

HIST 177: United States since 1877

Fall 2023 | CBB 165

177-02: TTh, 8-9:15am

177-03: TTh, 9:30-10:45am

Instructor: Dr. Cory Haala

Office: Collins Classroom Center 461

Office Hours: MW 12-3pm, post-5pm by appointment

Email: chaala@uwsp.edu – please read Laura Portwood-Stacer, “[How to Email Your Professor \(without being annoying AF\)](#)” to send effective emails that make the most of both our time!



Guidelines, Grading, and Administration Information

Course Description

Many debates over America’s cultural and national identity have their origins in the historical events of the late 19th and 20th century. As modern America argues over the significance of Confederate monuments, the definition of equal rights, and the inclusivity of citizenship, we look to American history for historical context and continuity within these debates. By highlighting themes of race, ethnicity, gender, class, and region, we better understand not only these broad themes in American history, but our own roles in the making and shaping of modern events.

This class will prepare you to develop your own interpretations of American history. While that is a large task, this course will break it down into five sets of conceptual and analytical skills. You will learn to:

1. Read and contextualize various types of historical sources.
2. Identify and question general assumptions about history.
3. Analyze selected events, trends, and issues that historians agree are important.
4. Develop analytic writing skills.
5. Construct an original historical argument based on evidence.

As this is a mixed lecture- and discussion-based class, I will model how to analyze sources and build arguments through historical events and trends. Interaction and thoughtful communication, though, are vital to a liberal arts education. You will hone your analytic skills through written assignments and in-class discussions. I expect you to learn *how* to think about American history, not *what* to think about it.

Administrative Information

Assignments and Grading

<u>Assignment</u>	<u>Points</u>	<u>Letter Grade (%)</u>
Map Quiz	25	A 93-100
Office Hours Visit (x2)	25	A- 90-92.9
Writing Analyses	100	B+ 87.5-89.9
Midterm Exam	150	B 83-87.4
Citizen-Historian Proposal	50	B- 80-82.9
Citizen-Historian Project	200	C+ 77.5-79.9
Final Exam	250	C 73-77.4
Attendance/Discussions	150	C- 70-72.9
Total Points	950	D 60-69.9
		F <59.9

<u>Assignment Name:</u>	<u>Due Date:</u>	<u>Points:</u>
Map Quiz	9/14	25
Midterm and Office Hours Visit #1	10/17	150 12.5
Writing #1	11/2	50
CHP Proposal	11/21	50
Writing #2	11/30	50
CHP Final	12/12	200
Final Exam Office Hours Visit #2	TBD	250 12.5

The Map Quiz will be given at the start of the semester to ensure students have familiarized themselves with American geographic landmarks like cities, waterways, mountains, political boundaries, etc.

The Office Hours Visit is exactly what it sounds like – **at least once before AND at least once after the Midterm Exam** (see below), send an appropriate email (see bullet points below), schedule a time, and visit with me in my office (CCC 461) for ~10 minutes. This can include a conversation about materials you may have missed, questions you have about the class, assignments you might want help on, experiences you're having in my class or elsewhere at Point, or *anything* you'd like to talk about. No agenda, just a chance to get to know one another and demystify the professor-student experience. (Plus, I mean...a basically-free 2.5% of your grade.)

Before you visit, though, please make note of a few things:

- **When emailing me:** Please make the subject line *exactly* "HIST 177 Office Hours Visit" (no quotation marks). This helps me keep all your requests in a special inbox folder and make sure no one gets missed.
- Please schedule a time to talk—I have 120 students across three sections of HIST 177! My office hours and tips for sending an email can be found at the top of the syllabus.
- If a meeting at my office presents an issue, email me and we'll figure something out! I'm happy to meet at a coffee shop on campus, if that's more comfortable for you and possible with my schedule.
- Two visits at 12.5 pts/ea. = 25 points. **No make-ups** – if you miss your "before Midterm" visit, you can't make it up in the second half of the class. Plan accordingly!
- See a full schedule of available appointments [at this link](#).

Writing Analyses: At times noted on the syllabus, students will provide a response to a prompt on Canvas, explicitly referencing assigned readings and following conventions of proper grammar, spelling, and analysis. We use a general format for these writing assignments:

Paragraph: This is an analytic writing assignment that directly answers one or more question(s) posed in a prompt. It should meet these criteria:

- No fewer than 200 words, no more than 500.
- Contain an analytic thesis and use the primary sources assigned either through quotations and citations (not counted in the final word count) or allusions to the primary sources.
- Follow appropriate grammatical conventions.

There are two (2) of these assigned worth 50 points each. Special guidelines for each paragraph, plus a rubric, will be posted to Canvas.

Midterm and Final: These exams will test your factual knowledge (of events, trends, issues, etc.) from lectures and your ability to construct an historical argument. It will consist of three sections: (1) ID terms; (2) an essay based largely on lecture material; and (3) an application essay that presents you with a major problem in U.S. history and asks you to make an analytic, document-based argument. The final will include follow-up questions that prompt you to interpret the last 150 years of American history in your own way. For each exam, I will post a comprehensive study guide with an explanation of grading criteria on the course website in advance. The only parts of the final that *will* be cumulative are the follow-up questions. ***These exams cannot be made up; note where they are on the schedule and plan accordingly.***

Citizen-Historian Project: Many history projects, from the Living New Deal project to the National Archives and beyond, require the help of community members to identify, transcribe, or map historical sources and records. As we use a number of these resources in our primary source discussions, this is our chance to give back to the scholarly community and *be* historians ourselves. This project will incorporate multiple primary sources and formats—physical locations, speeches, newspaper articles, oral histories, and more—and require students to help make these resources available to future generations. I will post project guidelines to Canvas.

This project will consist of two parts:

- (1) Students submit a Citizen-Historian Proposal by the beginning of Week 12. It includes a one-page description of primary source(s) to be used, identifies a specific secondary source to provide historical context, and includes 3-4 sentences on the choice of project and its historical impact. [50 points]
- (2) At the beginning of Week 15, students submit the required writing and documentation for the project—note that there are different requirements but similar writing commitments for the various types of project. These include a 250-word description of the primary source, site, or transcript you have chosen, along with a 500-750-word reaction to the project. [200 points]

All papers should be in 11- or 12-point, Times New Roman font, with Chicago Style (Notes and Bibliography) footnotes. See the [Chicago Manual of Style Online](#) for the complete guide. Students are also encouraged to make use of the [Tutoring-Learning Center](#), which provides consultations and appointments to help with scholarly writing and is located in CCC 234 or via an [Online Writing Lab request](#).

Other Guidelines:

- Late papers will not be accepted except in cases approved by me before the deadline. If you know you will be absent when an assignment is due, *it is your responsibility to submit it electronically on that day or earlier*. Only in genuine emergencies will you be allowed to make up exams.
 - That sounds a *lot* more intense than it is – if something comes up? Please let me know! Unless you've neglected the work, we can work it out. I can be understanding if you communicate!
- I will field email questions on exams and assignments due until **10pm** the night before.
- While grades are a touchy subject, they're part of the learning process! The grade you've earned does not reflect how I feel about you as a person – please know that some truly wonderful people have earned Ds, and some pretty terrible people have earned As!
- Regarding questions or problems concerning grades, I require a 24-hour moratorium on discussing papers and exams. Use this time to read my comments completely and consider them fully. If you would then like to discuss the grade, please contact me! We can have an open and adult conversation about the grading process, expectations for historical writing and analysis, and any disconnects between us.

Attendance, Participation, and Safety Measures

Attendance and Participation:

Students are expected to attend each class and all other class activities. It is your responsibility to make sure your presence is noted – please make every effort to attend class. However, as 2020 taught us: **Stay home if you feel ill**. If you do need to miss class because illness, injury, family emergency, or school activity necessitates it, please contact me privately. I reserve the right to introduce a sign-in sheet and/or assigned seats as needed.

However, attendance is not enough. *Active participation* is required, including asking questions, offering opinions, and responding to others' thoughts in written, spoken, and visual formats. Some classes include small-scale discussions of assigned sources. I take exceptional participation into account for final grades.

Absences may be excused as provided by UW-Stevens Point 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.

Readings

Required Readings: As this course is designed to hone your historical skills by reading and analyzing primary sources, there are *no assigned books to purchase*. My lectures and the course textbook, *The*

American Yawp (see below), will function as your sources of historical narrative. All assigned readings can be found on the course website under the week they are assigned.

Textbook: Our OPTIONAL course textbook is *American Yawp*, a free, online, collaboratively edited textbook written by historians rivaling any you would purchase for a good deal of money.

Electronics Policy

Computers will be allowed in class only for purposes of note-taking and viewing assigned resources. Many in-class assignments and discussions make use of Google Drive—please use a compatible device or see me to make arrangements. Use of phones and any other electronic devices for personal business is not tolerated. Please be mentally present for our 2.5 hours together each week. If you are using laptops for any purpose other than note-taking, you will lose points from your attendance/participation grade.

Log in at <https://www3.uwsp.edu/canvas/Pages/default.aspx> to access Canvas.

Please check and use your school-issued email for communications related to this course. To access this email, **login** to your Microsoft 365 account with your UWSP credentials. ***Your UWSP-assigned email is the only email to which I will send all class-related communications; please check it daily.***

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 Accessibility Center. 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.

This course requires posting of work online [*in Google Drive only*] that is viewable only by your classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for online programs. The instructor of this course will not share your academic records (grades, student IDs). Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments, you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. Examples of additional risks include data mining by the company providing the service, selling of your email to third parties, and release of ownership of data shared through the tool. If you elect to not participate in these online assignments due to confidentiality concerns, then an alternate assignment will be offered to you

Academic Dishonesty and Artificial Intelligence

At UW-Stevens Point and in all courses, we place great emphasis on academic integrity and honesty. Plagiarism, fabrication, cheating, helping others commit these acts, and any form of dishonesty compromise the educational process and devalue the achievements of all students. All work you submit must be original and completed individually unless collaboration is explicitly allowed. Always acknowledge your sources, cite appropriately, and give credit where it's due. If instances of alleged academic dishonesty are identified, appropriate actions will be taken in accordance with the institution's policies (UWSP Chapter 14). These actions could include revising the assignment, receiving a lower grade or no credit for the assignment, receiving a lower grade for the entire course, or facing greater academic consequences.

If you are unsure if something might be considered academic misconduct, you are struggling to understand the content or an assignment, or you have fallen behind for whatever reason, please contact your instructor as soon as

possible. By nurturing a community of support, honesty, and respect, we ensure that academic pursuits and your experiences at UW-Stevens Point are both meaningful and genuine.

All forms of academic dishonesty including, but not limited to, cheating, plagiarism, fraud, and unauthorized access to tests and assignments are strictly prohibited. Any words or ideas borrowed from another person or source, whether through a direct quotation or through paraphrasing, must be cited properly to avoid plagiarism. Please familiarize yourself with plagiarism and how to avoid it:

- <https://www3.uwsp.edu/dos/Pages/Student-Conduct.aspx>
- <http://www.uwsp.edu/dos/Documents/CommunityRights.pdf>.

Failure to abide by the rules set forth in those policies will lead to appropriate grade action, up to and including failing the course and reporting of any such incidents to the relevant University offices. **DO NOT PLAGIARIZE!**

Artificial intelligence (AI) language models, such as ChatGPT, and online assignment help tools, such as Chegg, are examples of online learning support platforms: they can not be used for course assignments. The following actions are prohibited in this course:

- Submitting all or any part of an assignment statement to an online learning support platform;
- Incorporating any part of an AI generated response in an assignment;
- Using AI to brainstorm, formulate arguments, or template ideas for assignments;
- Using AI to summarize or contextualize source materials;
- Submitting your own work for this class to an online learning support platform for iteration or improvement. That includes Grammarly and other writing-refining softwares.

Any assignment content composed by any resource—human or digital—other than you must be attributed to the source through proper citation. Unattributed use of online learning support platforms and unauthorized sharing of instructional property are forms of academic dishonesty and will be treated as such.

Accessibility and Other Needs

If you have a learning or physical challenge that requires accommodation, please contact the Disability and Assistive Technology Center as early as possible. They will then notify me privately of the accommodations that will facilitate your success in the course. Their office is located on the 6th floor of the LRC
Voice: 715-346-3365, TTY: 715-346-3362.

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies and resources, see: <https://www.uwsp.edu/datc/Pages/default.aspx>

Syllabus Changes

Please note that the instructor may need to make modifications to the course syllabus and may do so at any time. Notice of such changes will be announced as quickly as possible through email and Canvas as available.

Schedule of Readings and Classes

Tips for using the schedule:

- **Date and Format:** Lecture dates and topics are found left-justified. For example:
8/24: Reconstruction and Jim Crow, 1865-1877
- **Assignments:** All assignments will be italicized immediately under the Week number and theme. They are due at the beginning of class under which they are listed.
- **Readings:** All assigned readings are listed and hyperlinked on Canvas. **Check the corresponding week in Canvas for up-to-date readings and sign-up sheets.** All bulleted readings should be completed by that day's lecture unless otherwise specified.
- **This schedule is subject to change -- the most up-to-date readings will always be found on the Week modules in Canvas.**

Week 1: Introduction, America in 1877

Optional Textbook: *American Yawp*, Ch. [15](#) + [17.2](#)

9/5: The Republican Blueprint: Expansion, Economics, and Government to 1877 {US2.1}

- "The Future of the West," *Smoky Hill and Republican Union* (Junction City, KS), May 29, 1862 [[Library of Congress](#) – found in the middle of the page. Zoom in!]

9/7: Reconstruction and Jim Crow, 1865-1877 {US2.2}

Assign pictures from How the Other Half Lives for 9/14 class.

- Mississippi Freedman to the Mississippi Freedmen's Bureau Assistant Commissioner, Jan. 25, 1866 [[Freedmen and Southern Society](#)]
- Frederick Douglass, "Speech delivered in Madison Square, New York, Decoration Day," 1877. [[American Yawp Reader](#)]
- **Explore:** [The Valley of the Shadow](#)

Week 2: Industrial Capitalism and Labor

Optional Textbook: *American Yawp*, Ch. [16](#)

9/12: The Gilded Age: Oil, Steel, Rail, and Immigration {US2.3}

Assign pictures from How the Other Half Lives for 9/18 class.

- "Remarks by Susan B. Anthony in the Circuit Court of the United States for the Northern District of New York," June 19, 1873, pp. 45-50. [[PDF](#)]

9/14: The Gilded Age: Oil, Steel, Rail, and Immigration – LECTURE + DISCUSSION

IN-CLASS: GRADED DISCUSSION – BRING YOUR LAPTOP

MAP QUIZ - start of class (15 mins.)

- Andrew Carnegie, "Wealth" [[Swarthmore](#)]
- Jacob Riis, *How the Other Half Lives* [[Gutenberg Project](#)]: Intro-Ch. 1 + Assigned Picture
- Online exhibit: Tenement Museum [[Washington Post](#)]

Week 3: Region, Reaction, Revolt, and Empire

American Yawp, Ch. [18.4](#), [17.3-8](#)

9/19: Reaction, Region, and Revolt to 1900: The Midwest, South, and West [US2.4-6]

The Midwest and the Politics of Farm and Labor, 1862-1900

- Grover Cleveland, "Veto of the Texas Seed Bill" (1887). [[Mises Institute](#)]
- "Omaha Platform" (1892). [[History Matters](#)]

The South and the Question of Race, 1877-1900

- Henry Grady on the New South, 1886 [[AY Reader](#)]
- Booker T. Washington, "Atlanta Compromise Speech," [[History Matters](#)]

- W.E.B. DuBois, “Of Mr. Booker T. Washington and Others,” *The Souls of Black Folk* [[Gutenberg Project](#)]

9/21: The West and the Myth of Frontier: Natives and Borderlands, 1862-1900 [US2.4-6]

- Read...
 - o Excerpts from Frederick Jackson Turner, “The Significance of the Frontier in American History” [[AHA](#)] – to “Stages of Frontier Advance”
 - o Clippings on Bellingham Riots [[“The Hindu in the Northwest”, 1908](#)]
 - o William Jennings Bryan, “Cross of Gold” speech, 1896. [[History Matters](#)]
- And explore...
 - o [Carlisle Indian School Digital Resource Center](#)
 - o [Land Grab U](#)

Week 4: Region, Reaction, Revolt, and Empire

American Yawp, Ch. [18.1-3](#), [19](#)

9/26: The Burden of Empire: The United States at Home and Abroad, 1893-1903 [US2.7]

- James D. Phelan, “Why the Chinese Should Be Excluded,” 1901 [[AYR](#)]
- General James Rusling, “Interview with President William McKinley,” *The Christian Advocate* 22 January 1903, 17. [[American Yawp Reader](#)]

9/28: In the States: Temperance, Tenements, and the Wisconsin Idea [US2.8]

- Daniel H. Burnham, *Plan of Chicago* (Chicago: Commercial Club, 1909): 61-78. [[Online Archive](#)]
- Jane Addams, “The Subjective Necessity of Social Settlements,” *Twenty Years at Hull House* (Macmillan, 1910): 94-100. [[Google Drive](#)]
- Robert La Follette campaign literature [[Wisconsin Historical Society](#)]

Week 5: The Progressive Era: 1900-1920

American Yawp, Ch. [20](#)

10/3: In the Nation: Square Deals, the New Nationalism, and New Freedoms [US2.9]

[IN-CLASS: GRADED DISCUSSION – BRING YOUR LAPTOP](#)

- Excerpt, Theodore Roosevelt “New Nationalism” speech [[White House Archive](#)]
- Woodrow Wilson, *The New Freedom* (1913) [[Google Drive](#)]
- Niagara Movement: “Declaration of Principles,” 1905 [[UMass](#)]

10/5: In the Nation: Square Deals, the New Nationalism, and New Freedoms, cont.

Week 6: World War I and Backlash

American Yawp, Chs. [21-22](#)

10/10: America, the Great War, and the International Order [US2.10]

- Woodrow Wilson, “Making the World Safe for Democracy” [[History Matters](#)]
- Senator Ellison DuRant, “Shut the Door” [[History Matters](#)]

10/12: The Limits of Progressivism: Normalcy and the 1920s [US2.11]

- Warren G. Harding, “Return to Normalcy” [[American Yawp](#)]
- **Explore:** [Clash of Cultures in the 1910s and 1920s](#) [OSU]

Weeks 7-8: Great Depressions and New Deals

American Yawp, Ch. [23](#)

10/17: MIDTERM EXAM

10/19: ARCHIVES DAY – stay tuned for instructions

10/24: Normalcy No More: Mass Culture and the Great Crash [US2.12]

- Herbert Hoover, “Principles and Ideals of the United States Government,” October 22, 1928 [[Miller Center Presidential Speeches](#)]

10/26: “We Can Take It!”: The New Deal and Rebuilding America [US2.14]

IN-CLASS: GRADED DISCUSSION – BRING YOUR LAPTOP

- Franklin D. Roosevelt, Inaugural Address, March 4, 1933: [[Presidency Project](#)]
- American Liberty League pamphlet, 1935 [[DPLA](#)]
- Frederick K. Johnson, “The Civilian Conservation Corps: A New Deal for Youth,” *Minnesota History* (Fall 1983), 295-302: [[MNHS Collections](#)]
- Emma Tenayuca oral history: 1938 San Antonio Pecan Shellers Strike [[PDF](#)]
- Interview with Sam Thompson and Willie O’Neal, June 19, 2000, 1-19. [[UF](#)]
- **Peruse:** Southern Tenant Farmers Union images [[UNC Libraries](#)]

Week 9: The New Deal and World War II

American Yawp, Ch. [24](#)

10/31: World War II and the International Order, 1939-1945 [US2.15, watch by 3/20]

Citizen-Historian Project assigned

- Henry Luce, “The American Century,” 1945 [[UMich](#)]
- Franklin D. Roosevelt’s Statement on the G.I. Bill, June 22, 1944 [[Marist](#)]
- A. Phillip Randolph, “The Call to Negro America to March on Washington,” *Black Worker* 14, May 1941. [[W.W. Norton](#)]
- Rose Nieda oral history, May 13, 2005, Parts 2-3 [[Telling Stories](#)]

11/2: The Beginning of the Cold War [US2.16-17]

Due: Paragraph #1, uploaded to Canvas by the start of class.

- Truman Doctrine, 1947 [[Avalon Project](#)]
- IV. The Underlying Conflict in the Realm of Ideas and Values Between the U.S. Purpose and the Kremlin Design,” NSC-68 [[Mount Holyoke](#)]
- Paul Robeson, Speech at Madison Square Garden, October 24, 1950 [[UMass](#)]
- Douglas MacArthur, “Old Soldiers Never Die” [[SHSI](#)]

Week 10: Conformity and Conservatism? The Complicated 1950s

American Yawp, Ch. [25](#)

11/7: Culture and the Cold War: Creating “The American Way” [US2.16-17]

- Joseph McCarthy, “Enemies from Within” [[History Matters](#)]
- Judith Adkins, “‘These People Are Frightened to Death’: Congressional Investigations and the Lavender Scare,” *Prologue Magazine* vol. 48, no. 2 (Summer 2016): Online. [[National Archives](#)]
- Skim (it’s context for the video): Richard M. Fried, “Springtime for Stalin: Mosinee’s ‘Day Under Communism’ As Cold War Pageantry,” *Wisconsin Magazine of History* vol. 77, no. 2 (Winter 1993-94), 82-108. [[WHS Online](#)]
 - “Reds Take Over Wisconsin” [[YouTube](#)]

11/9: A Nation of Freeways and Suburbs: Conformity and the 50s

IN-CLASS: GRADED DISCUSSION – BRING YOUR LAPTOP

- Ozzie and Harriet, “The Play’s the Thing” (1953) [[YouTube](#)]
- Thomas B. Morgan, “The Wham in Pro Football,” *Esquire* (1959) [[PDF](#)]

- Betty Friedan, *The Feminine Mystique* (1963): 15-32. [PDF]
- **Peruse:** [Bracero Archive](#) + “The Bracero Program and its Aftermath,” The Assembly Committee on Agriculture, April 1, 1965 [Calisphere]
- **In Class Resources to Be Used:**
 - o “Mapping Inequality” [https://dsl.richmond.edu/panorama/redlining/]
 - o “Mapping Prejudice Project” [https://www.mappingprejudice.org/]

Week 11: Conformity and Conservatism? The Complicated 1950s and Civil Rights, Continued
American Yawp, Ch. 26-27

11/14: Guns and Butter: The New Frontier, the Great Society, and the Cold War

- JFK speech to the 1960 DNC, July 15, 1960 [Video and Transcript]
- LBJ on Voting Rights and the American Promise (1965) [YouTube – full text here, beginning at heading “The Need for Action”]
- **Source Repository:** Select one of the “Black Freedom Movements” besides the NAACP from [Mapping American Social Movements](#)

11/16: From *Brown v. Board* to Black Power

- “Nine From Little Rock,” 1964 [C-SPAN]
- King, Jr., “Letter from a Birmingham Jail,” April 16, 1963 [Penn]
- Malcolm X, “The Ballot or the Bullet,” 1964 [Digital History]
- King, Jr., “Beyond Vietnam,” April 4, 1967 [CRMVet]
- Martin Luther King, “I’ve Been to the Mountaintop,” April 3, 1968 [Vimeo]

Week 12: Civil Rights and the Limits of Liberalism, 1954-1974

American Yawp: Ch. 28.1-4

11/21: From the Great Society to Chicago: 1968

CITIZEN-HISTORIAN PROPOSAL DUE, submitted to Canvas by start of class on 11/21.

- National Organization of Women, “Statement of Purpose,” 1966 [NOW]
- Selection from Tim O’Brien, *The Things They Carried*: 10-26, 33-47 [PDF]
- “Interview with Jessie De La Cruz,” November 29-30, 2003. [UCSD]
- Felice Picano interview, March 2016 [Stonewall History]
- American Indian Movement, “Trail of Broken Treaties,” October 1972 [AIM]
- Video, CSPAN, “1968 Democratic Convention” [C-SPAN video]
- **Source Repository:** New Left/Antiwar Movement History and Geography [UW]

11/23: NO CLASS [Thanksgiving]

WATCH OVER BREAK: Nixon and the End of American Innocence, 1968-1974

- Introduction, “Report of the National Advisory Commission on Civil Disorders: Summary of Report,” 1968. [Eisenhower Foundation]
- Richard Nixon’s “Silent Majority” speech, November 3, 1969 [C-SPAN]
- Richard Nixon’s resignation speech [YouTube]

Week 13: Disillusionment and the Rise of Reagan

American Yawp, Ch. 28.5-7

11/28: A Longer National Nightmare: Pardons, Petroleum, and Persia, 1974-1980

Primary source groups for next week’s discussion assigned in class!

- Jimmy Carter, “Address to the Nation on Energy and National Goals,” July 15, 1979 [YouTube: watch to 13:40, read along at: [PBS: American Experience](#)]
- *All in the Family*, “Archie Bunker on Democrats” [YouTube]

11/30: “Morning in America”: Ronald Reagan and the Triumph of the Individual

Due: Paragraph #2, turned in at the start of class.

- Reagan, “Inaugural Address” (January 20, 1981) [[YouTube](#): to 6:22, transcript [here](#)]
- Letter from Jerry Falwell (August 13, 1981) [[UNT](#)]
- Reagan, “Evil Empire Speech” (1983) [[Miller Center](#) for video/transcript]

Week 14: The Rainbow and the Saxophone

American Yawp, Ch. [28.8-9](#), [29](#)

12/5: DISCUSSION: Whose Morning? 1980-1992

IN-CLASS: GRADED DISCUSSION – BRING YOUR LAPTOP

- Playlist: 80s Protest Music [[Spotify](#)]

Students will SIGN UP AT THIS LINK for two of the following groups:

- African American History
 - Grandmaster Flash, “The Message” [[YouTube](#), [lyrics](#)]
 - Compare perspectives on Black “issues”:
 - *Atlanta Daily World* and *Baltimore Afro-American*, 1984-1988 [[Drive](#)]
 - “Falling Behind: A Report on How Blacks Have Fared Under the Reagan Policies,” prepared by the Center on Budget and Policy Priorities, October 1984, used by the 1984 Mondale presidential campaign [[Drive](#)]
 - “Video of Rodney King Beaten by Police Released” [[ABC News](#)]
 - “Los Angeles Riots”, *CNN* [[YouTube](#)]
- Asian American History
 - “Who Killed Vincent Chin?” [[Part 1](#), [Part 2](#)]
 - Articles from *Gidra: The XXth Anniversary Issue* (1990), at least pp. 1-5, 6, 10, 12, 15-17, 19, 38-42 [[Denshō](#) – beware large file size!]
 - Oshkosh High School, “Hmong Questionnaire”, November 1989 [[Google Drive](#)]
- Hispanic Americans
 - Arnoldo S. Torres, “The Struggle of the Hispanics,” *Chicago Tribune*, July 2, 1985 [[Chicago Tribune](#)]
 - Cesar Chavez, “Commonwealth Club Address,” 1984 [[UCSD](#)]
 - Skim MEChA de UW collection, focusing on documents from the late 1970s and early 1980s: [[UW](#)]
- Native Americans
 - *Lighting the 7th Fire* [[Internet Archive](#)]
 - Selections from *Lakota Times* [see Canvas]
- Women and Gender
 - “Statement on the Equal Rights Amendment”, pp. 1-4 [[HathiTrust](#)]
 - Letter on NOW organizing, August 27, 1985 [[Drive](#)]
 - Helen Reddy, “I Am Woman,” at Mobilize for Women’s Lives Rally (1989) [[YouTube](#)]
- LGBTQ:
 - “Early AIDS Patients Recount Their Experiences with the Disease” [[History Matters](#)]
 - “‘AIDS Is an Illness of People of Color’: Health Service Organizations Advocate Increased Funding to Prevent AIDS in Minority Communities,” 1987 [[History Matters](#)]
 - “AIDS is Everyone’s Problem,” [[YouTube](#)]
 - Skim issues of *Communique* from Prairie Lesbian/Gay Coalition, Fargo, ND, 1986-1990 -- identify organizing tactics [[Google Drive](#)]
- Family Farmers
 - Mike Moeller, “The Farm Crisis: Causes and Cures,” January 17, 1987. Box 8, Folder 3, Farm Crisis Committee Papers, Iowa State University [[Google Drive](#)]

- o Farm Aid 1985: watch through 16:40 [[YouTube](#)]
- o Farm Aid interview with Neil Young [[YouTube](#)]
- o Speech of Jim Hightower at the 1988 DNC [[C-SPAN](#)]

12/7: Boom, Bust, and a Blue Dress: The 1990s

- *The Arsenio Hall Show*, June 3, 1992: Watch through 38:00. [[YouTube](#)]
 - o Optional: Danny Spiegel, “Today in TV History: Bill Clinton and His Sax Visit Arsenio,” *TV Insider* online, June 3, 2015. [[URL](#)]
- “Bill Clinton on Free Trade and Financial Deregulation (1993-2000)” [[AYR](#)]
- “The Republican ‘Contract with America,’” 1994 [[OUP](#)]
- Famous Trials: The 1990s: *You are assigned to one of four groups. Read the trial background. What tensions does it show in American society? From the primary sources, in class, develop 6-8 quotes you believe demonstrate trial’s importance in U.S. history.*
 - o **Group 1:** [Ruby Ridge \(1993\)](#)
 - o **Group 2:** [O.J. Simpson \(1994\)](#)
 - o **Group 3:** [Clinton Impeachment \(1998\)](#)
 - o **Group 4:** [Matthew Shepard \(1999\)](#)
- *TO BE DETERMINED:* Putnam, “Bowling Alone: America’s Declining Social Capital,” *Journal of Democracy* 6, no. 1 (1995): 65-78. [[Web Archive](#)]

Week 15: From the Axis of Evil to Hope and Change

American Yawp, Ch. [30](#)

12/12: “Compassionate Conservatism”: The Bush Years, 2001-2009

CITIZEN-HISTORIAN PROJECT DUE, submitted to Canvas by start of class on 12/12.

- **On Your Own:** September 11 Digital Archive [<http://911digitalarchive.org/>]
- “Text of President Bush’s 2002 State of the Union Address” [[WP](#)]
- Maxwell Strachan, “The Definitive History of ‘George Bush Doesn’t Care About Black People,’” *Huffington Post*, August 28, 2015 [[HuffPost](#)]

12/14: “Hope and Change”: The Obama Generation, 2009-2016(?)

- Barack Obama, “Inaugural Address,” January 21, 2009 [[Obama WH](#)]
- Leah Sottile, “Cliven Bundy’s fight against the feds has roots in interpretation of Mormon scripture,” *Washington Post*, December 7, 2014 [[WaPo](#)]
- Molly Ball, “Why Hillary Clinton Lost,” *The Atlantic*, Nov. 15, 2016 [[URL](#)]

FINAL EXAM: FORMAT TBA

- Office of the Registrar will post Final Exam schedules
- Details will be posted on Canvas [TBD]