

Course Syllabus



Prof. David Suisman

Spring 2020 — Class meeting: GOR 205

Office: 118 Munroe

Email: dsuisman@udel.edu
[\(mailto:dsuisman@udel.edu\)](mailto:dsuisman@udel.edu)

Office hours: Wed 12:30-2:30 and by appointment

Teaching Assistant

Blake Abraham

Office: 128 Munroe

Email: bma@udel.edu (<mailto:bma@udel.edu>)

Office hours: Wed 2-4 and by appointment

Click [here](#) to download a pdf of this syllabus

If you joined the class late, click [here](#)

COURSE OVERVIEW

The aim of this course is to introduce students to what it means to think like a historian. The discipline of history is more than a collection of names and dates. It's a way of thinking critically about the past and a methodology for understanding how the world changes over time. Our focus will be the history of the United States from 1865, but the course is structured to emphasize historical thinking skills as much as a command of "facts" about U.S. history.

The course is divided into six two-week units. In each unit, you will read both secondary and primary sources and do what historians do when they study history professionally. Because of its emphasis on historical *practice*, this course is probably different from any history course you've ever taken. Its goal is not

to fill you up with information and then have you regurgitate it. Accordingly, it is not structured simply as a lecture course. It also asks you to work together with your peers in teams to make sense of historical sources and to become historians yourselves.

COURSE STRUCTURE

As indicated above, the course will be divided into six two-week units. Each unit of the course will follow this sequence (except Units III and V, which are slightly modified):

	Mon	Wed	Discussion section (Wed/Thu/Fri)
Week 1	Lecture 1	Lecture 2	Team Work 1
Week 2	Lecture 3	Team Work 2: Quiz	Team Work 3

Here's what you can expect in each unit:

LECTURES (days 1, 2, and 4 of each unit)

These lectures, paired with your **textbook** reading (details below), will make up the *backbone* of the course.

Lecture notes will not be distributed, nor will PowerPoint presentations.

TEAM WORK (days 3 and 6 of each unit)

On days 3 and 6 of each unit, we will analyze primary sources—the raw material of history. If the lectures and textbook are the backbone of the course, the primary sources are the flesh and blood.

Team work will be done in teams of 6 to 8 students each. (These teams will be organized in the second week of the semester.) Before coming to class on each of these days, you will read the primary sources (or look at them in the case of photographs, or watch them in the case of videos), which will be available via our Canvas site; you will record preliminary notes in your **blog** (details below); and you will prepare the information needed to report to your team.

In class, you will be involved in team work, which will revolve around answering some historical question, having a directed discussion, or completing some kind of project, all based on the primary sources. There will be a unique set of sources for each day of team work. Also, when the primary sources are text

documents, which will be most of the time, you **must print them out** and bring them with you to class, **or else you will not be allowed to participate**. One project in each unit will be graded (usually the second, i.e., Day 6 of the unit).

After class, you will generally be asked to add some follow-up comment in your blog about the in-class work.

To help you develop skills as a good collaborator, you will be asked mid-way through the semester to submit a brief self-assessment of your teamwork participation.

QUIZZES (day 5 of each unit, except Unit III)

Each unit of the course will have a reading assignment of 80-120 pages (2-3 chapters) in the textbook, *Give Me Liberty*. Reading assignments will be accompanied by a reading guide that I will prepare and a list of key themes, names, events, etc. This will be available on Canvas.

On Day 5 of each unit there will be a quiz on the reading, consisting of ten multiple-choice questions. You will take each quiz *twice*, once individually and then again as a team.

Individual quizzes: The individual quiz will last the first 20 minutes of class.

As noted above, the quizzes will be multiple choice. You will submit your answers in two ways. First, you will circle your answers on the quiz sheet itself. Second, you will then submit these same answers electronically, using an i-Clicker remote (available from the bookstore). You can use either the original i-Clicker or the more recent i-Clicker2. **You must remember to bring your i-Clicker to class. If you do not, you will not be permitted to take the quiz.**

Note: Before you can use your i-Clicker remote for this class, you must register it for the course on the Canvas site. To do this, go to the Canvas page for the course and click on the i-Clicker tab on the left. Then click on Remote Registration and follow the directions. If you need help with registering your i-Clicker, [this helpful FAQ](#) will probably help.

Team quizzes: Following the individual quiz, students will take the same quiz again, as a team. Books and notes cannot be used.

Instead of writing down the answers or clicking them with the i-Clicker, you will use a scratch-off answer card (kind of like a lottery ticket). When you are done, you will hand in the card with the team number written on the front of the answer card, and the name of each team member who took the quiz on the back.

Bonus Points! Members of the team scoring highest on the quiz will each have a bonus of 2 points added to their individual quiz scores. So, if you get a 7 out of 10 on the individual quiz and your team scores highest in the class, your individual grade will be changed to 9. Members of the second-highest scoring team will receive 1 additional point each. If two (or more) teams tie for first or second place, all team members will get bonus points.

Note: The first quiz will be Mon Feb 17. The subject of this quiz is the syllabus itself. For more info, click [here](#). The Syllabus Quiz will not be counted toward your final course grade.

GRADING

Course grades will be based on:

Online quizzes, accompanying each chapter of the textbook. Click [here](#) for more information on the quizzes and instructions how to take them. (10%)

In-class quizzes, including any team bonus points. There will be five quizzes. The lowest quiz grade will be dropped. (20%)

Midterm exam (15%) and Final exam (20%). The midterm will consist of multiple-choice questions and two essay questions, of which you will be asked to answer one. We will revisit the format of the midterm exam when the date approaches. The final will (probably) be a similar format, but this will be determined closer to the exam date. Both exams will draw on (1) your reading (this includes the texts and the specific primary and secondary source material assigned to you), (2) lectures (formal and informal), (3) team projects, and (4) class discussions.

For some advice on prepping for and taking essay exams, click [here](#).

Graded team projects (10%). As noted above, one team-work project per unit will be graded, usually the second project (unless announced otherwise). Grades will be based on the following criteria: (a) completeness of assignment (b) quality of engagement with the sources. Each graded project will be assessed as Adequate (1), Good (2), Excellent (3), or No Grade (0). The evaluations will be aggregated at the end of the term.

Short paper (2-3 pages), due at midnight Apr 22. Details [here](#).

Blog (20%). Your blog is to be maintained on Canvas, due as noted in the instructions for each unit assignment. On the last day of class, you will submit a 2-3 page paper about the blog. Details [here](#).

Teamwork participation (5%). Being a good team member involves not only being present; it also involves being regular, constructive participant *and* a good listener.

You will also have many opportunities throughout the semester to earn extra credit points.

Each week the syllabus will list one or more opportunities to earn bonus points by submitting a 1-2 page paper on a movie, website, or extracurricular lecture or reading. Your extra credit paper can earn up to 5 bonus points applied to your lowest grade in the course at the end of the semester, and you can turn in up to two bonus papers per semester, meaning you can earn 10 bonus points total. Your paper should connect the movie/website/lecture/reading that you have watched/looked at/attended/read to the themes of the class, explaining how it altered or enhanced your understanding of the course material. It is perfectly acceptable for you to use the first person in these papers. Papers should be submitted by email to Prof. Suisman at dsuisman@udel.edu.

Letter grades for the course will be calculated according to [this grading scheme](#).

A Word to Athletes (or Musicians, or Artists, or Anyone Who Has a Significant Interest Outside of the Classroom)

BLOG

Throughout the semester, you will record information about, and responses to, the primary source materials in a blog that you will keep in a Google Doc, which you will update continually. Except where noted, all work must be posted before class. At the end of the term you will submit a [short explanatory paper about the Blog](#) as well.

[Instructions for setting up your blog](#)

Each teamwork session will have its own prompt, specifying what to write in the blog. **Sourcing** and **Reporting** of information are specific requirements for most blog entries. Here's what's expected:

SOURCING. Write the following information in your blog about each of the sources you are responsible for reading. You may find it convenient to copy and past this template into the Google Doc itself. Due diligence is expected. Leave a space blank if you cannot find an answer or make an educated guess.

Today's date

- [1. Author,] [2. Title,] [3. Publisher,] [4. Publication date.] [5. Document type (e.g. excerpt from book; magazine article; academic journal). If you're not sure guess and add a ? at the end.]
- [6. General point of view expressed in the reading (including "tone" or attitude)]
- [7. Intended audience. If you're not sure guess and add a "?" at the end.]

Examples:

Frederick Douglass, *The Narrative Life of Frederick Douglass*, The Anti-Slavery Society (Boston), 1845. Autobiography/memoir. The point of view is that of an escaped enslaved person. The intended audience was people who opposed slavery or who, the author believed, could be persuaded to oppose slavery.

WEB Du Bois, "Close Ranks," *The Crisis* (July 1919). Editorial in a magazine. The point of view is that of a supporter of World War I, the tone is urgent. The intended audience was African Americans who questioned whether they should support the war effort.

This seems like a pain in the neck. Why is sourcing important?

Imagine there's a knock on your door. You open it up and there's a complete stranger there, holding a box of what he says are the *world's best candy bars*. You're smart: you quickly understand that he's trying to sell you a box of candy bars. As soon as you realize that, you hear everything he says differently. He's trying to get you to buy something—something that you may not have any interest in.

Then he says that these candy bars will not only be the most delicious candy bars you've ever eaten, they will also make you smarter, healthier, more attractive, and more successful at school. You now have a frame through which to interpret everything he says. He says you're wearing a nice shirt. You understand that this is just flattery to get you to buy the candy bars. You may not know anything about this person, but you have figured out that there's a context and subtext (i.e., an intention, a motive) for what he says.

Sourcing is the process of figuring out that frame for historical source materials and keeping that frame in view when you evaluate them. It's the process of figuring out as best as you can the context and intention for what a source is saying. When you answered the door and a stranger was standing there, you immediately asked yourself—probably unconsciously—why this person was there even before he opened his mouth, and you began formulating answers. When he began telling you about the candy bars, you began refining your answers. At some level, you thought, *should I trust what this person is saying to me? what is the intent behind what he is saying?* Sourcing is a way of foregrounding the process of asking the same questions of historical sources.

Remember, being skeptical does not mean that you shut down or discount everything that is being said; it just means keeping the context and probable intent in mind. In fact, the candy bars might be really good. Or you might be particularly hungry at that moment and really like candy bars. Or the person might be sincere in complimenting you on your shirt. But the point is that you never forget the frame—this is a stranger trying to persuade you of something (in this case, to buy candy bars, but it could be anything). Sourcing forces you not to lose sight of the frame.

Eventually, sourcing is something you will do unconsciously and won't have to write it down. When you were young and naive, you might have been tricked by someone trying to sell you candy bars, but now that you're older and wiser, you *automatically, unconsciously* ask certain questions when you enter into an exchange with a stranger. Learning to source is like that: it will become second nature. And once you understand and become accustomed to the advantages of this kind of this kind of skepticism, you will apply it not only to historical sources but elsewhere too. Whether it's in history class or economics or reading something on the internet, you will get used to asking—automatically and unconsciously—*why should I believe what this person is saying? what is the intention behind this communication?*

REPORTING. You will prepare to share the following information with your team mates when you convene. Each point should be brief, but very informative.

The name of the source you are reporting on.

1. Source's main argument(s)
2. *Best* evidence supporting the argument(s)
3. Any flaws, biases, holes, understatements, or other limitations in the argument

You may also need to address specific issues raised in the assignment prompts.

Blog grades

The blogs will be graded three times during the semester. After Units II and IV, you will receive provisional blog grades, based on the same scale as the graded team work assignments: Adequate (1), Good (2), Excellent (3), or No Grade (0). At the end of the semester, after Unit IV, you will receive a final grade on your blog work for the whole semester plus your Blog Essay. Grades will be based on the following criteria: (a) completeness of blog entries, including sourcing and other material asked for in the online prompt, (b) quality of engagement with the sources.

REQUIRED TEXTS AND EQUIPMENT

1) The following has been ordered at the UD bookstore and is required for the course:

Eric Foner, *Give Me Liberty!: An American History*, 6th Edition, vol. 2 (W. W. Norton)

2) Other required readings will be available on the Canvas site

3) In addition to the required texts, you are also required to have an i-Clicker remote. These can be purchased at the bookstore, if you haven't purchased one for another course.

FILM SCREENING

There will be a screening of the film *Hearts and Minds* (dir. Peter Davis, 1974) on **Mon Apr 20, 7-10pm** with a brief discussion to follow. Attendance is required, so mark your calendar and plan around it. Location: Kirkbride Hall, room 004.

STUDENTS WITH DISABILITIES

I am happy to make accommodations for students with disabilities. Please contact the Office of Disability Support Services to work out the details.

POLICY ABOUT THINGS WITH SCREENS

IMPORTANT!! Because of the great temptation to multitask, which is a distraction not only to you but to other students as well, the use of laptops, tablets and cell phones is not permitted. If you have a special condition that requires you to use a computer, and if you have verification from the Office of Disability Support Services, please let me know. I will be happy to make accommodations for people who need them. This applies both to lectures and discussion section.

MORE ON TEAM WORK AND QUIZZES

Problem: You are absent on a team work day. Team work cannot be made up. No exceptions. Your team depends on your participation.

How to Succeed as a Team

Success in the professional world is influenced by three things: your own effort, the effort of the people you depend upon, and the way you work together. The same is true in this class. Based on observations of the behaviors of high--and low--performing teams in other courses, we offer these suggestions:

1. Sit close in a circle. This enables easy communication and eye contact, which is very important to team performance.
2. Do your part. Before coming to class, read and write as assigned. Bring your books and readings, complete with your underlining, marginalia, and other notes.
3. On quizzes, prepare to share three things about each question with your teammates : (1) what answer you chose as an individual, (2) why you chose that answer, and (3) how confident you are about it.
4. Deliberate as long as time permits. Unless a team is full of all-stars, we have found that teams that deliberate longer (especially at the beginning of the term) do better in team activities.
5. Keep an open mind and a willing attitude. You are responsible for the success of the entire team.

Appeals. On quiz day, occasionally a team will wish to argue about a question they've gotten wrong. In such instances, a team may protest an answer by following the "Appeals" process as follows. If your team feels strongly about the correctness of an answer that was counted wrong, it may submit a written appeal. After notifying the professor that an appeal is going to be made, the team has until midnight on the day of the quiz to submit the appeal in writing, via email. Only teams, not individuals, may write appeals. A successful appeal will raise grades on individual quizzes that reflect the "new" answer. It will not affect those that

originally had the “correct” answer. A successful appeal will raise only your team members’ scores, even if other teams missed the same question.

Note: Appeals are not simply a chance to dig for more points. They are an opportunity for teams to make scholarly arguments for their collective position. All arguments must be supported by evidence from the texts or lecture notes. If the appeal is based on an allegedly ambiguously phrased question, the team must suggest better wording. The decision to grant or refuse an appeal will be made by the instructor and the team informed the following meeting. The decision is final.

Example of a Successful Appeal

Argument: Concerning question 10, we feel that A, rather than B, should be the correct answer.

Evidence: The quiz suggested that the US was motivated by both economic and ideological goals when it declared war on Spain and made moves to annex Cuba, but Foner, p. 52, discusses only economic factors, as exemplified by the statement quoting the military governor of Cuba to Sec. of State Root.

Problem: You are absent the day of a quiz. Only one quiz may be made up during the term, and only if the student provides a reasonable excuse. In that single instance, the student is responsible for arranging to make up the quiz the following Friday (with the History Department’s proctor). No bonus points may be claimed. Any additional missed quiz will be graded “0.”

PLAGIARISM

Plagiarism is the act of presenting someone else's work as your own. It is a form of dishonesty--a form of cheating, in fact--and will not be tolerated under any circumstances. Plagiarism is not limited to using another person's exact words; using someone else's ideas without attribution is also a form of plagiarism. The amount you plagiarize doesn't matter: cheating is cheating. The good news about plagiarism is that it is easily avoided by clearly citing your sources. If you do, you can safely avoid even the hint of improper usage of someone else's work. If you are found to have plagiarized on any assignment, you will not be permitted to pass the course and the matter will be turned over to the Office of Student Conduct. If you have any questions about plagiarism, do not hesitate to ask.

COURSE SCHEDULE

INTRODUCTION

Feb 10 Introduction: Why 1865?

Feb 12 Lecture: The rise and fall of Reconstruction

Feb 12-14 Discussion: [A primer on primary sources](#)

- Extra credit opportunity: attend the lecture titled "["A Horror Almost Inconceivable": What the Five Senses Can Tell Us about Slavery"](#) (<https://www.history.udel.edu/about/events/170>) by Deirdre Cooper Owens, Thu Feb 13, 7-8:30pm, 116 Gore Hall
-

UNIT I: 1877-1900

To do: **read** Foner, ch. 16-17 & documents + **do** online quizzes. Click [here](#) for information on the online quizzes and instructions how to take them.

[Study guide](#)

Feb 17 Team work and lecture: [Syllabus quiz](#) + Race, Capitalism, and Empire

Feb 19 Lecture: Race, Capitalism, and Empire (contd.)

Feb 19-21 Discussion: Team work

Primary sources: [prompt](#) and [documents](#)

[How to set up your blog](#)

- Extra credit opportunity: Watch [Within Our Gates](#) (<https://www.loc.gov/item/mbrs00046435/>) (available on youtube), a landmark silent movie from 1920 , directed by Oscar Micheaux, the first African American film director, with a complex plot involving love, betrayal, murder, rape, lynching, gambling, interracial sex, racial uplift, white bigotry, and black migration from the rural South to the urban North; OR analyze the website [Without Sanctuary](#) (<https://withoutsanctuary.org/>), a collection of lynching photographs with historical commentary; OR watch [this documentary](#) (<https://ashp.cuny.edu/1877-grand-army-starvation>) about the Great Railroad Strike of 1877, which paralyzed the country.

Feb 24 Lecture: An American empire

Feb 26 Team work: Quiz I

Feb 26-28 Discussion: Team work

Primary sources: [prompt](#) and [documents](#)

- Extra credit opportunity: Watch the documentary [Savage Acts](#) (<https://ashp.cuny.edu/savage-acts-wars-fairs-and-empire-1893-1904>), about the world's fair of 1893 and the American war in the Philippines.

UNIT II: 1900-1932

To do: **read** Foner, ch. 18-20 & documents + **do** [online quizzes](#)

[Study guide](#)

Mar 2 Lecture: Progressivism

Mar 4 Lecture: World War I

Mar 4-6 Discussion: Team work

Primary sources: [prompt and documents](#)

- Extra credit opportunity: Watch the WWI documentary [*They Shall Not Grow Old*](#) (https://en.wikipedia.org/wiki/They_Shall_Not_Grow_Old), directed by Peter Jackson (who also directed the *Lord of the Rings* movies) OR the recent film [*1917*](#) ([https://en.wikipedia.org/wiki/1917_\(2019_film\)](https://en.wikipedia.org/wiki/1917_(2019_film))). The first film is available at Morris Library or you can rent it online; the second is still in movie theaters.

Mar 9 Lecture: The 1920s

Mar 11 Team work: Quiz II

Mar 11-13 Discussion: Team work

Primary sources: [prompt](#)

- Extra credit opportunity: Explore this website on [*the race massacre in Tulsa, Oklahoma, in 1921*](#) (<https://www.tulsahistory.org/exhibit/1921-tulsa-race-massacre/>) or attend a lecture by the social activist Patrisse Cullors, one of the founders of the [*Black Lives Matter*](#) (https://events.udel.edu/event/black_history_month_black_lives_matter_art_and_activism#.XlmVPhNKf0) movement. Her lecture, titled "Art and Activism," Thu Mar 12 at 5:30pm in the Trabant Center Theater.

UNIT III: 1932-1945

To do: **read** Foner, ch. 21-22 & documents + **do** [online quizzes](#)

[Study guide](#)

Mar 16 Lecture: The Great Depression and the New Deal

Mar 18 Lecture: Radicalism and conservatism in the 1930s

Mar 18-20 Discussion: Team work

Primary sources: prompt and documents

Note: Prof. Suisman's discussion section will not meet this week, but there is still an assignment. If you are in this discussion section, click [here](#).

- Extra credit opportunity: Watch one of these movies about the Great Depression--[**Modern Times**](#) (<https://udel.kanopy.com/product/modern-times>), a comedic masterpiece about a factory worker; [**The Devil and Miss Jones**](#) (<https://www.dailymotion.com/video/x22t4ig>), a comedy about labor relations in a department store; OR [**The Grapes of Wrath**](#), a drama about a family of refugees from the Dust Bowl who move to California in search of work and opportunity.

Mar 23 Lecture: World War II

Mar 25 Midterm exam

For some tips on prepping for and taking an essay exam, click [here](#).

Mar 25-27 Discussion sections will not meet this week

- Extra credit opportunity: Watch one of these movies about World War II--[**The Life and Times of Rosie the Riveter**](#) (https://en.wikipedia.org/wiki/The_Life_and_Times_of_Rosie_the_Riveter), a 1980 documentary about the American women who went to work during World War II to do "men's jobs" (available on DVD at Morris Library); *Children of the Camps*, a documentary about the wartime internment of people of Japanese descent (available as an eVideo); [**Resistance at Tule Lake**](#) (<http://www.resistanceattulelake.com/>), another documentary about Japanese internment (available on DVD at Morris Library or you can rent it on iTunes); OR [**The Best Years of Our Lives**](#) (https://en.wikipedia.org/wiki/The_Best_Years_of_Our_Lives), an Academy Award-winning drama about three soldiers returning to civilian life after fighting in WWII (and perhaps the best Hollywood film ever about disability) (available online to rent via Amazon or iTunes).

SPRING BREAK

UNIT IV: 1945-1960

To do: **read** Foner, ch. 23-24 & documents + **do** [online quizzes](#)

[Study guide](#)

Apr 6 Lecture: The Cold War

Apr 8 Lecture: The Cold War (contd.)

Apr 8-10 Discussion: Team work

Primary sources: prompt and documents

- Extra credit opportunity: watch [**Point of Order**](https://en.wikipedia.org/wiki/Point_of_Order_(film)) ([https://en.wikipedia.org/wiki/Point_of_Order_\(film\)](https://en.wikipedia.org/wiki/Point_of_Order_(film))), a documentary from 1964 about the [**Army-McCarthy Hearings**](https://en.wikipedia.org/wiki/Army-McCarthy_Hearings) (https://en.wikipedia.org/wiki/Army-McCarthy_Hearings) in 1954; [**Atomic Cafe**](https://en.wikipedia.org/wiki/The_Atomic_Cafe) (https://en.wikipedia.org/wiki/The_Atomic_Cafe), a--believe it or not--funny documentary about the threat of nuclear war; OR [**Dr. Strangelove, or How I Learned to Stop Worrying and Love the Bomb**](https://en.wikipedia.org/wiki/Dr._Strangelove,_or_How_I_Learned_to_Stop_Worrying_and_Love_the_Bomb) (https://en.wikipedia.org/wiki/Dr._Strangelove), a 1964 black comedy that satirizes the Cold War fears of a nuclear conflict between the Soviet Union and the United States. All three films are available at Morris Library on DVD; the latter two films are also available to rent online.

Apr 13 Lecture: Affluence and anxiety

Apr 15 Team work: Quiz IV

Apr 15-17 Discussion: Team work

Primary sources: prompt and documents

- Extra credit opportunity: read this excerpt from Betty Friedan's landmark book *The Feminine Mystique*, which helped launch the second-wave feminist movement; watch [**The Man in the Gray Flannel Suit**](https://en.wikipedia.org/wiki/The_Man_in_the_Gray_Flannel_Suit) (https://en.wikipedia.org/wiki/The_Man_in_the_Gray_Flannel_Suit), a 1956 drama about a young World War II veteran trying to balance his marriage and family life with the demands of a new job while dealing with the aftereffects of his war service (available to rent online or on DVD at Morris Library); OR, on Thu Apr 16, attend "[**Harrington Symposium on Race and the University,**](https://www.history.udel.edu/about/events/187)" (<https://www.history.udel.edu/about/events/187>) a series of presentations on the history of race at UD, from 5:30 to 8:00, 103 Gore Hall (free refreshments to follow).

UNIT V: 1960-1988

To do: **read** Foner, ch. 25-26 & documents + **do** [online quizzes](#)

[Study guide](#)

Apr 20 Lecture: The Vietnam War

Apr 20 Film screening, 7-10pm

Film screening: *Hearts and Minds* (dir. Peter Davis, 1974), with discussion to follow. Attendance required. Location: Kirkbride Hall, room 004.. Discussion sections will not meet this week.

Apr 22 Lecture: The political upheavals of the 1960s

Due at midnight Wed Apr 22: [Short paper](#) on *Hearts and Minds*.

Apr 22-24 Discussion sections will not meet this week.

- Extra credit opportunity: watch one of these films—[I Am Not Your Negro](#) (https://en.wikipedia.org/wiki/I_Am_Not_Your_Negro), a searing history of racism in the United States focusing on the writer James Baldwin (on DVD at Morris Library or available to rent online); [She's Beautiful When She's Angry](#) (<https://udel.kanopy.com/video/shes-beautiful-when-shes-angry-0>), a 2014 documentary film about the birth of the women's liberation movement in the 1960s (eVideo); [Stonewall Uprising](#) (<https://udel.kanopy.com/video/stonewall-uprising>), a 2010 documentary about the 1969 New York City uprising that was a turning point in the fight for LGBTQ civil rights (eVideo); [In the Year of the Pig](#) (<https://udel.kanopy.com/video/year-pig>), a 1968 documentary about the origins of the war in Vietnam, made while the war was still in full swing (eVideo); [Coming Home](#) ([https://en.wikipedia.org/wiki/Coming_Home_\(1978_film\)](https://en.wikipedia.org/wiki/Coming_Home_(1978_film))), a 1978 Academy Award-winning drama about a woman, her Marine husband, a paraplegic Vietnam War veteran she meets while her husband is deployed in Vietnam (on DVD at Morris Library).

Apr 27 Lecture: The resurgence of the Right

Apr 29 Team work: Quiz V

Apr 29-May 1 Discussion: Team work

Primary sources: prompt and documents

- Extra credit opportunity: watch one of these films—[Wall Street](#) ([https://en.wikipedia.org/wiki/Wall_Street_\(1987_film\)](https://en.wikipedia.org/wiki/Wall_Street_(1987_film))), a 1987 drama about the relationship between a stockbroker and a corporate raider (on DVD at Morris Library and available to rent online); [Harlan County USA](#) (https://en.wikipedia.org/wiki/Harlan_County,_USA), the powerful Academy Award-winning 1976 documentary about a strike at a Kentucky coalmine and the battle between organized labor and the power of large corporations (on DVD at Morris Library); *American Dream*, an Academy Award-winning 1990 documentary about a strike at a Minnesota meat-packing plant (on DVD at Morris Library); OR [How to Survive a Plague](#) (https://en.wikipedia.org/wiki/How_to_Survive_a_Plague), a moving 2013 documentary about the fight against the AIDS crisis in the 1980s (on DVD at Morris Library and available to rent online).

UNIT VI: 1988-2018

To do: **read** Foner, ch. 27-28 & documents + **do** [online quizzes](#)

[Study guide](#)

May 4 Lecture: Globalization and its discontents

May 6 Lecture: Y2K, 9/11, and the wars in Afghanistan and Iraq

May 6-8 Discussion: Team work

Primary sources: prompt and documents

- Extra credit opportunity: watch one of these films—*An Inconvenient Truth* (https://en.wikipedia.org/wiki/An_Inconvenient_Truth), a landmark documentary from 2006 that transformed the debate about global warming (on DVD at Morris Library and available to rent online); *The Big Short* ([https://en.wikipedia.org/wiki/The_Big_Short_\(film\)](https://en.wikipedia.org/wiki/The_Big_Short_(film))), a 2015 drama-comedy (with Brad Pitt, Steve Carell, and others) about the financial crisis of 2007-08 (on DVD at Morris Lib. and available to rent online); OR *Citizenfour* (<https://en.wikipedia.org/wiki/Citizenfour>), a 2014 documentary about government surveillance focusing on Edward Snowden, the National Security Agency (NSA) contractor who exposed extensive spying by the government on U.S. citizens in the wake of the attacks of 9/11 (on DVD at Morris Lib. and available to rent online).

May 11 Lecture: The New Gilded Age

May 13 Team work: Quiz VI

May 13-15 Discussion: Team work

Primary sources: prompt

Blog Essay due

- Extra credit opportunity: watch one of these films—*Queen of Versailles* (https://en.wikipedia.org/wiki/The_Queen_of_Versailles), a 2012 documentary about an ultra-rich family's quest to build one of the biggest private houses in America (on DVD at Morris Lib. and available to rent online); *13th* ([https://en.wikipedia.org/wiki/13th_\(film\)](https://en.wikipedia.org/wiki/13th_(film))), an acclaimed 2016 documentary about mass incarceration and the legacy of the 13th Amendment which abolished slavery (available on Netflix); *The Anthropocene: The Human Epoch* (<https://udel.kanopy.com/video/anthropocene-human-epoch-0>), a 2019 documentary about the geological scale of human impact on the natural environment and its potential consequences for the history of the planet (eVideo).

May 18 Conclusion

Blog essay due

Final Exam: day and time TBA

Course Summary:

Date	Details	
Mon Feb 17, 2020	 Syllabus Quiz (https://udel.instructure.com/courses/1491854/assignments/7706503)	due by 11:59pm
Wed Feb 26, 2020	 Quiz, Unit I 2-26-20 (https://udel.instructure.com/courses/1491854/assignments/7722346)	due by 11:59pm
Fri Feb 28, 2020	 Graded team project I (https://udel.instructure.com/courses/1491854/assignments/7510090)	due by 11:59pm
Wed Mar 11, 2020	 Quiz, Unit II (https://udel.instructure.com/courses/1491854/assignments/7510101)	due by 11:59pm
Fri Mar 13, 2020	 Graded team project II (https://udel.instructure.com/courses/1491854/assignments/7510091)	due by 11:59pm
	 Interim blog grade (Units I-II) (https://udel.instructure.com/courses/1491854/assignments/7510097)	due by 11:59pm
Fri Mar 20, 2020	 Unit III, Week 1: The Great Depression and the 1930s (https://udel.instructure.com/courses/1491854/assignments/7674516)	due by 12:30pm
	 Graded team project III (https://udel.instructure.com/courses/1491854/assignments/7510092)	due by 11:59pm
Wed Mar 25, 2020	 Midterm Exam (https://udel.instructure.com/courses/1491854/assignments/7510099)	due by 11:59pm
Wed Apr 15, 2020	 Quiz, Unit IV (https://udel.instructure.com/courses/1491854/assignments/7510102)	due by 11:59pm
Fri Apr 17, 2020	 Graded team project IV (https://udel.instructure.com/courses/1491854/assignments/7510093)	due by 11:59pm
	 Interim blog grade (Units III-IV) (https://udel.instructure.com/courses/1491854/assignments/7510098)	due by 11:59pm
Wed Apr 22, 2020	 Hearts and Minds response paper (https://udel.instructure.com/courses/1491854/assignments/7670908)	due by 11:59pm
Wed Apr 29, 2020	 Quiz, Unit V (https://udel.instructure.com/courses/1491854/assignments/7510103)	due by 11:59pm
Fri May 1, 2020	 Graded team project V (https://udel.instructure.com/courses/1491854/assignments/7510095)	due by 11:59pm

Date	Details	
Wed May 13, 2020	 <u>Quiz, Unit VI</u> (https://udel.instructure.com/courses/1491854/assignments/7510104)	due by 11:59pm
Fri May 15, 2020	 <u>Final Blog Grade</u> (https://udel.instructure.com/courses/1491854/assignments/7510088)	due by 11:59pm
	 <u>Graded team project VI</u> (https://udel.instructure.com/courses/1491854/assignments/7510096)	due by 11:59pm
	 <u>Graded Team Projects</u> (https://udel.instructure.com/courses/1491854/assignments/7510094)	due by 11:59pm
Mon May 18, 2020	 <u>Blog essay</u> (https://udel.instructure.com/courses/1491854/assignments/7679047)	due by 11am
Thu May 21, 2020	 <u>Teamwork Participation (final)</u> (https://udel.instructure.com/courses/1491854/assignments/7510106)	due by 11:59pm
Sat May 23, 2020	 <u>Final Exam</u> (https://udel.instructure.com/courses/1491854/assignments/7510089)	due by 11:59pm
	 <u>InQuizitive online quizzes</u> (https://udel.instructure.com/courses/1491854/assignments/7684362)	