HIST 106C: U.S. History Since 1865
With THE 101C
PH 205 10:30-11:30

Flip the Script: Examining U.S. History through a Theatrical Lens

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Office Hours: MW 1:00-3:00; TR 2:00-3:00; Or by appointment


Cluster Description:
Students who take this cluster will study the history of the United States (after the Civil War to the present) and consider ways that theatre can illuminate the American past by raising compelling questions and promoting historical empathy. They will learn about theatrical forms and styles while exploring historical context.

Cluster Outcomes:
1. Students will consider and write about ways that theatre can illuminate the American past by promoting historical empathy.
2. Students will utilize historical research methods to contextualize American theatre.
3. Students will research, create, write about, and present on a project that combines the methods of the disciplines of both theatre and history.

Course Description:
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.
5. Students will evaluate the past by critically examining primary and secondary sources and considering the importance of perspective.
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 all cluster and course outcomes.]
- Reading quizzes: 100 points  
  [Assesses course outcomes 1-4.]
- Three exams worth 100 points each: 300 points  
  [Assesses cluster outcomes 1 and 2; assesses course outcomes 1-4.]
- Living Newspaper assignment #1: 50 points  
  [Assesses cluster outcome 2.]
- Living Newspaper assignment #2: 100 points  
  [Assesses cluster outcomes 1 and 2; assesses course outcomes 1-3, and 5.]
- Jukebox Musical project: 150 points  
  [Assesses cluster outcome 3.]

Grading Scale*:
- A+ 730 – 715 points
- A 714 – 679 points
- A- 678 – 657 points
- B+ 656 – 642 points
- B 641 – 606 points
- B- 605 – 584 points
- C+ 583 – 570 points
- C 569 – 533 points
- C- 532 – 511 points
- D+ 510 – 496 points
- D 495 – 460 points
- D- 459 – 438 points
- F 437 and below

*Please note that I do not “give you” 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. . .

“b. FOR A SECOND OFFENSE, the VPAA will impose a one-semester suspension. . .

“c. FOR A THIRD OFFENSE, the VPAA will impose a penalty of permanent dismissal from the College.”

**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

Please note that the study guides may change. If we run out of time, I may have to cut material, change the essay questions, etc. You are responsible for knowing about these changes. If you miss class and therefore miss an announcement about a change to the study guide, it is up to you to get that information.

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!

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.)
Living Newspaper Assignment #1 - Researching References:

Historical primary sources are firsthand accounts that usually come from the period being studied. They can be letters, speeches, diary entries, legal briefs, laws, photographs, advertisements, films, and—most importantly for this cluster—plays. In order to understand primary sources well, good historians often find it necessary to do a little research on references that would have been familiar to people at the time a source was written but less so today. In this assignment you will research three references found in one of three plays that were part of the Federal Theatre Project’s “Living Newspaper” program. (If you need a quick refresher on the Federal Theatre Project, I have posted a brief reference article on D2L titled “Federal Theatre Project Reference Article from the Reader’s Companion to American History.”)

I will assign everyone one of the following plays: Power, Triple-A Plowed Under, and One-Third of a Nation. After reading your assigned play (found on D2L), choose three references from the list below. To help you, I have included some page numbers after most references, but these are only guides, and some of these references appear throughout the play. A good strategy is to make note of the references on the list as you read the play. Some of the references will be familiar to you, but others won’t be. Either way, you will research the references and summarize what you find for each, concluding by explaining why each reference appears in the play.

<table>
<thead>
<tr>
<th>References for Power</th>
<th>References for Triple-A Plowed Under</th>
<th>References for One-Third of a Nation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Trade Commission (FTC) (found throughout the play)</td>
<td>AAA of the title</td>
<td>The “One-Third of a Nation” in the title</td>
</tr>
<tr>
<td>Wendell Willkie</td>
<td>Milo Reno (page 15)</td>
<td>William Borah (page 107)</td>
</tr>
<tr>
<td>Senator George Norris (Nebraska) (found through the play)</td>
<td>Sec. of Agriculture Henry Wallace (page 27)</td>
<td>John Garner (page 107)</td>
</tr>
<tr>
<td>Samuel J. Insull</td>
<td>Dorothy Sherwood (page 42)</td>
<td>Robert Wagner (page 107)</td>
</tr>
<tr>
<td>Huntington, IN Mayor Clare W. H. Bangs (page 56)</td>
<td>Alfred Smith</td>
<td>Harry F. Byrd (page 109)</td>
</tr>
<tr>
<td>Tennessee Valley Authority (TVA) (page 68)</td>
<td>Earl Browder</td>
<td>Millard E. Tydings (page 110)</td>
</tr>
<tr>
<td>The TVA Supreme Court case referenced on page 84 (Ashwander v. Tennessee Valley Authority)</td>
<td>Farm Holiday Movement (page 15) [Also try searching for “Farm Holiday Association”]</td>
<td>Helen Alfred and the National Public Housing Conference (page 112)</td>
</tr>
<tr>
<td>Governor Bibb Graves (Alabama) (page 88)</td>
<td>“Hoosac Mills case” (page 44)</td>
<td>Harlem rent strike (page 92)</td>
</tr>
<tr>
<td>Public Works Administration (PWA) (page 89)</td>
<td>Soil Conservation Act (page 49)</td>
<td>Bronx rent strike (page 93)</td>
</tr>
<tr>
<td>Boulder Dam (page 91) [You will probably want to research this using “Hoover Dam.”]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Once you have read the play and chosen your references, use one or more of the following sources to do your research:

- **American Horizons: U.S. History in a Global Context**: Your textbook will provide some information on the more common references, but it will be light on detail. It is useful to establish context, though. To cite it, use the following [the footnote format from Chicago Manual of Style (CMS), the style guide that historians use – don’t forget to include the proper page number at the end]: Michael Schaller et al., *American Horizons: U.S. History in a Global Context*, vol. II, 3rd ed. (New York: Oxford University Press, 2018), 567.

- **Credo Reference**: Go to the library homepage: [https://www.westminster.edu/academics/library/index.cfm](https://www.westminster.edu/academics/library/index.cfm). Click on “Online Resources” and find “Credo Reference.” Type your search in the search box. It’s as easy as that. This is a database of different reference sources (dictionaries, encyclopedias, almanacs, etc.), so you might want to look at a few results (if there are a few). What’s nice about Credo Reference is that it gives you citations at the bottom of the pages, and you can choose which style. HOWEVER, these citations are bibliographic citations, and I want you to use footnote format for this assignment. [Footnotes and bibliographies are formatted differently in Chicago Manual of Style (CMS), the style guide historians use.] Here’s an example of a citation from Credo Reference. Just copy and paste it into your assignment and change the details to match your source. If your article doesn’t have an author, begin with the article title in quotation marks. Sample citation … Glenn Hastedt, “Theodore Roosevelt, Foreign Policy Of,” in *Encyclopedia of American Foreign Policy*, 2nd ed., 2016, [https://search-credoreference-com.wc-ezproxy.westminster.edu/content/entry/fofforeign/theodore_roosevelt_foreign_policy_of/0](https://search-credoreference-com.wc-ezproxy.westminster.edu/content/entry/fofforeign/theodore_roosevelt_foreign_policy_of/0).
• **Oxford Reference**: Go to the library homepage: https://www.westminster.edu/academics/library/index.cfm. Click on “Online Resources” and find “Oxford Reference.” Type your search in the search box. It’s as easy as that. This is a database of reference sources (dictionaries, encyclopedias, etc.) published by Oxford University Press. Oxford Reference provides you citations for the articles; HOWEVER, these citations are bibliographic citations, and I want you to use footnote format for this assignment. [Footnotes and bibliographies are formatted differently in Chicago Manual of Style (CMS), the style guide historians use.] Here’s an example of a citation from Oxford Reference. Just copy and paste it into your assignment and change the details to match your source. If your article doesn’t have an author, begin with the article title in quotation marks. Sample citation … Matthew Oyos, "Roosevelt, Theodore,” in The Oxford Companion to American Military History, Oxford University Press, 2000, https://www.oxfordreference.com.ezproxy.westminster.edu/view/10.1093/acref/9780195071986.001.0001/acref-9780195071986-e-0789.

• **New York Times Archive**: Since the Living Newspaper plays were partly meant to increase audience members’ exposure to current events and social issues, some of the references in the plays are more obscure. You might not be able to find those in a reference source, but you can find them in newspaper articles from the period. Historians are often doing this kind of “detective” work. You’ll note that the plays sometimes include citations to newspaper articles from which the material came. Make use of those if you can! To find New York Times articles about a reference, go to the library homepage: https://www.westminster.edu/academics/library/index.cfm. Click on “Online Resources” and find “New York Times Archive (1852-2013).” Click on “Advanced Search” and select the drop-down box next to “Publication date.” Select “Specific date range…” My suggestion is to enter a beginning date of 1935 and an ending date of 1940, but you may want to narrow the period down even further. Once you have defined the dates, do your search. You might have to read a few articles to piece the information together. To cite one of these articles, follow the pattern in the sample citation. If your article does not have an author, begin the citation with the article title in quotation marks. … Elizabeth Janeway, “Franklin and Eleanor Roosevelt: Mrs. Roosevelt Writes a Candid Story of Dedication to Her Husband’s Career,” *New York Times*, 6 November 1949.

• **An academic journal article found on a library database like JSTOR**: Scholarly journal articles are usually more focused than reference sources, but you may find one or two useful ones. Go to the library homepage: https://www.westminster.edu/academics/library/index.cfm. Click on “Online Resources.” I recommend two databases for American history: “JSTOR” and “America: History and Life Full Text.” I’d suggest going to “Advanced Search,” since that allows you to narrow down your search (by eliminating book reviews, for example). Here is a sample citation of a journal article (don’t forget the page numbers at the end) … Matthew F. Jacobs, “The Perils and Promise of Islam: The United States and the Muslim Middle East in the Early Cold War,” *Diplomatic History* 30, no. 4 (September 2006): 709.

• **Any scholarly book (print or ebook)**: Books can be quite useful for an assignment like this one if you utilize the indexes. Go to the library homepage (https://www.westminster.edu/academics/library/index.cfm) and use the WISE search box. Use the search tools on the left of the screen to filter the results. Ebooks are acceptable! Here is a sample citation of a book (don’t forget the page numbers at the end) … Melvyn Leffler, *For the Soul of Mankind: The United States, the Soviet Union, and the Cold War* (New York: Hill & Wang, 2007), 21.

The idea of this assignment is to familiarize you with library resources and to get you to practice the research skills of a historian. You may not use other web sources. While online sources can be useful, I want you to use the library for this assignment. Your textbook made the list because it can provide some useful context, but it more than likely won’t help you with details about the references. Since you may choose which references to research, if you aren’t satisfied with what you have found on one, choose another. If you use a source that is not on the list above, you will not receive full credit.

Please note that since these are brief summaries, I am not requiring in-text citations. You may simply list the sources you use after each summary. If you use more than one source, you may list them in any order. When you go to write the paper for the next assignment, however, you MUST include in-text citations. A “Works Cited” page at the end is not enough and is technically plagiarism. Detailed instructions on how to insert footnotes will be included in the guidelines for assignment two.

*Summarize* the information you found on each reference. This means putting the information into your own words. If you copy more than five words in a row exactly from a source, you need to include quotation marks around them. If you do not, you are in danger of being accused of plagiarism. You will find a file titled “Living Newspaper Assignment 1.” Use that to complete your assignment. For each reference include the following …

1. A summary of your research on the reference that is one-half to one page long
2. A sentence (or a few sentences) that explains why this reference was included in the play
3. A citation (or citations) of the source(s) used

This assignment is worth 50 points in total: 30 points for three summaries, 15 points for three explanations of the references’ inclusion in the play, and five points for the quality of sources used and the citations. [If you follow the guidelines, you should easily earn the full five points for the sources and citations. However, if you use an “unauthorized”
source, you will lose more than five points.] The rubric is posted on D2L. Please note that grammar, syntax, spelling, style, etc. will affect your grade.

You do not need to submit a paper copy of this assignment. To post it electronically, log-on to D2L, go to the History 106C 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. This assignment is due before midnight on Monday, October 14. If you submit it after that, you will lose points.

Living Newspaper Assignment #2 - Historical Context:
An important job of a historian is providing context. For this assignment, you will do that for the play that you read to complete the first Living Newspaper assignment. Write a 3-4-page introduction to the play that explains the context of the period in which it was written and first performed. Your paper should include the following:

- An introduction paragraph that provides details about the play’s first production (date, playwright, premiere, etc.) … Your introduction should also include a thesis statement that answers this question: What does this play and the circumstances of its production tell us about the history of the United States in the 1930s? Put the thesis at the end of the introduction.
- Context … Describe the period with research on the Depression, the New Deal, the Federal Theatre Project, the Living Newspaper, and HUAC’s investigation of the FTP. Be careful here. This is a lot of context to cover in a short paper (3 to 4 pages). Be discerning. Establishing context is not as easy as it first appears. It’s a bit of a balancing act. You need to determine what it important enough to include and what to leave out. You probably don’t want to go on for too long about FDR’s election, for example, while explaining a little bit about the AAA might be important if you are introducing Triple-A Plowed Under. Think of this as a challenge. I know some of you may be tempted to write as much as you can about the context, hoping that the amount of writing will get you a good grade. That will not necessarily be the case. If you write too much about a fairly irrelevant aspect of the context, that might hurt you. This is an important skill that you will probably find useful after college, so here’s your chance to practice! See below for source and citation requirements.
- A brief summary of the play … By “brief,” I really mean brief. Try to keep this to one paragraph. This is only a 3-4-page paper, and most of your paper will be addressing the context. You will want to note any specific controversies that arose about the play at the time as well.
- A conclusion paragraph that comments on the significance of the play and/or the Federal Theatre Project to American history.

Your paper must include citations that meet the following requirements:

- You must cite your textbook at least once. (See the “Citation Help” file on D2L for help citing.)
- You must cite at least THREE other (in addition to the textbook) secondary sources. 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 three library sources (books or articles). While you may also cite Internet sources, those should be IN ADDITION TO the three scholarly secondary sources. If you do use Internet sources, be sure to verify the credibility of the source. Using bad Internet sources will hurt your grade. (See the “Citation Help” file on D2L for help citing.)
- Don’t forget to cite the play after you summarize (or quote from) it! (See the “Citation Help” file on D2L for help citing.)

Historians follow the Chicago Manual of Style guide, and that means using footnotes or endnotes to cite outside sources. You will use footnotes or endnotes to cite your sources in this assignment. 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. See D2L for a copy of the grading rubric for this assignment.

Double-space your work and use “normal” font size and margins. This assignment is worth 100 points, and grammar, syntax, spelling, etc. will be considered. You do not need to turn in a paper copy. Your paper is due electronically before midnight on Monday, November 11. To post your papers, log-on to D2L, go to the History 106C 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. A late paper will be docked one letter grade.

You may revise this second assignment only; revisions are due on Monday, November 25 (no exceptions). Consult the “Revision Guide” handout on D2L before submitting your revision to the same folder you submitted the paper the first time.

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.

Jukebox Musical Project (description from the Theatre 101 syllabus): In a group of 3-4 individuals, you get the chance to envision/create your own jukebox musical on paper about an era or event in American history (1865 to present day). The musical must use a single artist, music group, or genre (i.e. Michael Jackson, ABBA, or Classic Rock). The assignment includes a brief essay and a detailed outline of how the songs will be used in the plot and must include a flashdrive of the music you are using in the musical. Finally, as a group, you will present your jukebox musical to the rest of class in a 12-15-minute presentation on the last day of class, Monday, July 30th. Groups will be designated by the start of Week 2. The final paper should be anywhere between 6-9 pages in length. More details will be available on D2L and will be discussed in class.

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

**Please note that this course schedule, indeed the entire syllabus, is subject to change. To make sure you are aware of assignment due dates, attend all classes and check your email (the “focused” and “other” folders) regularly.**

U.S. History from 1865-1914
*Accompanying play from Theatre 101: Joe Turner’s Come and Gone

Monday, Aug. 26 – Course Introduction

Wednesday, Aug. 28 – The End of the Civil War and Reconstruction America
   Read: American Horizons pp. 505-521

Friday, Aug. 30 – Reconstruction America
   Read: American Horizons pp. 521-538

Monday, Sept. 2 – The End of Reconstruction and the Rise of Jim Crow Segregation
   Read: Reading American Horizons pp. 109-115

Wednesday, Sept. 4 – Racial Segregation at the Turn of the Twentieth Century
   Read: American Horizons pp. 690-694 AND Reading American Horizons pp. 145-147
   Documentary on the Scottsboro Boys

Friday, Sept. 6 – The End of the Nineteenth Century
   SKIM: American Horizons pp. 541-573

Monday, Sept. 9 – Industrializing America and the “New” Immigration
   SKIM: American Horizons pp. 577-609

Wednesday, Sept. 11 – Urban America and Agrarian Revolt
   SKIM: American Horizons pp. 613-647

Friday, Sept. 13 – American Expansion at the Turn of the Twentieth Century
   Read: American Horizons pp. 651-666

Monday, Sept. 16 – American Expansion at the Turn of the Twentieth Century
   Read: American Horizons pp. 666-678 AND Reading American Horizons pp. 137-144

Wednesday, Sept. 18 – Progressivism
   Read: American Horizons pp. 683-694

Friday, Sept. 20 – Progressivism
   Read: American Horizons pp. 694-714

Monday, Sept. 23 – Exam #1

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U.S. History from 1914-1945
*Accompanying play from Theatre 101: And the Soul Shall Dance

Wednesday, Sept. 25 – World War I
   Read: American Horizons pp. 719-750

Friday, Sept. 27 – World War I
   Read: Reading American Horizons pp. 153-161
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, Sept. 30 – Society and Culture in the 1920s  
Read: American Horizons pp. 755-781

Wednesday, Oct. 2 – Depression America  
Read: American Horizons pp. 782-801

Friday, Oct. 4 – The New Deal  
Read: American Horizons pp. 802-820

Monday, Oct. 7 – The New Deal  
The Cradle Will Rock

Wednesday, Oct. 9 – World War II  
Read: American Horizons pp. 825-835

Friday, Oct. 11 – World War II  
Read: American Horizons pp. 836-853 AND Reading American Horizons pp. 178-184

Monday, Oct. 14 – End of World War II  

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U.S. History from 1945-1990
*Accompanying play from Theatre 101: Angels in America

Wednesday, Oct. 16 – A “Chilled” America: The Cold War Abroad and at Home  
Read: American Horizons pp. 863-878, 897-906

Friday, Oct. 18 – A “Chilled” America: The Cold War Abroad and at Home  
Finish Monday’s reading

Monday, Oct. 21 – No Class – Fall Break

Wednesday, Oct. 23 – Postwar Affluence and Anxiety  
Read: American Horizons pp. 878-888, 907-925

Friday, Oct. 25 – Postwar Affluence and Anxiety  
Read: Reading American Horizons pp. 195-203

Monday, Oct. 28 – Exam #2

Read: American Horizons pp. 888-892, 926-932

Friday, Nov. 1 – The Civil Rights Movement: A Mission and Its Memory  
Monday, Nov. 4 – The Civil Rights Movement: A Mission and Its Memory
Read: American Horizons pp. 955-962

Wednesday, Nov. 6 – The Civil Rights Zeitgeist
Read: Handout (posted on D2L)

Friday, Nov. 8 – The Sixties: Components and Characterization
Read: American Horizons pp. 935-939, 942-955, 962-968

Monday, Nov. 11 - The Sixties: Components and Characterization
Read: Reading American Horizons pp. 209-216
Due: Living Newspaper Assignment #2

Wednesday, Nov. 13 – Vietnam
Read: American Horizons pp. 973-992

Friday, Nov. 15 – Vietnam and the 1970s
Read: American Horizons pp. 992-997

Monday, Nov. 18 – The 1970s
Read: American Horizons pp. 998-1017

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U.S. History from 1990-Present
*Accompanying play from Theatre 101: Water by the Spoonful

Wednesday, Nov. 20 – “Morning in America” and the Sun Sets on the Cold War
Read: American Horizons pp. 1018-1038
Optional: Reading American Horizons pp. 217-227

Friday, Nov. 22 – A “New World Order” and the 1990s
Read: American Horizons pp. 1043-1060

Monday, Nov. 25 – The 1990s
Read: American Horizons pp. 1060-1072
Due: Optional Revisions to the Second Living Newspaper Assignment (Upload your revision to the same D2L folder before midnight. I will not accept late revisions. No exceptions.)

Wednesday, Nov. 27 – No Class – Thanksgiving

Friday, Nov. 29 – No Class – Thanksgiving

Monday, Dec. 2 – Post-September 11th America

Wednesday, Dec. 4 – Post-September 11th America
Read: American Horizons pp. 1095-1111

Friday, Dec. 6 – Exam #3

Monday, Dec. 9, 8:00 a.m. – 10:30 a.m. AND Thursday, Dec. 12, 8:00 – 10:30: Jukebox Musical Presentations