**SYLLABUS – HIST 104A  
Modern American Civilization**

**MW 10:50-11:50AM; LH 008**

**Fall 2019**

**N – Social Science; P – Pluralism; W – Writing**

**Professor:**

Dr. Chelsea Gibson, [cgibson2@binghamton.edu](mailto:cgibson2@binghamton.edu)

Office: LT 714

Hours: Mondays 1:15-2:15PM; Thursdays 2:50-4:45; and by appointment\*

**Teaching Assistants**

Zeynep Dursun, [zdursun1@binghamton.edu](mailto:zdursun1@binghamton.edu)

Sections AO1 (CW 110), A09 (CW326)

Office: LT806; Hours: Mondays 12-1PM, Wednesdays 1-3PM

Yong Hyeon Kim, [ykim246@binghamton.edu](mailto:ykim246@binghamton.edu)

Sections A02 (AB125), A07 (FA244)

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Sections AO5 (LN2405), A06 (LN1404)

Office: LT612; Hours: Mondays 12-1:30PM, Wednesdays 1-2:30PM

Zhixin Luo, [zluo8@binghamton.edu](mailto:zluo8@binghamton.edu)

Sections A03 (CW309), A10 (CW328)

Office: LT614; Hours: Mondays 1-2:30PM, Thursdays 12-1:30PM

Philip O’Reilly, [poreill2@binghamton.edu](mailto:poreill2@binghamton.edu)

Sections A04 (CW324), A08 (FA249)

Office: LT 805; Hours: Mondays 2:30-4:30, Wednesdays 1:30-2:30PM

**Course Description**

This course covers major themes in United States history with an emphasis on political, cultural and social movements since 1865. Lectures and discussions will focus on racial tensions stemming from slavery, urbanization, westward and global expansion, immigration, the rise of the welfare state, and America as it emerged as a world power and an economic hegemon. Using race and gender as categories of analysis, students will learn to critically engage with primary sources in order to question which groups have been included and which have been categorically excluded from the legal and cultural boundaries of American citizenship. Ultimately, students will leave the class with the tools necessary to make broader connections between the issues facing Americans in the past and the policies and politics still relevant to the United States today.

**Learning Objectives**

Students will leave this class with:

1. An understanding of America’s development and its history that takes into account its multicultural and global context from the end of the Civil War until the present
2. An introduction to history as a scholarly discipline and an appreciation for how historians interpret the past
3. Improved reading, writing, and analytical skills, particularly skills that help students make a reasoned argument backed by evidence

**Course Expectations**

This course is 4-credit, which means that in addition to our weekly meetings, students are expected to do at least 9.5 hours of course-related work outside of class each week. Your weekly readings, including assigned readings from the textbook, average 30-50pgs.

**Requirements**

Students are required to:

1. Take notes during lecture and discussions
2. Participate in discussions
3. Complete all reading and writing assignments on the day they are due
4. Be attentive in class and leave cell phones **off your desk**

**Required Texts**

There are two (2) required books that you must purchase for this course. Please note that while this book should be accessible to you in the bookstore, if you are not able to purchase it for any reason, you are still responsible for acquiring it from either a third party or an online provider like Amazon.

**Charles E. Cobb, Jr. *This Nonviolent Stuff’ll Get You Killed: How Guns Made the***

***Civil Rights Movement Possible* (2014)**

**Jay L. Rubin, “The Forgotten Kapital: The Ku Klux Klan in Binghamton, NY**

**1923-1928” (2016)**

There is **no physical textbook** for this class, however we will be utilizing an online textbook which can be found [here](http://www.americanyawp.com/reader/27-the-sixties/national-organization-for-women-statement-of-purpose-1966/) or at [**www.americanyawp.com**](http://www.americanyawp.com). The textbook, *The American Yawp*, is free and completely online. Each week there will be assigned readings from the textbook that will help supplement my lectures and the topics for your discussion sessions. (There is a hardcopy book version of *The American Yawp* available if you would like to purchase it).

**Grade Breakdown Grading Scale**

|  |  |
| --- | --- |
| A | 100-92.0 |
| A- | 91.99-90.0 |
| B+ | 89.99-87.0 |
| B | 86.99-82.0 |
| B- | 81.99-80.0 |
| C+ | 79.99-77.0 |
| C | 76.99-72.0 |
| C- | 71.99-70.0 |
| D | 69.99-60.0 |
| F | 59.99-below |

Participation & Attendance 20%

Museum Review 5%

Reading Quizzes (5) 10%

Primary Source Analyses (3) 15%

Paper on Cobb’s book 20%

28th Amendment Op-ed 5%

Midterm 10%

Final Exam 15%

**Participation & Attendance (20%)**

Attendance will be taken only in Friday sections. Students will receive two (2) “free” absences, but after that any further absence will harm your grade. Listening to lectures and participating in discussions are essential to your success in this course, and your full attention, participation, and regular attendance are all expected. You should arrive for every class with your readings completed (and printed off if appropriate), with **written notes**, and ready to have a conversation. If you find it difficult to talk in large groups, please see me or your TA.

**Reading Quizzes (10%)**

I will assign five **random** reading quizzes throughout the semester. They will not be overly difficult, but they will assess your comprehension of the week’s assigned texts.

**Analytical Paper (20%)**

I have assigned **one short 5-6pg paper** for this course that is based on *This Non-Violent Stuff’ll Get You Killed*. I will provide a detailed paper prompt for this paper no later than two weeks before it is due. You will discuss these readings and work on the papers during our discussions—another reason why your attendance and participation is essential.

General paper guidelines:

1. Times New Roman, 12pt font. Double spaced.
2. Include your name and date
3. Number the pages
4. Use correct citation (we use [Chicago Manual Style, CMS](https://www-chicagomanualofstyle-org.proxy.binghamton.edu/tools_citationguide.html), in this course) to avoid plagiarism charges
5. Have someone read a draft (a friend or a writing tutor)
6. Submit paper online through blackboard and in-person to the instructor

I welcome and encourage you to visit me in office hours to discuss your paper drafts. If you want me to read a draft, you must submit a hard copy to me one week prior to its due date and make an appointment with me during my office hours to discuss it. I will, however, accept and discuss thesis statements via email or in my office up to two days before the paper is due. Please note that your TA will have their own draft policy and that I encourage you to seek their feedback first.

I encourage you to visit the [Writing Center](https://www.binghamton.edu/writing/writing-center/) if you are new to college writing.

**Midterm and Final (35%)**

Your midterm will cover everything from Reconstruction to the end of the 1920s; your final will cover everything from the Great Depression to the War on Terror. Our weekly lectures and your Friday sections will prepare you for these exams. A study guide will be provided at least one week prior to the exam dates.

**Primary Source Analyses (10%)**

You are responsible for three (3) 1-2pg primary source analyses throughout the semester, which I have already identified in the syllabus. The purpose of these analyses is to prepare you for other major course assignments by expanding your analysis skills and your ability to identify historical significance. See below for a detailed guide to analyzing primary sources. Please note that the PSAs will be due **one week** after you discuss them in sections (that is, the following Friday section).

**Museum Review (5%)**

Part of this class is focused on why and how we tell history. As such, you will visit a local museum (either in Binghamton or your hometown) that examines a period in **modern American history** (after 1865)and then write a short 500-word review of that museum and/or exhibition (if it is a very large museum). Your review should include the following:

1. The name of the museum and the date of your visit
2. A brief description of the museum/exhibition. What time period does it cover? What are the exhibits about? Who is the target audience? Did you go on a guided or self-guided tour?
3. An analysis of the way the museum presents American history
   1. What kind of sources were used?
   2. What kind of stories were told? How do they present that period in American history?
   3. Are their any stories that are *not* told?
      1. (For example, if you visit a historic home museum, do they discuss the people who built the home, or the domestic servants who helped run it?)
   4. Briefly evaluate the effectiveness of the exhibit
   5. Do you have any suggestions to make the historical content more inclusive or accurate?

Here are some recommended history museums in Binghamton:

* [Phelps Mansion Museum](http://phelpsmansion.org/) (on Court St.)
* [Bundy Museum of History and Art](http://bundymuseum.org/) (on Main St.)
* [Roberson Museum and Science Center](http://www.roberson.org/) (on Front St.)

**28th Amendment Op-Ed (5%)**

As the final assignment in this course, you need to write a 350-500 word paper in the style of a newspaper Op-Ed that outlines an argument in favor of a new amendment to the US Constitution. You can use information from our course lectures, documents, textbook, and assigned readings, as well as do your own research. You must include at least **three** cited sources. Two of those sources can come from our class, but one source you must find on your own and should be from a reputable source.

An Op-Ed is a persuasive essay, this means that your Op-Ed should do the following:

1. Outline a problem in the United States
2. Provide the historical context for this problem
3. Explain why an amendment is needed to solve this problem

This will be due the same day as our final exam.

**Office Hours**

I cannot tell you how many students I have visit my office for the first time and leave saying, “Wow, that was really useful!” Office hours are an opportunity for me, and your TA, to help you one-on-one on literally anything in the class. Are you uncomfortable writing? Come visit. Do you have a question about an assignment? Stop by. Are you confused about a grade? Come ask me or your TA about it.

**Late Work & Missed Exams**

Students may turn in assignments late for a penalty of 3 points per day. If your choice is between plagiarizing a paper and turning it in three or four days late, *please just turn it in late*. **If you think you will miss a paper deadline or an exam, contact me immediately**.

**Plagiarism**

You must distinguish clearly between your work and the work of others. To do otherwise may constitute plagiarism. You can avoid plagiarizing by doing the following: When you incorporate another person’s words into your work, you must enclose them in quotation marks and provide a citation (footnote, endnote, or parenthetical citation). Even when you *paraphrase* another person’s words or use another person’s ideas or information, you *must* provide a citation. Only when the ideas, information, and words are yours alone is it permissible to include no citation.

Binghamton University defines plagiarism as:

Presenting the work of another person as one's own work (including papers, words, ideas, information, computer code, data, evidence-organizing principles, or style of presentation of someone else taken from the Internet, books, periodicals or other sources). Plagiarism includes:

* quoting, paraphrasing or summarizing without acknowledgement, even a few phrases;
* failing to acknowledge the source of either a major idea or ordering principle central to one's own paper;
* relying on another person's data, evidence or critical method without credit or permission;
* submitting another person's work as one's own; using unacknowledged research sources gathered by someone else.

You may also consult the following web resources on plagiarism:

Binghamton University Student Academic Honesty Code

<https://www.binghamton.edu/watson/about/academic-honesty.html>

Binghamton University Library’s Guide to Citing Sources

<https://libraryguides.binghamton.edu/citation>

Binghamton University Code of Student Conduct, 2019-20

<https://www.binghamton.edu/student-handbook/code-of-student-conduct/student-code-of-conduct.pdf>

If you find yourself struggling with your writing assignments, please contact me and make an office appointment. You can also visit the BU Writing Center:

<http://www2.binghamton.edu/writing/writing-center/>

\*\*\*Per BU regulations, plagiarism cannot be tolerated. Any student caught plagiarizing will **immediately fail the course** and all cases will be sent to the Harpur College Academic Committee. Please note: it is **always** better to turn in a paper late than to plagiarize!\*\*\*

**Mental Health & Academic Stress**

If you are feeling extremely stressed and/or depressed due to your academic workload or personal issues, I encourage you to seek out the resources that Binghamton University provides on campus. You are always welcome to visit me in my office if you are having trouble with my course; for other issues that may be hurting your academic progress, you can consult the following:

\* Dean of Students Office: 607-777-2804

\* Decker Student Health Services Center: 607-777-2221

\* University Police: On campus emergency, 911

\* University Counseling Center: 607-777-2772

\* Interpersonal Violence Prevention: 607-777-3062

\* Harpur Advising: 607-777-6305

\* Office of International Student & Scholar Services: 607-777-2510

\* Ombudsman: 607-777-2388  
\* Services for Students with Disabilities: 607-777-2686 (Voice, TTY)

If something major comes up this semester that you know will impact your academic performance or cause you to miss classes, please contact me! I cannot help if you wait to tell me in December.

**Commitment to Diversity and Inclusion**

I am committed to ensuring that students from all diverse backgrounds and perspectives are well-served by this course, that students' learning needs are addressed in and out of class, and that the diversity that the students bring to this class is used as a resource, strength and benefit. I endeavor to present materials and activities that reflect the vast diversity of human experience which is shaped by: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, level of language proficiency, race, nationality, religion, and culture. I am also committed to creating a welcoming course that does not discriminate against students based on the previously enumerated factors. If you experience discrimination, I encourage you to contact me personally or to reach out to the Binghamton University [Division of Diversity, Equity, and Inclusion](https://www.binghamton.edu/diversity-equity-inclusion/policies-and-procedures/title-ix-.html).

Please see the [Binghamton University Nondiscrimination Notice](https://www.binghamton.edu/diversity-equity-inclusion/policies-and-procedures/title-ix-.html) and the [Binghamton University Diversity Statement](https://www.binghamton.edu/human-resources/prospective/diversity.html).

**Services for Students with Disabilities**

Students requesting disability-related accommodations should register with the Services for Students with Disabilities office (SSD). They are the appropriate entity on campus to determine and authorize disability-related accommodations. The office is located in the University Union, room 119. Phone number 607-777-2686. For students already registered with SSD, please provide your academic accommodation letter as soon as possible so that we can discuss the implementation of your accommodations.

**Special Accommodations & Athletes**

If you need special accommodations for any reason, please let me know **during the first two weeks of class.** Athletes should similarly let me know if and when you will be missing my course for your scheduled meets. It is the student’s responsibility to ensure this happens, and to consult with me to provide arrangements for missed assignments or other issues.

**How to Analyze Primary Sources (adapted from the** [**Carleton Dept of History**](https://www.carleton.edu/history/resources/study/primary/)**)**

We will be engaging with a number of different sources in this class, but you need to ask yourself the same basic questions of each text, be it primary or secondary. Here is a good break-down of the intellectual steps you should first follow as you approach any source:

1. When and where was the source created?
2. What kind of source is it, physically? Is it a letter, an interview, a paper, etc.?
3. Who created it? What do you know about that person?
   1. Did their sex, race, class, occupation, religion, age, or political beliefs impact the source? How? Why?
4. What is the source’s purpose? I.e., why was it created? For whom? Who was the expected audience?
   1. What kind of methods did the author use to convey his/her purpose?
5. What information does the source convey? Either about the author, the subject, or the historical moment that it was created?

Now that you’ve thoroughly read the source, it’s time to think about how you would analyze it as a historical document:

1. What does this source tell you about the moment of its creation?
   1. Does it describe political ideology, religious beliefs, cultural ideals, gender expectations, etc?
2. Is it a source from the “top,” meaning that it was created by a government or other authority, or from the “bottom,” that is, “regular” people?
3. Whose perspective is excluded from the source and how did that influence its creation?
   1. Eg. An article written by a white feminist about birth control in the 1970s likely does not reflect how black women felt about birth control
4. What historical questions can we answer from this source? What can we not answer?
   1. Eg. A presidential speech can tell us about a government policy, but cannot tell us much about what “ordinary” citizens thought about that policy
5. Did we read something in class that can help you understand the source? How do historians traditionally use this source? Is your analysis the same as theirs, or does it differ? How?

**Library and Research Skills**

I highly recommend that you complete the [research skills tutorial](https://www.binghamton.edu/libraries/research/tutorials/researchskills.html) offered on our library website. I recommend especially the following videos:

* [Thesis Statements](https://login.proxy.binghamton.edu/login?url=https://frame.credocourseware.com/courses/course-v1:SUNY-Binghamton-University+IL-MOD+2018/xblock/block-v1:SUNY-Binghamton-University+IL-MOD+2018+type@sequential+block@a3f2f13e35eb4c8c9fd53482cec9594a/)
* [Primary and Secondary Research](https://login.proxy.binghamton.edu/login?url=https://frame.credocourseware.com/courses/course-v1:SUNY-Binghamton-University+IL-MOD+2018/xblock/block-v1:SUNY-Binghamton-University+IL-MOD+2018+type@sequential+block@afd97e6d41134a81a7b9b39309ef828b/)
* [Types of Sources](https://login.proxy.binghamton.edu/login?url=https://frame.credocourseware.com/courses/course-v1:SUNY-Binghamton-University+IL-MOD+2018/xblock/block-v1:SUNY-Binghamton-University+IL-MOD+2018+type@sequential+block@be824deb49674c43884d9e1ba07df64b/)
* [Searching as Exploration](https://login.proxy.binghamton.edu/login?url=https://frame.credocourseware.com/courses/course-v1:SUNY-Binghamton-University+IL-MOD+2018/xblock/block-v1:SUNY-Binghamton-University+IL-MOD+2018+type@sequential+block@14173e52844c401ab4d912615885fd14/)
* [Evaluating Sources](https://login.proxy.binghamton.edu/login?url=https://frame.credocourseware.com/courses/course-v1:SUNY-Binghamton-University+IL-MOD+2018/xblock/block-v1:SUNY-Binghamton-University+IL-MOD+2018+type@sequential+block@16e2678ff5ee43538ca338d59924bcfc/)
* [Synthesizing Information](https://login.proxy.binghamton.edu/login?url=https://frame.credocourseware.com/courses/course-v1:SUNY-Binghamton-University+IL-MOD+2018/xblock/block-v1:SUNY-Binghamton-University+IL-MOD+2018+type@sequential+block@5dbaceccf2f64fad8854c19fa9e2e3b3/)
* [Plagiarism](https://login.proxy.binghamton.edu/login?url=https://frame.credocourseware.com/courses/course-v1:SUNY-Binghamton-University+IL-MOD+2018/xblock/block-v1:SUNY-Binghamton-University+IL-MOD+2018+type@sequential+block@fca7954e8ee54139841c484ad7d14942/)
* [How to Identify and Debunk Fake News](https://login.proxy.binghamton.edu/login?url=https://frame.credocourseware.com/courses/course-v1:SUNY-Binghamton-University+IL-MOD+2018/xblock/block-v1:SUNY-Binghamton-University+IL-MOD+2018+type@sequential+block@41c8cfa12c094681b7c9af623e127807/)

**Class Schedule**

Please note that this schedule reflects all of your assigned readings and should be consulted each week. They are listed under your “Weekly Readings” page on myCourses. Anything listed under the heading “Bonus links” is not required for the course; I have included these links in the hope that they may be of interest to some students. My inclusion of these links does not represent an endorsement of the conclusions that they draw. This schedule is subject to change at the instructor’s discretion.

\*\*You can find questions to guide your weekly readings [here](https://docs.google.com/document/d/1K2Dny-Zjy8pO3yPA6B2KcDdV2pkbGvhBQnI-n4IzAZw/edit?usp=sharing). It is **mandatory** that you review them every week, but you do not have to submit answers. \*\*

**Week 1**

21 Aug – Introduction and Expectations: What is History? (L)

23 Aug – Remembering the Civil War: WPA Slave Narratives and the Lost Cause (D)

Ellen Hampton, “Lawdy! I was sho’ happy when I was a slave!”

Neil R. McMillen, “[WPA Slave Narratives](http://mshistorynow.mdah.state.ms.us/articles/64/wpa-slave-narratives)”

Sarah Hall’s Interview with James Bolton (WPA Narrative)

Textbook: Ch. 14 “[The Civil War](http://www.americanyawp.com/text/14-the-civil-war)”

**Week 2**

26 Aug – Reconstruction (L)

28 Aug – Industrialization and Immigration (L)

30 Aug – Industrial Binghamton (D)

Excerpt, *Working Lives*, Industrialization and The Cigar Strike of 1890

The Workers of the Richard Cigar Company (Photo) – 1900

Textbook: Ch. 15 “[Reconstruction](http://www.americanyawp.com/text/15-reconstruction/)”; Ch. 18 “[Life in Industrial America](http://www.americanyawp.com/text/18-industrial-america/),” I-III

**Week 3**

2 Sep – NO CLASS – LABOR DAY

4 Sep – The West (L)

6 Sep – Native Americans in the American Imagination (D)

Excerpt, Ned Butline, “[The Red Warrior](https://dimenovels.lib.niu.edu/islandora/object/dimenovels:152535/datastream/PDF); or, Stella Delorme’s Comanche Lover” –

1879

Capt. Richard H. Pratt, “[Kill the Indian, Save the Man](http://historymatters.gmu.edu/d/4929)” – 1892 **[PSA]**

[Navajo Students with Capt. Pratt, before](http://carlisleindian.dickinson.edu/sites/all/files/docs-resources/NavajoStudents_Before.jpg) – 1882

[Navajo Students, after](http://carlisleindian.dickinson.edu/sites/all/files/docs-resources/NavajoStudents_After.jpg) – 1882

Zitkala-Sa, *American Indian Stories*, Excerpted – 1921

[Zitkala-Sa](https://npg.si.edu/object/npg_S_NPG.79.26) – 1898

Textbook: Ch. 17 “[Conquering the West](http://www.americanyawp.com/text/17-conquering-the-west)”

**Week 4**

9 Sep – Populism (L)

11 Sep – Urban Politics and Labor (L)

13 Sep – Populism (D)

Mary Elizabeth Lease, “Wall Street Owns this Country” – 1890

The Omaha Platform – 1892

William Jennings Bryan, “Cross of Gold” Speech – 1896

Andrew Carnegie, “Gospel of Wealth” – 1889

Textbook: Ch. 16 “[Capital and Labor](http://www.americanyawp.com/text/16-capital-and-labor)”; Ch. 18 “[Life in Industrial America](http://www.americanyawp.com/text/18-industrial-america/#IV_The_New_South_and_the_Problem_of_Race)”

**Week 5**

16 Sep – Jim Crow and the New South (L)

18 Sep – The Rise of the American Empire (L)

20 Sep –Debating “Uplift” (D)

Booker T. Washington and W.E.B. DuBois [on Black Progress](http://www.americanyawp.com/reader/20-the-progressive-era/booker-t-washington-w-e-b-dubois-on-black-progress-1895-1903/) – 1895, 1903

W.E.B. DuBois, “The Talented Tenth” – 1903

Ida B. Wells, “[Lynch Law in America](http://www.americanyawp.com/reader/18-industrial-america/ida-b-wells-barnett-lynch-law-in-america-1900/)” – 1900

Henry Grady’s [*The New South*](http://historymatters.gmu.edu/d/5745/) – 1886

Textbook: Ch. 19 “[American Empire](http://www.americanyawp.com/text/19-american-empire)”

**Week 6**

23 Sep – The Progressive Era Part I (L)

25 Sep – The Progressive Era Part II (L)

27 Sep – Empire and War (D)

Sen. Albert J. Beveridge, “[In Support of an American Empire](https://www.mtholyoke.edu/acad/intrel/ajb72.htm)” – 1900 **[PSA]**

Platform of the Anti-Imperialist League – 1899

Mark Twain’s “Battle Hymn of the Republic” (Poem) – 1900

Rudyard Kipling’s “[White Man’s Burden](http://historymatters.gmu.edu/d/5478/)” (Poem) – 1899

Textbook: Ch. 20 “[The Progressive Era](http://www.americanyawp.com/text/20-the-progressive-era)”

**Week 7**

30 Sep – NO CLASS – ROSH HASHANAH

2 Oct – America and the First World War (L)

4 Oct – Progressivism Mobilized for War (D)

The War Department, [Commission on Training Camp Activities](https://cudl.colorado.edu/MediaManager/srvr?mediafile=MISC/UCBOULDERCB1-58-NA/1459/i71173134.pdf) (Pamphlet) – 1917

Textbook: Ch. 21 “[World War I & Its Aftermath](http://www.americanyawp.com/text/21-world-war-i)”

**Week 8**

7 Oct – The First Red Scare and the 1920s (L)

9 Oct – NO CLASS – YOM KIPPUR

11 Oct – Binghamton and the KKK (D)

Rubin, “The Forgotten Kapital: The Ku Klux Klan in Binghamton, NY 1923-

1928” published by the Bundy Museum Press in Binghamton, NY

[KKK Manual](http://archive.lib.msu.edu/DMC/AmRad/klansmansmanual.pdf) – 1924 (only read PDF pgs. 9-10; 21-24)

Photo: [KKK March in Downtown Binghamton](https://media.npr.org/assets/img/2015/03/04/be003364_custom-a306d6365a92a0087a8e977af263bd68b10340e5-s800-c85.jpg) – ca. 1924

Textbook: Ch. 22 “[The New Era](http://www.americanyawp.com/text/22-the-twenties)”

**Week 9**

14 Oct – MIDTERM (take home)

16 Oct – The Great Depression (L)

18 Oct – Challenges to the system during the Great Depression (D)

Meridel Le Sueur, Women on the Breadlines – 1932 **[PSA]**

Huey P. Long, “[Every Man a King” and “Share Our Wealth](https://www.americanyawp.com/reader/23-the-great-depression/huey-p-long-every-man-a-king-and-share-our-wealth-1934/)” – 1934

Langston Hughes, “[Let America Be America Again](https://diversity.utah.edu/let-america-be-america-again-langston-hughes/)” – 1936

Father Charles Coughlin, “[Relief that Fails to Relieve](https://www.oldtimeradiodownloads.com/historical/father-coughlin/father-coughlin-37-04-11-x-relief-that-fails-to-relieve)” – 1937

Textbook: Ch. 23 “[The Great Depression](http://www.americanyawp.com/text/23-the-great-depression)” sections I-VI

**Week 10**

21 Oct – The New Deal (L)

23 Oct – World War II, at Home and Abroad (L)

25 Oct – The Enola Gay controversy (D)

“[Controversy over the Enola Gay Exhibition](https://www.atomicheritage.org/history/controversy-over-enola-gay-exhibition?fbclid=IwAR2kP3PSff-g0JtoTaOCVgSfrU594pqJmJORNdBqmxcBgTUTx72CzY0_INA),” *Atomic Heritage Foundation* (2016)

[Photos of Hiroshima](https://www.theatlantic.com/photo/2016/05/hiroshima-before-and-after-the-atomic-bombing/482526/), *The Atlantic* (12 May 2016)

John Hersey, “[Hiroshima](https://www.newyorker.com/magazine/1946/08/31/hiroshima),” *The New Yorker* (23 August 1946)

Textbook: Ch. 23 “[The Great Depression](http://www.americanyawp.com/text/23-the-great-depression)” sections VII-XIV; Ch. 24 “[World War II](http://www.americanyawp.com/text/24-world-war-i)”

**Week 11**

28 Oct – Post-War America (L)

30 Oct – The Cold War Begins (L)

**\*\*MUSEUM REVIEWS DUE\*\***

1 Nov – Cobb Jr. Book (D)

Textbook: Ch 25 “[The Cold War](http://www.americanyawp.com/text/25-the-cold-war/)”; Ch. 26 “[The Affluent Society](http://www.americanyawp.com/text/26-the-affluent-society)” sections I-II

**Week 12**

4 Nov – McCarthyism and the Second Red Scare (L)

6 Nov – The Civil Rights Movement (L)

8 Nov – Cobb Jr. Book (D)

Textbook: Ch. 26 “[The Affluent Society](http://www.americanyawp.com/text/26-the-affluent-society)” sections III-VII

**Week 13**

11 Nov – The Sixties

13 Nov – In-class documentary: *Alcatraz is Not an Island* (2002)

15 Nov – The Rise and Fall of the ERA (D)

[How an Amendment is added to the Constitution](https://www.archives.gov/federal-register/constitution) (Archives.gov)

[Text of the ERA](https://catalog.archives.gov/id/7455549) – 1972

Phyllis Schlafly, What’s Wrong with Equal Rights for Women? – 1972

[The Firing Line with William F. Buckley Jr.: The ERA](https://www.youtube.com/watch?v=bP_87IAqItw) – 1973

\*\***COBB JR. PAPER DUE IN SECTIONS\*\***

Textbook: Ch. 27 “[The Sixties](http://www.americanyawp.com/text/27-the-sixties/)” sections I-III; Ch. 28 “[The Unraveling](http://www.americanyawp.com/text/28-the-unraveling/)”

**Week 14**

18 Nov – The Great Society and Social Change (L)

20 Nov – The War in Vietnam (L)

22 Nov – History and Memory of the Vietnam War (D)

Bruce Springsteen’s “Born in the U.S.A” – 1984

Francis X. Clines, “[A Tribute to Vietnam Dead: Words, A Wall](https://archive.nytimes.com/www.nytimes.com/learning/general/onthisday/big/1110.html#article)” – 1982

[The Vietnam Veterans War Memorial](http://www.wnyc.org/story/american-icons-the-vietnam-veterans-memorial/) (Podcast from Studio 360, WYNC)

[Iconic Photos of the Vietnam War](https://www.cnn.com/2014/06/19/world/gallery/iconic-vietnam-war-photos/) – 2004

Textbook: Ch. 27 “[The Sixties](http://www.americanyawp.com/text/27-the-sixties/)” section IV-VIII; Ch. 28 “[The Unraveling](http://www.americanyawp.com/text/28-the-unraveling/)”

**Week 15**

25 Nov – The 1970s (L)

27 Nov – Reagan and the Resurgence of Conservatism (L)

29 Nov – NO CLASS – THANKSGIVING BREAK

Textbook: Ch. 28 “[The Unraveling](http://www.americanyawp.com/text/28-the-unraveling/)” sections V-IX; Ch. 29 “[The Triumph of the Right](http://www.americanyawp.com/text/29-the-triumph-of-the-right)”

**Week 16**

2 Dec – The 1990s (L)

4 Dec – 9/11 and the War on Terror (L)

Highly Recommended for class: “[60 Words](http://www.radiolab.org/story/60-words/)” (Podcast, Radiolab) – One sentence and the War

on Terror

Textbook: Ch. 30 “[The Recent Past](http://www.americanyawp.com/text/30-the-recent-past/)”

**FINAL EXAM TBA**