assignments through Canvas for grade syncing purposes, rather than logging in to Connect directly.

If you have any questions or problems on how to use Connect throughout the course, please contact the McGraw Hill Customer Experience Group at the contact information below. If they cannot resolve your issue, please contact me directly with the case number they provide you.

TECH SUPPORT & FAQ:

CALL: (800) 331 5094

Email & Chat: <https://mhedu.force.com/CXG/s/>

Monday-Thursday: 24 hours

Friday: 12 AM 9 PM EST

Saturday: 10 AM 8 PM EST

Sunday: 12 PM 12 AM EST

# Required Work:

1. *SmartBook Assignments* (200 points of your final grade, with 60 bonus points possible). You are required to read chapters assigned from the eTextbook and pass short quizzes on each chapter as you go – these are known as SmartBook assignments. These readings and quizzes will aid you in learning the material in this course at its most basic level. See the schedule below for details about the assigned readings and the due dates for each SmartBook Assignment. These are also posted in Canvas. If you have any problems accessing the SmartBook Assignments, contact one of the sources of technical support listed above.
2. Exam 1 Part 1 (150 points of your final grade). Multiple-choice exam focused on concepts and interpretation of primary sources. This exam will have questions that are similar to the type found on the SmartBook assignments 1-8, but will also cover material covered in Lectures 1-12. A study guide for Exam 1 Part 1 will be posted to Canvas about two weeks in advance of the exam.
3. Exam 1 Part 2 (200 points of your final grade). Short answer questions and short essay questions. This exam will focus on material covered in Lectures 1-12, but will also include some material from the SmartBook assignments 1-8. Be sure to study your lecture notes as well as lecture slides uploaded to Canvas. Be sure to review the chapters covered in SmartBook assignments 1-8. A study guide for Exam 1 Part 2 will be posted to Canvas about two weeks in advance of the exam.
4. Exam 2 Part 1 (150 points of your final grade). Multiple-choice exam focused on concepts and interpretation of primary sources. This exam will have questions that are similar to the type found on the SmartBook assignments 9-14, but will also cover material covered in Lectures 13-22. A study guide for Exam 2 Part 1 will be posted to Canvas about two weeks in advance of the exam.
5. Exam 2 Part 2 (200 points of your final grade). Short answer questions and short essay questions. This exam will focus on material covered in Lectures 13-22, but will also include some material from the SmartBook assignments 1-8. Be sure to study your lecture notes as well as lecture slides uploaded to Canvas. Be sure to review the chapters covered in SmartBook assignments 9-14. A study guide for Exam 2 Part 2 will be posted to Canvas about two weeks in advance of the exam.

**Grades:** 900 total points \*\*

SmartBook Assignments 200 points Up to 60 bonus points can be earned

Exam 1, Part 1 150 points multiple choice focused on concepts & sources

Exam 1, Part 2 200 points short answer and essay

Exam 2, Part 1 150 points multiple choice focused on concepts & sources

Exam 2, Part 2 200 points short answer and essay

\*\* There is no extra credit, apart from 60 bonus points you can earn by completing and getting perfect scores on all of the SmartBook assignments. If you want to do well, then get your head in the game from day one. ☺

The grading scale is as follows:

837-960 is an A 720-746 is a B- 603-629 is a D+

810-836 is an A- 693-719 is a C+ 567-602 is a D

783-809 is a B+ 657-692 is a C 540-566 is a D-

747-782 is a B 630-656 is a C- below 540 is an F

# University Policies and Resources:

Mental Health and Wellness Resources

The University of Houston has a number of resources to support students’ mental health and overall wellness, including [CoogsCARE](https://uh.edu/coogs-care/) and the [UH Go App](https://uh.edu/go/). UH [Counseling and Psychological Services (CAPS)](https://uh.edu/caps/services/) offers 24/7 mental health support for all students, addressing various concerns like stress, college adjustment and sadness. CAPS provides individual and couples counseling, group therapy, workshops and connections to other support services on and off-campus. For assistance visit [uh.edu/caps](https://uh.edu/caps/), call 713-743-5454, or visit a [Let’s Talk](https://www.uh.edu/caps/outreach/lets-talk/) location in-person or virtually. [Let’s Talk](https://www.uh.edu/caps/outreach/lets-talk/) are daily, informal confidential consultations with CAPS therapists where no appointment or paperwork is needed.

The [Student Health Center](https://uh.edu/healthcenter/services/medical-services/psychiatry-clinic/) offers a Psychiatry Clinic for enrolled UH students. Call 713-743-5149 during clinic hours, Monday through Friday 8 a.m. - 4:30 p.m. to schedule an appointment.

The [A.D. Bruce Religion Center](https://www.uh.edu/adbruce/) offers spiritual support and a variety of programs centered on well-being.

Need Support Now?

If you or someone you know is struggling or in crisis, help is available. Call CAPS crisis support 24/7 at 713-743-5454, or the National Suicide and Crisis Lifeline: call or text [988,](tel:988) or chat [988lifeline.org.](https://988lifeline.org/)

Academic Honesty Policy

High ethical standards are critical to the integrity of any institution, and bear directly on the ultimate value of conferred degrees. All UH community members are expected to contribute to an atmosphere of the highest possible ethical standards. Maintaining such an atmosphere requires that any instances of academic dishonesty be recognized and addressed. The [UH Academic Honesty Policy](https://uh.edu/provost/policies-resources/honesty/) is designed to handle those instances with fairness to all parties involved: the students, the instructors, and the University itself. All students and faculty of the University of Houston are responsible for being familiar with this policy.

Title IX/Sexual Misconduct

Per the UHS Sexual Misconduct Policy, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and state law and must report incidents of sexual misconduct (sexual harassment, non-consensual sexual contact, sexual assault, sexual exploitation, sexual intimidation, intimate partner violence, or stalking) about which they become aware to the Title IX office. Please know there are places on campus where you can make a report in confidence. You can find more information about resources on the Title IX website at <https://uh.edu/equal-opportunity/title-ix-sexual-misconduct/resources/>.

Reasonable Academic Adjustments/Auxiliary Aids  
The University of Houston is committed to providing an academic environment and educational programs that are accessible for its students. Any student with a disability who is experiencing barriers to learning, assessment or participation is encouraged to contact the Justin Dart, Jr. Student Accessibility Center (Dart Center) to learn more about academic accommodations and support that may be available to them. Students seeking academic accommodations will need to register with the Dart Center as soon as possible to ensure timely implementation of approved accommodations. Please contact the Dart Center by visiting the website: <https://uh.edu/accessibility/> calling (713) 743-5400, or emailing [jdcenter@Central.UH.EDU](mailto:jdcenter@Central.UH.EDU).

Excused Absence Policy

Regular class attendance, participation, and engagement in coursework are important contributors to student success. Absences may be excused as provided in the University of Houston [Undergraduate Excused Absence Policy](http://catalog.uh.edu/content.php?catoid=49&navoid=18675) and [Graduate Excused Absence Policy](http://publications.uh.edu/content.php?catoid=50&navoid=19270) for reasons including: medical illness of student or close relative, death of a close family member, legal or government proceeding that a student is obligated to attend, recognized professional and educational activities where the student is presenting, and University-sponsored activity or athletic competition. Under these policies, students with excused absences will be provided with an opportunity to make up any quiz, exam or other work that contributes to the course grade or a satisfactory alternative. Please read the full policy for details regarding reasons for excused absences, the approval process, and extended absences. Additional policies address absences related to [military service](http://publications.uh.edu/content.php?catoid=49&navoid=18634), [religious holy days,](http://publications.uh.edu/content.php?catoid=44&navoid=15699)[pregnancy and related conditions](https://www.uh.edu/equal-opportunity/anti-discrimination/policies/), and [disability](https://uhsystem.edu/compliance-ethics/_docs/sam/01/1d9.pdf).

Recording of Class

Students may not record all or part of class, livestream all or part of class, or make/distribute screen captures, without advanced written consent of the instructor. If you have or think you may have a disability such that you need to record class-related activities, please contact the [Justin Dart, Jr. Student Accessibility Center](https://uh.edu/accessibility/). If you have an accommodation to record class-related activities, those recordings may not be shared with any other student, whether in this course or not, or with any other person or on any other platform. Classes may be recorded by the instructor. Students may use instructor’s recordings for their own studying and notetaking. Instructor’s recordings are not authorized to be shared with anyone without the prior written approval of the instructor. Failure to comply with requirements regarding recordings will result in a disciplinary referral to the Dean of Students Office and may result in disciplinary action.

Resources for Online Learning

The University of Houston is committed to student success, and provides information to optimize the online learning experience through our [Power-On](https://uh.edu/power-on/learning/) website. Please visit this website for a comprehensive set of resources, tools, and tips including: obtaining access to the internet, AccessUH, Blackboard, and Canvas; using your smartphone as a webcam; and downloading Microsoft Office 365 at no cost. For questions or assistance contact [UHOnline@uh.edu](mailto:uhonline@uh.edu).

UH Email

Please check and use your Cougarnet email for communications related to this course. Faculty use the Cougarnet email to respond to course-related inquiries such as grade queries or progress reports for reasons of FERPA. To access your Cougarnet email, [login](https://uh.edu/infotech/services/office365/how-to-login/) to your Microsoft 365 account with your Cougarnet credentials. Visit [University Information Technology (UIT)](https://uh.edu/infotech/services/accounts/email/email-faq/) for instructions on how to connect your Cougarnet e-mail on a mobile device.

Security Escorts and Cougar Ride

UHPD continually works with the University community to make the campus a safe place to learn, work, and live. The security escort service is designed for the community members who have safety concerns and would like to have a Security Officer walk with them, for their safety, as they make their way across campus. Based on availability either a UHPD Security Officer or Police Officer will escort students, faculty, and staff to locations beginning and ending on campus. If you feel that you need a Security Officer to walk with you for your safety, please call [713-743-3333](tel:713-743-3333). Arrangements may be made for special needs.

Parking and Transportation Services also offers a late-night, on-demand shuttle service called “Cougar Ride” that provides rides to and from all on-campus shuttle stops, as well as the MD Anderson Library, Cougar Village/Moody Towers and the UH Technology Bridge.  Rides can be requested through the UH Go app.  Days and hours of operation can be found at <https://uh.edu/af-university-services/parking/cougar-ride/>.

Syllabus Changes

Please note that the instructor may need to make modifications to the course syllabus. Notice of such changes will be announced as quickly as possible through Canvas or by email blast.

# Course Policies (other than those already stated above):

1. *Disruptive behavior will not be tolerated.* Disruptive behavior includes: distracting or otherwise inappropriate commentary or behavior in lecture. For more information on the university’s student conduct policy, see: <http://www.uh.edu/dos/behavior-conduct/student-code-of-conduct/>
2. *There are no make-up exams or SmartBooks except in cases of excused absences*. For absences known in advance, documentation must be provided in advance. For more information on the university’s excused absence policy, see the above section on “Excused Absence Policy.” SmartBooks cannot be turned in late except in cases of excused absences.
3. *Cheating of any kind will not be tolerated*. Any student caught cheating will automatically receive a zero for the assignment and the case will be reported to the academic honesty officer for my department. See the links in the above Academic Honesty section for more information.

# Course Schedule

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| **Unit 1** | **Introduction to HIST 1379** |  |
|  | No SmartBook assignment this week |  |
| Tu 08/22 | Introduction  Course Syllabus  Discussion: What is History? | Discuss course syllabus  No primary sources assigned for today.  Active Learning Exercise: What is History? |
| Th 08/24 | Lecture 1: Reconstruction | What were the problems and promise of Reconstruction? Why did it fail?  Active Learning Exercise: The Reconstruction Amendments |

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| **Unit 2** | **Subjugation and Expansion** |  |
| M 08/28 | SmartBook Assignment 1 due by 11:00 p.m. (you have until 09/11/23 at 11:00 p.m. if you need extra time on SB1 to get up and running on Connect, but I don’t recommend doing this) | Textbook CH 18: The New South and the Trans-Mississippi West, 1870-1890  SmartBook Assignments include an assigned chapter and a quiz. You access your SmartBook assignments through Canvas. Click on the unit module, then the SB Assignment number. CTAP participants (hopefully everyone!) have already received access by participation in the CTAP program. You will still have to input some credentials. If you are not participating in CTAP, you can purchase access the first time you log in. |
| Tu 08/29 | Lecture 2: Neo-Slavery | How did the lives of freedmen and women change, if at all, in the post-Reconstruction South?  Reading Assignment: excerpts, Ida B. Wells, “Lynch Law in America,” *The Arena* 23 (January 1900) 15-24 in *The American Yawp* (2018).  Active Learning Exercises: Vagrancy Laws and Convict Leasing; Lynching and Terrorism. |
| Th 08/31 | Lecture 3: Continental Imperialism | What were the social, economic, and political objectives behind westward expansion? In what ways did westward expansion constitute empire building?  Active Learning Exercise: Indian Boarding Schools |
| **Unit 3** | **Industrial Capitalism** |  |
| Tu 09/05 | SmartBook Assignment 2 due by 11:00 p.m. (you have until 09/11/23 at 11:00 p.m. if you need extra time on SB2 to get up and running on Connect, but I don’t recommend doing this) | Textbook CH 19: The New Industrial Order, 1870-1900 |
| Tu 09/05 | Lecture 4: The Rise of Big Business | Why did big businesses – corporations and trusts – emerge in the late nineteenth century, and what were the consequences for workers and the economy?  Reading assignment: Andrew Carnegie, “Wealth,” *North American Review* 148 (June, 1889), 653–665 in *The American Yawp* (2018).  Active Learning Exercises: Theorizing Capitalism; The Culture of Industrial Capitalism |
| W 09/06 | *Registrar Deadline!* | *Last day to drop a course or withdraw without receiving a grade!* |
| Th 09/07 | Lecture 5: The Rise of Modern Labor | What did the shift from farm to factory mean for ordinary working people?  Active Learning Exercise: Songs of the Industrial Working Class |
| **Unit 4** | **Urbanization and Immigration** |  |
| M 09/11 | SmartBook Assignment 3 due by 11:00 p.m. | Textbook CH 20: The Rise of an Urban Order, 1870-1900 |
| Tu 09/12 | Lecture 6: Urbanization | What were the causes and effects of urbanization in the late 19th to early 20th centuries?  Reading assignment: excerpts, Jacob Riis, *How the Other Half Lives* (N.Y.: Charles Scribner’s Sons, 1890) in *The American Yawp* (2018).  Active Learning Exercise: Jacob Riis and Urban Poverty |
| Th 09/14 | Lecture 7: Immigration | How were immigration, urbanization, and industrialization related?  Reading assignment: Rose Cohen, *Out of the Shadow* (New York: George H. Doran Company, 1918), 246-248 in *The American Yawp* (2018).  Active Learning Assignment: Rose Cohen, *Out of the Shadow* and Immigrant Experiences |
| **Unit 5** | **The Progressive Era** |  |
| M 09/18 | SmartBook Assignments 4 and 5 due by 11:00 p.m. | Textbook CH 21: Realignment at Home and Empire Abroad, 1877-1900, p. 403-416  Textbook CH 22: The Progressive Era, 1890-1920 |
| Tu 09/19 | Lecture 8: The Progressive Era, Part I | Who were Progressive Reformers and what were some of the problems they hoped to fix?  Reading assignment: excerpts, Jane Addams, “The Subjective Necessity for Social Settlements,” in *Twenty Years at Hull House* (1892) in *The American Yawp* (2018).  Active Learning Exercise: Settlement Houses |
| Th 09/21 | Lecture 9: The Progressive Era, Part II | What were some of the limitations of Progressive reform? |
| **Unit 6** | **American Imperialism** |  |
| M 09/25 | SmartBook Assignments 6 *and* 7 due by 11:00 p.m. | Textbook CH 21: Realignment at Home and Empire Abroad, 1877-1900, p. 417-426  Textbook CH 23: The United States and the Collapse of the Old World Order, 1901-1920 |
| Tu 09/26 | Lecture 10: Early American Imperialism | Why did the United States engage in empire-building from the turn of the twentieth century?  Active Learning Exercise: “Rough Riders” and “Buffalo Bill’s Wild West Show” |
| Th 09/28 | Lecture 11: Militarism and WWI | Why did the United States enter the war late, and what were the effects of rapid mobilization on the home front?  Reading Assignment: Emma Goldman, “Trial and Speech,” *Mother Earth* (July, 1917) and The Sedition Act of 1918 in *The American Yawp* (2018).  Active Learning Exercise: World War I Propaganda Posters; Emma Goldman and pacifists in WWI; The Sedition Act. |
| **Unit 7** | **The 1920s** |  |
| M 10/02 | SmartBook Assignments 8 due by 11:00 p.m. | Textbook CH 24: The New Era, 1920-1929 |
| Tu 10/03 | Lecture 12: The 1920s | What were the causes and effects of social changes during the 1920s?  Reading Assignment: Ellen Welles Page, “A Flapper’s Appeal to Parents,” *Outlook* (December 6, 1922), 607 in *The American Yawp* (2018).  Active Learning Exercise: Ellen Welles Page and The New Woman of the 1920s |

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| Th 10/05 | Exam 1 Review | We will discuss the format of the Exam 1, Part 1 and Exam 1, Part 2, and how to study for each |
| **Exam 1** |  |  |
|  | No SmartBook assignment this week |  |
| Tu 10/10 | Exam 1, Part 1 | Taken in class. Bring a number 2 pencil. Scantron sheet will be provided. Exam 1, Part 1 is multiple choice focused on concepts & sources. |
| Th 10/12 | Exam 1, Part 2 | Taken in class. Bring a pencil or pen. The Blue Book will be provided. Exam 1, Part 2 is short answer and essay. |
| **Unit 8** | **The New Deal Era** |  |
| M 10/16 | SmartBook Assignment 9 due by 11:00 p.m. | Textbook CH 25: The Great Depression and the New Deal, 1929-1939 |
| Tu 10/17 | Lecture 13: The Great Depression and the New Deal, Part I | What were some of the key features of the First New Deal? Where did the First New Deal run into trouble with the courts?  Active Learning Exercise: The Experience of the Great Depression – “Brother, Can you Spare a Dime?” |
| Th 10/19 | Lecture 14: The Great Depression and the New Deal, Part II | What were the key components of the Second New Deal? What were the limits of the New Deal Era?  Active Learning Exercise: The First Fireside Chat, 1933 |
| **Unit 9** | **World War II and the Cold War** |  |
| M 10/23 | SmartBook Assignments 10 *and* 11 due by 11:00 p.m. | Textbook CH 26: The United States’s Rise to Globalism, 1927-1945  Textbook CH 27: The United States and the Cold War, 1945-1954 |

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| Tu 10/24 | Lecture 15: World War II | What were some of the lasting consequences of the Second World War for global democracy and international relations?  Assigned Reading: Executive Order No. 9066, February 19, 1942 and Aiko Herzig-Yoshinaga Interview, March 20, 1994, Courtesy of Emiko and Chizuko Omori, via Densho: The Japanese American Legacy Project (<https://densho.org/>) in *The American Yawp* (2018).  Active Learning Exercise: Japanese Internment |
| Th 10/26 | Lecture 16: The Cold War | What were the international and domestic effects of the Cold War?  Assigned Viewing: The Kitchen Sink Debate  Active Learning Exercise: “Duck and Cover” (1952) |
| **Unit 10** | **Civil Rights** |  |
| M 10/30 | SmartBook Assignment 12 due by 11:00 p.m. | Textbook CH 29: Civil Rights and Uncivil Liberties, 1947-1969 |
| Tu 10/31 | Lecture 17: Civil Rights, Part I | What is meant by “the Long Civil Rights Movement”? What preceded the landmark events of the 1950s?  Assigned Readings: excerpts from *Brown* v*. Board of Education*, 347 U.S. 483 (1954) and Rosa Parks, Writings, Notes, and Statements, 1956 to 1998; Drafts of early writings; Accounts of her arrest and the subsequent boycott, as well as general reflections on race relations in the South (Rosa Parks Papers, Manuscript Division, Library of Congress) in *The American Yawp* (2018).  Active Learning Exercise: *Brown* v. *Board of Education*; Remembrances of Rosa Parks |
| Th 11/02 | Lecture 18: Civil Rights, Part II | How did the Civil Rights movement change during the 1960s?  Active Learning Exercise: The March on Washington; Music of the Civil Rights Movement |

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| **Unit 11** | **The 1960s and 1970s** |  |
| M 11/06 | SmartBook Assignment 13 due by 11:00 p.m. | Textbook CH 30: The Vietnam Era, 1963-1975 |
| Tu 11/07 | Lecture 19: The Great Society | What were some of the domestic priorities of President Johnson, apart from civil rights? How did the Vietnam War change the agenda?  Assigned Readings: Students for a Democratic Society, *The Port Huron Statement* (New York: Students for a Democratic Society, 1962) in *The American Yawp* (2018).  Active Learning Exercise: Anti-War Protests |
| Th 11/09 | Lecture 20: Counter-Culture and Dissent in the 1960s and 1970s | What did counterculture and dissent movements have in common in the 1960s and 1970s?  Active Learning Exercise: The Black Power Movement |
| **Unit 12** | **The 1970s and 1980s** |  |
| M 11/13 | SmartBook Assignment 14 due by 11:00 p.m. | Textbook CH 31: The Conservative Challenge, 1976-1992  This is the final SmartBook assignment |
| Tu 11/14 | Lecture 21: The Rise of the New Right | What unified the “New Right” movement of the 1960s to 1980s and how did it differ from the old right in American politics?  Assigned Readings: First Inaugural Address of Ronald Reagan (1981), and Statement from AIDS patients to Congress, House, Committee on Government Operations, *Federal Response to AIDS: Hearings before a Subcommittee of the Committee on Government Operations, House of Representatives, 98th Cong., 1st Sess., August 1 and 2, 1983* (Washington, DC: U.S. Government Printing Office, 1983) in *The American Yawp* (2018).  Active Learning Exercise: HIV/AIDS activism |
| W 11/15 | *Registrar Deadline!* | *Last day to withdraw from a course!* |

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| Th 11/16 | Lecture 22: Civil Rights Challenges Since the 1960s | What new civil rights challenges have emerged since the 1960s? |
| Tu 11/21 | Exam 2 Review | We will discuss the format of the Exam 2, Part 1 and Exam 2, Part 2, and how to study for each |
| Th 11/23 | No class | Campus Closed for Thanksgiving Holiday. Have a good holiday! ☺ |
| **Exam 2** |  |  |
|  | No SmartBook assignment this week |  |
| Tu 11/28 | Exam 2, Part 1 | Taken in class. Bring a number 2 pencil. Scantron sheet will be provided. Exam 2, Part 1 is multiple choice focused on concepts & sources. |
| Th 11/30 | Exam 2, Part 2 | Taken in class. Bring a pencil or pen. The Blue Book will be provided. Exam 2, Part 2 is short answer and essay. |

END OF COURSE