

HIS 2001: American History from 1865

The Arc of the moral universe is long, but it bends toward justice.

- Dr. Martin Luther King, Jr.

Spring 2019

American History II M, W, & F 10-10:50 a.m.

IAI Equivalent HS903

Tentative Course Syllabus

Professor: Amanda Cook Fesperman

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Tentative Fall Office Hours: M, W, F 9:30-10, T/Th, 12:15-2:00, or by appointment.

(Please note: I reserve the right to change office hours. If I change them, students will be notified in Blackboard and by email. Please check to make sure before coming to my office hours that I will be present. It is best to try to schedule an appointment ahead of time.)

ReaCH FaR: The capital letters in this statement represent the Core Values of IVCC. They stand for – Responsibility, Caring, Honesty, Fairness and Respect. It is expected that the students and the professor will know and carry out these values in all aspects of this course. Respect and Responsibility-- two of IVCC's core values - have been chosen as this year's campus-wide themes. Respect comes from trying to treat others as you would like to be treated and from trying to put yourself in someone else's shoes. It is also about self-respect, which shows in taking pride in yourself and your work. Responsibility means being motivated to do what you need to do to succeed and following the rules that are established. Keep these themes in mind as you complete course activities and interact with others on campus and in the community this semester.

Syllabus Changes: I reserve the right to change the syllabus at any time during the semester. Students will be notified in class and/or through blackboard/email of any changes.

Required Texts and Materials: Global Americans, Volume 2 by Maria Montoya | 001 | 9781337101127

(Note: This book is available for rental through the IVCC Bookstore for a significant discounted price. Contact the IVCC bookstore for further inquiries.) Information on the textbook rental program can be found at

http://www.ivccbookstore.com/site_rental.asp?mscssid=124FC272454240A0A567CFE005F2DE5B

Blackboard Access I will be using Blackboard for the purposes of group email, the plagiarism tutorial, lecture notes and for grading. You will be enrolled as a Blackboard user by me. Blackboard, can be linked to at <https://ivcc.blackboard.com/webapps/login/> You can find information about logging into and using Blackboard by visiting the following link:

<http://www.ivcc.edu/studenthelpdesk.aspx?id=16943>

Email Access: All students are required to login and check their IVCC emails on a regular basis. I will only accept emails from your official IVCC Outlook email account. If you do not know how to use your IVCC email or cannot gain access, you MUST visit the learning commons for assistance. I communicate with students via your Outlook email account and it is your responsibility to check that account for communications from me. I have only one email account that I check at IVCC and that is the email address listed at the top of the syllabus (Amanda_cookfesperman@ivcc.edu). If you attempt to email me at any other address, I will not receive the email. Additionally, when sending email to me, please make sure you do the following:

- 1) In the subject heading, put the class name and section (HIS 2001 01).
- 2) Address comments to Professor Cook Fesperman
- 3) Be specific about what it is you are emailing about (I need help finding sources for the paper. I would like to meet with you during your office hours on Monday, August 20th at noon. Is this a good time for you?)
- 4) Be polite. You words like please and thank you.

Students can expect an email response from me M-F when the college is open within 24 hours (Note: I do not work on Sunday for religious reasons, so I will not check email or respond on Sundays). If you do not receive an email response from me, you should assume I did not receive it and send the email again. If you still do not receive a response, contact me by phone during my office hours, come by my office hours, or speak to me after class.

Course Objectives: To prepare the student to become a functioning citizen by becoming more aware of United states History. This course approaches the study of U.S. History from a social perspective, including voices that are traditionally left out of history classes. The course also teaches students to see the evolution of the United States' social and political institutions and how those events shape our current environment. Upon completion of this course, students should have:

The ability to describe the evolution of American social and political institutions from the era of reconstruction to the present.

The ability to identify events associated with time period that are key to understanding the current social and political environment of the United States.

The ability to describe and analyze the social and political issues besetting United States' democracy in the 19th and 20th Century.

The ability to critically think about how these historical events continue to shape our current social and political environment.

IAI Outcomes:

Outcome #1: Students will be able to identify significant events, people, ideas and historical trends that have shaped United States History, socially, culturally and politically.

Outcome #2: Students will be able to examine historical ideals and concepts both through writing and orally.

Outcome #3: Students will learn to understand and appreciate the cultural diversity of American society both historically and in the present.

Outcome #4: Students will be introduced to various perspectives of United States history.

Outcome #5: Students will be introduced to scholarly historical sources.

Grading:

Class Participation – 10% Class attendance is required and students should come to class prepared to discuss the materials assigned for that week and to discuss any news items on the United States government they come across that should be raised for discussion. I hope that students will come to class with insightful questions and/or comments about the assigned readings and news stories, and I will also be calling on students at random to answer some questions of my own. Answers to my questions should show that the student has read and understands the class materials and that she/he has the ability to apply critical thinking skills to those materials. The quality of your contributions is more important than the quantity, but both are expected.

Research Paper – 30%

Students will be assigned to write an 8-10 page research paper based on one of the books listed at the end of the syllabus. The book will serve as one source for the paper, but students must also gather other relevant academic resources to construct a research paper about the book's topic.

Only 1-2 people may write a paper for each book and I will take volunteers the second day of class. **This is not an opinion paper, so you should not write in the first person, nor should your personal opinion be present in the paper. It is also not a book review. You need to read the book to prepare yourself to write the paper, but the book should be one of several sources.** The goal is to put the book's material into the correct time period and historical subject matter. All students must submit a 3 page typed summary of the important historical events in the book they have chosen **no later than Friday, February 8th**. Those 3 pages must then be used as part of the research paper! This will constitute 10 percent of your total grade or 1/3 of the paper grade.

All of the following steps must be met in order for the paper to be accepted and graded:

- 1)** It must be double-spaced typed in 12 pt font, Times New Roman, with 1 inch margins and numbered.
- 2)** It must be turned at the beginning of class on the date it is due. Late papers will be accepted, but for a 5 point deduction EACH DAY they are late starting with the beginning of class for which they are due and including holidays and weekends.
- 3)** It must be AT LEAST 8 pages long and no longer than 10. At least 8 pages means that you start at the top of the page and go all the way to the bottom of each page.
- 4)** It must have a cover page that has your name on it.
- 5)** You must use AT LEAST 4 [credible sources](#), at least one of which MUST be a primary source, which are

approved by me no later than Thursday, March 7th during my office hours. **You must email me links to your sources** before you schedule an appointment to meet with me. If I run out of appointments on the last day, I will not extend the deadline for you. **Any student who doesn't have at least 4 credible sources by Thursday, March 7th that have been approved by me will receive a 0 on the paper and will fail the course.** Final approved sources must be listed at the end of your paper in a reference page using APA format.

6) You must [properly cite](#) the paper using APA format. You should, however, **NOT** include an abstract, a running header, or section headings.

7) You must visit the writing center for assistance with your paper on at least one occasion at least 1 week prior to the due date of your paper. The meeting must be for at least 20 minutes, and you must attach a signed form from the writing center to your paper stating that you were there, what it is that you discussed, and the length of time you were there **Students who fail to visit the writing center at least 1 week prior to the due date of their paper will receive 5 point per day penalty on their paper until they do meet with the writing center.**

8) The paper should be written formally and be grammatically correct. Spell and grammar check exists on all word type programs. You should also have someone else read your paper to make sure it makes sense. **If I can't read it, or I have to make substantial grammar changes to your paper, I will not grade it and you will receive a zero on the paper and will subsequently fail the course.**

9) An electronic copy of the paper must also be submitted to me in an attachment (**.rtf, .doc, or .pdf ONLY**) via email the day the paper is due. The paper will be checked for plagiarism using safeassign. **Any paper that is plagiarized will receive a grade of zero and the student will subsequently fail the course.**

10) **Students must complete the plagiarism tutorial with a score of 100 percent by the assigned due date or receive a 5 point deduction off of the top of their paper each day after that date.**

11) The paper cannot be all or mostly in quotation marks. **If it is, the paper will receive a grade of zero and the student will subsequently fail the course.**

Please feel free to stop by my office for help. **Don't wait to start the research.** This is only an 8-10 page paper, but it must be packed with good information from start to finish.

Chapter Quizzes – 20% At regular times throughout the semester, there will be quizzes given to assess student comprehension of the reading materials and class discussions. The quizzes will be multiple choice and will be given at the beginning of class. No notes or note cards will be permitted on the quizzes. Students will be allowed to drop their lowest quiz score for the semester. If a student is absent on quiz day, that quiz will be the lowest score to be dropped. Questions from quizzes will be used in the multiple choice section of the Exam. Any student who receives a score of 100 percent on all of the class quizzes will be exempt from taking the final exam!

Exams - 40% There will be four exams throughout the semester. The dates and topic materials are listed in the syllabus. You must bring a blue book with you to class on exam day. Blue books can be purchased in the bookstore for a nominal fee. Exams will consist of short answer questions, multiple choice and essay questions. Students will be given a note card 1 week prior to the exam that they may use to write down any material they want to use on the exam. Only that note card may be used, the note card must be prepared by you, in your handwriting, cannot be copied from someone else's note card/notes and

must be turned in with your exam. You MAY NOT photocopy my notes or write them word for word on your card!! Please come prepared on exam day, meaning that you have a thorough understanding of the materials presented in the notes, readings, class discussions and study questions. **Make-up exams will only be granted to students who have a valid excuse that can be documented in writing and when I have approved the absence ahead of time.**

Academic dishonesty: Plagiarism, cheating or dishonesty in any form will not be tolerated. This includes so-called "cooperative work" which means work done with the assistance of another student or where students share an assignment. All words or ideas that are not your own must be cited in all of the work that is submitted for this course. Anyone caught cheating or plagiarizing may receive a failing grade for the entire course. Additionally, a report of the transgression will be filed with the Vice President of Academic Affairs. Academic dishonesty includes, but is not limited to the following examples: 1) Turning in any work that is not your own or having someone else do the work for you. 2) Using someone else's note card (a copy, a handwritten replica, or material not from your own notes), etc. 3) Having someone else take an exam for you. 4) Cheating off of someone else's test to obtain the answers. 5) Asking another student for an answer to a test. 6) Obtaining the exam (or old versions of exams) ahead of time to know what will be on the exam. 7) Using materials other than the one note card given to you to take the exam, 8) Having another person do your paper or any other written work for you. 9) Purchasing or downloading a paper from the internet in whole or in part. 10) Failing to properly cite or give credit to sources in your paper. 11) Putting anything in your paper that is not in your own words without putting quotation marks around it. 12) Citing an article in your research paper that you did not read. 13) Lying to or trying to deceive any member of the IVCC faculty or staff for personal academic gain.

Extra Credit: There will be extra credit opportunities throughout the semester that I will announce in class and/or through blackboard. Extra credit usually involves attending events on-campus that I think are relevant to the course or will enhance your overall experiences as a student. Extra credit is added to the exam portion of your grade. The first extra credit assignment is as follows:

Extra Credit Assignment 1. Point Value - 10. Submit an entry to me for the 2018 Dr. Martin Luther King Jr., Writing Contest. The entry can be about any aspect of the civil rights, historic or modern, and does not have to be about Dr. King himself. The entry can be in any writing style (essay, poem, short story, etc.), but must be a serious attempt (no Haikus) and must be your own original work. Entries must be typed, include your name and phone number, and must be submitted no later than Friday, February 8th. **Please email me your entry as an attachment.**

Final grades: The grading scale for this course will be as follows:

90-100%=4.0 80-89%=3.0 70-79%=2.0 60-69%=1.0

I round grades up at .5 and down at .4 so every point counts in this class. Also, please be aware that the final grade is not based on total points, rather on weighted grades. The weighting is as follows: 20% for Class Attendance, 40% for exams, 15% for study questions, and 25% for research papers. The final weighted grade in Blackboard is the correct grade. **Please note: I do not use total points.** The grades

are weighted so you cannot calculate your grade by adding up the points you have a dividing by the total points. The weighted grade in blackboard is your current semester grade.

Special Needs If you are a student with a documented cognitive (learning disability), physical or psychiatric disability (anxiety, depression, bipolar disorder, AD/HD, post-traumatic stress, and others) you *may* be eligible for academic support services such as extended test time, texts in audio format, note taking services, etc... If you are interested in learning if you can receive these academic support services, please contact Tina Hardy (tina_hardy@ivcc.edu, or 224-0284), or stop by the Disability Services Office in C-211.

My hope is to create an equitable learning environment for all students. If you want to discuss your learning experience, please talk to me as early in the term as possible. If you know you have, or suspect you have a disability (learning disability, physical disability, or psychiatric disability such as anxiety, depression, AD/HD, post-traumatic stress, or others) for which you may need accommodations, please contact the Disability Services to determine if you are eligible for support.

YOU@IVCC is a web portal that fosters student success in three domains: Succeed (academics/career); Thrive (physical/mental health); and Matter (purpose/community/social connections). The portal serves up relevant information and campus resources, and the content becomes personalized when a student completes brief assessments, fills out a profile, or searches for something specific. Student activity within the portal is completely anonymous and available 24/7/365. Simply type in you.ivcc.edu, fill out the sign up information, and get started.

Course Withdrawal: The final date to withdraw from this course is Monday, April 8th . Effective Summer 2011, students are now able to withdraw themselves through WebAdvisor. Instructions for doing so can be found at <http://www.ivcc.edu/admissions.aspx?id=1984>

Please Note: Before withdrawing yourself from a course it is HIGHLY recommended that you speak to your instructor and the financial aid office (if you are receiving financial aid) first. Students often believe they are doing worse in a course than they are, or, if special circumstances exist, a faculty member may be able to work out an alternative to a withdrawal like an incomplete. Faculty members still reserve the right to withdraw students for violations of class policies, or to issue them a failing grade. Students cannot withdraw from a class in order to avoid receiving a punitive grade. Those who do will be reinstated.

A Note About Respect: IVCC is an academic institution where all sincere viewpoints are welcomed, however, this does not give you license to verbally attack or intentionally offend your fellow classmates or professor. If you disagree with a person's point of view, please do so respectfully and by using critical thinking, not by issuing personal attacks, sarcasm, or insults. Any student who violates these class policies will be removed from class at the discretion of the instructor and will receive a failing grade for the semester. Egregious violations of this policy will be referred to the college for disciplinary action.

Mandatory Attendance Policy: This is a college level transfer course and I expect college level work and behavior from my students. You are expected to attend class on a regular basis, do the assigned

readings and work, take the exams and submit a research paper. A student may be automatically withdrawn by me for any of the following reasons: Failure to submit a gradable paper. If the failure to comply is beyond the withdrawal deadline, a failing grade may be issued instead.

A Few Rules: 1. Please do not disrupt the class when using technology. 2. Do not sleep in the classroom. 3. Do not talk while I am or others in the class are talking. 4. Do not pack up your things or rustle papers until I have dismissed you from class. 5. Do not come to class late. If you are late on occasion, please come into class quietly and do not disrupt the classroom. 9. Chewing Tobacco is not permitted in the classroom or in my office. 10. IVCC is a smoke-free campus. You may not smoke anywhere on the campus. This includes Ecigarettes. 11. If you smoke or wear perfume/cologne, please do not sit in the front of the class due to my asthma. 12. Please address me in person and in all written communication as Professor Cook Feserman. 13. No portion of my class may be video or audio recorded and no photos may be taken without the specific written consent of me and then only for a legitimate academic need.

Failure to obey these rules may result in a student being asked to leave the class temporarily or permanently, depending on the nature of the offense and at the sole discretion of me. Students asked to leave the class for the entire semester will receive a failing grade.

Privacy and Parents: Federal law prohibits me from releasing ANY information about a student to a third party without the specific written consent of a student. To do this, you must go to the college alone, sign a FERPA release form, and list the specific information that I can release to specific individuals. Once this is done, I will release that information. However, I want to make it clear that it is my policy that I do not meet with, communicate with, or have any discussions with parents or any other third parties. This is a college class and you are expected to behave as a responsible college student regardless of your age. If you or your parents or representatives do not want to abide by this policy, then you should not take this class. I am happy to meet with students and discuss their progress or concerns.

Class Assignment

January 9th Welcome! Class procedures and policiesAssignment: Plagiarism tutorial in blackboard
(must be completed by Monday, February 4th at noon)

Reading Assignment: Montoya, Chapters 14-16

January 11th Pick Paper Topics,

Discussion: Research papers and Reconstruction

January 14th

Discussion: Reconstruction continued

January 16th

Discussion: Reconstruction continued

January 18th Quiz 1

Discussion: Indigenous Western Cultures

January 21st – IVCC Closed for the Dr. Martin Luther King, Jr. Holiday. Celebrate the Dream!

January 23rd

Discussion: Westward Expansion

January 25th

Discussion: Cultural Clashes

January 28th

Discussion: Genocide

January 30th Quiz 2

Discussion: The Industrial Revolution

February 1st

Discussion: Robber Barons and Organized Labor

February 4th Quiz 3

Discussion: The Gilded Age

February 6th Discussion: Immigration and Nativism

February 8th Politics and Realignment

Reading Assignment: Montoya, Chapters 17-19

February 11th Quiz 4

Discussion: Teddy Roosevelt and Progressivism, Taft and Wilson

February 13th

Exam I – Chapters 14-16 and other assigned readings (Remember your blue book, note card and blue or black pen)

February 15th

Discussion : Workplace reforms, Socialism, and Plessey v Ferguson

February 18th College Closed for Presidents' Day

February 20th Quiz 5

Discussion: Imperialism and the Spanish American War

February 22nd Imperialism continued

February 25th Discussion: America and the East

February 27th Quiz 6

Discussion: The Great War and American Neutrality

March 1st

Discussion: Woman's Suffrage

March 4th

Discussion: America and World War I

March 6th Quiz 7

Discussion: Racial Divisions

March 8th – 17th Spring Break: No CLASSES

March 18th

Discussion: Women's Rights and Prohibition

Reading Assignment: Montoya, Chapters 20-22 and 25

March 20th Quiz 8

Discussion: The Great Depression

March 22nd Exam II – Chapters 17-19 and assigned readings (Remember your blue book, note card, and blue or black pen)

March 25th Discussion: FDR and the New Deal

March 27th Discussion: The New Deal continued

March 29th Quiz 9

Discussion: WWII

April 1st Discussion: WWII continued

April 3rd Quiz 10

Discussion: The Cold War

April 5th

Discussion: Korean War

April 8th

Discussion: The Cuban Missile Crisis and Bay of Pigs

April 10th

Discussion: The Vietnam War

Reading Assignment: Montoya, Chapters 23, 24, 26, 27

April 12th Quiz 11

Discussion: The Civil Rights Movement

April 15th Exam III - Chapters 20-22 and 25 (Remember your blue book, note card, and blue or black pen)

April 17th

Discussion: The Civil Rights Movement

April 19th

Discussion: The Civil Rights Movement continued

April 22nd

Discussion: Black Nationalism

April 24th Quiz 12

Discussion: The Women's Rights Movement

April 26th

Discussion: AIDS and the Gay Rights Movement

April 29th

Ronald Reagan Supply Side Economics

May 1st

Bush and the Gulf War

May 3rd

Clinton and the End of the Cold War

May 8th Exam IV – Chapters 23, 24, 26, 27 (Remember your blue book, note card, and blue or black pen)

Reading List and Descriptions

Bury My Heart at Wounded Knee – Dee Brown Due in Class Monday, March 18th

Bury My Heart at Wounded Knee is Dee Brown's classic, eloquent, meticulously documented account of the systematic destruction of the American Indian during the second half of the nineteenth century. A

national bestseller in hardcover for more than a year after its initial publication, it has sold over four million copies in multiple editions and has been translated into seventeen languages.

The subject matter of this book is about the genocide of the plains Indians in the 19th century. The research paper should focus on events leading up to the massacre at Wounded Knee, but should also include a history of the Plains Indians in this time period, including their culture and traditions.

Triangle: The Fire That Changed America – David von Drehle Due in Class Monday, March 18th

Triangle is a poignantly detailed account of the 1911 disaster that horrified the country and changed the course of twentieth-century politics and labor relations. On March 25, 1911, as workers were getting ready to leave for the day, a fire broke out in the Triangle Shirtwaist factory in New York's Greenwich Village. Within minutes it spread to consume the building's upper three stories. Firemen who arrived at the scene were unable to rescue those trapped inside: their ladders simply weren't tall enough. People on the street watched in horror as desperate workers jumped to their deaths. The final toll was 146 people—123 of them women. It was the worst disaster in New York City history.

The subject matter of this book is the working conditions of poor immigrant women in factories in U.S. cities in early 20th century America. The research paper should focus on the history leading up to this tragedy, but also should include an investigation into the lives of immigrant women during this time period.

Dead Wake: The Last Crossing of the Lusitania – Erik Larson Due in Class Friday, March 25th

On May 1, 1915, with WWI entering its tenth month, a luxury ocean liner as richly appointed as an English country house sailed out of New York, bound for Liverpool, carrying a record number of children and infants. The passengers were surprisingly at ease, even though Germany had declared the seas around Britain to be a war zone. For months, German U-boats had brought terror to the North Atlantic. But the *Lusitania* was one of the era's great transatlantic "Greyhounds"—the fastest liner then in service—and her captain, William Thomas Turner, placed tremendous faith in the gentlemanly strictures of warfare that for a century had kept civilian ships safe from attack. Germany, however, was determined to change the rules of the game, and Walther Schwieger, the captain of *Unterseeboot-20*, was happy to oblige. As U-20 and the *Lusitania* made their way toward Liverpool, an array of forces both grand and achingly small—hubris, a chance fog, a closely guarded secret, and more—all converged to produce one of the great disasters of history.

The subject matter of this book are the events leading up to the sinking of the Lusitania and how this changed American public opinion about the war. The research paper should focus on why Americans were isolationist before this event and how American public opinion changed as a result.

Jailed for Freedom: American Women Win the Vote – Doris Stevens Due in Class Monday, March 25th

A firsthand account of the National Woman's Party, which organized and fought a fierce battle for passage of the 19th Amendment. The suffragists endured hunger strikes, forced feedings, and jail terms.

First written in 1920 by Doris Stevens, this version was edited by Carol O'Hare. Includes an introduction by Smithsonian curator Edith Mayo, along with appendices, an index, historic photos, and illustrations.

The subject matter of this book is the struggle of the early 20th century suffragists to gain the right to vote, and, subsequently, equal rights, in America. The research paper should include a history of the women's rights movement through this time period, their leader, Alice Paul, and in what direction the movement went after the vote was obtained.

In the Garden of Beasts: Love, Terror, and an American Family in Hitler's Berlin – Erik Larson Due in Class Monday, April 8th

The time is 1933, the place, Berlin, when William E. Dodd becomes America's first ambassador to Hitler's Nazi Germany in a year that proved to be a turning point in history. A mild-mannered professor from Chicago, Dodd brings along his wife, son, and flamboyant daughter, Martha. At first Martha is entranced by the parties and pomp, and the handsome young men of the Third Reich with their infectious enthusiasm for restoring Germany to a position of world prominence. Enamored of the "New Germany," she has one affair after another, including with the surprisingly honorable first chief of the Gestapo, Rudolf Diels. But as evidence of Jewish persecution mounts, confirmed by chilling first-person testimony, her father telegraphs his concerns to a largely indifferent State Department back home. Dodd watches with alarm as Jews are attacked, the press is censored, and drafts of frightening new laws begin to circulate. As that first year unfolds and the shadows deepen, the Dodds experience days full of excitement, intrigue, romance—and ultimately, horror, when a climactic spasm of violence and murder reveals Hitler's true character and ruthless ambition.

The subject matter of this book is the early days of the Nazi Party in Germany and American attitudes toward it. The research paper should focus on American isolationism and anti-Semitism that allowed the government to turn a blind eye to the growing threat of Hitler's regime.

Black Like Me – John Howard Griffin Due in Class Monday, April 22nd

In the Deep South of the 1950s, journalist John Howard Griffin decided to cross the color line. Using medication that darkened his skin to deep brown, he exchanged his privileged life as a Southern white man for the disenfranchised world of an unemployed black man. His audacious, still chillingly relevant eyewitness history is a work about race and humanity—that in this new millennium still has something important to say to every American.

The subject matter of this book is the treatment of African Americans in the Jim Crow South of the 1950s. The research paper should focus on events that led up to the establishment of Jim Crow and how it negatively impacted the lives of African Americans.

The Things They Carried – Tim O'Brien Due in Class Monday, April 22nd

The Vietnam War still has the power to divide Americans between those for it and those against. Today it also divides us, just as surely, between those who remember its era firsthand and those not yet born

when the troops came home. There may be no better bridge across these twin divides than Tim O'Brien's novel in stories *The Things They Carried*. The details of warfare may have changed since Vietnam, but O'Brien's semi-autobiographical account of a young platoon on a battlefield without a front, dodging sniper fire and their own misgivings, continues to win legions of dedicated readers, both in uniform and out.

The subject matter of this book is how the Vietnam War affected soldiers, especially those returning home. The research paper should include a history of the events leading up to the war, and a special focus on how this war was different than any other American wars and why Vietnam Veterans suffered tremendously as a result. Attention should be paid to the anti-war movement at home as well.

The Autobiography of Malcolm X – Malcolm X and Alex Haley Due in Class Monday, April 29th

With its first great victory in the landmark Supreme Court decision *Brown v. Board of Education* in 1954, the civil rights movement gained the powerful momentum it needed to sweep forward into its crucial decade, the 1960s. As voices of protest and change rose above the din of history and false promises, one voice sounded more urgently, more passionately, than the rest. Malcolm X—once called the most dangerous man in America—challenged the world to listen and learn the truth as he experienced it. And his enduring message is as relevant today as when he first delivered it. *The Autobiography of Malcolm X* defines American culture and the African American struggle for social and economic equality that has now become a battle for survival. Malcolm's fascinating perspective on the lies and limitations of the American Dream, and the inherent racism in a society that denies its nonwhite citizens the opportunity to dream, gives extraordinary insight into the most urgent issues of our own time.

The subject matter of this book is the black nationalist and black Muslim movements against white oppression in the 1960s. The research paper should focus on how black nationalists viewed America differently than did those who followed Dr. King and what contributions they made to ending racial discrimination in America.

My Life on the Road – Gloria Steinem Due in Class Monday, April 29th

My Life on the Road is the moving, funny, and profound story of Gloria's growth and also the growth of a revolutionary movement for equality—and the story of how surprising encounters on the road shaped both. From her first experience of social activism among women in India to her work as a journalist in the 1960s; from the whirlwind of political campaigns to the founding of *Ms.* magazine; from the historic 1977 National Women's Conference to her travels through Indian Country—a lifetime spent on the road allowed Gloria to listen and connect deeply with people, to understand that context is everything, and to become part of a movement that would change the world.

The subject matter of this book is the feminist movement of the 1960s and 1970s told by one of its iconic leaders, Gloria Steinem. The research paper should include a history of the women's rights movement during this time period, and what they were able to accomplish and why some things were left unchanged.

And the Band Played On: Politics, People and the AIDS Epidemic – Randy Shilts Due in Class Monday, April 29th Shilts chronicles the discovery and spread of the human immunodeficiency virus (HIV) and acquired immune deficiency syndrome (AIDS) with a special emphasis on government indifference and political infighting—specifically in the United States—to what was then perceived as a specifically gay disease. Shilts' premise is that AIDS was allowed to happen: while AIDS is caused by a biological agent, incompetence and apathy toward those who were initially affected by AIDS allowed the spread of the disease to become much worse.

The subject matter of this book is the early days of the AIDS crisis in America and its effects on the gay community in America. The research paper should focus on the early gay rights movement, the discovery of AIDS and why the government did little to help in this crisis.

Research Paper Check List

- Paper is double-spaced typed in 12 pt font, Times New Roman, with 1 inch margins and numbered.
- Paper is turned in at the beginning of class on the day it is due.
- Paper is at least 8 full pages long.
- Paper has a cover page with your name on it.
- Paper has AT LEAST 5 sources that have been approved by my professor, at least 1 of which is a primary source.
- Paper has a reference page in APA format.
- Paper has been properly cited using APA method. (There are no section headers or abstracts)
- I have visited the writing center and have a sheet from the writing center attached to the paper.
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