This course will survey United States history from 1865 to the present. We will explore how and why American identity and citizenship changed over time after the Civil War. Other themes that will be addressed include the changing role of the state in relation to society, the nature of power relations in the United States throughout the period, and the impact of pluralism on the country. Students will utilize critical thinking and analytical skills while learning about and employing methods of historians.

Course Outcomes:
1. Students will explain key political and economic developments in the period.
2. Students will identify social and cultural characteristics of periods in the U.S. past.
3. Students will discuss how diverse individuals and groups, with varying political power, have acted as historical agents of change (and continuity) in the U.S. past.
4. Students will analyze the changing relationship of the U.S. to the rest of the world and trace U.S. expansion and status as a world power.
5. Students will evaluate the past by critically examining primary and secondary sources and considering the importance of perspective.
6. Students will identify and assess historical sources and write about the significance of the past.

Required Readings:
This photograph (taken by Rudolph Eickemeyer) depicts a mother and daughter reading together in Mt. Meigs, Alabama in 1890. After the Civil War, education became a major priority for freedmen and freedwomen. Make sure to follow their example and keep up with the reading assignments!

Requirements:

- Attendance/Participation/Behavior/In-Class assignments: 30 points  [Assesses outcomes 1-5.]
- Reading quizzes: 100 points  [Assesses outcomes 1-4.]
- Primary source paper: 50 points  [Assesses outcome 5.]
- Triangle Fire paper: 100 points  [Assesses outcomes 1-3 and 5.]
- Three exams worth 100 points each: 300 points  [Assesses outcomes 1-4.]
- URAC assignment: 20 points  [Assesses outcome 6.]

*Grading Scale:*

- A+  600 – 588 points
- A   587 – 558 points
- A-  557 – 540 points
- B+  539 – 528 points
- B   527 – 498 points
- B-  497 – 480 points
- C+  479 – 468 points
- C   467 – 438 points
- C-  437 – 420 points
- D+  419 – 408 points
- D   407 – 378 points
- D-  377 – 360 points
- F   359 and below

*Please note that I do not “give” grades; you earn them. I have established grading policies that I apply to all students equally, so asking for a special grade “bump” at the end of the semester won’t get you anywhere. Instead, take full advantage of bonus opportunities, and talk to me about study and notetaking tips.

Accessibility Statement:
Students with documented or suspected disabilities that prevent full access to course resources and/or facilities should contact Faith Craig, Disability Resources Director. Find the Disability Resource Office in 209 Thompson-Clark Hall or call 724-946-7192 for more information and assistance.

Academic Success Center:
If you are having trouble in class, you are always welcome to contact me for additional help. The Academic Success Center is another helpful resource. See https://www.westminster.edu/academics/learning-writing-services.cfm.

Academic Integrity:
An explanation of the Academic Integrity Policy is listed in your Westminster Catalog. You must submit your own work and properly acknowledge anyone else’s work you use. If I determine that a student has violated this policy, they will – at a minimum – fail the assignment. (You should know that I, like most college instructors, am pretty good at detecting cheating or plagiarism. I do make use of “Turn It In.”) In addition, the following might result:

“After reviewing the instructor’s explanation of the violation and penalty, as well as the student’s record of previous offenses, the VPAA (Vice President for Academic Affairs) will take the following additional action:

“a. FOR A FIRST OFFENSE, the VPAA may supplement the instructor’s penalty with further action, up to and including suspension and permanent dismissal.”
Learning Environment and Professional Behavior:
The following guidelines revolve around respecting others’ thoughts and ideas. Offenses will result in a penalty to the attendance/behavior grade or in a penalty on a relevant assignment.
- Do not speak when someone else is speaking. (That includes speaking to a neighbor during the lecture.)
- There will be no name-calling or interrupting.
- Please respect everyone’s right to participate in class.
- Do not pack up your things before class is over.
- Try to arrive on time. If you know you will be habitually late, please let me know.
- Plagiarism, using another’s words or ideas without acknowledging them, is unacceptable. It could result in a failing grade for an assignment or for the class. See the section on academic integrity above.
- Studies have shown that students who take notes the “old-fashioned” way are able to retain the material better. With that said, I will allow you to use laptops or similar electronic devices, but you must be taking notes. I reserve the right to ask you to turn it off if you are using it inappropriately or disturbing other students. Please note that if you use a laptop during class, I WILL call on you frequently.
- Please turn off your cell phones and keep them out of your reach (unless I tell you otherwise). Do not engage in text-messaging during class.
- Walking in and out of the room during class is disruptive. Avoid it.
- Please avoid making appointments (etc.) that will require you to leave class early.
- Use common sense. If you disrupt class repeatedly, your grade will be impacted.

Attendance:
Your attendance grade will be assessed alongside your participation and behavior. To receive full credit, you should try not to miss more than one class. Missing more than five sessions could be detrimental to your grade. If you know you will be absent for faith-based holidays, etc., please let me know now. Unless an arrangement has been made with Disability Services, doctor’s appointments, etc. will not be excused. If you know you will be absent for a college-sponsored event, you will need to let me know well in advance. Absences will not only negatively impact your attendance grade, but you will also miss out on quite a bit of course material, making it much more difficult to learn the material and to receive a good grade. Please make every effort to attend every class.

Class Participation:
Attendance, class participation, and professional behavior will be assessed together and that grade is worth 30 points. You are encouraged to participate with relevant and appropriate questions and comments. We might also do in-class assignments that will be graded and will affect your participation grade. If you are absent on these days, you will lose points. Please note that class participation will be assessed for quality as well as quantity. Comments that do not add to the overall discussion or that are habitually disruptive will hurt your grade. I do NOT negotiate attendance/participation grades.

In-Class Reading Quizzes:
I will occasionally ask you to complete brief (multiple choice questions for the most part) reading quizzes on the current day’s required readings. These quizzes are meant to help you better retain the material and prepare for class, enhancing your learning experience and making class time more engaging. If you have done the reading carefully, you should have no trouble getting full credit. If you have not done the reading, you will probably not know the answers. There will be twelve of these quizzes and I will count your ten highest scores. Since I will be dropping your two lowest quiz scores, you will not be allowed to make-up any missed quizzes. Please do not ask. If you have been excused because of the reasons listed in the “Attendance” section above, I will allow you to make up a quiz, but the format will probably be different. These assignments are worth a total of 100 points.

Exams:
You will receive a study guide prior to all three exams. The study guide will include a list of terms and a list of essay questions that will reappear on the exam. You will be able to choose which essay question to answer, but I will be expecting thoughtful essays that demonstrate that appropriate time has been spent in preparation. In addition to the essays, the exam will include short answer questions based on the terms from the list on the study guide. The exams will also include a section of multiple-choice questions and a question that will ask you to analyze an excerpt from a primary source relevant to a topic we have studied. You will not be allowed to bring in note cards, etc. I strongly discourage students from leaving during the exam. If an emergency arises, I will of course allow you to use the restroom, but a penalty might be applied. The exams are all worth 100 points.
** Make-up exams will be scheduled *at my discretion* for any student who participates in a college-sponsored event or who produces a doctor’s note. *However,* a student who takes a make-up exam should expect a more difficult test (with a different format) in order to take into account the additional study time not granted to the other students in the class. Make-up exams will not have any multiple-choice questions. They will include only a question about a primary source, short answer questions, and the essay.

Exam Format:
- 10 multiple-choice questions worth three points each = 30 points
- 1 question asking you to evaluate a primary source = 10 points
- 2 short answer questions worth fifteen points each = 30 points
- 1 essay worth thirty points = 30 points

The gentleman pictured here was a member of the Florida election board in 2000. He is shown trying to read a ballot during the recount in November 2000. In the decision *Bush v. Gore*, the Supreme Court halted the recount and George W. Bush became president. Avoid finding yourself making a similar expression when your exams are returned to you. Study!

**URAC Assignment:**
Attend the Undergraduate Research and Arts Celebration (URAC), which is scheduled for Wednesday, April 24. Identify two history presenters and attend the presentation(s) and/or the poster session(s). Complete the worksheet that I will distribute in class. (It’s also posted on D2L.) It will ask you to identify primary and secondary sources used in the research. You will also assess both presentations and address the “so what” question: why does history matter? The assignment is worth 20 points and is due on **Monday, April 29**, but note that you will need to attend URAC on **April 24**, too.

**Extra Credit Opportunities:**
I will sometimes announce extra credit opportunities in class or via email, but I do not offer extra credit to individuals that I do not also make available to everyone else. (Please do not ask.)

**Written Assignments:**
As these are formal writing assignments, grammar, style, spelling, etc. will be considered. Use footnotes or endnotes to cite outside sources in your research. For those of you who have never used this type of citation, we will go over it in class. I have also posted a detailed handout on D2L (titled “Citation Help”) that explains how to insert superscripted notes and provides specific examples of format. **If you do not at least try to use notes, your essay will automatically be deducted.** You should avoid using EasyBib and similar programs to generate your notes. I would much rather you learn how to do this yourself and come to me with questions. Details matter to me, since I believe that learning to pay attention to details will only improve your work not only in this class, but throughout your lives. This means that I will note errors of footnote format on your paper, but I don’t take off points for this. Those comments are only meant to help you improve. For these assignments, you do not need a bibliography, as long as your footnotes/endnotes are complete.

I am willing to look at drafts but *only* if you get them to me a full week before the paper is due. If you do submit a draft, understand that that does *not* guarantee you a particular grade. A late essay will be docked one letter grade. You may choose to revise the primary source and *Triangle Fire* paper assignments; revisions are due on Friday, December 7. (Consult the “Revision Guide” handout on D2L, and please remember to turn in your original paper with revisions.) Double-space your work and use “normal” font size and margins. You may print all writing assignments on both sides of the page to save paper if you would like. **Please turn in a paper copy AND an electronic copy.** To post your papers, log-on to D2L, go to the History 106 page, select “Dropbox” on the gray tool bar, select the appropriate assignment, and upload your essay by following the instructions. Remember to select “Submit” to finalize your submission. If you are having trouble uploading a file, try to save it as a pdf file first. Then upload that file. (Note: While I will penalize an essay that does not reach the minimum page length, if you need to go over the maximum length that is fine with me.)
Primary Source Paper: [Remember to re-read the guidelines under “Written Assignments” above.]

Choose one document in your sourcebook (Reading American Horizons) on a topic that interests you and answer the following questions in complete sentences in a 2–4-page paper. You may choose any text document in the book. While there are many images in the book that we will analyze over the course of the semester, do not choose one of those for this assignment. (Note that the sample paper does analyze an image, but you should not use a picture in your paper.) Type your answers and organize them in paragraph form. (Do not enumerate your answers.) Your answers should flow together nicely, but you do not have to answer them in any particular order. Use footnotes/endnotes to cite your sources (both when you quote and when you paraphrase). You should cite at least one secondary source in your paper, but you may use the textbook to do so. Finding secondary sources that are not part of the class material is not a requirement, but you might want to find some scholarly, peer-reviewed secondary sources that go into greater detail on your topic. It will only help you understand the material better. A sample paper on D2L is available for you to consult. Before turning in your assignment, read “Dr. Lahr’s Pet Peeves,” posted on D2L, and copyedit your paper.

1. Who is/are the author[s]? (Do some research to best identify the author and his or her perspective. Including a brief biography is good context. See number six below for a related question.)
2. What is the nature of the document? (Is it an article in a newspaper, a speech, a letter, etc.?)
3. When was the document written or constructed?
4. Who was the probable intended audience?
5. What are the author’s/authors’ main points? (Be thorough.)
6. What is the author’s/authors’ perspective? (Does/Do the author[s] have any biases?)
7. Why is the document significant to the period from which it came?

This assignment is worth 50 points and is due at the beginning of class on Monday, Jan. 28.

Requirements at a glance:
1. Page length: 2–4 pages (with “normal” font size and margins, double-spaced)
2. Sources: One text document from Reading American Horizons
3. Sources: One secondary source
4. Footnotes or endnotes to cite your sources (See the file on D2L for instructions and examples.)
5. Due: Monday, Jan. 28
6. Optional revisions due: Friday, May 3

Triangle Fire Paper: [Remember to re-read the guidelines under “Written Assignments” above.]

You will read Jo Ann E. Argersinger’s The Triangle Fire: A Brief History with Documents and do some additional research to complete this assignment. Write a 4–5-page paper that addresses one of the “questions for consideration” on pages 124–125. You may choose questions 5 – 12. (Question eight should be considered three questions: 1. What was the reaction to the Triangle fire in the city, the state, and the nation? 2. Why did many observers link the fire with the earlier strike against the Triangle factory? 3. How did the ILGWU and the WTUL respond to the tragedy? How did workers respond? Only choose one of those options for question eight.) Develop a thesis that directly answers the question. Your thesis should reflect your ARGUMENT, which you should construct after you complete your research.

Follow the instructions below.

1. Read. Read the book closely keeping the assignment in mind as you do so. Take notes as you go along, jotting down page numbers so that you can find your evidence easily when it comes time for you to write your paper. If it helps, I find post-it notes useful. I simply mark pages that I might use and write brief comments on them as reminders of the significance of the passages. You will need to cite the introduction of The Triangle Fire at least twice in your paper. You will also need to incorporate at least three of the documents (not the introductions to those documents) in the book.

2. Gather in-class and primary sources. You will need to cite your textbook at least once in addition to citing the introduction of The Triangle Fire at least twice. You will also need to cite at least three of the documents (not the introductions to those documents) in The Triangle Fire. You might find other primary sources on the Internet. Before using them, email me the links (at least a week before the paper is due) so that I can approve them. Please consult the “Citation Help” handout posted on D2L for examples of citations for the introduction and the documents.

[Review: Primary sources are materials that often come from the period being studied, but they can also include eyewitness accounts collected later. Primary sources are those sources that have not been filtered through interpretation or analysis. Letters, diary entries, legal briefs, laws, photographs, advertisements, etc. might all be primary sources. First-hand accounts are primary sources. Secondary sources are those sources that use primary sources as data. Examples include textbooks, biographies, and history or social studies texts. For primary sources, it is helpful to identify context: who is the author? when was the document written? who was the probable intended audience? what is the nature of the document? etc. MARK YOUR PAGES with numbers as you go in and out of the book.]

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sources and other secondary sources to present an analysis of a particular topic in the past. Textbooks, historians’ monographs about a particular topic, and scholarly journal articles are all examples of secondary sources.]

3. Find some outside secondary sources. You will need to cite at least two outside secondary sources. See “Requirements at a Glance” below to make sure you incorporate all the required sources. The library will have many appropriate books about the Triangle fire and Progressivism to help you. Your textbook is a good place to begin looking for quality secondary sources. At the end of each chapter, there is a “Further Reading” section that can give you suggestions. There is also a selected bibliography beginning on page 126 in *The Triangle Fire*. Locate peer-reviewed, academic secondary sources. This means library books (print books or ebooks) and scholarly journal articles found on library databases like JSTOR. A handout with instructions on how to find articles on JSTOR is posted on D2L to assist you. Use the WISE search box to type in key terms and phrases appropriate to your topic. To filter your search results, select the appropriate boxes on the left of the page once you have entered a search term. (For example, you may select “eBook” or “Downloadable article” in the “Format” box.) You MUST use two library sources (books or articles). While you may also cite Internet sources, those should be IN ADDITION TO two scholarly secondary sources. If you do use Internet sources, be sure to verify the credibility of the source. [I happened to discover a recent debate about the Triangle fire after deciding to assign the book. If you go to the “Triangle Fire Paper” folder on D2L, you will find a document with links to two articles. You may use those in your paper. If you do, you will earn more points by identifying the authors, their arguments, and describing the debate, using the primary source evidence to weigh in.]

4. Construct your argument. Considering what you have learned from your sources, how would you answer the main question? Try to compose a few sentences that reflect your conclusions. This is your thesis and should ultimately go at the end of your introduction paragraph. Be specific! I will notice a vague thesis. Here is an example of a thesis that is too vague: “George Washington’s farewell address was vastly influential in shaping American foreign policy in the nineteenth century.” This is better: “George Washington’s farewell address provided guidelines for American foreign relations that subsequent policymakers followed. By warning against political alliances and promoting commercial relations, Washington established a set of principles that was largely adhered to throughout the nineteenth century.” … Do you see the difference? The second, better thesis more specifically explains how and why the address was influential. Note that your thesis can be more than one sentence long. You should avoid writing a thesis that is vague and wordy, but you do not have to fit your argument into one sentence.

5. Organize and outline your essay. Look over the evidence you have collected and organize it. I will provide a sample, generic outline that might help you do so.

6. Write your essay. Use your outline to help you. Remember to include all the necessary information in your main text when incorporating your primary and secondary sources. For example, if you plan on summarizing an argument from one of your secondary sources, include the author’s name and some brief introductory information on that author. (Historian Jane Doe has argued …) You should also include the author, date, and major relevant points of each of your primary sources. It might be necessary for you to comment on the sources’ intended audiences and/or the authors’ biases as well. (Utilize what you have learned after completing the primary source paper assignment.) Use footnotes or endnotes to cite all your sources, and consult the “Citation Help” document posted on D2L for guidance. (Take another look at the sample primary source paper on D2L to remind yourself what footnotes should look like if necessary.) If you need additional help with formatting your sources, do not hesitate to ask. HINT: Do not wait to insert your citations until after you are finished writing. Insert citations as you go along; it’s much easier in the long run. The paper should be 4-5 pages long.

Your introduction should include a hook in the beginning (an interesting quote or brief story that interests your reader at the outset), a brief description of the paper’s topic and question, and your thesis, which should answer your question specifically. Following your introduction, include a paragraph or two that establishes historical context. Your secondary sources should help you with this. In the body of your paper, use evidence from your sources to support your thesis and conclusions. In your conclusion paragraph, address why your main points are important to American history.

7. Revise your first draft. Read “Dr. Lahr’s Pet Peeves,” posted on D2L, and copyedit your paper. It might help to read it aloud and/or to have a friend copyedit it for you. Make sure to use grammar and spell check and to consult the grading rubric (found on D2L). Make any necessary changes before printing your paper. Turn in a hard copy AND an electronic copy. . . . You’re finished!
Requirements at a glance:

1. Page length: 4-5 pages (with “normal” font size and margins; double-spaced)
2. An analysis of the Triangle fire at the beginning of the twentieth century using primary and secondary sources
3. *The Triangle Fire* citations: Cite the introduction of the book at least twice. Cite three documents from *The Triangle Fire*.
4. Secondary sources: Cite the textbook at least once and cite at least two outside SCHOLARLY (see above) secondary sources.
5. Primary sources: Cite at least three primary sources (the documents) from *The Triangle Fire*.
6. Use footnotes or endnotes to cite your sources. (See the handout posted on D2L.)
7. Due date: **Friday, March 1**
8. OPTIONAL revisions due: **Friday, May 3**

You might feel like celebrating once you have completed your paper and learned a little something in the process. Perhaps you’ll do a dance like that of the demonstrators at the Berlin Wall pictured here. The wall, a symbol of the Cold War, came down on November 9, 1989.

Other Items of Note:

- For the most part, I do **not** post Power Point slides or my notes. If you miss class, it is your responsibility to keep up with the reading and to borrow the notes from someone. The outlines in class are only meant to aid your note taking. Do not assume that you only need to write down what appears on the slides. Part of critical thinking involves listening for and identifying points of significance. Please ASK if you need me to slow down, pause, or repeat something. I’m willing (even eager) to clarify or discuss points and questions.
- I frequently send out important email announcements. In addition to checking the syllabus every day for the reading assignment, you should form a habit of checking your Westminster email account at least once a week.
- You should assume that it will take me at least one week to return exams and papers. If you miss class the day I hand back assignments, you may ask me for those at the end of the next class you attend. After returning your work, I will post the grades on D2L. Please note that I do not assign attendance/participation grades until the very end of the semester.
- If Westminster cancels classes, please check your email account for updates. If the weather is bad and Westminster does not cancel classes, I still might cancel on my own. On those days, you should check your email before coming to class, since I will certainly send out a message if I do cancel. Due dates and exam dates are liable to be changed if weather interferes. You are responsible for knowing about and adhering to any weather-related changes.

While it is highly unlikely that we will experience a dust storm like the one that this Kansas community encountered in 1935, make sure you are aware of any weather-related cancellations!
Course Schedule

Monday, Jan. 14 – **Course Introduction**

Wednesday, Jan. 16 – **The End of the Civil War and Reconstruction America**
Read: *American Horizons* pp. 505-521

Friday, Jan. 18 – **Reconstruction America**
Read: *American Horizons* pp. 521-538

Monday, Jan. 21 – **No Class** – Martin Luther King, Jr. Day

Wednesday, Jan. 23 – **The End of Reconstruction and the Rise of Jim Crow Segregation**
Read: *Reading American Horizons* pp. 109-115

Friday, Jan. 25 – **Racial Segregation at the Turn of the Twentieth Century**
Read: *American Horizons* pp. 690-694 AND *Reading American Horizons* pp. 145-147

Monday, Jan. 28 – **The End of the Nineteenth Century**
\[ **SKIM:** *American Horizons* pp. 541-573 \]
**Due: Primary Source Paper**

Wednesday, Jan. 30 – **Industrializing America and the “New” Immigration**
\[ **SKIM:** *American Horizons* pp. 577-609 \]

Friday, Feb. 1 – **Urban America and Agrarian Revolt**
\[ **SKIM:** *American Horizons* pp. 613-647 \]

Monday, Feb. 4 – **American Expansion at the Turn of the Twentieth Century**
Read: *American Horizons* pp. 651-666

Wednesday, Feb. 6 – **American Expansion at the Turn of the Twentieth Century**
Read: *American Horizons* pp. 666-678 AND *Reading American Horizons* pp. 137-144

Friday, Feb. 8 – **The Triangle Fire**
Read: Introduction to *The Triangle Fire* (pp. 1-36) AND any of the documents in part two (you choose, but be prepared to describe the document you read in class)

Monday, Feb. 11 – **Progressivism**
Read: *American Horizons* pp. 683-694

Wednesday, Feb. 13 – **Progressivism**
Read: *American Horizons* pp. 694-714

Friday, Feb. 15 – **World War I**
Read: *American Horizons* pp. 719-750

Monday, Feb. 18 – **World War I**
Read: *Reading American Horizons* pp. 153-161

Wednesday, Feb. 20 – **Exam #1**

Friday, Feb. 22 – **Society and Culture in the 1920s**
Read: *American Horizons* pp. 755-781
The radio, advertising, and consumerism led to a mass culture in the United States after World War I. This farmer tunes into a program while milking his cow that Americans across the country in very different circumstances could also hear. Urbanization also characterized the early 20th century. By 1920, more than half of all Americans lived in urban areas.

Monday, Feb. 25 – **Depression America**  
Read: *American Horizons* pp. 782-801

Wednesday, Feb. 27 – **The New Deal**  
Read: *American Horizons* pp. 802-820

Friday, Mar. 1 – **The New Deal**  
Due: *Triangle Fire Paper*

Monday, Mar. 4 – **World War II**  
Read: *American Horizons* pp. 825-835

Wednesday, Mar. 6 – **World War II**  
Read: *American Horizons* pp. 836-853 AND *Reading American Horizons* pp. 178-184

Friday, Mar. 8 – **End of World War II**  
Read: *American Horizons* pp. 854-857 AND *Reading American Horizons* pp. 185-192

Monday, Mar. 11 – **No Class – Spring Break**

Wednesday, Mar. 13 – **No Class – Spring Break**

Friday, Mar. 15 – **No Class – Spring Break**

Monday, Mar. 18 – **A “Chilled” America: The Cold War Abroad and at Home**  
Read: *American Horizons* pp. 863-878, 897-906

Wednesday, Mar. 20 – **A “Chilled” America: The Cold War Abroad and at Home**  
Finish Monday’s reading

Friday, Mar. 22 – **Postwar Affluence and Anxiety**  
Read: *American Horizons* pp. 878-888, 907-925

Monday, Mar. 25 – **Postwar Affluence and Anxiety**  
Read: *Reading American Horizons* pp. 195-203

Wednesday, Mar. 27 – **Exam #2**

Friday, Mar. 29 – **The Civil Rights Movement: A Mission and Its Memory**  
Read: *American Horizons* pp. 888-892, 926-932

Monday, Apr. 1 - **The Civil Rights Movement: A Mission and Its Memory**  
Read: *American Horizons* pp. 939-942 AND *Reading American Horizons* pp. 192-194, 203-204

Wednesday, Apr. 3 – **The Civil Rights Movement: A Mission and Its Memory**  
Read: *American Horizons* pp. 955-962
Friday, Apr. 5 – **The Civil Rights Zeitgeist**  
Read: Handout (posted on D2L)

Monday, Apr. 8 – **The Sixties: Components and Characterization**  
Read: *American Horizons* pp. 937-939, 942-955, 962-968

Wednesday, Apr. 10 – **The Sixties: Components and Characterization**  
Read: *Reading American Horizons* pp. 209-216

Friday, Apr. 12 – **Vietnam**  
Read: *American Horizons* pp. 973-992

Monday, Apr. 15 – **Vietnam and the 1970s**  
Read: *American Horizons* pp. 992-997

Wednesday, Apr. 17 – **The 1970s**  
Read: *American Horizons* pp. 998-1017

Friday, Apr. 19 – **No Class – Easter Break**

Monday, Apr. 22 – **No Class – Easter Break**

Tuesday, Apr. 23 (Monday classes meet) - **“Morning in America” and the Sun Sets on the Cold War**  
Read: *American Horizons* pp. 1018-1038  
Optional: *Reading American Horizons* pp. 217-227

Wednesday, Apr. 24 – **No Class – URAC**  
See the guidelines for the URAC assignment above!

Friday, Apr. 26 – **A “New World Order” and the 1990s**  
Read: *American Horizons* pp. 1043-1060

Monday, Apr. 29 – **The 1990s**  
Read: *American Horizons* pp. 1060-1072  
**Due:** URAC Assignment

Wednesday, May 1 – **Post-September 11th America**  
Read: *American Horizons* pp. 1077-1094 AND *Reading American Horizons* pp. 241-242

Friday, May 3 - **Post-September 11th America**  
Read: *American Horizons* pp. 1095-1111  
**Due:** Optional Revisions (Please remember to turn in your original papers with revisions.)

**Final Exam (Exam #3) – Monday, May 6, 8:00 a.m. – 10:30 a.m.**