

# Modern American History

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Office Hours: Mon and Wed, 10:00-11:15

Course #: HI 254 § 2  
Semester: Spring 2020  
Class Time: M/W 8:30-9:45 am  
Classroom: 212 Caldwell Hall

## Course Description

HI 254 is an introductory survey course for both majors and non-majors. This course covers major themes in modern American history, with an emphasis on diversity in the United States. It focuses on aspects of identity (race/ethnicity, gender, class, sexual orientation, disability, religious and/or age) and considers the effects of industrialization and economic modernization; connections between foreign policy and domestic policy; continuity and change in American institutions and values; and problem solving in a pluralistic society.

Note: HI 254 fulfills the NCSU General Education Program's (GEP) requirement for 3.0 credit hours in the Humanities as well as the GEP Diversity Credit. There are no pre-requisites for this course. A student may not receive credit for both HI 254 and HI 252.

## Course Themes

The concepts of freedom, citizenship, and democracy in American history will serve as grand themes. Sub-themes include economic and social justice, identity, power, consent-dissent, federalism, America in the world, rights and responsibilities, historical/social memory, and culture.

## Required Books

1. Eric Foner, ***Give Me Liberty! An American History***, Seagull Edition, vol. 2, 5<sup>th</sup> ed. [GML]
2. Eric Foner, ***Voices of Freedom: A Documentary History***, vol. 2, 5<sup>th</sup> ed. [VOF]

## Student Learning Outcomes

Through active participation in this course, each student will . . .

1. engage the human experience through the interpretation of American culture(s);
2. apply the skill of interpretation as a critical form of knowing in the humanities;
3. develop arguments about the American experience using supporting evidence;
4. identify and explain the significance of major events, ideas, movements, and debates in American history from Reconstruction to the present.
5. analyze concepts such as freedom, citizenship, and democracy (and the subthemes) within the context of American history from Reconstruction to the present;
6. evaluate and develop chronological interpretations of American history from Reconstruction to the present; and
7. evaluate American history from Reconstruction to the present within the larger context of global events, ideas, movements, and debates.

## Student Skill Building

Through active participation in this course, each student will improve his or her . . .

1. analytical skills;
2. research skills;
3. written and verbal communication skills;
4. dialogic skills; and
5. ability to work with others to achieve individual and group success.

## Grading

Participation:	10%
VOF Quizzes (5 x 2.5%):	12.5%
Focus Questions:	15%
Paper # 1 <b>(due February 16, 2020):</b>	12.5%
Midterm Exam <b>(in-class, February 24, 2020):</b>	15%
Paper # 2 <b>(due April 26, 2020):</b>	15%
Final Exam <b>(May 4, 2020):</b>	20%

The grading scale is as follows:

A+ = 98-100	B+ = 87-89	C+ = 77-79	D+ = 67-69	F = Below 60
A = 93-97	B = 83-86	C = 73-76	D = 63-66	
A- = 90-92	B- = 80-82	C- = 70-72	D- = 60-62	

## Unannounced Quizzes

Students will complete five “unannounced” (no advanced notice) quizzes during the semester. The quizzes will include a handful of multiple choice, fill-in-the blank, or short answer questions relating to that day’s VOF readings. Together, the quizzes are worth 12.5% of the overall course grade (of 2.5% for each quiz). In the event a student misses an unannounced quiz *due to an excused absence not exceeding the limit or his, her, or their first unexcused absence*, the student’s next unannounced quiz will carry double its normal point value. If the student misses an unannounced quiz *due to an absence beyond these limits*, the student will receive no credit.

## Participation

This class relies on students who are engaged and willing to participate. Accordingly, the instructor has high expectations for student participation. It should come as no surprise, therefore, that the instructor strictly evaluates this category. *See the Participation Rubric on Moodle for more information.*

## Focus Questions

Each student will answer the Focus Questions corresponding to that class period (*See the Course Schedule below*). To receive credit, the student must bring his, her, or their written answers (neatly hand-written or typed) to the corresponding class period. The instructor will check the answers at the beginning of or during the class. In the event of an excused absence not exceeding the limit or the first unexcused absence, the student must email the answers no later than 24 hours after the end of the class missed. If the absence exceeds allowable limits, the student will not receive credit for that day’s Focus Question answers.

Answers to the Focus Questions may receive one of three grades:

- (1) 0.6 point = full credit for addressing each question with reasonable degree of diligence;
- (2) 0.3 point = for partial completion (must fully answer at least one question); or
- (3) 0 = for failing to fully answer at least one question.

## General Requirements for Written Papers

1. Proper Heading (upper right-hand corner of page 1)

**For example:**

**Steven Lechner  
HI 254, Section 1  
April 1, 2020**

2. Typed, 12 pt. font, Times New Roman, 1-inch margins, double-spaced
3. Include page numbers (bottom, center)
4. 1,800 word minimum and 2,000 word maximum
5. Include a separate Title Page (*See example on Moodle*)
6. Footnotes *and* Bibliography (Chicago style)
7. Submit as PDF (via Moodle)

*Papers will be graded according to the rubrics available via the class Moodle page.*

### **Paper Assignment # 1: Primary Source Contextualized Analysis**

**PROPOSAL DEADLINE: Sunday, January 19, 2020 (post to Moodle by 11:55 PM)**

The student must submit the following information to the instructor via Moodle:

1. Name and description (date, author, audience) of the primary source
2. General statement about why this primary source is significant

**FINAL PAPER DUE DATE: Sunday, February 16, 2020 (post to Moodle by 11:55 PM)**

#### **Primary Source Contextualized Analysis**

**Each student will choose a primary source from the period 1865 to 1932. The primary source forms the basis for a paper meeting the following requirements:**

- ✓ The student will choose a primary source from 1865 to 1932. The student may opt to write about a primary source in *VOF* that is **not** an assigned reading. However, the student is encouraged to choose a primary source not in *VOF*.
- ✓ The student must write a paper that accomplishes the following objectives:
  - (1) place the primary source in the proper historical context (must go beyond the information provided in the reader);
  - (2) contextualize the author;
  - (3) translate the author's meaning and argument;
  - (4) identify other primary sources that relate to the one under investigation (Was this document or speech part of a wider discourse? Was it responding to something or someone else?); and
  - (5) assess the persuasiveness of the author's argument (paying attention to the author's style and substance).
  - (6) this option requires the student to pose a clear and compelling historical question and endeavor to address this question through a historical argument (the best papers will accomplish objectives 1-5 while meeting the requirement of objective 6)
- ✓ **Sources:** The student must locate and use a minimum of two other primary sources and three other secondary sources that relate, directly or indirectly, to the primary source under investigation. The secondary sources can be scholarly articles or books (not websites or encyclopedias).

### **Paper Assignment # 2**

**PROPOSAL DEADLINE: Friday, March 20th (post to Moodle by 11:55 PM)**

The student must post to Moodle the following information:

1. Choice from Options A, B, or C (Clarify which option you will be doing)
2. General statement about the subject of the paper including the preliminary historical question the student intends to ask and answer

**FINAL PAPER DUE DATE: Sunday, April 26th (post to Moodle by 11:55 PM)**

#### **Options and Requirements:**

Each student will choose one of these three options to complete Paper Assignment # 2.

### **Option A: Secondary Source Analysis**

- ✓ The student will choose a book from the pre-approved secondary source list (see the list on Moodle).
- ✓ A student seeking to analyze a secondary source not on the pre-approved list must obtain permission from instructor no later than *Wednesday, March 18, 2020*.
- ✓ The student must write a paper that accomplishes the following objectives:
  - (1) identify the historical question the historian seeks to address and identify and explain the historian's primary argument;
  - (2) identify the evidence the author uses to support this claim;
  - (3) discuss how this argument relates to the course themes;
  - (4) critique the work using, as much as possible, historical evidence you locate and develop; and
  - (5) situate this work within the historiography.
- ✓ **Sources:** The historiography aspect of this assignment requires the student to locate and use at least three other secondary sources (in addition to the subject book), which can be scholarly articles or books (not websites or encyclopedias).

### **Option B: Contextualizing Culture**

- ✓ The student will choose a "cultural snapshot" (event, cultural product, person, etc.) not featured in the instructor's lectures.
- ✓ The student must write a paper that accomplishes the following objectives:
  - (1) describe the event, person, or product;
  - (2) place the cultural event, person, or product into historical context;
  - (3) discuss the immediate impact (cultural, political, socially, or otherwise) of the event, person, or product; and
  - (4) discuss how the event, person, or product is remembered.
  - (5) this option requires the student to pose a clear and compelling historical question and endeavor to address this question through a historical argument (the best papers will accomplish objectives 1-4 while meeting the requirement of objective 5)
- ✓ **Sources:** The student must locate and use a minimum of three primary sources and three secondary sources relating to, directly or indirectly, the "cultural snapshot" under investigation. The secondary sources can be scholarly articles or books (not websites or encyclopedias).

### **Option C: Contextualizing American Literature**

- ✓ The student will choose a work of American literature from pre-approved list.
- ✓ A student seeking to analyze a work not on the pre-approved list must obtain permission from instructor no later than *Wednesday, March 18, 2020*.
- ✓ The student must write a paper that accomplishes the following objectives:
  - (1) contextualize the author;
  - (2) summarize the plot;
  - (3) place the work into the proper historical context; and
  - (4) place the subject matter into the proper historical context.
  - (5) this option requires the student to pose a clear and compelling historical question and endeavor to address this question through a historical argument (the best papers will accomplish objectives 1-4 while meeting the requirement of objective 5)
- ✓ **Sources:** The student must locate and use a minimum of three primary sources and three secondary sources that relate, directly or indirectly, to the literary work under investigation. The secondary sources can be scholarly articles or books (not websites or encyclopedias).

### **Submitting Assignments**

**Focus Questions:** Student must have their written (hard copy) answers available for the instructor at the beginning of the corresponding class session. The instructor reserves the right to collect the focus questions at the conclusion of the class discussion.

**Proposals and Final Papers:** Student will submit each paper proposal and each final paper via Moodle no later than 11:55 PM on the due date.

### **Midterm Exam**

The Midterm Exam covers material (textbook, document reader, lecture, discussion) from weeks 1 through 8. It counts as 15% of the overall grade. We will NOT dedicate in-class time for review. The student will receive a study guide at least one week in advance of the exam. The exam will include two types of questions: (1) IDs (students will define, contextualize, and analyze the significance of people, places, events, or concepts); and (2) one essay. The instructor will provide the test prompt and paper.

### **Final Exam**

The Final Exam covers material (textbook, document reader, lecture, discussion) from weeks 9 through 16. It is not a cumulative exam but may include certain questions requiring a timeline that starts in the early twentieth century. It counts as 20% of the overall grade. The student will receive a study guide at least one week in advance of the exam. The Final Exam will be the same format as the Midterm exam but will include two essays. The instructor will provide the test prompt and paper.

### **Make-up Exams**

Students are responsible for scheduling a mutually agreeable time to make-up missed exams. A student failing to make arrangements within one week of the scheduled exam will receive a grade of zero. Please note that the make-up exam will be different from the exam given in class. It will not provide choices for the IDs and will limit the choice of essay or essays more than the original test. Students are strongly encouraged not to miss a scheduled exam.

### **Class Sessions**

The general format for our class sessions is as follows:

1. 3-minute announcement period;
2. 5-10-minute review period (this time may also be used for unannounced quizzes)
3. 15-20-minute lecture period:
  - a. Instructor will either lecture on two topics ("cultural snapshot" and event driven topic) supported by a Power Point presentation OR
  - b. Preview crucial concepts or themes pertinent to the reading.
  - c. Students are encouraged to take lecture notes (although all Power Points will be available via the course Moodle page).
4. 40-50-minute discussion period
  - a. The instructor will assess student participation during each discussion
  - b. The Focus Questions will provide structure and substance for our discussions
  - c. However, the discussion will transcend the Focus Questions
5. 2-minute wrap-up period.

### **Attendance**

Your attendance at each class session is critical. The subject matter covered in each session builds on prior learning. Each session missed disrupts the flow of the sequential learning process. Also, participation is part of student assessment in this course. You cannot participate if you are not present. With these points in mind, the attendance policy for this class is as follows:

1. The student may have no more than one (1) ***unexcused*** absence and no more than three (3) ***excused*** absences over the course of the semester without penalty,

2. Each absence beyond these limitations carries a “cost.” For each such absence, the students will: (1) lose two points from the overall grade; (2) receive no credit for FQs for that class period; and (3) the absence will affect the participation grade.
3. The student must submit written evidence relating to any absence he or she believes constitutes an excused absence. The student must submit his or her written evidence no later than one (1) week after the absence.
4. Each student must sign the attendance sheet at the beginning of every class session. Signing the attendance sheet is *prima facie* evidence of attendance.
5. Three tardies equal one unexcused absence under this policy.
6. See the Focus Question section on page 2 for information about how to receive credit for the FQs in the event of an absence.

### **Technology Policy**

Students shall **NOT** use electronic devices in class without prior permission. Prior permission will not be given absent special circumstances. This policy is intended to promote effective in-class discussion. Failure to comply will negatively affect the student’s participation grade.

**Therefore, students must purchase hard copies of the required texts.**

### **Late Assignments**

**Focus questions:** Focus questions not available at the beginning of the corresponding class session will receive no credit (however, *See* the Focus Question section in case of absence).

**Proposals:** Proposals submitted late will receive no more than ½ credit.

**Final Papers:** Late papers will be penalized a full letter grade (10 points) per day. The student will receive no credit for any assignment more than four (4) days late (including weekends).

### **Incomplete Grades and Extra-Credit**

Barring extraordinary circumstances (as determined by the instructor), no incomplete grades will be given in this course. **There will be no extra-credit opportunities in this class.**

### **Accommodations for Disabilities**

Reasonable accommodations will be made for students with verifiable disabilities. To take advantage of available accommodations students must register with the Disability Services Office at Suite 2221, Student Health Center, Campus Box 7509, 919-515-7653. For more information on NC State’s policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation (REG02.20.01).

### **Academic Integrity**

Academic integrity is expected and required. Any attempt to cheat on quizzes or exams will result in a failing grade for the course. In addition, all course assignments shall be your original work and not the product of plagiarism. Plagiarism will result in a failing grade for the course. Plagiarism includes:

1. Copying large or small sections of written text—or even a single sentence—without appropriate quotations and citation.
2. Paraphrasing written materials without citing the source.
3. Citing a source other than that from which you obtained your evidence.
4. Altering or contriving your evidence.

For more information regarding plagiarism, please refer to the History Department’s website: [http://history.ncsu.edu/pages/avoid\\_plagiarism](http://history.ncsu.edu/pages/avoid_plagiarism)

### **Student Rights and Responsibilities**

Students are responsible for reviewing NC State’s PRR’s which pertains to their course rights and responsibilities (Equal Opportunity and Non-Discrimination Policy Statement, Code of Student Conduct, Grades and Grade Point Average, Credit-Only Courses). You can access this information online at <https://policies.ncsu.edu/regulation/reg-02-20-07/>.

## Course Schedule

(NOTE: this course schedule is subject to change with appropriate notification)

### **Week 1: Pouring the Foundation and Building the Framework**

- M 1/6: Discuss course requirements; Introduce and discuss course themes; What is History? What is Historical Thinking (including the 5 C's)? What is periodization? Why Diversity?
- W 1/8: Lecture 1: *The Fundamentals of Historical Inquiry* (What is historical memory? Understanding levels of history. What is an historical question? What is an historical argument?)  
 READ Steven E. Nash, "Aiding the Southern Mountain Republicans: The Freedmen's Bureau in Buncombe County," *North Carolina Historical Review* 83, no. 1 (Jan. 2006): 1-30; AND the Prologue to Lisa Tetrault, *The Myth of Seneca Falls: Memory and the Women's Suffrage Movement, 1848-1898*. Students will also complete the handout that corresponds to these readings. Both of these secondary sources are available in electronic form via the NCSU library's website.

### **Week 2: Freedom, Citizenship, Democracy: Reconstruction, 1865-1877**

- M 1/13: Lectures 2 and 3: *The Meaning of Freedom and From Radical Reconstruction to the Overthrow of Reconstruction*  
 READ GML, Chapter 15: 564-601; VOF # 95, 97, 100  
 FQs: (1) *What visions of freedom did the former slaves and slaveholders pursue in the postwar South?* (2) *What were the competing goals and visions for Reconstruction?* (3) *What were the social and political effects of Radical Reconstruction in the South?* (4) *What were the main factors, in both the North and South, for the abandonment of Reconstruction?*
- W 1/15: Lecture 4: *The Second Industrial Revolution; Transformation of the West*  
 READ GML, Chapter 16: 605-28; VOF # 102, 103  
 FQs: (1) *What factors combined to make the U.S. a mature industrial society after the Civil War?* (2) *How and in what ways was the West transformed economically and socially in the post-war period?*

### **Week 3: America's Gilded Age, 1870-1890**

**PAPER # 1 Proposal due by 11:55 PM, Sunday, January 19<sup>th</sup>**

- M 1/20: NO CLASS – Martin Luther King, Jr. Holiday
- W 1/22: Lecture 5: *Politics, Freedom, and Labor in the Gilded Age*  
 READ GML, Chapter 16: 629-47; VOF # 106, 107  
 FQs: (1) *What were the goals of the Gilded Age political system?* (2) *How did the economic development of the Gilded Age affect American freedom?* (3) *How did reformers of the period approach the problems of an industrial society?*

### **Week 4: Freedom's Boundaries, At Home and Abroad, 1890-1900**

- M 1/27: Lecture 6: *The Populist Challenge; The Segregated South*  
 READ GML, Chapter 17: 649-68; VOF # 109, 110, 111  
 FQs: (1) *What were the origins and the significance of Populism?* (2) *How did the liberties of blacks after 1877 give way to legal segregation across the South?*
- W 1/29: Lecture 7: *Redrawing the Boundaries; Becoming a World Power*  
 READ GML, Chapter 17: 669-690; VOF # 114, 115  
 FQs: (1) *In what ways did the "boundaries" of American freedom narrow in the period?* (2) *How did the U.S. emerge as an imperial power in the 1890s?*



**Week 5: The Progressive Era, 1900-1916**

M 2/3: Lecture 8: *An Urban Age and a Consumer Society; Varieties of Progressivism*  
 READ GML, Chapter 18: 691-714; VOF # 117, 120  
 FQs: (1) *How and why was the city such a central element in Progressive America?* (2) *How did the labor and women's movements challenge the nineteenth century meanings of freedom?*

W 2/5: Lecture 9: *The Politics of Progressivism; The Progressive Presidents*  
 READ GML, Chapter 18: 715-733; VOF # 122  
 FQs: (1) *In what ways did Progressivism include both democratic and anti-democratic impulses?* (2) *How did the Progressive presidents foster the rise on the nation-state?*

**Week 6: "Safe for Democracy": The U.S. and World War I, 1916-1920**

M 2/10: Lecture 10: *An Era of Intervention; American and the Great War, War at Home*  
 READ GML, Chapter 19: 737-54; VOF # 124  
 FQs: (1) *In what ways did the Progressive presidents promote the expansion of American power overseas?* (2) *Why did the U.S. enter WW I?* (3) *How did the U.S. mobilize resources and public opinion for the war effort?*

W 2/12: Lecture 11: *Who is an American?*  
 READ GML, Chapter 19: 755-81; VOF # 126, 130  
 FQs: (1) *How did the war affect racial/ethnic relations in the U.S.?* (2) *Describe America's involvement with the Paris Peace Talks after World War I.*

**PAPER # 1 due by 11:55 PM, Sunday, February 16<sup>th</sup>**

**Week 7: What of the 1920s?**

M 2/17: Lecture 12: *The Business of America; Business and Government*  
 READ GML, Chapter 20: 779-94; VOF # 132  
 FQs: (1) *Who benefitted and who suffered in the new consumer society of the 1920s?* (2) *In what ways did the federal government promote business interests in the 1920s?*

W 2/19: Lecture 13: *The Birth of Civil Liberties; The Culture Wars; The Great Depression*  
 READ GML, Chapter 20: 795-817; VOF # 133, 135  
 FQs: (1) *Why did the protection of civil liberties gain traction in the 1920s?* (2) *What were the causes of the Great Depression?* (3) *How effective were the government's responses to these economic problems by 1932?*

**Week 8: Midterm Exam**

M 2/24: IN-CLASS **MIDTERM EXAM**

W 2/26: Lecture 14: *The First New Deal; The Grassroots Revolt; The Second New Deal; A Reckoning with Liberty*  
 READ GML, Chapter 21: 818-844; VOF # 139, 140  
 FQs: (1) *What were the major policy initiatives of the New Deal in the first hundred days?* (2) *Who were the main proponents of economic justice in the 1930s, and what did they advocate?* (3) *What were the major initiatives of the Second New Deal?*



**Week 9: Great Depression and the New Deal**

- M 3/2: Lecture 15: *The Limits of Change? A New Conception of America?*  
 READ GML, Chapter 21: 845-860; VOF # 145, 146  
 FQs: (1) *How did the New Deal recast the meaning of American freedom?* (2) *How did New Deal benefits apply to women and minorities?* (3) *How did the Popular Front influence American culture in the 1930s?*
- W 3/4: TBD (We will likely use this time to discuss the results of the Midterm and to look forward to Paper 2)

**Week 10: SPRING BREAK**

- M 3/9: NO CLASS
- W 3/11: NO CLASS

**Week 11: Fighting for the “Four Freedoms”: World War II, 1941-1945**

- M 3/16: Lecture 16: *Fighting WW II; The Home Front; Visions of Postwar Freedom*  
 READ GML, Chapter 22: 861-83; VOF # 147, 149  
 FQs: (1) *What steps led to American participation in WW II?* (2) *How did the U.S. mobilize economic resources and promote popular support for the war effort?* (3) *What visions of postwar America started to emerge during the war?*
- W 3/18: Lecture 17: *The American Dilemma; The End of WW II*  
 READ GML, Chapter 22: 884-904; VOF # 152, 153, 154  
 FQs: (1) *What threats and opportunities did minority groups face during the WW II era?* (2) *How did the end of the war begin to shape the postwar world?*

**PAPER # 2 proposal due by 11:55 PM, Friday, March 20<sup>th</sup>**

**Week 12: The Cold War Cometh, 1945-1953**

- M 3/23: Lecture 18: *The Origins of the Cold War; The Cold War and the Idea of Freedom*  
 READ GML, Chapter 23: 905-21; VOF # 156, 157, 158  
 FQs: (1) *What series of events and ideological conflicts developed into the Cold War?* (2) *How did the Cold War reshape ideas of American freedom?*
- W 3/25: Lecture 19: *The Truman Presidency; The Anticommunist Crusade*  
 READ GML, Chapter 23: 922-39; VOF # 161, 162  
 FQs: (1) *What major domestic policy initiatives did Truman undertake?* (2) *What effects did Cold War anticommunism have on American politics and culture?*

**Week 12: An Affluent Society? 1953-1960**

- M 3/30: Lecture 20: *The Golden Age?; The Eisenhower Era*  
 READ GML, Chapter 24: 940-67; VOF # 165, 167  
 FQs: (1) *What were the main characteristics of the affluent society of the 1950s?* (2) *How were the 1950s a period of consensus in both domestic politics and foreign affairs?*
- W 4/1: Lecture 21: *The Freedom Movement; The Election of 1960*  
 READ GML, Chapter 24: 968-82; VOF # 166, 169  
 FQs: (1) *What were the major thrusts of the black liberation movement in the period?* (2) *What was the significance of the 1960 presidential election?*

**Week 13: The Sixties, 1960-1968**

M 4/6: Lecture 22: *The Civil Rights Revolution; JFK; LBJ*  
 READ GML, Chapter 25: 983-998; VOF # 170, 171, 172  
 FQs: (1) *What were the major events of the black liberation movement during the early 1960s?* (2) *What were the purposes and strategies of LBJ's Great Society?*

W 4/8: Lecture 23: *Changing Black Liberation Movement?; Vietnam & the New Left; New Movements and Rights Revolution*  
 READ GML, Chapter 25: 999-1029; VOF # 173, 174, 175  
 FQs: (1) *Did the black liberation movement change in the mid-1960s?* (2) *How did the Vietnam War transform American politics and culture?* (3) *What were the sources and significance of the rights revolution(s) of the late 1960s?*

**Week 14: American Political Economy Realigned, 1969-1988**

M 4/13: Lecture 24: *President Nixon; Vietnam; Watergate*  
 READ GML, Chapter 26: 1030-42; VOF # 180, 185  
 FQs: (1) *What were the major domestic policies of the Nixon administration?* (2) *What was the fallout of Vietnam and the Watergate scandal?*

W 4/15: Lecture 25: *The End of the Golden Age?; The Rising Tide of Conservatism; The Reagan Revolution*  
 READ GML, Chapter 26: 1043-70; VOF # 186, 187  
 FQs: (1) *In what ways did opportunity diminish for most Americans in the 1970s?* (2) *What were the roots of the rise of conservatism in the 1970s?* (3) *How did the Reagan presidency affect American aims at home and abroad?*

**Week 15: Triumph to Tragedy, 1989-2001; Your Time, 2002-2010**

M 4/20: Lecture 26: *Post-Cold War U.S.; Globalization and Its Discontents; Culture Wars; Impeachment; Election of 2000; 9/11*  
 READ GML, Chapter 27: 1071-1101; VOF # 189, 192  
 FQs: (1) *What were the Clinton administration's major international initiatives and interventions in the aftermath of the Cold War?* (2) *What forces drove the economic resurgence of the 1990s?* (3) *What cultural conflicts emerged during the 1990s?*

W 4/22: Lecture 27: *The War on Terror; An American Empire? Aftermath of 9/11; Winds of Change?; Obama Presidency; Twentieth-First Century Freedom*  
 READ GML, Chapter 28: 1109-54; VOF # 194, 197  
 FQs: TBD

**PAPER # 2 due by 11:55 PM, Sunday April 26, 2020**

**FINAL EXAM: Section 2 = 5/1 @ 8 AM**