



Syllabus for HIST-9-K2607 (class)

Course Information

Semester & Year: Spring 2022

Course ID & Section #: HIST-9-K2607

Instructor's name: Ryder Dschida

Day/Time of required meetings: Fridays 9:00 a.m. – 12:10 p.m.

Location: Room 1

Course units: 3

Instructor Contact Information

Office location: Klamath-Trinity Campus

Office hours: 12:00 p.m. – 1:30 p.m.

Phone number: N/A

Email address: ryder-dschida@redwoods.edu

Catalog Description

An exploration in the history of the United States from the Reconstruction period after the Civil War to the present. Of special importance is how the social, cultural, political, diplomatic, technological/scientific, and economic relations and institutions changed over time. The course will also introduce students to the nature of historical interpretation and how to interpret sources written during the historical time periods investigated in the class.

Course Student Learning Outcomes *(from course outline of record)*

1. Analyze and assess the merits of various historical interpretations.
2. Apply secondary and/or primary source material to construct written and oral, logical, historical arguments.

Prerequisites/co-requisites/ recommended preparation

N/A

Accessibility

College of the Redwoods is committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor or [Disability Services and Programs for Students](#) (DSPS). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: 707-476-4280, student services building, 1st floor
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

If you are taking online classes DSPS will email approved accommodations for distance education classes to your instructor. In the case of face-to-face instruction, please present your written accommodation request to your instructor at least one week before the needed accommodation so that necessary

arrangements can be made. Last minute arrangements or post-test adjustments usually cannot be accommodated.

Student Support

Good information and clear communication about your needs will help you be successful. Please let your instructor know about any specific challenges or technology limitations that might affect your participation in class. College of the Redwoods wants every student to be successful.

Evaluation & Grading Policy

<i>Assignment Category</i>	<i>Point Value</i>	<i>Total Points</i>	<i>Percentage of Grade</i>
<i>Discussions 1-15</i>	20 each	250	28%
<i>Write-Arounds 1 & 2</i>	100 each	200	22%
<i>Exams 1, 2, & 3</i>	100 each	300	33%
<i>Personal Research Paper</i>	150	150	17%
<i>Total</i>	900	900	100%

1. Grades Defined:

A ≥ 935 points; A- = 900-934 points; B+ = 875-899 points; B = 835-874 points; B- = 800-834 points; C+ = 775-799 points; C = 735-774 points; C- = 700-734 points; D = 600-699 points; F ≤ 599 points

2. Make-up Work:

Students may make up an assignment – *except Discussions and Exams* – if they received half credit (50%) or less. The instructor will then create a new assignment.

If an assignment is turned in late, it is not eligible to for a make-up.

The make-up assignment will be due seven days – *one week* – from the date it was assigned. *There is no leniency on make-up work being late.* Please contact the instructor with questions, concerns, or comments regarding make-up work.

3. Late Work:

For each day late, the instructor will reduce the final grade of any given assignment by five percent (5%). Any assignment that is later than fourteen days – *two weeks* – from the assigned due date will automatically receive 50% credit, or less.

If an assignment is turned in late, it is not eligible to for a make-up.

The instructor will accept electronic submissions for late work but handing in work in-person is always the preferred method of delivery.

4. Course Content:

Please be aware that several subjects presented in this class may be difficult or even painful for students to process. If you are concerned about a particular topic, issue, or source, please contact me so that we may determine potential alternatives to aid you in your completion of the class.

5. Participation:

History thrives on careful research, skillful writing, and – most importantly – spirited debate. As such, students are expected to participate in-class by asking questions or by participating in in-class discussions and activities, as well as turning in assigned work. Engaging in these activities will not only help students succeed in this class, but in other academic ventures as well.

I urge students to contact me via e-mail if a major event surfaces so that I may be able to accommodate them. *Remember, if I am not informed, I cannot help.* If I have not heard from a student within twenty-four hours of class having ended, I will count an unexcused absence.

TL;dr – Do the assigned work for class. Be present in class. If you are not, I will know.

Admissions deadlines & enrollment policies

Spring 2022 Dates

- *Classes begin: 01/15/22*
- *Last day to add a class: 01/21/22*
- *Martin Luther King, Jr's Birthday (all campuses closed): 01/17/22*
- *Last day to drop without a W and receive a refund: 01/28/22*
- *Census date (or 20% into class duration): 01/31/22*
- *Last Day to file P/NP (only courses where this is an option) 02/11/22*
- *Lincoln's Birthday (all campuses closed): 02/18/22*
- *Presidents Day (all campuses closed): 02/21/22*
- *Last day to petition to graduate or apply for certificate: 03/03/22*
- *Spring Break (no classes): 03/14/22-03/19/22*
- *Last day for student-initiated W (no refund): 04/01/22*
- *Last day for faculty-initiated W (no refund): 04/01/22*
- *Final examinations: 05/07/22-05/13/22*
- *Semester ends: 05/13/22*
- *Grades available for transcript release: approximately 05/30/22*

Academic dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

Disruptive behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's

directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

Setting Your Preferred Name in Canvas

Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. This does not change your legal name in our records. See the [Student Information Update form](#).

Canvas Information

If using Canvas, include navigation instructions, tech support information, what Canvas is used for, and your expectation for how regularly students should check Canvas for your class.

Log into Canvas at <https://redwoods.instructure.com>

Password is your 8 digit birth date

For tech help, email its@redwoods.edu or call 707-476-4160

Canvas Help for students: <https://webapps.redwoods.edu/tutorial/>

Canvas online orientation workshop: [Canvas Student Orientation Course \(instructure.com\)](#)

Community College Student Health and Wellness

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges [Health & Wellness website](#).

[Wellness Central](#) is a free online health and wellness resource that is available 24/7 in your space at your pace.

Students seeking to request a counseling appointment for academic advising or general counseling can email counseling@redwoods.edu.

Emergency procedures / Everbridge

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones.

Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into WebAdvisor <https://webadvisor.redwoods.edu> and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or security@redwoods.edu if you have any questions. For more information see the [Redwoods Public Safety Page](#).

In an emergency that requires an evacuation of the building anywhere in the District:

- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building
- Keep streets and walkways clear for emergency vehicles and personnel

Do not leave campus, unless it has been deemed safe by the campus authorities.

Del Norte Campus Emergency Procedures

Please review the [Crescent City campus emergency map](#) for campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information, see the [Redwoods Public Safety Page](#).

Eureka Campus Emergency Procedures

Please review the [campus emergency map](#) for evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information on Public Safety go to the [Redwoods Public Safety Page](#). It is the responsibility of College of the Redwoods to protect life and property from the effects of emergencies within its own jurisdiction.

In the event of an emergency:

1. Evaluate the impact the emergency has on your activity/operation and take appropriate action.
2. Dial 911, to notify local agency support such as law enforcement or fire services.
3. Notify Public Safety 707-476-4111 and inform them of the situation, with as much relevant information as possible.
4. Public Safety shall relay threat information, warnings, and alerts through the Everbridge emergency alert system, Public address system, and when possible, updates on the college website, to ensure the school community is notified.
5. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet, (evacuation to a safe zone, shelter in place, lockdown, assist others if possible, cooperate with First Responders, etc.).
6. If safe to do so, notify key administrators, departments, and personnel.
7. Do not leave campus, unless it is necessary to preserve life and/or has been deemed safe by the person in command.

Klamath Trinity Campus Emergency Procedures

Please review the responsibilities of, and procedures used by, the College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to communicate to faculty, staff, students and the general public during an emergency. It is the responsibility of College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to protect life and property from the effects of emergency situations within its own jurisdiction.

1. In the event of an emergency, communication shall be the responsibility of the district employees on scene.
 - a. Dial 911, to notify local agency support such as law enforcement or fire services.

- b. If safe to do so, notify key administrators, departments, and personnel.
 - c. If safe to do so, personnel shall relay threat information, warnings, to ensure the school community is notified.
 - d. Contact 530-625-4821 to notify of situation.
 - e. Contact Hoopa Tribal Education Administration office 530-625-4413
 - f. Notify Public Safety 707-476-4111.
2. In the event of an emergency, the responsible district employee on scene will:
- a. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet.
 - b. Lock all doors and turn off lights if in lockdown due to an active shooter or similar emergency.
 - c. Close all window curtains.
 - d. Get all inside to safe location Kitchen area is best internal location.
 - e. If a police officer or higher official arrives, they will assume command.
 - f. Wait until notice of all is clear before unlocking doors.
 - g. If safe to do so, move to the nearest evacuation point outside building (Pooky's Park), directly behind the Hoopa Tribal Education Building.
 - h. Do not leave site, unless it has been deemed safe by the person in command. Student Support Services (required for online classes)

Student Support Services

The following online resources are available to support your success as a student:

- [CR-Online](#) (Comprehensive information for online students)
- [Library Articles & Databases](#)
- [Canvas help and tutorials](#)
- [Online Student Handbook](#)

[Counseling](#) offers assistance to students in need of professional counseling services such as crisis counseling.

Learning Resource Center includes the following resources for students

- [Academic Support Center](#) for instructional support, tutoring, learning resources, and proctored exams. Includes the Math Lab & Drop-in Writing Center
- [Library Services](#) to promote information literacy and provide organized information resources.
- [Multicultural & Diversity Center](#)

Special programs are also available for eligible students include

- [Extended Opportunity Programs & Services \(EOPS\)](#) provides services to eligible income disadvantaged students including: textbook award, career academic and personal counseling, school supplies, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!
- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#)
- The [Veteran's Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821

Class Schedule:

21 January – Intro to Course

Class activity: Syllabus/outline explanation, Write-Around 1

Selection of Primary Sources for Next Week's Discussion:

1. [Jourdon Anderson Writes His Former Enslaver, 1866](#)
2. [Charlotte Forten Teaches Freed Children in South Carolina, 1864](#)
3. [Mississippi Black Code, 1865](#)
4. [A Case of Sexual Violence During Reconstruction, 1866](#)
5. [Frederick Douglass on Remembering the Civil War, 1877](#)
6. [General Reynolds Describes Lawlessness in Texas, 1868](#)

Assignment(s) Due: Write-Around 1

28 January – Reconstruction

Class activity: Lecture and Discussion

Lecture(s) 9:00-11:00 a.m.

The Second Republic

Break: 11:00-11:15 a.m.

Discussion on Primary Sources (11:15 a.m. – 12:00 p.m.)

Selection of Primary Sources for Next Week's Discussion:

1. [Chief Joseph on Indian Affairs](#)
2. [William T. Hornady on the Extermination of the American Bison](#)
3. [Turning Hawk and American Horse on the Wounded Knee Massacre](#)
4. [Laura C. Kellogg on Indian Education](#)
5. [Helen Hunt Jackson on a Century of Dishonor](#)
6. [William Graham Sumner on Social Darwinism](#)
7. [Lucy Parsons on Women and Revolutionary Socialism](#)

Assignments(s) Due:

Discussion 1 – Reconstruction

4 February – The Gilded Age and The West

Class activity: Lecture and Discussion

Lecture 9:00-11:00 a.m.

*"The future [is] but a way to death," The Gilded Age: 1870-1900,
How the West Turned White: U.S. Imperialism from Colorado to California*

Break 11:00-11:15 a.m.

Discussion of Primary Sources 11:15 a.m. – 12:00 p.m.

Selection of Primary Sources for Next Week's Discussion:

1. [William McKinley on American Expansionism,](#)
[William James on "The Philippine Question"](#)
2. [James D. Phelan, "Why the Chinese Should be Excluded"](#)
3. [Chinese Immigrants Confront Anti-Chinese Prejudice](#)
4. [Jacob Riis, How the Other Half Lives](#)
5. [Rose Cohen on the World Beyond her Immigrant Neighborhood](#)
6. [Ida B. Wells-Barnett, "Lynch Law in America"](#)
7. [Henry Grady on the New South](#)

Assignment(s) Due:

Discussion 2 – The Gilded Age and the West

11 February – The Empire of Freedom

Class activity: Lecture and Discussion

Lecture 9:00-11:00 a.m.

Anarchists, Immigrants, and Populists
The U.S. Becomes a World Power

Break: 11:00-11:15 a.m.

Discussion on Primary Sources (11:15 a.m. – 12:00 p.m.)

Selection of Primary Sources for Next Week's Discussion:

1. [Booker T. Washington & W.E.B. DuBois on Black Progress \(1895, 1903\)](#)
2. [Eugene Debs, "How I Became a Socialist" \(April, 1902\)](#)
3. [Walter Rauschenbusch, Christianity and the Social Crisis \(1907\)](#)
4. [Alice Stone Blackwell, Answering Objections to Women's Suffrage \(1917\)](#)
5. [Woodrow Wilson on the "New Freedom," 1912](#)
6. [Theodore Roosevelt on "The New Nationalism" \(1910\)](#)
7. [Carlos Montezuma's Wassaja Newsletter, Vol. 1, No. 5 \(August 1916\)](#)

Assignments(s) Due:

Discussion 3 – The Late Nineteenth Century

18 February – The Progressive Era

Class activity: Lecture and Discussion

Lecture 9:00-11:00 a.m.

*Progressive doesn't always mean Progress: The Progressive Era
Progressive Politics*

Break: 11:00-11:15 a.m.

Discussion on Primary Sources (11:15 a.m. – 12:00 p.m.)

Selection of Primary Sources for Next Week's Discussion:

1. [Alan Seeger on World War I \(1914; 1916\)](#)
2. [The Sedition Act of 1918 \(1918\)](#)
3. [Emma Goldman on Patriotism \(July 9, 1917\),
Woodrow Wilson Requests War \(April 2, 1917\)](#)
4. [Lutiant Van Wert describes the 1918 Flu Pandemic \(1918\)](#)
5. [W.E.B DuBois, "Returning Soldiers" \(May, 1919\)](#)
6. [Lutiant Van Wert describes the 1918 Flu Pandemic \(1918\)](#)
7. [Manuel Quezon calls for Filipino Independence \(1919\)](#)

Assignments(s) Due:

Discussion 4 – The Progressive Era

25 February - The First World War

Class activity: Lecture and Discussion

Lecture 9:00-11:00 a.m.

*Woodrow Wilson and the World
World War I*

Break: 11:00-11:15 a.m.

Discussion on Primary Sources (11:15 a.m. – 12:00 p.m.)

Selection of Primary Sources for Next Week's Discussion:

1. [Warren G. Harding and the "Return to Normalcy" \(1920\)](#)
2. [Crystal Eastman, "Now We Can Begin" \(1920\)](#)
3. [Explanation of the Objects of the Universal Negro Improvement Association \(1921\)](#)
4. [Ellen Welles Page, "A Flapper's Appeal to Parents" \(1922\)](#)
5. [Hiram Evans on the "The Klan's Fight for Americanism" \(1926\)](#)
6. [Alain Locke on the "New Negro" \(1925\)](#)

Assignments(s) Due:

Discussion 5 – World War I

4 March – Permanent Prosperity

Class activity: Lecture and Discussion

Lecture 9:00-11:00 a.m.

Gettin' Zozzled with Eggs and Dolls: Popular Culture in the 1920s
They Thought It Would Last Forever, Or, The Crash

Break: 11:00-11:15 a.m.

Discussion on Primary Sources (11:15 a.m. – 12:00 p.m.)

Selection of Primary Sources for Next Discussion:

1. [Herbert Hoover on the New Deal \(1932\)](#)
2. [Huey P. Long, "Every Man a King" and "Share our Wealth" \(1934\)](#)
3. [Second Inaugural Address of Franklin D. Roosevelt \(1937\)](#)
4. [Lester Hunter, "I'd Rather Not Be on Relief" \(1938\)](#)
5. [Bertha McCall on America's "Moving People" \(1940\)](#)
6. [Dorothy West, "Amateur Night in Harlem" \(1938\)](#)

Assignments(s) Due:

Discussion 6 – The Roaring Twenties

11 March – The Great Depression

Class activity: Lecture and Discussion

Lecture 9:00-11:00 a.m.

Franklin Roosevelt and New Deal America

Break: 11:00-11:15 a.m.

Discussion on Primary Sources (11:15 a.m. – 12:00 p.m.)

Selection of Primary Sources for Next Week's Discussion:

1. [Charles A. Lindbergh, "America First" \(1941\)](#)
2. [A. Phillip Randolph and Franklin Roosevelt on Racial Discrimination in the Defense Industry \(1941\)](#)
3. [FDR, Executive Order No. 9066 \(1942\)](#)
4. [Aiko Herzig-Yoshinaga on Japanese Internment \(1942/1994\)](#)
5. [Harry Truman Announcing the Atomic Bombing of Hiroshima \(1945\)](#)
6. [Declaration of Independence of the Democratic Republic of Vietnam \(1945\)](#)
7. [Marcella Ryan Le Beau recalls Life as a U.S. Army Nurse in WWII for the Veteran History Project](#)

Assignments(s) Due:

Discussion 7 – The Great Depression

18 March – NO CLASS (Spring Break)

25 March – The Second World War

Class activity: Lecture and Discussion

Lecture 9:00-11:00 a.m.

World War II

World War II's Impact, at Home and Abroad

Break: 11:00-11:15 a.m.

Discussion on Primary Sources (11:15 a.m. – 12:00 p.m.)

Selection of Primary Sources for Next Week's Discussion:

1. [The Truman Doctrine \(1947\)](#)
2. [NSC-68 \(1950\)](#)
3. [Joseph McCarthy on Communism \(1950\)](#)
4. [Senator Margaret Chase Smith's "Declaration of Conscience" \(1950\)](#)
5. [Lillian Hellman Refuses to Name Names \(1952\)](#)
6. [Paul Robeson's Appearance Before the House Un-American Activities Committee \(1956\)](#)
7. [Congressman Arthur L. Miller Gives "the Putrid Facts" About Homosexuality \(1950\)](#)

Assignments(s) Due:

Discussion 8 – World War II

1 April – The Cold War

Class activity: Lecture and Discussion

Lecture 9:00-11:00 a.m.

The Wartime Economy and the Cold War

Better Dead than Red (Or Pink, or Lavendar, or...): The Cold War at Home

Break: 11:00-11:15 a.m.

Discussion on Primary Sources (11:15 a.m. – 12:00 p.m.)

Selection of Primary Sources for Next Week's Discussion:

1. [Juanita Garcia on Migrant Labor \(1952\)](#)
2. [Brown v. Board of Education of Topeka \(1954\)](#)
3. [Richard Nixon on the American Standard of Living \(1959\)](#)
4. [John F. Kennedy on the Separation of Church and State \(1960\)](#)
5. [Rosa Parks on Life in Montgomery, Alabama \(1956-1958\)](#)

Assignments(s) Due:

Discussion 9 – The Cold War

8 April – America's Golden Age

Class activity: Lecture and Discussion

Lecture 9:00-11:00 a.m.

The "Golden Age:" What it Was

I like Ike, You like Ike

Break: 11:00-11:15 a.m.

Discussion on Primary Sources (11:15 a.m. – 12:00 p.m.)

Selection of Primary Sources for Next Week's Discussion:

1. [Barry Goldwater, Republican Nomination Acceptance Speech \(1964\)](#)
2. [Lyndon Johnson on Voting Rights and the American Promise \(1965\)](#),
[Lyndon Johnson, Howard University Commencement Address \(1965\)](#)
3. [National Organization for Women, "Statement of Purpose" \(1966\)](#)
4. [George M. Garcia, Vietnam Veteran, Oral Interview \(2012/1969\)](#)
5. [The Port Huron Statement \(1962\)](#)
6. [Fannie Lou Hamer: Testimony at the Democratic National Convention 1964](#)

Assignments(s) Due:

Discussion 10 – The Golden Age

15 April – The Sixties

Class activity: Lecture and Discussion

Lecture 9:00-11:00 a.m

From JFK to LBJ

Political and Social Movements of the 1960s

Break: 11:00-11:15 a.m.

Discussion on Primary Sources (11:15 a.m. – 12:00 p.m.)

Selection of Primary Sources for Next Week's Discussion:

1. [Native Americans Occupy Alcatraz \(1969\)](#)
2. [Gloria Steinem on Equal Rights for Women \(1970\)](#)
3. [Jimmy Carter, "Crisis of Confidence" \(1979\)](#)
4. [Nixon Announcement of China Visit \(1971\)](#)
5. [Statement by John Kerry of Vietnam Veterans Against the War \(1971\)](#)
6. [Report of the National Advisory Commission on Civil Disorders \(1968\)](#)

Assignments(s) Due:

Discussion 11 – The Sixties

22 April – The Unraveling

Class activity: Lecture and Discussion

Lecture 9:00-11:00 a.m.

Vietnam

A Crisis of Confidence: The 1970s

Break: 11:00-11:15 a.m.

Discussion on Primary Sources (11:15 a.m. – 12:00 p.m.)

Selection of Primary Sources for Next Week's Discussion:

1. [First Inaugural Address of Ronald Reagan \(1981\)](#)
2. [Jerry Falwell on the "Homosexual Revolution" \(1981\)](#),
[Statements of AIDS Patients \(1983\)](#)
3. [Statements from The Parents Music Resource Center \(1985\)](#)
4. [Pat Buchanan on the Culture War \(1992\)](#)
5. [Phyllis Schlafly on Women's Responsibility for Sexual Harassment \(1981\)](#)
6. [Jesse Jackson on the Rainbow Coalition \(1984\)](#)

Assignments(s) Due:

Discussion 12 – The Unraveling

29 April – The "Right" Way: Conservatives in Power

Class activity: Lecture and Discussion

Lecture 9:00-11:00 a.m.

The Reagan Revolution and the Triumph of the Right
Neoliberals and Shock Jocks: America's New Culture

Break: 11:00-11:15 a.m.

Discussion on Primary Sources (11:15 a.m. – 12:00 p.m.)

Selection of Primary Sources for Next Week's Discussion:

1. [Bill Clinton on Free Trade and Financial Deregulation \(1993-2000\)](#)
2. [9/11 Commission Report, "Reflecting On A Generational Challenge" \(2004\)](#)
3. [George W. Bush on the Post-9/11 World \(2002\)](#)
4. [Obergefell v. Hodges \(2015\)](#)
5. [Pedro Lopez on His Mother's Deportation \(2008/2015\)](#)
6. [Chelsea Manning Petitions for a Pardon \(2013\)](#)
7. [Emily Doe \(Chanel Miller\), Victim Impact Statement \(2015\)](#)

Assignments(s) Due:

Discussion 13 – Conservatives in Power

6 May – The Recent Past

Class activity: Lecture and Discussion

Lecture 9:00-11:00 a.m.

Remembering the '90s
The New Millennium: 2000-2016

Break: 11:00-11:15 a.m.

Discussion on Primary Sources (11:15 a.m. – 12:00 p.m.)

Selection of Primary Sources for Next Week's Discussion:

1. [President Donald Trump's Inaugural Address \(2017\)](#)
2. [How George Floyd Died, and What Happened Next \(2021\)](#)
3. [Amnesty International: Law enforcement violated Black Lives Matter protesters' human rights \(2020\)](#)
4. [How I Saw the Light About Race \(Part III\) \(2017\) *WARNING: HATE SPEECH AND RACISM](#)
5. [Proud Boys: Southern Poverty Law Center](#)
6. [Inside the Capitol Riot: An Exclusive Video Investigation \(2022\)](#)
[Day of Rage: How Trump Supporters Took the U.S. Capitol](#)

Assignments(s) Due:

Discussion 14 – A New World Order

13 May – History is a Weapon

Class activity: Discussion, Write-Around 2

Discussion on Primary Sources (9:00 a.m. – 12:10 p.m.)

Selection of Primary Sources for Next Week's Discussion:

Assignments(s) Due:

Discussion 15 – History is a Weapon, Write-Around 2