

# HISTORY 128: AMERICAN HISTORY SINCE 1865

## Spring 2014

**Instructor:** Jennifer Donnally  
**Class Time:** 11:00 to 12:15 T & TR  
**Class Location:** Woolen Gym 304

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**Office:** Hamilton 509  
**Office Hours:** 12:30 -2:00 Tues  
5:00-6:00 pm Wed & by apt



**Course Subject and Themes:** The aim of this course is to understand important developments in American politics, society and culture during the past century and a half. Questions we will ask include: What have been and are our responsibilities as citizens to each other? What is the proper role of government in economic and social life? Should the government regulate the economy? What role should America assume in world affairs? Should we participate in international bodies such as the United Nations, or insist on our ability to act autonomously and without the consent of other nations? To what extent should the government enforce morality regarding religion, sexual practices, drinking and drugs, movies, TV, and other forms of mass culture? How did earlier generations of Americans respond to cultural conflicts and misunderstandings that often arise from conditions of diversity? How and when did immigrants integrate themselves into American society?

**Course Objectives:** Lectures, discussions, and assignments are designed to help students learn how to analyze documents from the past, take a position on a historical question, use evidence to support their views, and express their insights to others. The focus is on analyzing *why* things happened as much as learning what happened. Gaining these abilities helps not only in understanding American history, but also in improving the critical thinking and communication skills essential to doing well both in school and in the future. Methodological questions we will ask include: How well do we understand individuals, institutions and groups in the past? Do our stories and narratives about them capture their history and complexity? Or do our stories wittingly or unwittingly simplify or alter what these individuals and groups experienced? Finally, what are the public uses of history in the present?

### Course Readings:

- **Required:** Michael P. Johnson, *Reading the American Past: Selected Historical Documents*, vol II: From 1865, fifth edition (2012).
- **Required:** Select document and reading links found on Sakai in the Lesson and through hyperlinks on the Sakai syllabus.

- **Optional Textbook:** *The American Journey: A History of the United States, Brief Edition, Volume 2* (2011). Authors: David Goldfield, Carl Abbott, Virginia DeJohn Anderson, Jo Ann E. Argersinger, Peter H. Argersinger, William M. Barney, and Robert M. Weir.

*\*I strongly recommend that you order this textbook if you have never taken American History, are having difficulty following the lectures or want additional assistance to review for the exams.*

## ASSIGNMENTS AND GRADES

Assignments	Grade Distribution
Reading Responses & Forum Participation (15%)	A = 90-100 B+ = 87-89.89
Class Participation (10%)	B = 80-89.89 ----- B = 84 – 86.89 B- = 80-83.89
Midterm (20%)	C = 70-79.89
Research Blog (30%)	D = 60-69.89
Final (25%)	F = 69.89 or below

### **Reading Responses and Sakai Forum Posts 15%**

For some weeks, the syllabus lists a Paragraph Question. If it is your group’s turn to write, turn in an answer of approximately 150 to 300 words on the lesson’s forum. Include examples from the readings, explain how they support your answer, and cite any sources. The paragraph is due by 9:00 AM the morning of class. I will not accept late paragraphs, un-typed paragraphs, or inordinately short or long answers. The paragraphs will count for 15% of your final grade.

### **Class Participation 10%**

Your participation grade will reflect your attendance and active participation in the class. There are many ways you can participate in this class so I encourage you to find some way to make your voice heard. Ways you can participate include: verbal participation in lecture and discussion, in class writing assignments and small group exercises, and out of class participation on Sakai discussion forums where you can ask questions of clarification and continue discussion.

### **Mid Term 20%**

The midterm will consist of multiple-choice questions, short term id and quote identifications, and an essay question.

### **The Research Blog 30%**

*Blog Topic Submission:* By Tuesday, January 14, under “assignments” in Sakai submit a general research

topic that you will develop throughout the semester with the help of a writing group. The research topic should be broad enough to have a history from at least the 1890s to the present, be specific enough to conduct a significant research project, and most important, be of particular interest to you. For example, you cannot study the passage of the fourteenth amendment in 1868 but you can study the legal history of the fourteenth amendment since its passage by focusing on how courts and politicians have come to interpret the amendment and the ramifications of those interpretations for American law and society.

Research topics can vary from American baseball, Jazz, and ballet to primary education, a Native American Nation, a religion, a city, or a family, including your own. You can study the history of birth control, working class women, a medical or scientific field, a branch of the military, America's foreign relations with a country, or even an American corporation. Former students of mine have written fabulous blogs on the history of the American musical, ice cream and college football. All topics are welcome for consideration but are subject to my approval.

#### *Submission of Blog*

Every student's blog should be made available to the rest of the class on Sakai. You will be upload the hyperlink to your blog on Sakai's "Resources" Page.

#### *Blog Timeline (20% of blog total grade)*

You will be creating a timeline of what you believe are the most important events in your topic's history. For each writing workshop, you will be turning in what you believe are the 5 most important events for your topic within the time period covered in class between blogs. The Blog format is different than a traditional paper. You can upload YouTube videos, insert hyperlinks to your primary sources, have family and friends follow you, etc. Describe each event you chose, telling me and your writing group the who, what, where, when, how and why. Answering why is the most important aspect of each description. Why was the event important in terms of developments for your own topic and wider American history? Why did you select it? Why should I or your writing partners' care about the event?

At the end of the semester, you should turn in a blog with 15 to 20 events and through a blog introduction and conclusion – and possibly additional entries in between events or transition paragraphs – you will present a clear argument as to why your topic matters in American History. Students will excel if they are able to clearly articulate the significance of their topic in relation to larger class themes and questions. The last and final workshop will be about polishing the blog into a final product and best addressing the question of significance within student blogs.

#### *Writing Group & Workshops (10% of blog total grade)*

As part of this assignment, you will be assigned a writing group made up of two to three other students who are researching similar topics/themes/methods to your chosen topic. Before the writing workshop, you are to have read and graded each of your partner's blog submissions. Use the rubric provided in "Assignments" in Sakai. Before the workshop, you will turn in these evaluations to me by submitting them through "Assignments." You can either email your rubrics and comments to group members or bring in hard copies to class. After the workshop, you will also turn in an evaluation of your group member's performance during the writing workshop using the "Assignment" tool on Sakai.

I am in group: \_\_\_\_\_

My Partners Are: \_\_\_\_\_

The blogs you turn into your writing group should summarize at least 5 key developments for your research topic that occurred in the given time period we discussed in class prior to the writing workshop lecture. For each blog you turn into a writing group, include a timeline with at least 5 key events with descriptions (Who, what, when, where and why). I encourage you to post pictures and links to youtube videos or other web pages you found useful in writing the blog. Be sure to cite any material or pictures you receive from websites, primary sources and secondary sources when you post.

#### *Blog Resources*

Consult "Assignments" to find exemplary blogs students in the past have completed, instructional videos on how to set up a blog, and my handouts and writing advice on how to succeed on this project.

#### **Final**

**25%**

The final will consist of multiple-choice questions, a terms matching section, short term id and quote identifications, and two essays. One essay will be accumulative, the other will focus on events and themes covered since the mid term.

## **CLASSROOM EXPECTATIONS & ACADEMIC POLICIES**

### **STUDENT BEHAVIOR**

- Respect other student's views during discussion, lecture on Sakai Forums.
- When communicating with instructor via email, please apply professional etiquette. Emails, whether from your smart phone or not, should have a respectful greeting, clearly identify the subject of your email in the subject line, politely ask question or for assistance and end with a salutation and your name. Instructor may not respond to student emails without clear subject headings or that reply to a general class email/announcement or emails inquiring about the course schedule.

**Attendance Policy:** Students who attend class regularly tend to be more successful in my class. To help assess your participation grade, attendance will be taken daily. If you plan on missing class for a legitimate reason – for instance a medical procedure or religious holiday, notify the instructor in advance of the class. If you have an unexpected family or medical emergency, please provide a note from a doctor or administrator as soon as possible.

**Late Work Policy:** If you have a family or health emergency, please notify me right away so I can extend deadlines and help you best succeed in the course despite the emergency. To be fair to all students, I will deduct 4 points from the assignment for each day students turn in late work for unexcused reasons.

**Honor Code:** The University of North Carolina at Chapel Hill has had a student-led honor system for over 100 years. Academic integrity is at the heart of Carolina and we all are responsible for upholding the ideals of honor and integrity. The student-led Honor System is responsible for adjudicating any suspected violations of the Honor Code and all suspected instances of academic dishonesty will be reported to the honor system. Information, including your responsibilities as a student is outlined in

the Instrument of Student Judicial Governance. Your full participation and observance of the Honor Code is expected. For more information see: <http://studentconduct.unc.edu/students>.

**Plagiarism:** All sources must be identified and referenced properly. You are responsible for informing yourself on what is and is not plagiarism. To make sure you understand plagiarism and how to avoid it, see the following resources: UNC Libraries' [Plagiarism Tutorial](#) and the Writing Center's information on understanding [plagiarism](#).

**Students with Disabilities:** Resources and help are available at the UNC Student Learning Center. For students with learning disabilities or ADHD, alternative test taking options are available as well as additional assistance if you register through the Student Learning Center. For more information see: <http://learningcenter.unc.edu/ldadhd-services/>

*Prof. Donnally has been through UNC Safe Zone and Haven training for victims of domestic violence. She is an ally of LBGTQ communities and will do her best to help any student in need.*

## CLASS SCHEDULE

### WEEK ONE: INTRODUCTION TO THE CRAFT OF HISTORY

Thursday, January 9: Introduction to the Course & the Craft of History

#### UNIT 1: UNITING THE NATION

- 1) **Citizenship:** How did notions of American citizenship change between 1865 and 1924? Who could be/become a citizen? What rights did the American government guarantee and what obligations did American citizens have to the government? Who could exercise full civil and political rights? Who had partial or no rights? How and why did Americans justify unequal citizenship?
- 2) **Business, Labor, & Consumption:** What was gained by the Industrial Order and by whom, what was lost and by whom? What kinds of arguments arose justifying or attacking corporations and the rising inequality in wealth in America? How did the Industrial Revolution change American's views of government and its role in regulating conflicts between business, labor and the consumer?

#### **Tuesday, January 14: Reconstruction**

- Class Activity:
- Required Reading:
  - Primary Sources: Found in *Readings*.
    - pp. 5-21: Black Codes Enacted in the South, Former Slaves Seek to Reunited their families, A Black Convention in Alabama, and Klan Violence against Blacks," p. 5-21 in *Readings*
- Sakai Forum Post Question (Group 1): Was Reconstruction a Success? Justify your argument by first laying out what constitutes success and for who. Use quotes from primary sources, highlighting the different goals of competing groups and whether they achieved those goals or not.

- Optional Reading: *American Journey*, Ch 16, “Reconstruction, 1865-1877,”

#### **Thursday, January 15: The New Industrial Order**

- Class Activity: Taking Sides
- Required Reading:
  - Primary Sources:
    - pp. 41-45, “Jay Gould on Capital and Labor,” in *Readings*
    - pp. 52-55, “Andrew Carnegie Explains the Gospel of Wealth,” pp 52-55 in *RAP*.
    - pp. 60-64, “Thomas O’Donnell testimony before a U.S. Senate Committee, 1885.”
    - pp. 71-74, “S. Merlino Italian Immigrants and Their Enslavement.”
  - Secondary Sources:
    - Pp. 24-36, John Tipple, excerpt from “Big Businessmen and a New Economy,” in H. Wayne Morgan, ed., *The Gilded Age*, p. 24-36
    - Pp. 36-49, Alfred D. Chandler, Jr., from “The Beginnings of ‘Big Business’ in American Industry, *Business History Review*.
- Sakai Forum Response Question (Group 2): Were Nineteenth-Century Entrepreneurs Robber Barons? Yes or no? Use citations from select primary & secondary sources to justify your argument.
- Optional Reading *American Journey*, Ch 18: “Industry, Immigrants, and Cities, 1870-1900.

#### **Tuesday, January 21: Capitalist Expansion and Contest: The West and the New South**

- Required Reading:
  - Primary Sources:
    - pp. 239-246, “Photo Document series of families in the West,” see Sakai.
    - pp. 22-26, “Pun Chi Appeals to Congress in Behalf of Chinese Immigrants in California, 1870,” in *RAP*
    - pp. 30-33, “Texas Rangers on the Mexican Border,” *RAP*.
    - pp. 33-37, “In-mut-too-yah-lat-lat Describes White Encroachment,” in *RAP*.
    - pp. 37-40, “A Plea to “Civilize” Indians,’ in *Rap*.
- Sakai Forum Response Question (Group 3): Choose two of the following groups: Chinese Immigrants, Mexican-Americans, Native Americans, white settlers, and American government officials. Using the relevant documents, compare/contrast the experiences between the groups. State and bold your comparison in your topic sentence. Through the rest of the response explain your point, using at least one example or quotation from each of the two texts.
- Optional Reading: *American Journey*, Ch 19: “Transforming the West, 1865-1890,” Ch 17: A New South: Economic Progression and Social Tradition, 1877-1900.”

### **Unit 2: The Progressive Era & its Limits, 1890-1929**

- 1) **Reform**: How did rising rates of consumption and availability of consumer products revolutionize American society and politics?
- 2) **The American Empire**: In what ways did domestic policies concerning racial relations, the pursuit of social and economic progress, and the discourse of civilization begin to change American’s ideas of

their role in the world? Was America an empire and to what extent? In what ways did American foreign policy differ from the imperial pursuits of European countries and Japan between 1890 and 1920?

#### Thursday, January 23: The Crisis of the 1890s

- Required Reading:
  - Primary Sources
    - pp 45-48, "William Graham Sumner on Social Obligations"
    - pp. 79-83, "Populist Party Platform, July 4, 1892,"
    - Pp. 84-88, "Narrative of the Wilmington 'Rebellions' of 1898" pp. 84-88
    - pp. 91-96, "Conflicting Views about Labor Unions," in *Readings*
- Sakai Forum Reading Response (Group 4):
- Optional Reading: *American Journey*, and Ch 20: "Politics and Government, 1877-1900"

#### Monday, January 27: Writing Group Assignment Deadline

- By 5:00 PM - Use Assignments to submit what you think is the most important development for your blog topic to Prof. Donnally for feedback. (Should be no more than 2 paragraphs or one typed page).
- Your writing group should have access to your 5 events/developments online by this point in time.

#### Tuesday, January 28: Who are the Progressives?

- In Class Activity: Build a Consensus
- Required Reading
  - Group 1:** *African American History:* See Sakai for Mary Church Terrell Praises the Club Work of Colored Women, 1901, pp. 294-296; Ida B. Wells "Speaking out Against Lynching," pp. 14-17; Mamie Garvin Fields, "African American Women Enter the Teaching Profession." pp. 40-43; Booker T. Washington on Racial Accommodation," pp. 115-118 in *RAP*, "W.E.B. Du Bois on Racial Equality." Pp. 118-121 in *RAP*.
  - Group 2:** *Women's Trade Union League & Consumer Rights:* See Sakai for "The U.S. Supreme Court Upholds A Maximum Hours Law for Working Women in *Muller v. Oregon*," pp. 297-300; Margaret Drier Robins Describes the Purposes of the Women's Trade Union League, 1909," 300-301;
  - Group 3:** *Business* – Henry T. Ford and the Tin Lizzie
  - Group 4:** *Labor and the Ludlow Massacre.* John D. Rockefeller Jr. Explains 'The Best Thing for Us All,' pp. 110-113 in *RAP*; Mother Jones supports Striking Coal Miners in Colorado, pp. 76-78 see Sakai for Frank A. Crampton on the Ludlow Massacre, 1914, pp. 312-315," and "Elizabeth Gurley Flynn Calls Women to Labor Action, 1915," pp. 316-318.
  - Group 5:** *Women's Suffrage* – Abigail Scott Duniway, "A Western Suffragists Talks to her Eastern Sisters," pp. 95-98; Marie Jenny Howe, "An Anti-Suffrage Monologue, pp. 101-105; Leonora O'Reilly, "A Labor Organizer Speaks out for Suffrage," pp. 105-107; "Suffrage Militant Alice Paul Goes to Jail," p. 110-114. See Sakai.
  - Group 6:** *Settlement Houses & Urban Reform*– "Jane Addams on Settlement Houses," pp. 102-106 in *RAP*; *Urban History:* Roger Gottlieb, "Jane Addams Works to Control Garbage in Chicago, 1910," "A Woman Reformer Promotes Smoke Abatement, 1912," pp. 394-397; "Industrial Pollution and Reform," pp. 407-415.
  - Group 7:** *Prohibition* – "A Sociologist Studies Working-Class Saloons in Chicago" pp. 106-110 in *RAP*; The Reverend James Long Jr. and J. Owen Long, "Rally Voters," 1907, pp. 221-22; "The Effect of Alcohol on Sex Life," poster of the Anti-Saloon League, Evangelist Billy Sunday, "The Booze Sermon," pp. 222-223 Editorial, "Prospect and Retrospect," *Washington Post*, pp 224-225; Attorney Clarence Darrow, debating a supporter of Prohibition, 1924, pp 228-229; and "Charles A. and Mary R. Beard, *The Rise of*

*American Civilization*,” pp. 231-232. See Sakai.

**Group 8:** *Mexican American History* - Victor S. Clark Comments on Changes in Mexican Immigration to the United States, 1908,” pp. 204-207; “The Reverend Pedro Grado Addresses El Congreso Mexicanista, 1911,” pp. 207-209 and The Reverend Robert N. McLean Assesses Protestant Religious Work Among the Mexicans, 1923,” p. 234-236 and Emilio Zamora, “Mexican Voluntary Organizations of South Texas,” pp. 222-232 – with particular attention to section that starts

- Sakai Forum Response (Groups 1) Using your assigned groups readings, propose a definition of progressivism. What is it? Who are the progressives? Identify the social problems your reform group is seeking to solve or the group of people your reform group wants to help, describe their proposed solutions and evaluate how successful your group is in pursuing the reform and why.
- Optional Reading: *The American Journey*, Ch 21 “The Progressive Era, 1900-1917.”

#### **Thursday, January 30: Writing Workshop I**

#### **Tuesday, February 4: The American Empire**

- In class Activity: Taking Sides
- Required Readings:
  - Primary Sources:
    - pp. 97-100, “Emilio Aquinaldo criticizes American Imperialism in the Philippines” in *RAP*
    - pp. 1-5, Albert Beveridge, excerpts from “The March of the Flag.”
  - Secondary Sources:
    - pp. 165-178, William Appleman Williams, excerpt from *The Tragedy of American Diplomacy*,
    - pp. 178-190, Barton J. Bernstein and Franklin A. Leib, excerpt from “Progressive Republican Senators and American Imperialism, 1898-1916: A Reappraisal,” *Mid-America: An Historical Review*.
- Sakai Forum Post (Group 2) Were the Progressives Imperialists? Yes or no? Using quotes and examples from both the primary and secondary readings draft an argument in support of Williams or Bernstein and Leib.

Optional Reading: *American Journey*, Chapter 22 “Creating an Empire, 1865-1890”

#### **Thursday, February 6: World War I, the American State and the Post War Order**

- Required Readings: “Woodrow Wilson Asks Congress for a Declaration of War,” pp. 123-126; “Eugene V. Debs Attacks Capitalist Warmonger,” p. 127-130 in *RAP*
- Optional Reading: *American Journey*, Ch 23: “America and the Great War, 1914-1920.”

#### **Tuesday, February 11: The Roaring 1920s: Americans confront Modernity**

Required Reading: “Attorney General A. Mitchell Palmer defense America from Communists,” pp. 134-137; “An African Responds to the Chicago Race Riot,” pp. 138-143; President Calvin Coolidge on Government and Business,” pp. 144-147; Hiram W. Evans, “The Klan’s Fight for Americanism,” pp 151-154;

Optional Reading: *American Journey*, Ch 24: “Toward a Modern America in the 1920s,”

Out of class Midterm Review: \_\_\_\_\_



Thursday, February 13: MIDTERM

### UNIT 3: THE RISE AND FALL OF MALE BREADWINNER LIBERALISM

**Tuesday, February 18: The Great Depression: American Re-imagine the Role of the State**

- Required Reading:
  - Primary Sources
    - pp. 164-169, “Franklin D. Roosevelt Proposes an Activists Government”
    - pp. 169-174, “Working People’s Letters to New Dealers”
- Optional Reading: *American Journey*, Ch 25: “The Great Depression and the New Deal, 1929-1939.”

**Thursday, February 19: The Great Depression: The Rise Male Breadwinner Liberalism and its Limits**

- In Class Activity: Teach In
- Required Reading:
  - Group 1:** *Women’s History* - Martha H. Swain, “A New Deal for Southern Women,” pp. 332-339.
  - Group 2:** *African American & Labor History* - Robin D. G. Kelley, “Radical Organizing During the Depression,” pp. 232-239.
  - Group 3:** *Native American History* – “Lewis Meriam Summarizes the Problems Facing American Indians, 1928;” The Indian Re-organization Act, 1934;” Rupert Costo (Cahuilla) Condemns the Indian New Deal, 1986; and Ben Reifel (Brule Lakota) Praises the Legacy of John Collier, 1986; pp. 383-397. See Sakai.
  - Group 4:** *Chicano History* – Elsie Chavez Chilton Recalls Relatives Working with the CCC, Susana Archuleta looks back on the CCC, and Bert Corona Remembers CWA, pp. 278-279 and Maria E. Montoya, “The Civilian Conservation Corps in Northern New Mexico,” pp. 294-301. See sakai.
  - Group 5:** *Environmental History* – “John Steinbeck Depicts the Dust Bowl, 1939,” pp. 283-285 and
  - Group 6:** *Labor History* -
  - Group 7:** *Political History* - “Conservatives Criticize the New Deal,” pp. 181-185.
- Sakai Forum Post (Group ):

**Tuesday, February 25: WWII, the Home Front and Beyond: Citizenship and Democracy in 1940s America**

- Required Reading:
  - Primary Sources:
    - Pp. 204-208: “The War Between the Sexes”
- Optional Reading: *American Journey*, Ch 26: “World War II, 1939-1945.”

**Thursday, February 27: The Cold War at Home and Abroad**

- Required Reading:
  - Primary Sources: found in *RAP*.
    - pp. 214-218, George F. Kennan, “The Long Telegram”
    - pp. 218-222, “NSC-68: U.S. Objectives and Programs for National Security, 1950”
    - pp. 222-225, “Senator Joseph McCarthy, Speech Delivered in Wheeling, West Virginia,”
    - pp. 247-250, “Dwight D. Eisenhower, Farewell Address.”
- Sakai Forum Post (Group ): Compare and contrast some of the views contained in an American foreign

policy document (Kenan or NSC-68) to domestic policies (McCarthy or Eisenhower). State your comparison in your topic sentence. Through the rest of the response, explain your point, using at least one example or quotation from each of the two texts. To the best of your ability, explain how the Cold War framework could profoundly change American domestic and foreign policies.

- Optional Reading: *American Journey*, Ch 27 “The Cold War at Home and Abroad, 1946-1952”

### **Monday, March 3: Assignment**

- By 5:00 PM - Use Assignments to submit what you think is the most important development for your blog topic to Prof. Donnally for feedback. (Should be no more than 2 paragraphs or one typed page).
- Your writing group should have access to your 5 events/developments online by this point in time.

### **Tuesday, March 4: The Age of Affluence**

- In Class Activity: Taking Sides
- Required Reading:
  - Secondary Sources
    - Pp. 369-387, George Lipsitz, “The Possessive Investment in Whiteness: Racialized Social Democracy and the ‘White’ Problem in American Studies,”
    - Pp. 5-15, Liz Cohen, “Prologue to *Consumer’s Republic*.” Found on Sakai.
- Sakai Forum Post: Did the Age of Affluence increase or decrease inequality in America? Use examples and quotations from the text to justify your answer.
- Optional Reading: *American Journey*, Ch 28: “The Confident Years, 1953-1964”

Thursday, March 6: **Research Blog & Writing Workshop II**

## **Spring Break: March 10-16**

### **Tuesday, March 18: A Generation Divided: The Baby Boomers Come of Age**

- Common Reading:
  - Primary Sources
    - Pp. 251-254, “President Lyndon B. Johnson Describes the Great Society”
    - Pp. 255-258, Students for a Democratic Society, “The Port Huron Statement,”
    - See Sakai for Young Americans for Freedom, “The Sharon Statement,”
    - See Sakai for Senator Barry Goldwater, “A Conservative Opposes the Civil Rights Act of 1964.”

### **Thursday, March 20: The Unraveling of Male Breadwinner Liberalism: 1968 -1974**

In Class Activity: Teach-In

Required Reading:

- **Group 1**: *Black Power*: Read “Black Power Documents,” in RAP, pp. 264-268 and see Sakai for “An Interview with Black Panther Jimmy Slater,” p. 317, Cambahee River Collective Statement, 1977, p. 319-320;
- **Group 2**: *Yellow Power*, “Activist Amy Uyematsu Proclaims the Emergence of “Yellow Power,” 1969; “Asian Americans Protest Against the Vietnam War in Los Angeles, late 1960s, and “A skit on Sexism Within the Asian American Movement, 1971,” pp. 421-426 and Yen Le Esperitu, “Panethnicity and Asian American Activism,” pp 442-449.
- **Group 3**: *American Indian Movement*: “Revolution” from Willma Mankiller’s biography (Sakai, pp.

143-164).

- **Group 4: *The Chicano Movement*:** “The Chicano Coordinating Council on Higher Education Discusses the Movimiento Estudiantil Chicano de Aztlan (MECHA), 1969; Armandon Rendon Recalls the Winter Garden Project of the Mexican American Youth Organization (MAYO), 1969; Cesar Chavez Speaks with Bob Fitch About La Causa, 1970, pp. 383-389
- **Group 5: *Gay Liberation Movement*:** Carl Wittman Issues a Gay Manifesto, 1969-1970, pp. 419-422;
- **Group 6: *Feminism*:** “Founding the National Organization for Women, 1966,” Robin Morgan, “Feminist Guerrilla Theater, 1968,” Pat Mainardi, “The Politics of Housework,” 235-246, see Sakai
- **Group 7: *Anti-Vietnam War*:** Read “Vietnam and the Limits of Power,” pp. 273-289 in *RAP*.
- **Group 7: *The New Right*,** Read George Wallace, “American Independent Party Platform, 1968,” pp. 294-298 in *RAP* and see Sakai for Young Americans for Freedom, “King was a Collectivist,” (1968), William F. Buckley, Jr. “Linda’s Crusade,” (1968) pp. 189-195.

Sakai Forum Post: Did the “Movement of Movements” expand *or* undermine Male Breadwinner liberalism? Be sure to cite from your group’s readings to answer the question.

Optional Reading: *American Journey*, Ch 29: “Shaken to the Roots, 1965-1980.

### **UNIT 3: MALE BREADWINNER CONSERVATISM & ITS LIMITS**

#### **Tuesday, March 25: The Crisis of Authority**

- In class movie: All the President’s Men

#### **Thursday, March 27: The Age of Limits: Recession and Deindustrialization in the 1970s**

- Finish *All the President’s Men*

#### **Monday, March 31: Writing Group Assignment**

- By 5:00 PM - Use Assignments to submit what you think is the most important development for your blog topic to Prof. Donnally for feedback. (Should be no more than 2 paragraphs or one typed page).
- Your writing group should have access to your 5 events/developments online by 5:00 PM.

#### **Tuesday, April 1: The Rise of Male Breadwinner Conservatism**

- Required Reading:
  - Primary Sources: See Sakai
    - P. 1,7, *NRL News* Interview with Ronald Reagan, December 1975
    - New York Times Editorial on Hyde Amendment
    - Ellen Goodman, “Poor Powell”
    - Phyllis Schlafly, “Why women should oppose equal rights.” See Sakai.

#### **Thursday, April 3: Research Blog & Writing Workshop III**

#### **Tuesday, April 8: Substance vs. Style: Ronald Reagan and the 1980s**

- Required Common Reading:
  - Primary Sources:
    - Presidential Candidate Ronald Reagan Calls for new Economic Policies, 1980”
    - President Ronald Reagan Proclaims America’s ‘Spiritual Reawakening,’ 1983”
    - “A Congressional Committee Reports on ‘Irangate,’ 1987”

- Surgeon General C. Everett Koop Recalls the Administration’s Response to the AIDS Crisis, 1981-1988,” 360-372 see Sakai.
  - Secondary Sources:
    - pp 382-392, Jules Tygeil, “A Disputed Legacy”
    - Pp. 35-36, Edwin Meese III, “The Legacy of Ronald Reagan”
  - [Sakai Forum Post](#) (Group ):
- Optional Reading: *American Journey*, Ch 30: “The Reagan Revolution and a Changing World, 1981-1992”

## UNIT 5: HISTORY IN YOUR LIFETIME

### **Thursday, April 10: The Booming 90s**

- Required Reading:
  - See Sakai for packet on Welfare Reform
- Optional Reading: *American Journey*, Complacency and Crisis, 1993-2005

### **Monday, April 14: Assignment**

- Your writing group should have access to your whole blog by this point in time.

### **Tuesday, April 15: The Politics of Security post 9-11**

- Required Reading: “President George W. Bush Receives CIA Warning about Al Qaeda and Addresses Congress after 9/11 Terrorist Attacks;” “National Security Of the United States Requires Preemptive War;” “A captured 9/11 Terrorist Confesses,” pp. 324-337 in *RAP*.

### **Thursday, April 17: Research Blog and Writing Workshop IV**

### **Tuesday, April 22: The Obama Moment: Shifting Constituencies and Politics in the 2000s and beyond**

### **Thursday, April 24: Final Review**

- Last Day of Class
- Teacher Evaluations

### **Tuesday, April 29: FINAL (from 12:00 PM to 3:00 PM)**