



UNITED STATES HISTORY

S I N C E 1 8 7 7

Dr. Sean Trainor | Adjunct Lecturer | Department of History | University of Florida
T 11:45am-1:40pm (Period 5-6); R 12:50pm-1:40pm (Period 6) | 105 Keene-Flint 105

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T 1:55pm-2:45pm | R 11:45am-12:35pm; 1:55pm-2:45pm | 021 Keene-Flint

F 2:00pm-5:00pm | 233H Bryan Hall

INTRODUCTION AND COURSE OBJECTIVES

In this class, we will survey the history of the United States between 1877 and the present. This dynamic period begins with the end of Reconstruction and concludes with our own, strange historical moment. While there are countless ways to interpret the period, this class will focus on the following themes:

- It will trace the rise of modern, industrial, consumer capitalism in the late-nineteenth and early-twentieth centuries, as well as the ill-fit between pre-Civil War understandings of the “free market” and its post-Civil War reality;
- It will examine the United States’ rise as a dominant global power, and its leaders’ growing tendency to conflate capitalism, democracy, and freedom on the domestic and world stages, and;
- It will explore marginalized groups’ efforts to realize the promises of the Declaration of Independence, either within or without the mainstream of American life.

In tackling this history, we will pursue the following four goals:

First, we will consider the meaning of “freedom” – both in the period we’re covering and in the present. Americans often claim that they are united by a common love of freedom. But the word “freedom” means different things to different people. In this class, therefore, we’ll consider the various ways Americans defined freedom between 1877 and today, and how these definitions were used to emancipate and/or oppress different groups of people.

Second, we will analyze the role played by capitalism, empire, and pluralism in modern American history. These three intersecting ideas and institutions not only shaped this period decisively; they also enabled, informed, and complicated the various meanings Americans ascribed to freedom.

Third, we will learn how to draw meaningful connections between modern American history and the world today. As many of you may have noticed, we live in strange times. Understanding the past, I believe, can help make the present feel less unfamiliar, and give us a sense of how we can proceed in the future.

Finally, we will hone our critical thinking, writing, and communication skills in a series of written and oral assignments that will evaluate (and hopefully enhance) our mastery of the goals above. Thus, by semester's end, we should be able to:

1. Define "freedom" in ways that are both historically valid and personally meaningful;
2. Explain how capitalism, empire, and pluralism shaped one another, as well as the larger course of modern American history;
3. Draw powerful, insightful connections between the contents of this course and current events;
4. And express our positions on the foregoing points in powerful prose and speech.

COURSE TEXTS

The textbook for this course is a free, online, collaboratively-produced work entitled *The American Yawp*. You can find a link to the text at the following address: <http://www.americanyawp.com/>. All readings from *The American Yawp* (labelled TAY in the syllabus) will be linked directly from the Canvas course management system, as will a handful of additional readings.

In addition to *The American Yawp*, students will be required to read the following texts:

- E. L. Doctorow, *Ragtime* (any edition), ISBN: 9780812978186
- Malcolm X (as told to Alex Haley), *The Autobiography of Malcolm X* (New York: Ballantine Books, 2015), ISBN: 9780618706419

Both books are available at the UF bookstore as well as at online retailers for as little as \$2-3. Students should also consider obtaining copies through the UF Library or the university's [fantastic interlibrary loan system](#).

COURSE STRUCTURE

This course will be divided into six units. Each unit will be organized around a particular conception of freedom that has proved important during the modern history of the United States.

Within each unit, we will treat events chronologically. Between units, however, we will jump backwards and forwards in American history. This, admittedly, is a slightly unconventional model for an introductory history course. I have adopted it, not to confuse you, but rather to challenge you, to help you learn the course materials more effectively, and to help you make sense of the American past in a way that I believe will be more useful in the long run.

DEMOCRATIC GOVERNANCE

This section of AMH2020 is a democratically-governed class. What this means, in practice, is that all components of this syllabus, save for those mandated by the University of Florida, are fully negotiable. Practically speaking, the class's democratic structure enables students to change the topic of an individual lesson but it does not enable them to abolish class meetings altogether. Similarly, it permits students to alter paper topics, but not to cancel major class assignments. For more on how the democratic process will work, students should consult the "Democratic Bylaws" on Canvas.

GRADING AND EVALUATION

- Please note: there is no final exam in this course. -

- Attendance: 15%
- Quizzes: 10%
- Participation: 15%
- Papers: 50%
- Presentation: 10%

Attendance

Attendance will be taken at the beginning of class. If students arrive after attendance has been taken, they should speak to Dr. Trainor, who will consider offering attendance credit on a case-by-case basis.

Students may miss up to three class meetings with no questions asked. Should they miss additional classes, they must request an excused absence from Dr. Trainor. For information on what constitutes an excused absence, students should consult UF's attendance policies:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

Quizzes

Students will be required to take six, ten-minute quizzes over the course of the semester – all of which are listed on both the syllabus and on Canvas. Each quiz (excluding Quiz #1) will consist of four multiple choice questions, each of which will be worth 25% of the individual quiz grade. All quizzes will due on Tuesday at 11:45am, and will be available for 48 hours prior to their due date (i.e. they will become available on Sunday at 11:45am).

These assignments (again excluding Quiz #1) will gauge students' understanding of major course materials only (i.e. Doctorow's *Ragtime* and *The Autobiography of Malcolm X*). Students will never be quizzed on TAY readings. Students' lowest individual quiz grade will be dropped at the end of the semester. **Quizzes can be made up only with Dr. Trainor's approval.**

Participation

Classroom participation is a key component of this course. **Students are therefore expected to participate in no fewer than one-half of all class meetings.** For those who do not feel comfortable participating in person, Dr. Trainor will also award participation points for questions and comments offered on the Canvas discussion board.

Papers

Students will write three 1-3 page essays over the course of the semester. The prompts for these papers are available on Canvas. **All papers should be submitted electronically to a Canvas drop box in either .doc or .docx format and must be double spaced, with one-inch margins, in twelve-point, Times New Roman font.**

Final Project

At the end of the semester, students will be required to make a 50-minute group presentation during class, recapping the contents of the semester. Students should review the presentation prompt, available on Canvas, at their earliest convenience and begin thinking about the presentation as early in the semester as possible. Students will have numerous opportunities to discuss the presentation with their classmates over the course of the semester. These meetings will occur during regularly-scheduled class sessions – though group members should feel free to meet outside of class as well.

LATE PAPERS

Late papers will be marked down one half letter grade for each day that they are late, unless students provide Dr. Trainor with documentation of extenuating circumstances.

GRADE SCALE

94-100 = A
90-93.9 = A-
88-89.9 = B+
82.5-87.9 = B
80-82.4 = B-
78-79.9 = C+
72.5-77.9 = C
70-72.4 = C-
68-69.9 = D+
62.5-67.9 = D
60-62.4 = D-
Less than 60 = F

EMAIL / CANVAS MESSAGE POLICY

Students should expect a response to questions, comments, or concerns in 24 hours or fewer.

GRADING POLICIES

Grading policies for this course are compliant with those of the university. To learn more about these policies, please visit <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

COLLEGE ACADEMIC INTEGRITY

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 Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report

any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

STUDENTS WITH DISABILITIES

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

ONLINE COURSE EVALUATIONS

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

SCHEDULE OF CLASSES, READINGS, AND ASSIGNMENTS

All readings, excluding Ragtime and The Autobiography of Malcolm X, are available on the Canvas course management system. Readings are due on the day for which they are assigned (i.e. readings listed under 24 August are due by class time on 24 August).

WEEK 1

- TUESDAY, 22 AUGUST (Introduction to Syllabus, Final Project, and Democratic Bylaws)
- THURSDAY, 24 AUGUST (Argument of the Class)
 - **Assignments:**
 - Create Class Twitter account
 - Take Quiz #1 on Canvas
 - **Readings:**
 - Read the Syllabus, Democratic Bylaws, and Presentation Prompt.
 - Read Elizabeth Andersson, "[How Bosses Are \(Literally\) Like Dictators](#)," Vox (Jul. 17, 2017).

UNIT 1: FREEDOM OF CONTRACT

WEEK 2

- TUESDAY, 29 AUGUST (Freedom of Contract in the Reconstruction South / Introduction to Paper #1)
 - **Readings:**
 - Read Paper #1 Prompt
 - **Textbook:**
 - TAY, Ch. 15, Sec. V, "[Racial Violence in Reconstruction](#)"
 - TAY, Ch. 15, Sec. VI "[Economic Development During the Civil War and Reconstruction](#)"
- THURSDAY, 31 AUGUST (Freedom of Contract in the Industrial North)
 - **Textbook:**
 - TAY, Ch. 16, Sec. I, "[Introduction \[to Labor and Capital\]](#)"
 - TAY, Ch. 16, Sec. II, "[The March of Capital](#)"
 - TAY, Ch. 16, Sec. III, "[The Rise of Inequality](#)"

UNIT 2: THE PROGRESSIVE IDEAL OF FREEDOM

WEEK 3

- TUESDAY, 5 SEPTEMBER (The Radical Origins of Progressivism / Discussion of *Ragtime*)
 - **Assignments:**
 - Take Quiz #2 on Canvas

- **Readings:**
 - Read *Ragtime*, Pts. I and II
- **Textbook:**
 - TAY, Ch. 16, Sec. IV, "[The Labor Movement](#)"
 - TAY, Ch. 16, Sec. VII, "[The Socialists](#)"
 - TAY, Ch. 16, Sec. V, "[The Populist Movement](#)"
 - TAY, Ch. 16, Sec. VI, "[William Jennings Bryan and the Politics of Gold](#)"

- THURSDAY, 7 SEPTEMBER (Progressivism in Power)

- **Textbook:**
 - TAY, Ch. 20, Sec. I, "[Introduction \[to the Progressive Era\]](#)"
 - TAY, Ch. 20, Sec. II, "[Mobilizing for Reform](#)"
 - TAY, Ch. 20, Sec. IV, "[Targeting the Trusts](#)"
 - TAY, Ch. 20, Sec. V, "[Progressive Environmentalism](#)"

WEEK 4

- TUESDAY, 12 SEPTEMBER (The New Deal: Progressivism's Second Coming / Discussion of *Ragtime*)

- **Assignments:**
 - Take Quiz #3 on Canvas
- **Readings:**
 - Read *Ragtime*, Pts. III and IV
- **Textbook:**
 - TAY, Ch. 23, Sec. I, "[Introduction \[to the Great Depression\]](#)"
 - TAY, Ch. 23, Sec. II, "[The Origins of the Great Depression](#)"
 - TAY, Ch. 23, Sec. III, "[Herbert Hoover and the Politics of the Depression](#)"
 - TAY, Ch. 23, Sec. IV, "[The Bonus Army](#)"
 - TAY, Ch. 23, Sec. V, "[The Lived Experience of the Great Depression](#)"
 - TAY, Ch. 23, Sec. VII, "[Franklin Delano Roosevelt and the First New Deal](#)"
 - TAY, Ch. 23, Sec. VIII, "[The New Deal in the South](#)"
 - TAY, Ch. 23, Sec. IX, "[The New Deal in Appalachia](#)"

- THURSDAY, 14 SEPTEMBER (Peak Progressivism: The "Second" New Deal)

- **Textbook:**
 - TAY, Ch. 23, Sec. X, "[Voices of Protest](#)"
 - TAY, Ch. 23, Sec. XI, "[The Second New Deal](#)"
 - TAY, Ch. 23, Sec. XIII, "[The End of the New Deal](#)"

UNIT 3: THE CONSUMERIST IDEAL OF FREEDOM

WEEK 5

- TUESDAY, 19 SEPTEMBER (Consumerism: Capital's Progressivism / Debate #1)

- **Assignments:**
 - Prepare for Debate #1. The proposition for Debate #1 will be as follows: “Progressivism did not challenge capitalism; it saved it.” Group 1 will argue in *favor* of this proposition; Group 2 will argue in *opposition* to this proposition.
- **Readings:**
 - [Contemporary commentary on consumerism from 1920s America \[text compilation\]](#)
- **Textbook:**
 - TAY, Ch. 18, Sec. II, “[Industrialization & Technological Innovation](#)”
 - TAY, Ch. 22, Sec. I, “[Introduction \[to the New Era\]](#)”
 - TAY, Ch. 22, Sec. II, “[Republican White House, 1921-1933](#)”
 - TAY, Ch. 22, Sec. III, “[Culture of Consumption](#)”
 - TAY, Ch. 22, Sec. IV, “[Culture of Escape](#)”

• THURSDAY, 21 SEPTEMBER (Consuming Cold War Patriotism)

- **Assignments:**

○ **PAPER #1 DUE IN ELECTRONIC COPY BY SUN., 24 SEPT. BY 11:59PM**

- **Textbook:**

- TAY, Ch. 26, Sec. I, “[Introduction \[to the Affluent Society\]](#)”
- TAY, Ch. 26, Sec. II, “[The Rise of the Suburbs](#)”
- TAY, Ch. 26, Sec. VI, “[Politics and Ideology in the Affluent Society](#)”

UNIT 4: THE IMPERIAL IDEAL OF FREEDOM

WEEK 6

• TUESDAY, 26 SEPTEMBER (The White Empire / Introduction to Paper #2)

- **Readings:**

- Read Paper #2 Prompt

- **Textbook:**

- TAY, Ch. 17, Sec. I, “[Introduction \[to Conquering the West\]](#)”
- TAY, Ch. 17, Sec. II, “[Post-Civil War Westward Migration](#)”
- TAY, Ch. 17, Sec. III, “[The Indian Wars and Federal Peace Policy](#)”
- TAY, Ch. 17, Sec. IV, “[Beyond the Plains](#)”
- TAY, Ch. 17, Sec. V, “[Western Economic Expansion: Railroads and Cattle](#)”
- TAY, Ch. 17, Sec. VI, “[The Allotment Era and Resistance in the Native West](#)”
- TAY, Ch. 17, Sec. VII, “[Rodeos, Wild West Shows, and the Mythic American West](#)”
- TAY, Ch. 17, Sec. VIII, “[The West as History: The Turner Thesis](#)”
- TAY, Ch. 19, Sec. I, “[Introduction \[to American Empire\]](#)”
- TAY, Ch. 19, Sec. II, “[Patterns of American Interventions](#)”
- TAY, Ch. 19, Sec. III, “[1898](#)”
- TAY, Ch. 19, Sec. IV, “[Theodore Roosevelt and American Imperialism](#)”

- THURSDAY, 28 SEPTEMBER (Empire for Democracy)

- **Textbook:**

- TAY, Ch. 21, Sec. I, "[Introduction \[to World War I\]](#)"
- TAY, Ch. 21, Sec. II, "[Prelude to War](#)"
- TAY, Ch. 21, Sec. III, "[War Spreads through Europe](#)"
- TAY, Ch. 21, Sec. IV, "[America Enters the War](#)"
- TAY, Ch. 21, Sec. V, "[On the Homefront](#)"
- TAY, Ch. 21, Sec. VI, "[Before the Armistice](#)"
- TAY, Ch. 21, Sec. VII, "[The War and the Influenza Pandemic](#)"
- TAY, Ch. 21, Sec. VIII, "[The Fourteen Points and the League of Nations](#)"
- TAY, Ch. 21, Sec. IX, "[Aftermath of World War I](#)"
- TAY, Ch. 21, Sec. X, "[Conclusion \[to World War I\]](#)"

WEEK 7

- TUESDAY, 3 OCTOBER (Anti-Fascist Empire / Discussion of *Autobiography of Malcolm X*)

- **Assignments:**

- Take Quiz #4 on Canvas

- **Readings:**

- Read *Autobiography of Malcolm X*, Introduction-pg. 194

- **Textbook:**

- TAY, Ch. 24, Sec. I, "[Introduction \[to World War II\]](#)"
- TAY, Ch. 24, Sec. II, "[The Origins of the Pacific War](#)"
- TAY, Ch. 24, Sec. III, "[The Origins of the European War](#)"
- TAY, Ch. 24, Sec. IV, "[The United States and the European War](#)"
- TAY, Ch. 24, Sec. V, "[The United States and the Japanese War](#)"
- TAY, Ch. 24, Sec. VI, "[Soldiers' Experiences](#)"
- TAY, Ch. 23, Sec. VII, "[The Wartime Economy](#)"
- TAY, Ch. 24, Sec. X, "[Toward a Postwar World](#)"
- TAY, Ch. 24, Sec. XI, "[Conclusion \[to World War II\]](#)"

- THURSDAY, 5 OCTOBER (Empire of Capital)

- **Textbook:**

- TAY, Ch. 25, Sec. I, "[Introduction \[to the Cold War\]](#)"
- TAY, Ch. 25, Sec. II, "[Political, Economic, and Military Dimensions](#)"
- TAY, Ch. 25, Sec. III, "[The Arms Buildup, the Space Race, and Technological Advancement](#)"
- TAY, Ch. 25, Sec. V, "[Decolonization and the Global Reach of the American Century](#)"
- TAY, Ch. 25, Sec. VI, "[Conclusion \[to the Cold War\]](#)"
- TAY, Ch. 27, Sec. II, "[Kennedy and Cuba](#)"
- TAY, Ch. 27, Sec. V, "[The Origins of the Vietnam War](#)"
- TAY, Ch. 28, Sec. II, "[The Strain of Vietnam](#)"
- TAY, Ch. 29, Sec. X, "[The New Right Abroad](#)"

UNIT 5: THE PLURALIST IDEAL OF FREEDOM**WEEK 8**• TUESDAY, 10 OCTOBER (Gilded Age Freedom Struggles / Discussion of *Autobiography of Malcolm X*)

- **Assignments:**
 - Take Quiz #5 on Canvas
- **Readings:**
 - Read *Autobiography of Malcolm X*, pgs. 195-365
- **Textbook:**
 - TAY, Ch. 18, Sec. III, "[Immigration and Urbanization](#)"
 - TAY, Ch. 18, Sec. IV, "[The New South and the Problem of Race](#)"
 - TAY, Ch. 18, Sec. V, "[Gender, Religion, and Culture](#)"
 - TAY, Ch. 19, Sec. V, "[Women and Imperialism](#)"
 - TAY, Ch. 19, Sec. VI, "[Immigration](#)"
 - TAY, Ch. 20, Sec. VI, "[Jim Crow and African American Life](#)"

• THURSDAY, 12 OCTOBER (Progressive Era Freedom Struggles)

- **Textbook:**
 - TAY, Ch. 20, Sec. III, "[Women's Movements](#)"
 - TAY, Ch. 22, Sec. V, "[The New Woman](#)"
 - TAY, Ch. 22, Sec. VI, "[The New Negro](#)"
 - TAY, Ch. 22, Sec. VII, "[Culture War](#)"
 - TAY, Ch. 22, Sec. IX, "[Rebirth of the Ku Klux Klan \(KKK\)](#)"
 - TAY, Ch. 23, Sec. VI, "[Migration and Immigration during the Great Depression](#)"
 - TAY, Ch. 23, Sec. XII, "[Equal Rights and the New Deal](#)"

WEEK 9• TUESDAY, 17 OCTOBER (The Fight for Inclusion / Discussion of *Autobiography of Malcolm X*)

- **Assignments:**
 - Take Quiz #6 on Canvas
- **Readings:**
 - Read *Autobiography of Malcolm X*, pgs. 366-End
- **Textbook:**
 - TAY, Ch. 24, Sec. VIII, "[Women and World War II](#)"
 - TAY, Ch. 24, Sec. IX, "[Race and World War II](#)"
 - TAY, Ch. 26, Sec. III, "[Race and Education](#)"
 - TAY, Ch. 26, Sec. IV, "[Civil Rights in an Affluent Society](#)"
 - TAY, Ch. 26, Sec. V, "[Gender and Culture in the Affluent Society](#)"
 - TAY, Ch. 27, Sec. III, "[The Civil Rights Movement Continues](#)"
 - TAY, Ch. 27, Sec. VI, "[Culture and Activism](#)"
 - TAY, Ch. 28, Sec. VII, "[The Politics of Love, Sex, and Gender](#)"

- THURSDAY, 19 OCTOBER (The Fight for Autonomy)

- **Textbook:**

- TAY, Ch. 27, Sec. VII, "[Beyond Civil Rights](#)"
- TAY, Ch. 28, Sec. III, "[Racial, Social, and Cultural Anxieties](#)"

UNIT 6: THE NEOLIBERAL IDEAL OF FREEDOM

WEEK 10

- TUESDAY, 24 OCTOBER (Neoliberalism in an Age of Liberalism / Debate #2)

- **Assignments:**

- Prepare for Debate #2. The proposition for Debate #2 will be as follows: "Separatist activists like Malcolm X better understood the nature of discrimination in America than their integrationist counterparts." Group 2 will argue in *favor* of this proposition; Group 1 will argue in *opposition* to this proposition.

- **Textbook:**

- TAY, Ch. 25, Sec. IV, "[The Cold War Red Scare, McCarthyism, and Liberal Anti-Communism](#)"
- TAY, Ch. 27, Sec. IV, "[Lyndon Johnson's Great Society](#)"
- TAY, Ch. 28, Sec. I, "[Introduction \[to the Unraveling\]](#)"
- TAY, Ch. 28, Sec. IV, "[The Crisis of 1968](#)"
- TAY, Ch. 28, Sec. V, "[The Rise and Fall of Richard Nixon](#)"

- THURSDAY, 26 OCTOBER (Neoliberalism in Ascendance: The Age of Reagan)

- **Assignments:**

- **PAPER #2 DUE IN ELECTRONIC COPY BY SUN., 29 OCT. BY 11:59PM**

- **Textbook:**

- TAY, Ch. 28, Sec. VI, "[Deindustrialization and the Rise of the Sunbelt](#)"
- TAY, Ch. 28, Sec. VIII, "[The Misery Index](#)"
- TAY, Ch. 28, Sec. IX, "[Conclusion \[to the Unraveling\]](#)"
- TAY, Ch. 29, Sec. I, "[Introduction \[to the Triumph of the Right\]](#)"
- TAY, Ch. 29, Sec. II, "[Conservative Ascendance](#)"
- TAY, Ch. 29, Sec. III, "[The Conservatism of the Carter Years](#)"
- TAY, Ch. 29, Sec. IV, "[The Election of 1980](#)"
- TAY, Ch. 29, Sec. V, "[The New Right in Power](#)"
- TAY, Ch. 29, Sec. VI, "[Morning in America](#)"
- TAY, Ch. 29, Sec. VII, "[African American Life in Reagan's America](#)"
- TAY, Ch. 29, Sec. VIII, "[Bad Times and Good Times](#)"
- TAY, Ch. 29, Sec. IX, "[Culture Wars of the 1980s](#)"
- TAY, Ch. 29, Sec. XI, "[Conclusion \[to the Triumph of the Right\]](#)"

WEEK 11

- TUESDAY, 31 OCTOBER (Neoliberalism in Control: Bill Clinton’s “Third Way” / Introduction to Paper #3)
 - **Readings:**
 - Read Paper #3 Prompt
 - **Textbook:**
 - TAY, Ch. 30, Sec. II, “[American Politics from George H.W. Bush to September 11, 2001](#)”

- THURSDAY, 2 NOVEMBER (S.T. in L.A. – **NO CLASS**)

WEEK 12

- TUESDAY, 7 NOVEMBER (History Since 9/11 / Debate #3)
 - **Assignments:**
 - Using the established democratic bylaws for this class, students will outline the contents of today’s session, determine its format, and post any additional required readings at least **FOUR WEEKS** in advance of 11/7. They will also determine a debate proposition and assign groups’ positions.
 - **Textbook:**
 - TAY, Ch. 30, Sec. III, “[September 11 and the War on Terror](#)”
 - TAY, Ch. 30, Sec. IV, “[The End of the Bush Years](#)”
 - TAY, Ch. 30, Sec. V, “[The Great Recession](#)”
 - TAY, Ch. 30, Sec. VI, “[The Obama Presidency](#)”
 - TAY, Ch. 30, Sec. VII, “[New Horizons](#)”

- THURSDAY, 9 NOVEMBER (History Since 9/11)
 - **Assignments:**
 - Using the established democratic bylaws for this class, students will outline the contents of today’s session, determine its format, and post any additional required readings at least **FOUR WEEKS** in advance of 11/9.

WEEK 13

- TUESDAY, 14 NOVEMBER (Closing Discussion #1)
 - **Assignments:**
 - Prepare for 50-minute discussions on the following topics: “Which course theme or ideal of freedom had the biggest influence on the period 1877 to present?” and “How have these themes and ideals of freedom shaped the present?”

 - THURSDAY, 16 NOVEMBER (Final Project Meetings)
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WEEK 14

- TUESDAY, 21 NOVEMBER (Final Project Meetings)
- THURSDAY, 23 NOVEMBER (Thanksgiving Break – **NO CLASS**)

WEEK 15

- TUESDAY, 28 NOVEMBER (Final Presentations)

- **Assignments:**

- **FINAL PROJECT PRESENTATIONS (GROUPS #1 AND #2)**

- THURSDAY, 29 NOVEMBER (Closing Discussion #2)

- **Assignments:**

- Prepare for a 50-minute discussion on the following topics: “Based on what you now know about modern American history, what do you think lies in store for the republic?”

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WEEK 16

- TUESDAY, 5 DECEMBER (Closing Thoughts)
-