

HISTORY 112-06 (HYBRID): U.S. HISTORY 1865 TO THE PRESENT

WORCESTER STATE UNIVERSITY



Dr. Chris Fobare (Pronouns: he/him/his)



Email:



Meeting Days and Times:

Tuesdays: Asynchronous

Thursdays: 1:00-2:15



Location: Sullivan Academic Centerm326

Course Description

From the Civil War to the present — about three lifetimes for those who lived longest — the nation's rapid changes stunned observers. This course is a survey of the complicated nexus of people, events, and other factors that intersected and shaped American life from 1865 to the presidential election of 2020. In particular, we will examine how war, migration and immigration, race, gender, and industrial capitalism shaped the development and evolution of the modern American nation and its interactions with the international community.

Required Readings

Textbook: Eric Foner, Kathleen DuVal, and Lisa McGirr, *Give Me Liberty! An American History*, Seagull 7th edition, vol. 2 (New York: W.W. Norton, 2023). ISBN: 978-1324041481.

Please Note: You are required to either purchase or have regular access to the 6th or 7th editions of the textbook (older editions are not acceptable because they do not reflect the same page numbers assigned for this class). Please note that all page numbers listed in the syllabus come from the print edition of the textbook. The 7th edition of the textbook will be available on reserve in the library.

Additional Readings: We will also be reading primary sources (firsthand accounts) and secondary sources (articles and chapters written by historians). Free PDFs of all readings assigned for Thursdays will be posted on Perusall.

Office Hours

Office hours are by appointment only. I am happy to schedule a Zoom meeting on a day and time that works for both of us. If you would like to meet, please email me some days and times that work for you. Additionally, please explain the purpose of the meeting so that we can both be prepared to have a substantive conversation.

Course Objectives

- Students will use historical thinking to contextualize, analyze, and interpret primary and secondary sources.
- Students will learn how to construct a thesis supported by relevant historical evidence.
- Students will learn and practice analytical thinking by writing several persuasive essays.

- Participating in class discussions will allow students to interrogate and analyze primary and secondary sources to glean a broader understanding of the factors that promote change and continuity over time (historical context).

Course Format

Lectures: Tuesdays are devoted to lectures. Instead of meeting in person, lectures will be available as YouTube recordings in the **Lectures** section of Blackboard. Each week's lecture will be posted no later than Monday morning at 8:00 am. After a lecture is posted, you will have access to it for the remainder of the semester. Textbook chapters corresponding to the lectures are often assigned for Tuesdays. Weekly lectures and any assigned chapters or sections from the textbook provide a general overview of the historical context needed to interrogate the additional primary and secondary sources you will be annotating with your fellow classmates on a weekly basis.

- Hovering over the lecture video will provide you with controls in the bottom right-hand corner to expand the lecture to full screen or adjust the resolution to a higher or lower setting.

Discussion Sections: Thursdays are devoted to class discussions interrogating assigned readings posted on Perusall. The class will break up into small groups and practice the critical thinking and analytical skills that form the foundation of this course by identifying and examining what the readings reveal about the time period or event we are exploring for the week.



We will be discussing complicated topics and issues crucial to interrogating American history. Our class is a community of thinkers and learners, thus in order to promote open and honest discussions informed by a factual interpretation of the past, personal attacks, offensive language, or any other language or action that infringes on a student's ability to learn will not be tolerated in this course.

E-Mail

Feel free to reach out to me through email. Please allow a reasonable amount of time for a response (roughly 24 hours). Although I check my email daily, in certain instances, it may take me up to 48 hours to respond (especially on weekends).

- **Make sure to check your Worcester State University email daily.** It is important to check your WSU email daily in case I send the class a message or contact you directly. Please respond to any emails requiring a response within 24 hours.
- **A Friendly Reminder:** Always check the syllabus, the instructions for assignments, or other relevant handouts before emailing with questions. If you need clarification about course policies or requirements after consulting the relevant handout(s), feel free to email me with questions, we can meet after class, or we can schedule a Zoom meeting to address any questions or concerns.

Assignments & Grade Breakdown

Course Engagement

20% of your course grade

History 112 requires you to actively engage with the material we will explore weekly. A point system based on attendance, participation, and analyzing each week's assigned readings using the Perusall platform will determine your course engagement grade. The **weekly** point breakdown is as follows:

- **Lecture (2 points per lecture):** You will earn two points for watching each week's lecture by the beginning of Thursday's class discussion. Lectures will be posted on Monday mornings by 8:00 am.
 - Hovering over the lecture video will provide you with controls in the bottom right hand corner to expand the lecture to full screen or adjust the resolution. **Please do not click on the "Watch on YouTube" link** because this will redirect you outside of Blackboard. *You will not receive credit for completing a lecture if you click on the watch on YouTube link and watch the lectures outside of Blackboard.*
- **Social Annotations using Perusall (3 points per week):** Up to three points can be earned on a weekly basis by using the Perusall platform to annotate readings assigned for Thursday discussion sections. This collaborative approach encourages you to read closely and regularly practice the critical thinking and analytical skills that will serve you well when writing papers for this class. To this end, you are required to create a free Perusall account and use the platform to annotate all readings assigned for discussions **before** arriving in class on Thursdays to receive credit. *Please see the Perusall Guidelines handout, posted in the "Perusall" section of Blackboard, for instructions on how to sign up for Perusall, a basic overview of the platform, and a general overview of the requirements and my expectations for your weekly postings.* **This handout will be available in the second week of class. We will discuss how to sign up for Perusall and use the platform on September 14.**
- **Discussion Attendance (1 point per discussion):** Attending each discussion section is worth 1 point. Arriving significantly late to class, leaving early, or in some other way being physically absent from the classroom for a long period of time (like taking a long bathroom break) will be counted as an absence. This does not apply in instances when you have spoken with me and obtained approval to arrive late or leave early (a sporting event, doctor's appointment, etc.).
- **Participation (2 points per discussion):** You will earn 2 points for participating in each week's discussion. Participation means offering substantial comments relevant to the topic(s) or issue(s) we are exploring for the week. In short, participation means demonstrating that you have completed the assigned readings and can have a thoughtful, in-depth conversation about the documents. Annotating the weekly readings on Perusall will help you prepare for discussions but please be aware that annotating the readings does not count as participation.
- **The course engagement grade is cumulative.** At the end of the semester, I will calculate your average by dividing the total number of points earned for the semester by the maximum number of points available. Your course engagement grade will be posted in the Blackboard grade book in the last week of classes.

Analyzing the Past Essays

4 essays , 65% of your overall grade

You are required to write four 2-3 page Analyzing the Past papers. For each essay, you will be provided with a choice of essay questions. Choose one of the questions and write a persuasive (argumentative) essay that incorporates readings assigned for the class. **Any paper submission that includes print or digital sources not assigned for History 112 will earn a zero.** The paper questions, instructions, and other relevant information pertaining to this assignment will be posted in the “Analyzing the Past” section of Blackboard on the dates listed in the course schedule (see below).

The breakdown for the Analyzing the Past papers is as follows:

Paper 1: 10% | Paper 2: 20% | Paper 3: 20% | Paper 4: 15%

Discussion Leadership

15% of your course grade

Engaging in intellectual discussion is one of the hallmarks of a college education. To this end, you are required to lead one discussion with a small group of your fellow classmates. A Google Forms sign up sheet will be distributed through email during the second week of classes. You will be required to submit the sign up sheet by **11:59 pm on Sunday, September 17.**

Final Analyzing the Past Paper Exemption: Earning a 91.5% or higher average for the semester will earn you an exemption from the final Analyzing the Past paper. Exemptions will be based on your average for the Course Engagement, Discussion Leadership, and first three Analyzing the Past paper grades. I will notify those students who earn an exemption by email during the last week of classes. Receiving an exemption means that you have earned an A for History 112 and are not required to submit the final Analyzing the Past paper. For those who do not earn an exemption, the fourth Analyzing the Past paper takes the place of a final exam.

Grade Scale

A	92.5-100	B-	80-83.5	D+	67-69.5
A-	90-92.5	C+	77-79.5	D	64-66.5
B+	86-89.5	C	73-76.5	D-	60-63.5
B	83-86.5	C-	70-73.5	F	< 59.5

Please be aware that grades represent an evaluation of the quality of work produced on assignments. Under no circumstance will I entertain a request to arbitrarily alter your grade for the purpose of staying eligible for a sports team or because you need to maintain a certain GPA. Grades are earned (not given). Asking a professor to inflate your grade is highly unethical and unfair to other students in the class.

Course Policies

Reading Instructions

Reading all assignment-related handouts (including the syllabus) and following the instructions for *every* assignment is **required** for this class. I will not entertain requests to revise and resubmit any assignment for failing to follow the instructions. Additionally, pose any questions about the requirements and expectations for an assignment *before* submitting your work.

Policy for Extensions

Analyzing the Past Papers: Extensions will be granted on a case-by-case basis for situations that may arise beyond your control. Contact me no later than 48 hours after an assignment is due to request an extension. In all other instances, due dates are hard deadlines. Failing to submit your assignments on time will lead to a $\frac{1}{3}$ of a letter grade reduction per day, weekends included. Please do not approach me at the end of the semester and ask to submit assignments due earlier in the semester. It is not possible to complete a college course by producing the work for an entire semester in the last few weeks of class. If an unexpected emergency prevents you from submitting one or more assignments on time, please follow the directions outlined in the “Policy for Emergencies and Prolonged Absences Section.”

Discussion Leadership: Once the discussion leadership schedule is posted on Blackboard, changes will only be made for a documented emergency. Each discussion is based on a specific set of readings, so it is not possible to pose your questions or discuss the readings on any other date. Submitting your questions without attending class on your discussion leadership date will lead to a 40 point reduction, meaning that the maximum grade you can earn on the assignment is 60%. If you have any questions or concerns about this assignment, please speak with me during the first two weeks of class.

Technology Related Extensions

You are responsible for addressing any technology-related problems or issues in a timely manner by visiting the IT Help Desk on the second floor of the Learning Resource Center or submitting an IT Help Desk ticket. In the rare instance that a technology-related matter *beyond your control* leads to a deadline extension, you must submit the assignment by the date and time of the extension. Failing to submit your paper by the extension deadline will lead to a $\frac{1}{3}$ of a letter grade per day reduction, weekends included.

Policy for Emergencies and Prolonged Absences

Contact me as soon as possible if an unforeseen emergency requires you to miss several classes. We will work together to ensure you stay on track and complete all required assignments. I will not be able to accept late work if you miss more than two full weeks of class (4 classes) without contacting the Vice President for Student Affairs (508-929-8077) and providing the following information:

- Name
 - Student Identification Number
 - Dates/anticipated duration of absence
 - Reason for absences (formal documentation of illness, hospitalization, family emergency, etc.).
- In the rare instance that a documented emergency requires a prolonged absence or the deadline for one or more assignments to be adjusted, you remain responsible for submitting all assignments, attending class following any excused absences, and maintaining an open line of communication with me. Failing to attend class and submit assignments will negatively impact your grade and may lead you to fail the class.

- **Withdrawals and Incompletes:** Accruing a significant number of absences means you have not met the basic requirements established by the Department of Education to earn the credit hours awarded for completing this course. If you find yourself unable to attend class regularly or submit the majority of assigned work for the semester, the proper course of action is to contact the Registrar's Office and **withdraw** from the course.
- A final grade of **incomplete** can only be granted if you have made satisfactory progress in the class and an emergency prevents you from submitting a portion of the assigned work by the end of the semester. In the rare case that an incomplete is filed with the Registrar's Office, we will work out a deadline for submitting all remaining work that must be met or your final grade for the course will be based on the assignments submitted by the incomplete deadline.

Academic Honesty (Cheating and Plagiarism)

Academic honesty is necessary for the free exchange of ideas. Academic dishonesty includes both cheating and plagiarism. Plagiarism is the intentional or unintentional use of other people's ideas, words, and/or additional information borrowed from a source without providing a citation. The Writing History handout offers detailed directions on how to cite information for this class. Direct quotations, paraphrased information, ideas, or any other information borrowed from a source **require** a citation. Plagiarism also refers to self-plagiarism or re-purposing material you have already completed for another course or assignment. Cheating refers to giving and/or receiving unauthorized assistance in taking examinations or creating assigned or graded classwork. This includes using generative AI (ChatGPT, Google Bard, etc.) to produce parts of an essay or a full paper.

All students are bound by Worcester State's Academic Honesty Policy, which can be found at: <https://catalog.worcester.edu/undergraduate/academic-policies-procedures/academic-honesty/>

There is a *zero-tolerance* policy for academic dishonesty in this course. Any cheating, including plagiarism, will result in a zero (0) for the first occurrence. Any additional occurrences will lead to an "F" for the course.

Absences for College Sanctioned Athletic Events

Playing a college sport is a demanding and rewarding experience. If you are a student athlete, please inform me of any classes you will miss due to a sporting event. To be excused from class, I require an email or some form of official documentation from your coach or another appropriate official. Please email **before** your absence so we can discuss any work that needs to be made up for class.

The Writing Center

The Writing Center is staffed by trained consultants who can assist you with the writing process or citations (including footnotes). You can set up synchronous or asynchronous meetings with a writing consultant either by email (writingcenter@worcester.edu) or by our office phone (508-929-8112). The writing center is open Monday to Tuesdays from 9 am to 6 pm and Fridays from 9 am to 1 pm.

Accessibility

WSU is committed to providing equitable access and appropriate accommodations within courses and programs for students with disabilities. If you have a disability that requires reasonable accommodation, please visit the Student Accessibility Services' website (<https://www.worcester.edu/Student-Accessibility-Services/>), contact them at SAS@worchester.edu, or call 508-929-8733. They are located in Suite 131 of the Administration Building. Please be aware that accommodations cannot be enacted retroactively.

If you require accommodation, please email me the relevant paperwork before the end of the third week of classes.



Inclement Weather



The Worcester State University inclement weather policy governs the cancellation of classes. Please sign up for the RAVE alert system on the WSU website to receive emergency notifications—including campus closings due to weather—on your cell phone and through email. In certain rare instances, inclement weather that does not lead to the cancellation of classes may force me to shift the day's class to Zoom since I live more than an hour away from the University.

Resources Available to Students

Mental Health: The Worcester State University Counseling Center offers confidential, therapeutic support to students with mental health concerns and/or facing pressures unique to college students. Services are also provided to students who are in crisis. If you would like to seek these free services, you can contact the center directly via email at counseling_WSU@worchester.edu or via telephone at (508) 929-8072.

The Student Emergency Fund was created to assist WSU students who encounter an unforeseen financial emergency or catastrophic event that would otherwise prevent them from continuing their education at Worcester State University.

- [How to Apply for Emergency Funds:](#) Email studentaffairs@worchester.edu or call (508) 929-8077 with questions. For more information or to apply, go to <https://www.worcester.edu/Student-Emergency-Fund/>.



Voting

The preservation of democracy depends on the active participation of citizens at the ballot box. American democracy is built on the principle that power is derived from the consent of the governed, meaning that candidates who win elections are vested with the power to govern (make laws). The January 6 insurrection and other recent debates about the preservation of democracy provide powerful illustrations of why voting and active civic engagement are crucial to the promotion of equality and justice in all of its forms. Exercise your voice at the

ballot box by registering to vote and participate in the democratic process. Information on how to do so can be found using the following links:

Residents of Massachusetts can register to vote at: <https://www.sec.state.ma.us/ovr/>

Residents of all other states can find out how to register to vote at: <https://www.usa.gov/register-to-vote>

- Please note that you can vote by absentee ballot if you are attending college outside of the state in which you are a resident. Learn about the process of requesting an absentee ballot at: <https://www.usa.gov/absentee-voting>.

Policy on the Distribution of Course Lectures/Materials

Whether delivered in-person, virtually, or by another means, lectures and other comments by instructors are their intellectual property. Without written permission, student audio recording, video recording, photographing, or creating verbatim transcripts of any portion of what transpires in a course, including a class meeting held on Zoom or another online platform, is prohibited. Furthermore, the use of any permitted recordings or transcripts is limited to their educational purpose in a course, as determined by the instructor.

- Unless otherwise indicated, all course materials, including but not limited to video recordings, audio recordings, transcripts, physical documents, electronic documents, and creative works, are the intellectual property of the instructor and/or Worcester State University. Course materials can be used only for individual educational purposes within the course, as defined by the instructor. Disseminating course materials to the broader public is prohibited without authorization.
- Several websites offer students opportunities to share course materials from their classes and to access course materials posted by others. Unless another copyright holder is indicated, all hardcopy and electronic course materials are copyrighted by the course instructor and/or Worcester State University, whether this is stated on the given material or not. **Any sharing of course materials through a website or other means outside of the approved activity of the course as determined by the instructor and without the instructor's express written permission is prohibited and may subject the individual sharing that material to discipline pursuant to the Worcester State Student Code of Conduct.**

Course Schedule

- Any assigned readings for Thursday discussions must be completed before coming to class -

You are responsible for all material presented in class, including any announcements and/or changes to class policies or the course schedule. Please speak with me if you are having a difficult time with the course!

Week 1: Course Introduction

Thursday,
September 7

Course Introduction

Week 2: Revolution and Counterrevolution

Tuesday,
September 12

Lecture: Reconstruction, Redemption, and the Rise of the Jim Crow South
Reading(s): *Give Me Liberty* (6th & 7th editions), Chapter 15

 A scanned copy of the assigned textbook pages for the first few weeks is available in the “Readings” section of Blackboard.

Thursday,
September 14

 Discussion

This week’s class will introduce Perusall, the discussion leadership, and Analyzing the Past assignments. Feel free to bring your laptop, smartphone, or tablet with you to class in order to sign up for Perusall; however, this is not a requirement. A video walkthrough of the Perusall sign up process will be available in the Perusall section of Blackboard.

**Thursday,
September 14**

Discussion Leadership Sign Up Form Distributed and Analyzing the Past Paper 1 Questions Posted

You will receive an email link to the discussion leadership sign up form. **Please fill out and submit the the form by 11:59 pm on Sunday, September 17.** Those who do not submit this form will be assigned a discussion leadership date. With the exception of an emergency, discussion leadership dates will not be changed once a schedule of discussion leadership dates are posted on Blackboard. Make sure to consult your syllabi for other courses, schedules for sports teams, or any other relevant schedules to avoid potential conflicts.

Week 3: The Gilded Age

Tuesday,
September 19

Lecture: The Crisis of Industrialization: The Industrial Revolution and Its Discontents
Reading: *Give Me Liberty* (6th & 7th editions), Chapter 16

Thursday,
September 21

 Discussion

Reading(s): The Knights of Labor, *Preamble and Declaration of Principles* (1878); Andrew Carnegie, *The Gospel of Wealth* (excerpt, 1890); The Populist Party’s Ocala Platform (excerpt, 1892); William Jennings Bryan, “Cross of Gold” (excerpt, 1896)

Week 4: From Settler Colonialism to Empire

<p>Tuesday, September 26</p>	<p>Lecture: American Imperialism</p> <p>Reading(s): <i>Give Me Liberty</i> (6th edition), pp. 676-687 <i>Give Me Liberty</i> (7th edition), pp. 678-691</p>
<p>Thursday, September 28</p>	<p>Discussion</p> <p>Reading(s): Priscilla Murolo, “Wars of Civilization: The US Army Contemplates Wounded Knee, the Pullman Strike, and the Philippine Insurrection”</p>
<p>Week 5: The Crisis of Industrialization Revisited</p>	
<p>Tuesday, October 3</p>	<p>Lecture: The Progressive Era</p> <p>Reading(s): <i>Give Me Liberty</i> (6th & 7th editions), Chapter 18</p>
<p>Thursday, October 5</p>	<p>Discussion</p> <p>Reading(s): Samuel Gompers, “What Does Labor Want?” (excerpt, 1890); Robert La Follette, “The Danger Threatening Representative Government” (excerpt, 1897); Jane Addams, “Child Labor and Pauperism” (excerpt, 1903); W.E.B. Du Bois, <i>The Souls of Black Folk</i> (excerpt, 1903); Theodore Roosevelt, “The New Nationalism,” (excerpt, 1910)</p>
<p>Week 6: The Great War and Its Aftermath</p>	
<p>Tuesday, October 10</p>	<p>Lecture: World War I and the Culture Wars of the 1920s</p> <p>Reading(s): <i>Give Me Liberty</i> (6th & 7th editions), Chapter 19</p>
<p>Thursday, October 12</p>	<p>Discussion</p> <p>Reading(s): David R. Colburn, “Rosewood and America in the Early Twentieth Century;” Walter White, “The Eruption of Tulsa”: An NAACP Official Investigates the Tulsa Race Riot” (1921).</p>
<p>ASSIGNMENT DUE Thursday, October 12</p>	<p><u>First Analyzing the Past Paper Due</u></p> <p>In order to receive full credit, your paper must be submitted to the “Analyzing the Past, Paper 1” submission portal no later than 11:59 pm. All late papers will be penalized 1/3 of a letter grade per day, weekends included.</p>
<p>Week 7: Paradigm Shift</p>	
<p>Tuesday, October 17</p>	<p>Lecture: The Great Depression</p> <p>Reading(s): <i>Give Me Liberty</i> (6th & 7th editions), Chapter 21</p>
<p>Tuesday, October 17</p>	<p><u>Analyzing the Past Paper 2 Questions Posted</u></p> <p>The questions for the second Analyzing the Past paper will be posted in the “Analyzing the Past” section of Blackboard by 11:59 pm. Read the instructions, select one of the questions, and make sure to provide yourself with enough time to write a thoughtful persuasive essay that presents a clear thesis supported by a variety of evidence.</p>

Thursday, October 19	<p> Discussion</p> <p>Reading(s): Meridel Lesueur, “Women on the Breadlines” (1932); Franklin Roosevelt’s First Inaugural Address (excerpt, 1932); Franklin Roosevelt’s Acceptance Speech at the Democratic National Convention (excerpt, 1936).</p> <p>Explore “Mapping Inequality: Redlining in New Deal America,” available at: https://dsl.richmond.edu/panorama/redlining/#loc=5/39.1/-94.58. Search cities throughout the United States in the top right hand corner.</p>
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Week 8: A New International Order

Tuesday, October 24	<p>Lecture: World War II</p> <p>Reading(s): <i>Give Me Liberty</i> (6th & 7th editions), Chapter 22</p>
Thursday, October 26	<p>Lecture: Containing Communism: The American Superpower Emerges</p> <p>Reading(s): <i>Give Me Liberty</i> (6th & 7th editions), Chapter 23</p> <p> NOTE: In order to complete all of the material this semester, this week is devoted entirely to lecture; therefore, we will meet asynchronously on both Tuesday and Thursday. Email with any questions.</p>

Week 9: Affluence and Anxiety

Tuesday, October 31	<p>Lecture: The Cold War Evolves: The 1950s</p> <p>Reading(s): <i>Give Me Liberty</i> (6th & 7th editions), Chapter 24</p>
Thursday, November 2	<p> Discussion</p> <p>Reading(s): Margaret Chase Smith, “Declaration of Conscience” (excerpt, 1950); <i>Brown v. Board of Education</i> (excerpt, 1954); Dwight Eisenhower, “Farewell Address (excerpt, 1961)</p>

<p>ASSIGNMENT DUE Thursday, November 2</p>	<p><u>Second Analyzing the Past Paper Due</u></p> <p>In order to receive full credit, your paper must be submitted to the “Analyzing the Past, Paper 2” submission portal no later than 11:59 pm. All late papers will be penalized 1/3 of a letter grade per day, weekends included.</p>
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Week 10: The Long March to Freedom

Tuesday, November 7	<p>Lecture: The Second Reconstruction</p> <p>Reading(s): <i>Give Me Liberty</i> (6th edition), pp. 985-994 <i>Give Me Liberty</i> (7th edition), pp. 991-1000</p>
<p>Tuesday, November 7</p>	<p><u>Analyzing the Past Paper 3 Questions Posted</u></p> <p>In order to receive full credit, your paper must be submitted to the “Analyzing the Past: Paper 2” submission portal no later than 11:59 pm. All late papers will be penalized 1/3 of a letter grade per day, weekends included. For example, submitting your essay one day late means that an A- is the highest grade you can earn).</p>

Thursday, November 9	<p>Discussion</p> <p>Reading(s): John F. Kennedy, “Address on Civil Rights” (excerpt, 1963); Martin Luther King Jr’s Letter from Birmingham Jail (excerpt, 1963); Martin Luther King Jr, “I Have a Dream” (excerpt, 1963); John Lewis, Speech at the March on Washington (1963).</p>
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Week 11: At the Breaking Point

Tuesday, November 14	<p>Lecture: A Generation in Rebellion</p> <p>Reading(s): No Reading</p>
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Thursday, November 16	<p>Discussion</p> <p>Reading(s): Students for a Democratic Society, “The Port Huron Statement” (excerpt, 1962); Betty Friedan, <i>The Feminine Mystique</i> (excerpt, 1963); Mario Savio, “An End to History” (excerpt, 1964); Stokely Carmichael, Black Power Speech at UC Berkeley (excerpt, 1966).</p>
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Week 12: The Vietnam War

Tuesday, November 21	<p>Lecture: Hawks and Doves: The Vietnam War</p> <p>Reading(s): <i>Give Me Liberty</i> (6th edition), pp. 1005-1030 <i>Give Me Liberty</i> (7th edition), pp. 1002-1036</p>
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<p>ASSIGNMENT DUE Tuesday, November 21</p>	<p>Third Analyzing the Past Paper Due</p> <p>In order to receive full credit, your paper must be submitted to the “Analyzing the Past, Paper 3” submission portal no later than 11:59 pm. All late papers will be penalized 1/3 of a letter grade per day, weekends included.</p>
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<p>Thursday, November 23</p>	
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Week 14: The Counterrevolution of Movement Conservatism

Tuesday, November 28	<p>Lecture: Movement Conservatism and Its Discontents</p> <p>Reading(s): <i>Give Me Liberty</i> (6th & 7th editions), Chapter 26</p>
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<p>Tuesday, November 28</p>	<p>Analyzing the Past Paper 4 Questions Posted</p> <p>The questions for the fourth Analyzing the Past paper will be posted in the “Analyzing the Past” section of Blackboard by 11:59 pm. Read the instructions, select one of the questions, and make sure to provide yourself with enough time to write a thoughtful persuasive essay that presents a clear thesis supported by a variety of evidence. Consult the Writing History handout for the finer details on how to compose a persuasive essay, my general exceptions, and to see the rubric that will be used to grade all the Analyzing the Past papers.</p>
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<p>Thursday, November 30</p>	<p>Discussion</p> <p>Reading(s): “No More Vietnams’ from Christian G. Appy’s <i>American Reckoning: the Vietnam War and our National Identity</i> (2015).</p>
<p>Week 15: The Recent Past</p>	
<p>Tuesday, December 5</p>	<p>Lecture: Conflicting Visions: Post-Cold War America</p> <p>Reading(s): <i>Give Me Liberty</i> (6th & 7th editions), Chapters 27 & 28</p>
<p>Thursday, December 7</p>	<p>Discussion</p> <p>Reading(s): Garrett Chase, “The Early History of the Black Lives Matter Movement, and the Implications Thereof,” <i>Nevada Law Journal</i> (2018)</p>
<p>ASSIGNMENT DUE Tuesday, December 19</p>	<p><u>Final Analyzing the Past Paper due NO LATER than 11:59 pm on December 19</u></p> <p>The fourth Analyzing the Past paper takes the place of a traditional final exam. As a result, we will not be meeting during the scheduled final exam period set by the Registrar’s Office. With the exception of a documented emergency, any essay submitted after 11:59 pm on December 19 will earn a 0.</p>