

Lamar University, College of Arts & Sciences  
History Department, Spring 2014  
HIST 1302  
Archer 203  
Sec. 02: MWF 9:10-10:05 a.m.  
Sec. 03: MWF 10:20-11:15 a.m.  
Sec. 05: MWF 11:30 a.m.-12:25 p.m.

Instructor: Dr. Yasuko Sato  
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## AMERICAN HISTORY: HISTORY OF THE UNITED STATES, 1877 to PRESENT



Dear Students,

Welcome to my HIST 1302 section! As an ACES (Active and Collaborative Engagement for Students) Fellow, I encourage student-centered learning, and we will do a lot of writing exercises, group activities, and class discussions for authentic intellectual growth. So open your heart and mind and embrace the joy of active/collaborative learning, which I believe to be the first step to lifelong learning. Are you ready?

Unfortunately, we are now lost in a fragmentary world. Noam Chomsky said, “The general population doesn’t know what’s happening, and it doesn’t even know that it doesn’t know.” How about you? The U.S. faces serious problems today, but media reports are rather confusing and not particularly enlightening. Therefore, we must study the second half of U.S. history, which will help us piece things together and get the big picture! This way we are able to develop an enlightened perspective on what really matters to us in the 21<sup>st</sup> century. It is my wish to see you discuss crucial national issues with great curiosity and enthusiasm at the end of the semester.

What is the ultimate American Dream? This is the question around which this U.S. history section revolves, so be a majestic dreamer like Martin Luther King, Jr.! It is also my goal to help you live up to John F. Kennedy’s famous words, “my fellow Americans, ask not what your country can do for you; ask what you can do for your country.” HIST 1302 is thus an excellent opportunity to consider how to live as an American citizen (or as a world citizen, since JFK added: “My fellow citizens of the world, ask not what America will do for you, but what together we can do for the freedom of man.”)

### Purpose of the Course

American history is part of Lamar’s core curriculum, a program of general education requirements for undergraduates. This curriculum is intended to promote the basic competencies that are commonly seen as the minimal requirement of an educated person. What effectively guides human progress is history, and a strong historical consciousness definitely sharpens a citizen’s sense of responsibility to family and society.

Diverse groups of Americans and differences among their historical experiences will be investigated through our analysis of shifting race, gender, and class relations. The areas of conflict between elites and masses will be particularly highlighted throughout the semester. In this regard, it is useful to reflect on how the struggles between conservatism and liberalism have shaped American politics and society.

Such knowledge is useful in other academic disciplines like Political Science and Sociology. A deep awareness of sociopolitical issues is likewise beneficial not only to those interested in

pursuing journalism and public relations in their future careers, but also to anyone who seeks personal and social growth through a detailed knowledge of what is going on in America today. The class also promotes functional and psychological approaches to history, which will help you to attain insight into the human psyche (especially under extreme circumstances).

### **Course Description**

This course is the second half of a two-semester survey of United States history, covering the period from the post-Reconstruction era to the present. It will consider major political, social, economic, and cultural transformations.

Central to our attention will be the increased role of the United States in global affairs. The U.S. led the world through such achievements as industrial capitalism, technological innovation, mass consumerism, and popular culture. In the first half of the course, we will trace the process by which the United States attained global preeminence as a superpower after WWII and evolved into “an affluent society.” In the second half, we will inquire into what domestic and foreign challenges the nation has been faced with, while becoming the world’s only superpower after the collapse of the Soviet Union. Topics include the American way of handling immigration flows, labor disputes, economic crises, political intrigues, military engagements, and the privileges and discontents of globalization.

With special attention to deep U.S. involvement in international affairs, we will look into the nature of American power and wealth in general. Eric Foner’s *Give Me Liberty!* provides an overview of the benefits and problems of America’s interactions with the rest of the world, with special attention to the changing contours of American freedom in global contexts. We will seek to learn the lessons of history from both disastrous situations and landmark achievements.

John F. Kennedy’s *Profiles in Courage* and Ben Carson’s *America the Beautiful* are historically informed analyses of what is important for the future of America. With various text and video materials and these two supplementary books, we will undertake an in-depth examination of what really made America great. In U.S. history, uplifting visions for America and beyond were created mostly under challenging and tumultuous circumstances. At the end of the semester, we will hold student-led class discussions and an “I Have a Dream” speech contest and share ideas about the most pressing issues of our time in historical perspective.

### **Required Books** (Available for Purchase at the University Bookstore)

Foner, Eric. *Give Me Liberty!: An American History*. Fourth Seagull ed. Vol. II. New York: W. W. Norton & Company, 2013.

Kennedy, John F. *Profiles in Courage*. New York: Harper Perennial Modern Classics, 2006.

Carson, Ben, M.D and Candy Carson. *America the Beautiful: Rediscovering What Made This Nation Great*. Grand Rapids, Michigan: Zondervan, 2012.

### **Blackboard (Bb)**

You can log in to our course Bb site at <https://luonline.blackboard.com/> or by clicking on “Blackboard” among the “General Links” (Home ► myLamar Gateway). The primary features we use are the following:

Syllabus and Info: syllabus

Announcements: class announcements

Calendar: dated reminders about presentations, quizzes, exams, deadlines, etc.

Content: Guidelines for assignments and extra credit, PowerPoint presentations, extra credit presentation topics, quiz/exam study guides, “I Have a Dream” paper guidelines and submissions, rubrics, reading questions for *Profiles in Courage*, etc.  
 Discussions: discussion postings on assigned materials and student presentations  
 Mail: email communication (If possible, please use my Lamar email address, because your messages may be inadvertently ignored due to a lack of email alerts.)  
 My Grades: grades for presentations, quizzes, exams, and other assignments

***If you experience any difficulties, seek help as soon as possible from me or the Service Desk. Don't wait until the end of or after the semester to report your problem.***

### Student Learning Outcomes

Students will be able to:

1. differentiate and analyze historical evidence (documentary and statistical) and differing points of view.
2. analyze the effects of historical, social, political, economic, cultural, and/or global forces on the area under study.
3. demonstrate understanding of the evolution and current role of the U.S. in the world.
4. identify what is worth remembering about the American past and what lessons they can learn from history for a better future.
5. display analytical and interpretation skills in their writing and presentations.

**Requirements and Grading** (Use the numbers to locate information in the “Description of Course Work” and the “Course Policies.”)

1. Attendance	5%
2. Class discussion	25%
2-1. Oral: 10 questions and/or comments in class (10%)	
2-2. Written: 10 discussion messages on Blackboard (10%)	
2-3. Student-led team-based class discussion of <i>America the Beautiful</i> (5%)	
3. Quizzes	19.5%
3-1. Syllabus quiz on Wednesday, January 15 (1.5%)	
3-2. 9 in-class group quizzes on Fridays (2%×9=18%)	
4. Essays	20.5%
4-1. 13 five-minute papers (written in class; 13%)	
4-2. 2 exam essay questions: due on April 14 & May 2 (1%×2=2%)	
4-3. “I Have a Dream” contest essay: due on Friday, April 25 (5.5%)	
5. Exams	30%
5-1. Exam 1 ( <i>America the Beautiful</i> ): Monday, April 21 (15%)	
5-2. Exam 2 (JFK & <i>Profiles in Courage</i> ): May 7-12 (15%)	
Extra credit 1. Oral class presentation on a topic of your choice	5%
Extra credit 2. Up to 2 conversations on course-related films	Up to 4% (2%×2)
Extra credit 3. Top 3 teams for <i>America the Beautiful</i>	3, 2, and 1%
Extra credit 4. Top 3 “I Have a Dream” speech makers	3, 2, and 1%
Extra credit 5. Online course evaluation	1%

A=90-100% (total for course: 100%), B=80-89%, C=70-79%, D=60-69%, F=0-59%

The above grading scale is just a general standard. Without notification, I may make necessary adjustments for an appropriate grade curve. If you pressingly need a high grade to be removed from Academic Probation or for other reasons, you should notify me at the beginning of the semester and periodically ask my advice on how you can legitimately improve your overall course grade.

If you'd like to know your academic standing, please do contact me anytime during the semester. NEVER rely on the percentages Blackboard automatically calculates, as they are sometimes rather misleading.

### Description of Course Work

2. **Your committed participation in class discussions** is an important course activity. The most exciting part of this class is active learning through dynamic communicative interactions, so you will be expected to maintain a high level of participation in oral and written forms. Both are good opportunities to interact with other students.

2-1. **Speak up meaningfully and helpfully at least ten times in class (10%).** If your utterances are not substantial, you will not receive credit. For the sake of accurate record keeping, each of you gets a number at the beginning of the semester, and you must refer to it, along with your name, before or after you make a comment. You will not have to do this once I have learned all your faces and names.

2-2. **Post at least ten messages on the Blackboard discussion board (10%).** Each post (1%) is more than 100 words in length and due at Sunday midnight, so please integrate this writing assignment into your weekly schedule. This semi-weekly assignment is intended to help you reflect on what you've enjoyed learning each week and what observations you'd like to share with other students. If you simply agree with or repeat other entries, you will not receive any points, so be creative and original!

2-3. **Each team has an opportunity to lead a class discussion of two chapters in Ben Carson's *America the Beautiful*.** Please divide the assigned pages (or topics) among yourselves. Each of you will then prepare a brief summary and ask three thoughtful discussion (not factual) questions, so that you can engage the rest of the class in discussion. You may support or criticize the author's arguments. A rubric for evaluating your work will be provided ahead of time.

My PowerPoint presentations will be posted ahead of time so that you will comprehend key issues in your assigned chapters. You are allowed (but not obliged) to use outside sources. If you do not show an understanding of the book, your grade will be less than 2.5%. All the other students must read the text and prepare to ask their questions during class.

Your grades will be individually given, so they will not necessarily be affected by the performance of your teammates. But your team may want to join their hands and work toward being selected among top three for bonus points. **Please do collaborate**, whenever possible, because it will be a rich and enjoyable learning experience.

3-1. In order to help you familiarize yourself with the details of the course, there will be **a syllabus quiz with 15 multiple-choice questions on Wednesday, January 15**, when we have our second class meeting. The syllabus is our "contract," so read it carefully five times and prepare for the quiz.

3-2. **Nine in-class group quizzes over *Give Me Liberty!*** are given to consolidate and improve your historical knowledge. The class will be divided into seven groups, and the quizzes will be collectively answered by teams in class on Fridays.

The quizzes are based on my PowerPoint presentations and designed to help you understand essential facts and issues in the second half of U.S. history. Before each quiz, a study guide containing 15 quiz topics will be posted on Blackboard. Each quiz involves a YouTube video, which you must watch on your own, because it will not be shown in class.

You may write on the quizzes, but only Scantrons will be graded, so be sure to mark your answers on your Scantron form. There is a strict time limit of 20 minutes to complete a quiz. Quiz questions will be discussed right after all your Scantron sheets are collected.

4-1. You will be asked to write **a total of 13 five-minute papers** at the end of class when a lecture is given (mostly on Mondays). This assignment concerns contrasting views on the American past, especially the tension between conservatism vs. liberalism, which will be introduced in our first class meeting. You must write about the same historical phenomenon from two different points of view. In some cases, you will be asked to put yourself in the shoes of historical villains. Each of your papers will be graded on a scale of 0.1 to 1. Paper topics will be given ahead of time so that you will effectively get the assigned readings done.

4-2. You must create and submit **an extra credit essay question for each of the exams over *America the Beautiful* and JFK**. The best one or a somewhat modified one will be considered for inclusion on the actual exam. Each of your questions will be graded on a scale of 0.1 to 1. Bring your questions to class in hard copy (in printed or handwritten form) by the deadlines.

4-3. There is a **2-page (typed and double-spaced) “I Have a Dream” contest essay assignment**, which is inspired by Martin Luther King, Jr.’s “I Have a Dream” speech at the March on Washington in 1963. You must discuss what dreams you have for the United States (and beyond) in light of your understanding of the second half of American history. In the form of paper guidelines, you will get suggestions as to what you can write about. This is a contest, and the top 5-7 papers will be presented on Friday, May 2, when we will also vote for top three speeches.

5. There will be **two exams on the two supplemental books and related topics**. Exam questions are mostly multiple choice and short essays. For each exam, a study guide will be provided on Blackboard. If there are any extra credit questions on the exams, you are strongly encouraged to answer them.

### Course Policies

1. **Attendance** will be taken at the beginning of each class, and **if you are late, then it is your responsibility to have your attendance marked right after class**. Three tardies equal an absence. If you seek exemption from this penalty for a legitimate reason, I will explain it to the class and get their approval.

Regular attendance is rewarded with a grade of **5%**, and you may have **up to three unpenalized absences no matter what the reasons are**. If you exceed this number for medical or other types of emergencies, one excused absence **AFTER** the three unpenalized absences will be counted as a minus 0.5. Bring an official document in hard copy, because a note from your family or friend is not acceptable. If you urgently need to inform me of your situation by phone, please include all the

necessary information in your voicemail message. You may not ask me to return a call when you are not able to reach me on the phone.

**When you have to leave class early**, please be sure to notify me before class of your legitimate reason. At the same time, you must authorize me to tell the reason to the entire class after you leave, because they will wonder why you have left. If you leave without notification, your attendance will be changed to an absence. If a physical or situational reason compels you to leave, you may do so silently. Just explain it to me on a later occasion, and then the penalty will be removed.

Because attendance is mandatory, your grade will be subjected to a **2% grade deduction for every absence over the three penalty-free absence limit**. For example, if you have five penalized absences, your attendance grade will be -5% (with the 5% attendance grade). **No makeup work is allowed for your absences** without official documentation. If you are allowed to make them up, you will be asked to discuss the content of the missed classes with me for half an hour per class.

**Please refrain from using electronic devices in class**, including cell phones, iPads, laptops, and headphones. If anyone in your group is caught breaking this classroom etiquette rule, all your group members will get a 3% grade deduction per offense. So please make sure that none of your teammates uses technological devices during class. Let us keep our classroom a decent place for learning! ☺

In order to rigorously pursue this policy, I ask that **no cell phones or electronic devices will be out at any time in our classroom**. If you have to use your cell phone before class, please stay outside the classroom. If you go unplugged and wait inside the classroom, please try to chat with anyone around you so that you can get to know each other. This is a nice, fulfilling way to spend 5-10 minutes, because it really helps us enhance a sense of community among ourselves.

2-1. **If you do not feel comfortable speaking up in class**, you may post additional ten messages in lieu of “oral” class participation (10%). You may do so anytime during the semester, but **no later than Sunday, May 4**.

2-2. **Late Blackboard postings** are accepted, but each of them will be marked down and graded only for up to 0.5%.

2-3. **If you are not able to make it to class on the date for your team to lead a discussion of *America the Beautiful***, and if you are still interested in fulfilling this assignment, you will be asked to do something equivalent for Kennedy’s *Profile in Courage* (with a few other students).

3. **Each group must bring a no. 2 pencil and a Scantron 15 Question Quizzstrip (815-E) or 100 Question Test Form (882-E)**, because a quiz consists of 15 multiple-choice questions. Even if you do not bring a Scantron, you still can take the quiz. But if you receive one from me, you will get a 0.5% grade deduction.

4-1. **If you miss class and are unable to do five-minute papers**, late papers will be allowed only for legitimate reasons. Bring an official document in hard copy for each date. A note from your family or friend is not acceptable. You will be asked to spend five minutes completing your paper in my office.

4-2. **If your extra credit exam essay question is identical to another student’s**, both the student copied from and the student who copied will get a half-grade deduction, so be sure to make your work original!

4-3. **In your “I Have a Dream” essay**, you must provide information on all sources you use, including websites. Please upload your essay in MS Word to a folder entitled “I Have a Dream” in the Content section on Blackboard, which is equipped with a plagiarism detection device. You will receive an SA (SafeAssign) report, and your matching rate has to be less than 15%. Once your work is submitted, no alternations will be allowed.

2-2 & 4-3. **All written assignments are due on Blackboard**, and your discussion messages must be posted in the Discussions area. No hard copy or email submissions will be accepted.

3 & 5. **If you’d like to retake a quiz or an exam**, please bring an official document in hard copy. No make-up tests will be given, except for legitimate reasons. A note from your family or friend is not acceptable. After Monday, May 6 (the last MWF class day for the spring 2014 semester), no make-up quizzes/exams will be given.

5-2. **The final exam complies with the University’s schedule**, and it will not be given before the final week.

### **Academic Dishonesty**

The Lamar History Department considers academic dishonesty, including **cheating, collusion, and plagiarism**, as defined in the Student Handbook, to be a serious academic offense. A student who commits such an offense is subject to severe penalties, consistent with History departmental policies. A student charged with such misbehavior will receive a written notice of the offense and a statement of the penalty assessed. The student has a right to appeal the decision to the History Department Chair/Advisory Committee.

Students guilty of such misbehavior will be subject to the following penalties:

**First Offense:** Student will receive a failing grade on the exam or assignment, with no possibility for make-up. If the offense is flagrant, the student may receive an “F” in the course. The student’s name and documented offense will be placed on file in the History Department and forwarded to the proper university officials.

**Second Offense:** Student will receive an “F” in the course with no possibility for make-up. The student’s name and documented offense will be forwarded to the proper university officials.

\*Students accused of academic dishonesty have the right to appeal the decision and/or penalty. The student must file an appeal with the department chairperson within five days, as specified in the *Student Handbook*. See [students.lamar.edu/academic-support/academic-policies.html](http://students.lamar.edu/academic-support/academic-policies.html).

### **Disabilities**

Any student who feels she/he may need an accommodation based on a disability should contact me privately to discuss your specific needs. If you have need of a disability-related accommodation, please see the Office of Services for Students with Disabilities. It is located in the Communication building, Room 105. The staff can be reached by mail at P. O. Box 10087, Beaumont, TX 77710 or by telephone at 409-880-8347 and at email [SFSWD@lamar.edu](mailto:SFSWD@lamar.edu).

Students with disabilities or special needs must identify themselves **at the beginning of the semester by providing official documentation**. A late accommodation request may be denied in whole or in part.

## Emergency Information

Many types of emergencies can occur on campus; instructions for severe weather or violence/active shooter, fire, or chemical release can be found at:

<http://www.lamar.edu/about-lu/administration/risk-management/index.html>. Following are procedures for the first two:

### Severe Weather:

Follow the directions of the instructor or emergency personnel.

Seek shelter in an interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside.

If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building. Stay in the center of the room, away from exterior walls, windows, and doors.

### Violence/Active Shooter (CADD):

- **CALL** - 8-3-1-1 from a campus phone (880-8311 from a cell phone). Note: Calling 9-1-1 from either a campus phone or cell phone will contact Beaumont City Police Dispatch rather than University Police.
- **AVOID**- If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
- **DENY**- Barricade the door with desks, chairs, bookcases or any other items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it is safe.
- **DEFEND**- Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

**NOTE:** In the event of an announced campus closure in excess of four days due to a hurricane or other disaster, students are expected to login to Lamar University's website's homepage ([www.lamar.edu](http://www.lamar.edu)) for instructions about continuing courses remotely.

## Course Schedule

### Week 1: Course Introduction

M 1/13 America's past, present, and future; conservative vs. liberal; student autobiographies as learners

W 1/15 **SYLLABUS QUIZ**; dividing the class into seven groups and into pairs

F 1/17 Chapter 16: America's Gilded Age, 1870-1890; **5-minute paper 1 (Gilded Age employers and workers)**

S 1/19 **BLACKBOARD POSTING 1 (CHAPTER 16) DUE**

### Week 2: Chs. 17-18: The Rise of Populism and Progressivism

M 1/20 No Class (Martin Luther King, Jr. Holiday)

W 1/22 Chapters 17-18: Freedom's Boundaries and the Progressive Era; **5-minute paper 2 (William Jennings Bryan and Theodore Roosevelt)**

F 1/24 **QUIZ 1 (Chapters 16-18)**; discussion of Henry Ford (pair work)

S 1/26 **BLACKBOARD POSTING 2 (CHAPTERS 17-18) DUE**

### Week 3: Ch. 19: Safe for Democracy: The U.S. and WWI, 1916-1920



M 1/27 Chapter 19 lecture; **5-minute paper 3 (U.S. entry into WWI)**  
W 1/29 Extra credit presentations and Q&A; group and class discussions  
**F 1/31 QUIZ 2 (Chapter 19);** discussion of the women's suffrage movement (pair work)  
S 2/2 **BLACKBOARD POSTING 3 (CHAPTER 19) DUE**

**Week 4: Chs. 20-21: The Roaring 20s, the Great Depression, and the New Deal**

M 2/3 Chapters 20-21 lecture; **5-minute paper 4 (stock market)**  
W 2/5 Extra credit presentations and Q&A; group and class discussions  
**F 2/7 QUIZ 3 (Chapters 20-21);** discussion of Franklin D. Roosevelt (pair work)  
S 2/9 **BLACKBOARD POSTING 4 (CHAPTERS 20-21) DUE**

**Week 5: Ch. 22: Fighting for the Four Freedoms: WWII, 1941-1945**

M 2/10 Chapter 22 lecture; **5-minute paper 5 (the bomb)**  
W 2/12 Extra credit presentations and Q&A; group and class discussions  
**F 2/14 QUIZ 4 (Chapter 22);** discussion of Chaplin & the Great Dictator's speech (pair work)  
**\*Last day to drop or withdraw without academic penalty**  
S 2/16 **BLACKBOARD POSTING 5 (CHAPTER 22) DUE**

**Week 6: Chs. 23-24: The Cold War and an Affluent Society**

M 2/17 Chapters 23-24 lecture; **5-minute paper 6 (the Golden Age of American Capitalism)**  
W 2/19 Extra credit presentations and Q&A; group and class discussions  
**F 2/21 QUIZ 5 (Chapters 23-24);** discussion of Dwight D. Eisenhower (pair work)  
S 2/23 **BLACKBOARD POSTING 6 (CHAPTERS 23-24) DUE**

**Week 7: Ch. 25: The Sixties, 1960-1968**

M 2/24 Chapter 25 lecture; **5-minute paper 7 (radicals vs. conservatives)**  
W 2/26 Extra credit presentations and Q&A; group and class discussions  
**F 2/28 QUIZ 6 (Chapter 25);** discussion of Martin Luther King, Jr. (pair work)  
S 3/2 **BLACKBOARD POSTING 7 (CHAPTER 25) DUE**

**Week 8: Ch. 26: The Triumph of Conservatism, 1969-1988**

M 3/3 Chapter 26 lecture; **5-minute paper 8 (Ronald Reagan)**  
W 3/5 Extra credit presentations and Q&A; group and class discussions  
**F 3/7 QUIZ 7 (Chapter 26);** discussion of Betty Friedan, Gloria Steinem, and the feminist  
movement setbacks of the 1980s (pair work)  
S 3/9 **BLACKBOARD POSTING 8 (CHAPTER 26) DUE**

**Week 9: Spring Break (March 10-14 [M-F])**

M 3/10 No Class  
W 3/12 No Class  
F 3/14 No Class

**Week 10: Ch. 27: Globalization and Its Discontents, 1989-2000**

M 3/17 Chapter 27 lecture; **5-minute paper 9 (pros and cons of globalization)**  
W 3/19 Extra credit presentations and Q&A; group and class discussions  
**F 3/21 QUIZ 8 (Chapter 27);** discussion of Steve Jobs and Bill Gates (pair work)  
S 3/23 **BLACKBOARD POSTING 9 (CHAPTER 27) DUE**

**Week 11: Ch. 28: September 11 and the Next American Century**

M 3/24 Chapter 28 lecture; **5-minute paper 10 (war supporters and critics)**  
W 3/26 Extra credit presentations and Q&A; group and class discussions

- R 3/27 \*Last day to drop or withdraw with academic penalty**  
**F 3/28 QUIZ 9 (Chapter 28);** discussion of Paul K Chappell's Peaceful Revolution (pair work)  
**S 3/30 BLACKBOARD POSTING 10 (CHAPTER 28) DUE**

**Week 12: *America the Beautiful-1***

- M 3/31** Group 1-led discussion of Carson, pp. 9-40: Tea Party vs. big government  
**W 4/2** Group 2-led discussion of Carson, pp. 41-62: faith in God and education  
**F 4/4** Group 3-led discussion of Carson, pp. 63-95: capitalism vs. socialism  
**S 4/6 BLACKBOARD POSTING 11 (AMERICA THE BEAUTIFUL-1) DUE**

**Week 13: *America the Beautiful-2***

- M 4/7** Group 4-led discussion of Carson, pp. 97-125: morality and lessons from mistakes  
**W 4/9** Group 5-led discussion of Carson, pp. 127-54: war and health care  
**F 4/11** Group 6-led discussion of Carson, pp. 155-77: liberty and justice in a divided America  
**S 4/13 BLACKBOARD POSTING 12 (AMERICA THE BEAUTIFUL-2) DUE**

**Week 14: *JFK and the Cold War***

- M 4/14** Group 7-led discussion of Carson, pp. 179-95: what's beautiful about America?  
**STUDENT-GENERATED EXAM 1 ESSAY QUESTION DUE**  
**W 4/16** Voting for top 3 teams; Kennedy's Inaugural Address; **5-minute paper 11**  
**F 4/18** No Class (Good Friday)  
**S 4/20 BLACKBOARD POSTING 13 (JFK'S INAUGURAL ADDRESS) DUE**

**Week 15: *Profiles in Courage-1***

- M 4/21 EXAM 1 (AMERICA THE BEAUTIFUL)**  
**W 4/23** JFK assassination; **5-minute paper 12**  
**F 4/25** Discussion of reading questions for ix-19, 217-26, P.S. 13-32  
**S 4/27 BLACKBOARD POSTING 14 (JFK ASSASSINATION) DUE**

**Week 16: *Profiles in Courage-2***

- M 4/28** Discussion of reading questions for Parts One and Two (before the Civil War)  
**"I Have a Dream" PAPER DUE**  
**W 4/30** Discussion of reading questions for Parts Three and Four (after the Civil War); **5-minute paper 13**  
**F 5/2** "I Have a Dream" contest finalists and voting for top 3 students  
**STUDENT-GENERATED JFK EXAM ESSAY QUESTION DUE**  
**S 5/4 BLACKBOARD POSTING 15 (PROFILES IN COURAGE) DUE**  
**ADDITIONAL POSTINGS IN LIEU OF ORAL PARTICIPATION DUE**

**Week 17: Review and Final (JFK and *Profiles in Courage*)**

- M 5/5** Discussion of reading questions for P.S. 2-12 ("About the author") (last MWF class day; final examinations, May 7-13 [W-T])  
**W 5/7 EXAM 2 (Sec. 05 [MWF 11:30 a.m.]: 8:00-10:30 a.m.)**  
**F 5/9 EXAM 2 (Sec. 02 [MWF 9:10 a.m.]: 8:00-10:30 a.m.)**

**Week 18: Final (JFK and *Profiles in Courage*)**

- M 5/12 EXAM 2 (Sec. 03 [MWF 10:20 a.m.]: 11:00 a.m.-1:30 p.m.)**