

AMH2020: United States Since 1877

Summer A 2025 (3 credits)

I. General Information

Meeting days and times: Asynchronous online with synchronous Zoom discussions once a week. Times will be determined in consultation with students at the start of the term.

Class location: Online: Canvas & Zoom

Instructor:

Name: Dr. Anna Lankina

Office: Keene Flint Hall 205

Phone: (352) 392-0271

Email: alankina@ufl.edu

Office Hours: Wednesdays, 3:00pm-5:00pm, Thursdays, 11:00am-12:00pm, and by appointment via Zoom. Zoom link provided in Canvas. In-person office hours available upon request.

Course Description

In this course, students will trace the history of the United States from the end of the Reconstruction era to the contemporary era. Topics will include but are not limited to the rise of Industrialization, the United States' emergence as an actor on the world stage, Constitutional amendments and their impact, the Progressive era, World War I, the Great Depression and New Deal, World War II, the Civil Rights era, the Cold War, and the United States since 1989.

NOTE: All topics in this course will be taught objectively as objects of analysis, without endorsement of particular viewpoints, and will be observed from multiple perspectives. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, or belief. Students are encouraged to employ critical thinking and to rely on data and verifiable sources to explore readings and subject matter in this course. All perspectives will be respected in class discussions.

Prerequisites

None.

General Education Designation: Social and Behavioral Sciences (S)

Social Science courses must afford students an understanding of the basic social and behavioral science concepts and principles used in the analysis of behavior and past and present social, political, and economic issues. **Social and Behavioral Sciences (S)** is a sub-designation of Social Sciences at the University of Florida. These courses provide instruction in the history, key

themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

Your successful completion of AMH2020 with a grade of “C” or higher will count towards UF’s General Education State Core in Social Science (S). It will also count towards the State of Florida’s Civic Literacy requirement.

Course Objectives

All General Education area objectives can be found [here](#).

The AMH 2020 curriculum will also cover the following course-specific objectives:

1. Address how the Civil War and Reconstruction set the stage for the development of the modern United States.
2. Explore how US involvement in the Spanish-American War, World War One, and World War Two reshaped US foreign policy and civil society.
3. Present the origins of the Cold War, its implications for US international relations, and its influence on American political culture.
4. Enable students to analyze and evaluate the origins and influences of the civil rights movement, the Vietnam War, the women’s movement, and New Right conservatism.
5. Teach students how to analyze historical documents and scholarship from a range of authors and time periods.

II. Student Learning Outcomes

A student who successfully completes this course will:

1. Describe the factual details of the substantive historical episodes under study.
2. Identify and analyze foundational developments that shaped American history since 1877 using critical thinking skills.
3. Demonstrate an understanding of the primary ideas, values, and perceptions that have shaped American history.
4. Demonstrate competency in civic literacy.

Objectives—General Education and Social Sciences (S)

CATEGORY	SOCIAL SCIENCE SLOS	STATE SLO ASSIGNMENTS	COURSE:
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<p>Content</p>	<p>Identify, describe, and explain key themes, principles, and terminology; the history, theory and/or methodologies used; and social institutions, structures and processes.</p>	<p>Outcomes 1-4</p>	<p>Students will demonstrate their knowledge of the details of the substantive historical episodes of US History since 1877 by analyzing primary and secondary sources in short papers, homework assignments, exams, and in-class discussion.</p>
<p>Critical Thinking</p>	<p>Apply formal and informal qualitative or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions. Assess and analyze ethical perspectives in individual and societal decisions.</p>	<p>Outcomes 1-4</p>	<p>Students will demonstrate their ability in applying qualitative and quantitative methods by analyzing primary and secondary sources in short papers, homework assignments, and exams by using critical thinking skills.</p>
<p>Communication</p>	<p>Communication is the development and expression of ideas in written and oral forms.</p>	<p>Outcomes 1-4</p>	<p>Students will identify and explain key developments that shaped United States history since 1877 in written assignments and class discussion.</p> <p>Students will demonstrate their understandings of the primary ideas, values, and perceptions that have shaped United States history and will describe them in written assignments, exams, and class discussion.</p>

III. Graded Work

Required Materials

- *American Yawp* Textbook (freely available on the web: <https://www.americanyawp.com/index.html>)

Materials will be available through the following means:

The *American Yawp* textbook is available for free online. All other secondary sources and primary sources (indicated with a [P] on the course schedule) will be available through Canvas and web links in the syllabus.

Materials Fee: \$0.00

Graded Components

Zoom Discussion Attendance (5%): This course is designed to allow you to complete work asynchronously online and on your own time (within the framework of the course schedule). However, to meet the state legislature's Civic Literacy requirement, scheduled Zoom discussions have been incorporated into the class.

The discussions will be focused on applying our course content to the present. You will be required to attend 5 discussion meetings over the course of the semester every week, and you will have a choice of 2 different times in each week that a discussion will be scheduled. Attendance and participation in these Zoom discussions will contribute 5% of your overall course grade. You will receive an update about dates & times and how to prepare for these discussions. Students will not be penalized for university-excused absences; see [UF's excused absence policy](#).

Perusall Assignments (25%): Interactive Readings and Lectures make use of the collaborative annotation tool, Perusall.

Perusall helps you master readings faster, understand the material better, and get more out of your classes. To achieve this goal, you will be collaboratively annotating the textbook with others in your class. The help you'll get and provide your classmates (even if you don't know anyone personally) will get you past confusion quickly and will make the process more fun. While you read, you'll receive rapid answers to your questions, help others resolve their questions (which also helps you learn).

You can start a new annotation thread in *Perusall* by highlighting text, asking a question, or posting a comment; you can also add a reply or comment to an existing thread. Each thread is like a chat with one or more members of your class, and it happens in real-time. Your **goals** in annotating each reading assignment are *to stimulate discussion by posting good questions or comments* and *to help others by answering their questions*.

Research shows that by annotating thoughtfully, you'll learn more and get better grades, so here's what "annotating thoughtfully" means: Effective annotations *deeply engage points in the readings, stimulate discussion, offer informative questions or comments, and help others by addressing their questions or confusions*. To help you connect with classmates, you can "mention" a classmate in a comment or question to have them notified by email (they'll also see a notification immediately if online), and you'll also be notified when your classmates respond to your questions.

For each assignment, we will evaluate the annotations you submit on time (see below). Based on the overall body of your annotations, you will receive a score for each assignment as follows

- 5-4 (Meets Expectations) = This student has not only done the reading or viewed the lecture, but has actively engaged with its main themes, completed the annotations and responded to classmates annotations thoughtfully, and participated in the discussion in such a way that demonstrates a command of the material.
- 3-2 (Improvement Needed) = This student has completed the readings or lecture material and the annotations and responded to classmates' annotations, but may have done so cursorily; participates in discussions in a way that demonstrates satisfactory but not excellent engagement with the material.
- 1 (Deficient) = This student may or may not have completed the reading or lecture material, and the annotations and responses to classmates annotations do not reflect active engagement with the themes of the text/video; the student does not participate in the discussion, or minimally participates but does not demonstrate engagement with the material.
- 0 (Deficient)= This student did not turn in an assignment, or the assignment demonstrated only superficial and incomplete annotations.

Quizzes (5%): You will take short quizzes consisting of multiple-choice questions. These quizzes are given to ensure that you are keeping up with the reading and have a working knowledge of the subject matter from the video lectures. They are also guidelines about what some of the key facts, actors, and events are for each module.

Midterm Exam (20%): This timed, closed-book exam will draw from the course's lectures, discussions, and readings. The exam will use Honorlock. A study guide will be posted to Canvas. The exam is due on Sunday, June 1, 2025, at 11:59pm EDT.

Final Exam (20%): This timed, closed-book exam will draw from the course's lectures, discussions, and readings. The exam will use Honorlock. A study guide will be posted to Canvas. The final exam is due on Friday, June 20, 2025, at 11:59pm EDT.

Final Project: Birthday Research Essay (25%): This essay is an exercise in historical research, synthesis, and writing. Academic analysis nearly always begins with some type of close reading: of texts, of data, of images, etc. In this essay you will develop your close reading skills and work on building an argument using the evidence you find. This essay is due on Sunday, June 15, 2025, at 11:59pm EDT.

A. Birthday Research Essay Instructions: Begin with three dates: the year of your birth, the year of one of your parents' births, and the year of one of your grandparents' births. (For example: 2000, 1969, and 1945).

Do research. Find two newspaper articles for each year you are studying. You will use [Proquest Historical Newspapers](#) to access these sources (see instructional video for a how-to demonstration). The only other source you may use is the textbook for historical context but it is not required.

Then, in the course of doing your research, pick one of the following historical themes:

- Gender, race, patriotism, religion, nationalism, class, violence, sexuality, technology, ethnicity, immigration.
- If you would like to write on a different theme, get your instructor's approval beforehand.

Finally, in a written essay of 4-6 pages, explain how your sources illustrate change over time with regards to your theme. How do your sources differ from one another? In what ways are they similar?

You must quote and cite at least two sources for each year you are studying. As such, over the course of the essay you will be analyzing at least six different newspaper articles.

B. Birthday Research Essay Rubric: This essay will be evaluated on a 0-100 scale using these criteria:

1. Thesis/Main Idea (25/100 points): The paper provides an excellent response to the question that the student has been asked to consider or explore. The main idea of the paper is clear, cohesive/coherent, and convincing.
2. Structure & Organization (25/100 points): The paper contains an introduction, body, and conclusion. The argument advances in a manner that is easy for the reader to follow. The paper has no structural or organizational problems.
3. Content (25/100 points): The content of the paper fully supports the main idea. The paper shows that the student has an excellent understanding of the readings discussed. Nearly all readings, which have bearing on the main idea of the paper, are fully discussed. Nearly all of the student's interpretations of the readings are convincing.
4. Style, Grammar, & Mechanics (25/100 points): Each sentence expresses a complete thought that is easy to understand. The paper is almost entirely free of grammatical, spelling, and typographical errors. Formatting is according to instructions. All sources are properly cited.

TOTAL: 100%

Grading Scale

Letter Grade	Number Grade
A	100-93
A-	92-90
B+	89-87
B	86-83
B-	82-80
C+	79-77
C	76-73
C-	72-70
D+	69-67
D	66-63
D-	62-60
E	59-0

See the UF Catalog's "[Grades and Grading Policies](#)" for information on how UF assigns grade points.

Note: A minimum grade of C is required to earn General Education credit.

University Assessment Policies. Requirements for make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the [Catalog](#).

Instructions for Submitting Written Assignments. All written assignments must be submitted as Word documents (.doc or .docx) through the "Assignments" portal in Canvas by the specified deadlines. Do NOT send assignments as PDF files.

Extensions & Make-Up Exams. Only the professor can authorize an extension or make-up exam, and all requests must be supported by documentation from a medical provider, Student Health Services, the Disability Resource Center, or the Dean of Students Office. Requirements for attendance and make-up exams, assignments, and other work in this course are consistent with university policies: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Late Submissions. All assignment and exam deadlines are final. Extensions may be granted for documented, excusable circumstances in accordance with university policies.

Extra Credit. The final module of the course—Module 16—will count as extra credit. This extra credit will be factored into the overall course grade only after all assignments and exams are submitted.

Canvas. Class announcements will be made through Canvas, and all papers must be turned in via Canvas. Students are expected to watch out for any messages from the instructor via the Announcements tool in Canvas. I recommend that you to set your Canvas notifications to notify of new Announcements.

Class Communication Policy

Please feel free to reach out either using email or the Canvas Inbox tool. I will usually respond within 48 hours.

Assignment Support Outside the Classroom

You are welcome to come to regular office hours or to schedule an individual appointment with your professor. When needed, I also encourage you to seek support from the academic resources listed on this syllabus.

IV. Evaluations

UF course evaluation process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways:

1. The email they receive from GatorEvals,
2. Their Canvas course menu under GatorEvals, or
3. The central portal at <https://my-ufl.bluera.com>

Guidance on how to provide constructive feedback is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

V. University Policies and Resources

Students requiring accommodation

Students who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

University Honesty Policy

UF students are bound by The Honor Pledge which states “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [See the UF Conduct Code website for more information](#). If you have any questions or concerns, please consult with the instructor or TAs in this class.

Plagiarism and Related Ethical Violations

Ethical violations such as plagiarism, cheating, academic misconduct (e.g. passing off others' work as your own, reusing old assignments, etc.) will not be tolerated and will result in a failing grade in this course. Students must be especially wary of plagiarism. The UF Student Honor Code defines plagiarism as follows: "A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes (but is not limited to): a. Quoting oral or written materials, whether published or unpublished, without proper attribution. b. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student." We will go over this in greater detail prior to the first written assignment. Students are encouraged to reach out with any additional questions regarding what constitutes plagiarism.

USING AI-GENERATED TEXT IS PLAGIARIZING

You may not submit automatically generated text for your writing in this course. All writing must be your original work. If you are found to have not written the work you submitted, whether that work was copied from other students, from the web, or from AI tools, you will be reported for having violated the student Honor Code.

In-class recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party-note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Procedure for conflict resolution

Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact Nina Caputo (Associate Chair) (ncaputo@ufl.edu, 352-273-3379). Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<http://www.ombuds.ufl.edu>; 352-392-1308) or the Dean of Students Office (<http://www.dso.ufl.edu>; 352-392-1261).

Campus Resources

- U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center: Visit the [Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center website](#).
- University Police Department: Visit [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the [UF Health Emergency Room and Trauma Center website](#).
- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.
- Student Success Initiative, <https://studentsuccess.ufl.edu/>.
- [Field and Fork Pantry](#). Food and toiletries for students experiencing food insecurity.
- [Dean of Students Office](#). 202 Peabody Hall, 392-1261. Among other services, the DSO assists students who are experiencing situations that compromises their ability to attend classes. This includes family emergencies and medical issues (including mental health crises).

Academic Resources

- E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.
- [Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- [Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints On-Campus: Visit the [Student Honor Code and Student Conduct Code webpage](#) for more information.
- On-Line Students Complaints: View the [Distance Learning Student Complaint Process](#).

VI. Calendar *For the summer term, 2 modules will be due each week.*

Module	Topic	Readings/Preparation	Work Due
1	Reconstruction	<p>“Reconstruction,” Chapter 15, <i>American Yawp</i>. [10390 words] [P] Jourdan Anderson Writes his Former Enslaver, 1865, https://www.americanyawp.com/reader/reconstruction/jourdon-anderson-writes-his-former-master-1865/ [893 words] [P] Mississippi Black Code, 1865, https://www.americanyawp.com/reader/reconstruction/mississippi-black-code-1865/ [1122 words] [P] Letters by Mary Norcott Bryan, 1841-1925, PDF in Canvas [2218 words]</p>	Perusall annotations & Quiz
2	Capital and Labor	<p>“Capital and Labor,” Chapter 16, <i>American Yawp</i>. [8852 words] [P] Andrew Carnegie, "Wealth," North American Review, 1889, https://www.americanyawp.com/reader/16-capital-and-labor/andrew-carnegies-gospel-of-wealth-june-1889/ [622 words] [P] George Engel, Address by a Condemned Haymarket Anarchist, 1886, PDF in Canvas [1926 words]</p>	Perusall annotations & Quiz
3	The West	<p>“The West,” Chapter 17, <i>American Yawp</i>. [8272 words] [P] Frederick Jackson Turner, The Significance of the Frontier in American History, 1893, https://www.americanyawp.com/reader/17-conquering-the-west/frederick-jackson-turner-significance-of-the-frontier-in-american-history-1893/ [1065 words] [P] Helen Hunt Jackson, from A Century of Dishonor, 1881, https://www.americanyawp.com/reader/17-conquering-the-west/helen-hunt-jackson-on-a-century-of-dishonor-1881/ [1032 words] [P] Yick Wo v. Hopkins, 1886, PDF in Canvas [652 words]</p>	Perusall annotations & Quiz
4	Life in Industrial America	<p>“Life in Industrial America,” Chapter 18, <i>American Yawp</i>. [7747 words] [P] Jacob Riis, “How the Other Half Lives,” 1890, PDF in Canvas [4 pages] [P] Richard Fox, “Coney Island Frolics,” 1883, PDF in Canvas [1 page]</p>	Perusall annotations & Quiz
5	Political Realignments	<p>[P] Ida B. Wells, “False Accusations, from A Red Record,” 1895, PDF in Canvas [3 pages] [P] Alex Manley and the 1898 Wilmington Race Riot, PDF in Canvas [2 pages] [P] The Peoples’ Party Platform, 1892, PDF in Canvas [3 pages]</p>	Perusall annotations & Quiz
6	American Empire	<p>“The American Empire,” Chapter 19, <i>American Yawp</i>. [7547 words] [P] Congressional Speeches on Imperialism, 1900, PDF in Canvas [3 pages] [P] The Platt Amendment, 1901, PDF in Canvas [1 page] [P] William McKinley, “Decision on the Philippines,” 1900, PDF in Canvas [1 page]</p>	Perusall annotations & Quiz
7	The Progressive Era	<p>“The Progressive Era,” Chapter 20, <i>American Yawp</i>. [9220 words] [P] George Waring, “Sanitary Conditions in New York,” 1897, PDF in Canvas [1 page] [P] New York Times, “Review of Opening Night at Coney Island,” 1904, PDF in Canvas [2 pages] [P] John Spargo, “The Bitter Cry of the Children,” 1897, PDF in Canvas [1 page]</p>	Perusall annotations & Quiz

Module	Topic	Readings/Preparation	Work Due
8	WW1 and its Aftermath	<p>“World War I and its Aftermath,” Chapter 21, <i>American Yawp</i>. [9402 words]</p> <p>[P] Chicago Defender, “Letters from the Great Migration,” 1917, PDF in Canvas [2 pages]</p> <p>[P] Woodrow Wilson, “The Fourteen Points,” 1917, PDF in Canvas [3 pages]</p>	<p>Perusall annotations & Quiz</p> <p>Midterm Exam, June 1 at 11:59PM</p>
9	The New Era	<p>“The New Era,” Chapter 22, <i>American Yawp</i>. [6646 words]</p> <p>[P] John Berger, <i>Ways of Seeing</i>, 1972, PDF in Canvas [15 pages]</p> <p>[P] Changing Sexual Mores, “Petting and the Campus,” 1925, PDF in Canvas [1 page]</p> <p>[P] “The Creed of the Klanswomen,” 1924, PDF in Canvas [2 pages]</p>	Perusall annotations & Quiz
10	The Great Depression	<p>“The Great Depression,” Chapter 23, <i>American Yawp</i>. [10758 words]</p> <p>[P] Meridel Le Sueur, “Women on the Breadlines,” 1932, PDF in Canvas [3 pages]</p> <p>[P] Bob Stinson, “Flint Sit-Down Strike,” 1936, PDF in Canvas [3 pages]</p> <p>[P] Mrs. Henry Weddington, “Letter to President Roosevelt,” 1938, PDF in Canvas [1 page]</p>	Perusall annotations & Quiz
11	The Coming of WW2	<p>“World War II,” Chapter 24, sections 1-3, <i>American Yawp</i>. [9504 words]</p> <p>[P] “The Senate’s Declaration of War”: Japan Responds to Japanese Exclusion, 1924, PDF in Canvas [1 page]</p> <p>[P] Charles A. Lindbergh, “America First,” 1941, https://www.americanyawp.com/reader/24-world-war-ii/charles-a-lindbergh-america-first-1941/ [1133 words]</p>	Perusall annotations & Quiz
12	WW2 at Home and Abroad	<p>“World War II,” Chapter 24, sections 4-13, <i>American Yawp</i>. [6593 words]</p> <p>[P] A. Philip Randolph, “Why Should We March?” 1942, PDF in Canvas [2 pages]</p> <p>[P] “Korematsu v United States,” 1944, PDF in Canvas [3 pages]</p> <p>[P] Harry Truman Announcing the Atomic Bombing of Hiroshima, 1945, http://www.americanyawp.com/reader/24-world-war-ii/harry-truman-announcing-the-atomic-bombing-of-hiroshima-1945/ [960 words]</p>	Perusall annotations & Quiz
13	The Cold War	<p>“The Cold War,” Chapter 25, <i>American Yawp</i>. [9147 words]</p> <p>[P] George Kennan, “Containment,” 1947, PDF in Canvas [3 pages]</p> <p>[P] “The Truman Doctrine,” 1947, PDF in Canvas [1 page]</p> <p>[P] Joseph McCarthy, “Wheeling, West Virginia Speech,” 1950, PDF in Canvas [1 page]</p>	Perusall annotations & Quiz
14	Affluence and Anxiety	<p>“The Affluent Society,” Chapter 26, <i>American Yawp</i>. [16411 words]</p> <p>[P] Ladies' Home Journal, “Young Mother,” 1956, PDF in Canvas [4 pages]</p> <p>[P] Southern Manifesto on Integration, 1956, PDF in Canvas [2 pages]</p>	Perusall annotations & Quiz

Module	Topic	Readings/Preparation	Work Due
		[P] Student Non-Violent Coordinating Committee, "Statement of Purpose," 1960, PDF in Canvas [1 page]	
15	The Sixties	<p>"The Sixties," Chapter 27, and "The Unraveling," Chapter 28, sections 1-4, <i>American Yawp</i>. [10720 words]</p> <p>[P] Lyndon B. Johnson, "Remarks on Decision Not to Seek Re-Election," 1968 [2 mins]</p> <p>[P] Report of the National Advisory Commission on Civil Disorders, 1968, https://www.americanyawp.com/reader/28-the-unraveling/report-of-the-national-advisory-commission-on-civil-disorders-1968/ [724 words]</p> <p>[P] Barbara Jordan, 1976 Democratic National Convention Keynote Address, 1976, https://www.americanyawp.com/reader/28-the-unraveling/barbara-jordan-1976-democratic-national-convention-keynote-address-1976/ [1013 words]</p>	<p>Perusall annotations & Quiz</p> <p>Birthday Research Essay, June 15 at 11:59PM</p>
16	Nixon to Reagan	<p>"The Unraveling," Chapter 28, sections 5-9, and "The Triumph of the Right," Chapter 29, <i>American Yawp</i>. [15941 words]</p> <p>[P] Jerry Falwell on the "Homosexual Revolution," 1981, http://www.americanyawp.com/reader/29-the-triumph-of-the-right/jerry-falwell-on-the-homosexual-revolution-1981/ [515 words]</p> <p>[P] Statements of AIDS Patients, 1983, http://www.americanyawp.com/reader/29-the-triumph-of-the-right/statements-of-aids-patients-1983/ [1077 words]</p> <p>[P] Pat Buchanan on the Culture War, 1992, http://www.americanyawp.com/reader/29-the-triumph-of-the-right/pat-buchanan-on-the-culture-war-1992/ [1145 words]</p>	<p>Perusall annotations (Extra Credit)</p> <p>Final Exam, June 20 at 11:59PM</p>