

This syllabus was created by Jennifer Black, Allan Austin, and Mary Kay Kimelewski ([Misericordia University History Department](#)) in the summer of 2021. Support for the project was generously provided by the [Pennsylvania Grants for Open and Affordable Learning \(PA GOAL\) program](#), Grant #1. This work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](#) and may not be reproduced for commercial purposes.



## **HIS 104: United States History Since 1865**

Course Credits: 3

Semester:

Prerequisites: None

**Course Description:** American society is based upon combined cultures and groups. This course is a study of how that multicultural framework is embedded in the narrative of American history since the Civil War. Emphasis is on the participation, problems, and contributions of women, Native Americans, African Americans, immigrants, labor, and other minority groups. This course includes analytical writing and discussion of readings.

**Course Objectives:** Students enrolled in this course will gain a thorough understanding of American history from the 1870s through the 1980s, including the political, economic, social, and cultural issues that persisted through the nineteenth and twentieth centuries. Students will encounter various topics each week through lectures, readings, and primary sources—including both images and documents. Engaging with these materials, students will develop critical thinking skills to find their own truths in American history: learning to navigate between contemporary voices, visual representations, and historians' interpretations of the past. By the end of the semester, students will have developed their analytical writing skills to craft their own argument about the American past.

### **Course Disciplinary Objectives:**

- Identify major events in local, national, and international history
- Identify different historic perspectives between historians in particular historical contexts
- Analyze primary and secondary sources
- Develop an argument that evaluates evidence within a specific historical context

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### **Required Text**

Locke, Joseph L., and Ben Wright, eds. *The American Yawp, vol. 1: A Massively Collaborative Open US History Textbook*. San Francisco, CA: Stanford University Press, 2019. (free online; print versions available too). <https://www.americanyawp.com>

### **Course Assignments & Evaluation**

There are two examinations (midterm and final exams), six quizzes, and two primary source papers in this course. Each of these will involve document analysis and will test your understanding of the course material and objectives. The final course grade will be calculated as follows:

- Participation (10%)
- Quizzes (20%)
- Primary source papers (30%)
- Mid-Term Exam (20%)
- Final Exam (20%)

### **Weekly Schedule:**

*Note: this sample weekly schedule has been designed to allow the instructor to choose specific pathways within each week's content to dive deeper into the primary source material available. These are in addition to the primary source materials offered in [The American Yawp Reader](#). Instructors should feel free to selectively assign additional primary sources from single pathways or across pathways as best suits the needs of the course.*

Wk	Chapter	Path 1 (AA)	Path 2 (MK)	Path 3 (JB)	Path 4 (if poss.)	Project Ideas
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1	AY 16, Capital & Labor	<p><b>The 1877 Railroad Strike</b></p> <p><a href="#">1877 Strike: primary document collection</a></p>	<p><b>Social Darwinism &amp; the Rise of Inequality</b></p> <p><a href="#">Ira Steward "A Second Declaration of Independence" (1879)</a></p> <p><a href="#">William Graham Sumner on Social Darwinism "The Challenge of Facts" (1880)</a></p> <p><a href="#">Herbert Spencer on "Survival of the Fittest" (1884)</a></p> <p><a href="#">Image of the Breakers Vanderbilt Mansion (1904)</a></p> <p><a href="#">Jacob Riis Images "How the Other Half Lives" (1879 - 1900)</a></p>	<p><b>Labor Unrest</b></p> <p><a href="#">Declaration of the Principles of the Knights of Labor, c.1885-Front (Chicago HS)</a></p> <p><a href="#">Declaration of Principles of the Knights of Labor, c.1885-rear (Chicago HS)</a></p> <p><a href="#">Proclamation prohibiting large gatherings, Chicago Mayor, May 5, 1886 (Chicago HS)</a></p> <p><a href="#">Haymarket Riot as depicted in the popular press, 1886</a></p> <p><a href="#">Lapel Pin in memory of the Haymarket trial, 1887</a></p> <p><a href="#">Haymarket Affair (1886) Digital</a></p>	<p><b>Eugenics Movement in the US</b></p> <p><a href="#">Primary Source set from DPLA</a></p>	
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				<a href="#">Collection, Chicago Historical Society</a>		
2	AY 17, The West	<p><b>Wild West Shows</b></p> <p><a href="#">Buffalo Bill's Show</a></p>	<p><b>The Indian Wars</b></p> <p><a href="#">"The Rescue" Statue at the U.S. Capitol building (1853 - 1958)</a></p> <p><a href="#">The Dakota War of 1862; Execution of 38 Sioux Indians (December 26, 1862)</a></p> <p><a href="#">"In their Own Words - Excerpts from speeches and letters on the Dakota Conflict"</a></p> <p><a href="#">Letter from Colonel Chivington to Major General Curtis regarding the Sand Creek Massacre (1865)</a></p> <p><a href="#">Affidavit given by John Smith, Native Interpreter for U.S.</a></p>	<p><b>Westward Expansion in Visual Culture</b></p> <p><a href="#">Emanuel Leutze, <i>Westward the Course of Empire Takes its Way</i> (1862), in US Capitol Bldg</a></p> <p><a href="#">Andrew Melrose, <i>Westward the Star of Empire takes its way</i> (1867), The Autry Museum</a></p> <p><a href="#">John Gast, <i>American Progress</i> (1872)</a></p> <p><a href="#">"The Right Way to Dispose of Sitting Bull," April 1876, <i>The Daily Graphic</i> (NYPL)</a></p> <p><a href="#">Frances Benjamin Johnston, "The Dawn of Civilization,"</a></p>	<p><b>Native American Reservations and Resistance</b></p> <p><a href="#">Indian Reorganization Act, Primary source set from DPLA</a></p>	

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			<p><a href="#">Military (1865)</a></p> <p><a href="#">First Account of the Custer Massacre (1876)</a></p> <p><a href="#">Turning Hawk and American Horse on the Wounded Knee Massacre (1890/1891)</a></p>	<p><a href="#">photograph from the Hampton Institute, 1899</a></p> <p><a href="#">Carlisle Indian School, before &amp; after photographs (Dickinson University)</a></p> <p><a href="#">Prairie Settlement: Nebraska Photographs and Family Letters, 1862-1912 (collection, LOC)</a></p>		
3	AY 18, Life in Industrial America	<p><b>Race, Immigration, and Industrialization</b></p> <p><a href="#">Charles Chestnut, "The Goophered Grapevine"</a></p> <p><a href="#">Bret Harte, "The Heathen Chinees"</a></p>	<p><b>Impact of the Railroad Industry</b></p> <p><a href="#">Theodore Judah "A Practical Plan for Building the Pacific Railroad" (1857)</a></p> <p><a href="#">Congress and the American West: The Transcontinental Railroad (1869)</a></p>	<p><b>Entertainment c.1900</b></p> <p><a href="#">Camel Riding, Coney Island, NY c.1905 (LOC)</a></p> <p><a href="#">The Bowery, Coney Island, NY c. 1903 (LOC)</a></p> <p><a href="#">On the beach at</a></p>	<p><b>Labor, Gender, and Immigration</b></p> <p><a href="#">Sarah Orna Jewett, "The Gray Mills of Farley"</a></p> <p><a href="#">Rose Cohen's account of her neighborhood, (ca. 1897/1918)</a></p>	

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		<a href="#">Chinese Immigrants Confront Anti-Chinese Prejudice, 1885, 1903</a>	<a href="#">Image of "Wedding of the Rails" (1869)</a> <a href="#">Map of Union Pacific Railway (1883)</a> <a href="#">Railroad travel advertisements (1889 - 1910)</a>	<a href="#">Coney Island, c.1902 (LOC)</a> <a href="#">Dreamland, Coney Island, c.1905 (LOC)</a> <a href="#">Filipino Baby, Coney Island, c. 1900</a> <a href="#">Early Motion Pictures from the LOC (1894-1915)</a> <a href="#">Vaudeville &amp; Popular Entertainment Collection, LOC</a>		
4	Ay 19, American Empire	<b>Antiwar Literature</b> <a href="#">William Dean Howells, "Editha"</a>	<b>Imperialism vs. Anti-Imperialism</b> <a href="#">"School Begins" Political Cartoon (1899)</a> <a href="#">Emilio Aguinaldo on American Imperialism in the Philippines (1899)</a> <a href="#">"Declined with</a>	<b>Imperial photography</b> Frances Benjamin Johnston's photographs aboard the <i>USS Olympia</i> just after leaving Manilla, 1899 (all in LOC): <a href="#">Crew's Mess, 1899</a>  <a href="#">With Admiral Dewey, 1899</a>		

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			<p><a href="#">Thanks" (1900)</a></p> <p><a href="#">William Jennings Bryan "The Paralyzing Influence of Imperialism" (1900)</a></p> <p><a href="#">William McKinley on American Expansion (1903)</a></p>	<p><a href="#">Sailors Dancing, 1899</a></p> <p><a href="#">FBJ's Images from the Pan-American Exposition held in Buffalo, NY, 1901 (at LOC)</a></p> <p><a href="#">The Spanish-American War in Motion Pictures, LOC</a></p>		
5	AY 20, The Progressive Era	<p><b>Photography and Reform</b></p> <p><a href="#">Jacob Riis, Photography, and Reform</a></p> <p><a href="#">National Child Labor Committee Collection, Library of Congress</a></p>	<p><b>Trust Busting</b></p> <p><a href="#">Sherman Anti-Trust Act (1890)</a></p> <p><a href="#">President Teddy Roosevelt's 1st Annual Message (1901)</a></p> <p><a href="#">"Chronicling America" Historic American Newspapers on Trust Busting (1900 - 1917)</a></p> <p><a href="#">Teddy Roosevelt</a></p>	<p><b>Women's Activism for Labor and Suffrage</b></p> <p><a href="#">"Labor Condemns Horror," NY Tribune, 1911</a></p> <p><a href="#">Photographs of the Triangle Factory Fire (1911)</a></p> <p><a href="#">Official Program of the Women's Suffrage Parade, 1913 (LOC)</a></p>	<p><b>Gender, Immigration, and Reform</b></p> <p><a href="#">Anzia Yeziarska, "The Lost 'Beautifulness'" &amp; "Soap and Water"</a></p> <p><a href="#">Primary Source set on Ida B. Wells' Anti-Lynching Crusade from DPLA</a></p> <p><a href="#">Primary source set on</a></p>	

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			<a href="#">Digital Copies on Sherman Anti-Trust Act (1900 - 1910)</a>  <a href="#">"Next!" (1904)</a>	<a href="#">Primary source set on Women's Suffrage, LOC</a>  <a href="#">Triangle Factory Fire (1911) collection at Cornell University</a>  <a href="#">Anti-suffrage valentine, NYPL</a>  <a href="#">Primary source set from DPLA on Suffrage</a>  <a href="#">More newspaper articles from Chronicling America on the Triangle Fire</a>  <a href="#">More on the National Women's Party, from LOC</a>  <a href="#">More on the Great Suffrage Parade, 1913 (LOC)</a>	<a href="#">Settlement Houses, from DPLA</a>	
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**EXAM #1 / POSSIBLE ESSAY QUESTIONS**

1. Explain the theory of social Darwinism. In the late 19th century, what did social Darwinists believe was the proper role of



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government?

2. What did the effects of westward expansion have on Native Americans?
3. Explain the various social, political, and economic effects that the railroad industry had throughout the United States.
4. Was the United States an imperialistic nation in the post-Civil War era? Why or why not?
5. What is imperialism? List reasons why Americans would support (and be against) imperialism in the late 19th century.
6. How did issues of immigration and race shape American society during and after the Civil War?
7. What were the successes of American reform efforts? Failures? What shaped such successes and failures?
8. Identify key reasons why trusts and monopolies are bad. Discuss various acts the U.S. has enacted to curb the power of trusts and monopolies.
9. Why did Mark Twain refer to the period after the Civil War as the Gilded Age?
10. How did the social, economic, and political status of African Americans change following the Civil War?
11. Discuss the changing meanings of freedom from 1865 through 1900, particularly in how different audiences mobilized the concept to suit their goals (such as African Americans, women, laborers, businessmen, working classes, and elites). How did the government respond to each of these groups?
12. In the post Civil War United States, corporations grew significantly in number, size, and influence. Analyze the impact of big business on the economy and politics and the responses of Americans to these changes. Confine your answer to the period of 1870 through the Progressive Era.

6	AY 21, WWI & Its Aftermath	<b>World War I Propaganda</b>  <a href="#">Library of Congress Collection</a>	<b>Trench Warfare</b>  <a href="#">Aerial View of Trenches (1916)</a>  <a href="#">Letters about living in the trenches (1915 - 1917)</a>  <a href="#">Imperial War Museum - Audio Clip of James</a>	<b>The 1918 Flu</b>  <a href="#">BYU Assembly, photograph 1918</a>  <a href="#">"Halt the Epidemic!" 1918 poster, Free Lib of Phila.</a>  <a href="#">"Keep your Bedroom Windows Open!"</a>		
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			<a href="#">Pratt about life in the trenches</a>  <a href="#">Abandoned German Trench (Flanders Field, 1917)</a>	<a href="#">poster in trolley car, National Archives</a>  <a href="#">DPLA Exhibit on 1918 Flu</a>  <a href="#">National Archives Exhibit on the 1918 Influenza epidemic</a>  <a href="#">Influenza Archive at University of MI</a>		
7	AY 22, The New Era	<b>African Americans and the “Roaring” 1920s</b>  <a href="#">Nella Larsen, <i>Passing</i></a>  <a href="#">Claude McKay, “If We Must Die”</a>  <a href="#">Langston Hughes, “I, Too, Sing America”</a>	<b>Prohibition</b>  <a href="#">18th Amendment (1919)</a>  <a href="#">Historic Newspapers Digital Collection (LOC)</a>  <a href="#">Anti-Saloon League Digital Collection</a>  <a href="#">Image of liquor being dumped in sewer (1921)</a>  <a href="#">Image of Raid by</a>	<b>Consumption in the 1920s</b>  <a href="#">Westinghouse Ad, 1923 (Duke)</a>  <a href="#">“Keep that Wedding Day Complexion,” Palmolive 1922 (Duke)</a>  <a href="#">“Why Quality Cars are now easy to own,” Chevrolet ad, LHJ 1923 (Hathi Trust)</a>		

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			<p><a href="#">Prohibition Officers (1923)</a></p> <p><a href="#">Wets Vs. Drys: Political Cartoons during Prohibition</a></p> <p><a href="#">Should Prohibition Be Repealed? (1925)</a></p>	<p><a href="#">Comer, "Influence of the 10-payment plan on prestige of the store," Ohio State University, 1927</a></p> <p><a href="#">Ad for Packard automobile, <i>Good Housekeeping</i>, Feb 1926</a></p> <p><a href="#">More from "Prosperity &amp; Thrift," exhibit/ collections of LOC</a></p>		
8	AY 23, The Great Depression	<p><b>The FSA, Photography, and New Deal Reform</b></p> <p><a href="#">Library of Congress Collection</a></p>	<p><b>Bonus Army</b></p> <p><a href="#">Bonus Army Riots in Washington D.C. (1932)</a></p> <p><a href="#">LOC Images from the Bonus Army March (1932)</a></p> <p><a href="#">"The Bonus Army" Radio Diaries Podcast</a></p> <p><a href="#">"Veteran's March to</a></p>	<p><b>FDR in his own words</b></p> <p><a href="#">First Inaugural Address, 1933</a></p> <p><a href="#">"The Meaning of Progress," 1935</a></p> <p><a href="#">"A Fair Day's Pay for a Fair Day's Work," 1937</a></p> <p><a href="#">On Concentration of</a></p>		

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			<a href="#">"Washington" Broadside (1932)</a>  <a href="#">Herbert Hoover's statement on the investigation of the Bonus Army March (1932)</a>	<a href="#">Economic Power, 1938</a>  <a href="#">FDR on the Four Freedoms, 1941</a>  <a href="#">More FDR Speeches from the Miller Center</a>		
9	AY 24, WWII	<b>The Mass Incarceration of Japanese Americans in Moving Images</b>  <a href="#">"Japanese Relocation"</a>  <a href="#">"Japoteurs"</a>	<b>Labor During World War II</b>  <a href="#">Executive Order 9017 - Creation of National War Labor Board (1942)</a>  <a href="#">Image from National War Labor Board meeting (January 1943)</a>  <a href="#">CIO Annual Meeting - Debates of No-Strike Pledge (1943)</a>  <a href="#">FDR Fireside Chats (specifically 20 and 24 on Labor 1942, 1943)</a>	<b>Women in WWII</b>  <a href="#">Advertisement for women to drive street cars, Minnesota HS</a>  <a href="#">"Women in War Industry," poster, National Archives</a>  <a href="#">Interview with Pearl Hill, shipyard worker</a>  <a href="#">Norman Rockwell, SEP cover for May 29, 1943, "Rosie"</a>  <a href="#">Women's Army Corps Yearbook (1945-46), Atomic Heritage Foundation</a>		

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			<a href="#">Labor Propaganda Posters during WWII</a>	<a href="#">WWII on the Homefront / Rosie the Riveter National Historic Site collections</a>  <a href="#">Exhibit on the WAVES of WWII, National Women's History Museum</a>		
10	AY 25, The Cold War	<b>Declaring the Cold War</b>  <a href="#">George Kennan's "Long Telegram," 1946</a>  <a href="#">Winston Churchill, "Sinews of Peace," 1946</a>  <a href="#">Josef Stalin Speech, 2/9/1946</a>	<b>Civil Defenses during the Cold War Era</b>  <a href="#">"Duck and Cover" video (1951)</a>  <a href="#">"Facts about Fallout" Pamphlet (1955)</a>  <a href="#">Photograph of a Family Fallout Shelter (1957)</a>  <a href="#">Video tour of the Bunker at Greenbrier</a>	<b>Red scare &amp; Lavender scare</b>  <a href="#">Testimonies of Ronald Reagan &amp; Walt Disney before HUAC, 1947</a>  <a href="#">Testimony of Paul Robeson before HUAC, 1956</a>  <a href="#">Pete Seeger on being blacklisted, 1965</a>		

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			<p><a href="#">(1958)</a></p> <p><a href="#">Diefenbunker virtual tour (1959)</a></p>	<p><a href="#">“Homosexuals in Government,” from Congressional Record 1950</a></p> <p><a href="#">Hollywood 10 / Blacklist oral histories, UCLA</a></p> <p><a href="#">“Inquiry into hiring of undesirables,” Evening Star, May 1950</a></p> <p><a href="#">More primary sources on LGBTQ+ from LOC</a></p> <p><a href="#">HUAC primary source set, from Truman Library</a></p> <p><a href="#">National Archives article on the Lavender scare</a></p>		
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**EXAM #2 / POSSIBLE ESSAY QUESTIONS**

1. How did World War I shape the history that followed, both at home and abroad, in the 1920s, 1930s, and 1940s?
2. How did trench warfare play such a vital role during World War I? How were the trenches constructed, and how did the troops fight within them?

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3. Do you think Prohibition was a success? Why or why not?
4. There were many weaknesses in the U.S. economy leading up to the Great Depression. List and explain the economic weaknesses in the 1920s leading up to the Stock Market Crash in 1929.
5. Explain the ways in which racism and efforts to contest it shaped the United States between 1917 and 1960.
6. What were the goals of the 1932 Bonus Marchers? Analyze ways the Bonus March impacted veterans of subsequent conflicts.
7. Assess responsibility for the onset of the Cold War. What short-term and long-term trends helped to create the post-war conflict? Who or what was ultimately responsible?
8. What events led up to the creation of civil defenses by governments during the Cold War Era?
9. How did ideas about freedom inform US military action in this period? How effective were arguments that justified military action using ideas about freedom?
10. How did FDR's "Four Freedoms" speech form a bridge between the policies of Progressive reformers in the past, and the foreign policy goals of the postwar years?
11. How did changing ideas about freedom impact American citizens in this period? How did ideas about labor and economic freedom shift between 1920 and 1945? How did freedom expand or contract for certain groups such as women, immigrants, African Americans, political dissenters, and homosexuals?
12. What efforts did the U.S. government make to manage labor during WWII? Explain the effectiveness of these efforts.

11	AY 26, The Affluent Society	<p><b>Anxieties Stalk the Affluent Society</b></p> <p><a href="#">John Cheever, "The Enormous Radio," 1947</a></p> <p><a href="#">Duck and Cover, 1951</a></p>	<p><b>Brown vs. the Board of Education</b></p> <p><a href="#">Image of Dr. Kenneth Clark Conducting the "Doll Test" (1947)</a></p> <p><a href="#">Brown vs. Board of Education arguments (1954)</a></p> <p><a href="#">Thurgood Marshall</a></p>	<p><b>Postwar Gender &amp; Domesticity</b></p> <p><a href="#">The Dick Van Dyke Show, "To Tell or Not to Tell," 1960</a></p> <p><a href="#">Barbasol Ad, 1949 (Duke)</a></p> <p><a href="#">"How to lower the cost of bringing up</a></p>		
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			<p><a href="#">Reaction to Brown v. Board of Education (1954)</a></p> <p><a href="#">Judgement of Brown vs. Board of Education "all deliberate speed" (1955)</a></p> <p><a href="#">Brown vs. Board of Education Opinion p. 11 (1955)</a></p> <p><a href="#">Crowd gathers on 25th anniversary of Brown v. Board of Education (1979)</a></p>	<p><a href="#">your family," American Airlines ad, 1950 (Duke)</a></p> <p><a href="#">"What a Motorola TV means to your family!" 1951 (Duke)</a></p> <p><a href="#">Exhibit on African American Women in the Civil Rights movement, NWHM</a></p>		
12	AY 27, The 1960s	<p><b>Rock &amp; Roll and Protest</b></p> <p><a href="#">Hendrix at Woodstock</a></p> <p><a href="#">Jimi Hendrix interview</a></p> <p><a href="#">Crosby Stills Nash &amp; Young, "Ohio"</a></p>	<p><b>Bay of Pigs Invasion &amp; the Cuban Missile Crisis</b></p> <p><a href="#">Propaganda Action Plan in support of military force</a></p> <p><a href="#">Transcript of CIA agent interview regarding Castro and Cuba</a></p>	<p><b>Anti-Integration and the Memory of the Confederacy</b></p> <p><a href="#">Platform of the States' Rights Democratic Party, as adopted 1948</a></p> <p><a href="#">Anti-integration rally, Little Rock, 1959</a></p>		



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		<p><a href="#">Bob Dylan, "Masters of War"</a></p> <p><a href="#">John Lennon, "Imagine"</a></p> <p><a href="#">Joan Baez, "Saigon Bride"</a></p>	<p><a href="#">Images from the Bay of Pigs Invasion (1961)</a></p> <p><a href="#">Radio/ TV Address to the American People by President John F. Kennedy Regarding Soviet arms buildup in Cuba (October 22, 1962)</a></p> <p><a href="#">Memorandum for President Kennedy on Cuba (October 29, 1862)</a></p> <p><a href="#">Radio/ TV address to American people regarding dismantling of Soviet missiles in Cuba (November 2, 1962)</a></p>	<p><a href="#">(LOC)</a></p> <p><a href="#">George Wallace Inaugural Address, 1963</a></p> <p><a href="#">George Wallace stands in the door of the University of AL, June 1963</a></p> <p><a href="#">Southern School News (TN), Oct 1963, from University of GA</a></p> <p><a href="#">Map of Monuments to the Confederacy, Equal Justice Initiative</a></p> <p><a href="#">Citizens' Council Collection, University of Mississippi</a></p>		
13	AY 28, The Unraveling	<b>1968 in Photographs</b>	<b>The Strain of Vietnam</b>	<b>The Women's Movement</b>		

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		<p><a href="#">"50 Years Ago in Photos: A Look Back at 1968," <i>The Atlantic</i></a></p>	<p><a href="#">CBS News Report on the burning of Cam Ne (1965)</a></p> <p><a href="#">Images from March on the Pentagon (1967)</a></p> <p><a href="#">Video: Protests prior to the 1968 Democratic Convention (1968)</a></p> <p><a href="#">CIA analysis of the Tet Offensive (1968)</a></p> <p><a href="#">Letter from Ron Ridenhour to Congress regarding My Lai Massacre (1969)</a></p> <p><a href="#">Mickey Mouse in Vietnam (1969)</a></p> <p><a href="#">Image burning draft cards (1970)</a></p> <p><a href="#">Personal Accounts from the Kent State</a></p>	<p><a href="#">Friedan, Chapter 1 from <i>The Feminine Mystique</i> (1963)</a></p> <p><a href="#">NOW Statement of Purpose, 1966</a></p> <p><a href="#">Report of the President's Commission on the Status of Women, 1965</a></p> <p><a href="#">Gloria Steinem, "Living the Revolution," 1970 speech</a></p> <p><a href="#">Redstockings Manifesto, 1969</a></p> <p><a href="#">Primary source set on the ERA, from DPLA</a></p>	<p><a href="#">Primary source set on the American Indian Movement, DPLA</a></p>	
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			<a href="#">Shooting (1970)</a>			
14	AY 29, The Triumph of the Right	<p><b>Atomic Anxiety &amp; MTV</b></p> <p>Tesla, <a href="#">"Modern Day Cowboy"</a> (1987)</p> <p>Metallica, <a href="#">"Blackened"</a> (1988)</p> <p>Megadeth, <a href="#">"Peace Sells"</a> (1986)</p> <p>Genesis, <a href="#">"Land of Confusion"</a> (1986)</p> <p>David Bowie, <a href="#">"Let's Dance"</a> (1983)</p> <p>Frankie Goes to Hollywood, <a href="#">"Two Tribes"</a> (1984)</p> <p>Prince, <a href="#">"1999"</a> (1982)</p> <p>Men at Work, <a href="#">"It's a Mistake"</a> (1983)</p> <p>Sting, <a href="#">"Russians"</a></p>	<p><b>AIDS Activism in the 1980s</b></p> <p><a href="#">AIDS Deaths by Year (1981 - 2000)</a></p> <p><a href="#">Video: Reagan delivers first major speech on AIDS (1987)</a></p> <p><a href="#">Silence=Death and ACT UP poster to bring awareness to the AIDS crisis (1988)</a></p> <p><a href="#">ACT UP Advertisement (1988)</a></p> <p><a href="#">Give me your tired, your poor, your HIV negative (1988)</a></p> <p><a href="#">Political Cartoon against CA proposition 96 and 102 (1988)</a></p> <p><a href="#">How to demand a</a></p>	<p><b>Stop ERA &amp; the Backlash against Feminism</b></p> <p><a href="#">Audio-clip of Phyllis Schlafley speaking out against the ERA, 1972</a></p> <p><a href="#">"What's Wrong with Equal Rights for Women?" The Phyllis Schlafley Report, Feb 1972</a></p> <p><a href="#">Phyllis Schlafley at a Stop ERA rally, 1977</a></p> <p><a href="#">Roger Ebert, review of Fatal Attraction (1987)</a></p> <p><a href="#">NY Times review of Fatal Attraction (1987)</a></p> <p><a href="#">Clips of Fatal Attraction (1987)</a></p>	<p><b>Other Backlashes</b></p> <p><a href="#">Primary source set on Desegregation in Boston Public Schools, 1970s, from DPLA</a></p>	<p>Movie comparison: <i>Fatal Attraction</i> vs. <i>Baby Boom</i> (1987)</p>

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		<p>(1985)</p> <p>Timbuk3, <a href="#">"The Future's So Bright, I Gotta Wear Shades"</a></p> <p>Scorpions, <a href="#">"Wind of Change"</a> (1990)</p>	<p><a href="#">medical breakthrough: Lessons from the AIDS fight (podcast)</a></p>	<p><a href="#">Clips of Baby Boom (1987)</a></p> <p><a href="#">Roger Ebert, review of Baby Boom (1987)</a></p> <p><a href="#">LA Times review of Baby Boom (1987)</a></p> <p><a href="#">Susan Faludi, Backlash (1991), excerpt</a></p>		
15	AY 30, The Recent Past	<p><b>Images of Barack Obama</b></p> <p><a href="#">New Yorker cover: image and interview</a></p> <p><a href="#">Obama comic book cover images</a></p> <p><a href="#">Obama in political cartoons</a></p>	<p><b>Ending the War in Afghanistan</b></p> <p><a href="#">Remarks by President Biden on the Drawdown of U.S. Forces in Afghanistan (July 8, 2021)</a></p> <p><a href="#">Exiting Afghanistan Political Cartoon (2021)</a></p>	<p><b>Freedom in the Time of COVID-19</b></p> <p><a href="#">James Edward Bates, "Passing the Torch," New Orleans Photo Alliance, 2001</a></p> <p><a href="#">"White Collar Quarantine," 3/27/20, NY Times</a></p> <p><a href="#">Brookings Institute,</a></p>		

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			<a href="#">Will Afghanistan End Like Vietnam? (Podcast)</a>	<a href="#">"Class and Covid," March 2020</a>  <a href="#">Brookings Institute, "Mapping Racial Inequality amid Covid Restrictions," April 2020</a>  <a href="#">"Right-Wing Groups Protest Restrictions," 4/17/20, The Guardian</a>  <a href="#">Fox News, "Protesters Rally," 4/20/20</a>  <a href="#">"Armed Protesters at Michigan's State Capital," 4/30/20, The Guardian</a>  <a href="#">Donald Trump, Remarks to supporters, Jan 6, 2021 (NPR)</a>		
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**EXAM #3 / POSSIBLE ESSAY QUESTIONS**

1. Identify key anxieties that have stalked Americans since the end of World War II. How have they shaped American history

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as well as what the US is today?

2. How has cynicism shaped post-World War II American history? How is it reflected in the contemporary US?
3. Identify the events that led up to the Cuban Missile Crisis. What factors contributed to resolving the crisis peacefully?
4. Analyze the ways in which the Vietnam War heightened social, political, and economic tensions in the United States. Focus your answer on the period 1964 to 1975.
5. Where is the legacy of freedom today? How have debates about the size of government, the relationship between the government and people, and whose rights deserve protecting / expanding influenced events and movements since 1945? How have various groups used the terms "liberty," "freedom," and "equality" to advance political and economic activism?
6. The Brown decision called for school desegregation to happen with "all deliberate speed." How quickly — and how fully — do you think schools desegregated?
7. Why is it important to study American history? Choose one event or period discussed in this class and use it to demonstrate the relevance of American history for today's politics, economics, and society. How can studying American history help us better understand the present?
8. What has been the legacy of the Civil War on American history since 1865? How have certain groups mobilized the causes of the Civil War--both from the Union and the Confederacy--to achieve political goals in the 20th century? Where do you find the memory of the Civil War today?