

HIST380 Cultural Politics in Reagan's America



CONSTRUCTION WORKERS demonstrating near City Hall

LONG-HAIRED YOUTHS run afoul of some demonstrators on Park Row opposite City Hall

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 Office Hours: Tue & Thur, 2:30-4:30; and by appointment
 (On occasion, I will adjust my posted office hours due to committee meetings)

Course Description

HIST380—Cultural Politics in Reagan's America (3 Credits)—This course examines the convergence of political, economic, and cultural struggles that shaped post-1960s America. Possible topics include memory and nostalgia, U.S. as a world power, civil rights, equal opportunity, health care, welfare, conservatism, liberalism, gender, race, immigration, labor unions, austerity, neoliberalism, and globalization. F, S, M, Su.

Course Specifics

America's multicultural citizenry seemingly began to spiral into chaos in the 1960s amid cultural wars, identity politics, and the apparent closing of the American imagination. Austerity politics and the drunkenness of individual narcissism challenged the health of the nation. Within this whirlwind, a nostalgic search for when America was "Great" took on a nearly religious quest, a pilgrimage of sorts into the annals of Americana where Happy Days were abundant and suffering forgotten. Perhaps a mere coincidence, the rise of Ronald Reagan—the former actor and spokesperson for General Electric—makes complete sense. The course examines the struggle over America's identity as it related to its international presence and equal opportunity. The class narrows to a more extended discussion of the history and memory of the Vietnam War, civil rights, and welfare.

Course Objectives

To understand the origins and development of recent American history, especially as it relates to the history of the cultural struggle, political economy, and American Exceptionalism. This course analyzes secondary sources and varying primary documents, including literature, music, visual images, and film, that attempted to explain a divided America.

Student Learning Outcomes

1. Identify, evaluate, compare, and differentiate between biased assertions and informed interpretations of the past.
2. Analyze and historically contextualize events, ideas, and memory in post 1960s America.
3. Research ideas and data in relevant literatures and other sources.
4. Demonstrate college-level writing skills.

Student Learning Outcomes Measured

* Course in-class and take home assignments including quizzes, prepared discussion questions, and short review/response essays. Worth **30%** of overall grade.

* Two four-page analytical essays: each worth **20%** (**40%** overall). Essay based on class lecture, discussion, and material reviewed.

* Final Class Project worth **30%**. **DUE: Friday, 1:00 p.m. Dec 13.** Choose one of the following options:

Option I Extended Analytical Essay (Assignment given in mid-Nov) **DUE: Friday, 1:00 p.m. Dec 13**

- Eight page synthesis essay addressing a specific question. You will be required to reference the sources used throughout the semester. Due on final day of class.
 - Preparation for this assignment simply requires you to be diligent throughout the semester, take effective notes, and remain engaged throughout. A few additional sources may accompany this option.

Option II Research Paper

- Part I 5% Due Week 8, Thursday Oct 10
 - One to two page paper proposal, annotated bibliography (at least 5 primary sources and 5 secondary sources). Topic must be approved by the instructor. You will be required to commit to this no later than Week Five of the class and meet with me several times through the semester for discussion and updates about sources and findings.
- Part II 25% Due Week 14, Nov 19
 - Six to eight page research paper and five minute class presentation. The oral presentation will be conducted sometime during the final two weeks of class.

Option III Documenting Reagan's America

Oral History Interview—Life History (need to commit to this project no later than Week Five)

- Part I 5% Oral History Experience Proposal; Due Week 8, Thursday, Oct 10
 - Identify a potential informant. Locate sources to learn about your informant, you can ask your informant for photographs, letters, diaries, scrapbooks, etc. In your proposal briefly describe the informant and the historical context in which he/she lived; outline what you want to find out from the interview, and explain why you can't find this information in other sources.
 - You must also come up with a questionnaire, explaining what questions you may ask just to provide some kind of outline of how to operate once in the field. Students must also list major themes, issues, and questions for the interview. Your proposal should include 8 sources (some primary, some secondary), which also must include a source or two on oral history methods.
- Part II 25% Oral History Artifact (video, recording, 50 to 60 minutes in length), *Annotated Transcript*, and five minute class presentation (conducted in final weeks of semester). Annotated transcript due on last day of class.
 - Interview should be conducted no later than Friday, Nov 1 to give you time to transcribe the interview

*Late work and essays lose 5% per day late. You must either give the paper to me in person on the day it is due or drop it off at my office by 5:00 p.m. on the day it is due.

Grading Scale:

A = 90-100; B+ = 88-89; B = 80-87; C+ = 78-79; C = 70-77; D+ = 68-69; D = 60-67; F = 59↓

Required Texts:

- Christian Appy, *American Reckoning: The Vietnam War and Our National Memory* (Penguin)
- Melissa Fay Greene, *Praying for Sheetrock: A Work of Nonfiction* (Da Capo)
- Annelise Orleck, *Storming Caesars Palace: How Black Mothers Fought Their Own War on Poverty* (Beacon)
- Additional readings listed on the syllabus will available via Moodle or passed out in class. I will assign additional readings and film viewings or audio recordings throughout the semester, through email or in class, not listed on the syllabus. On occasion, primary source online readings will need to be printed and brought to class.

Guide for Coastal Carolina Undergraduate Students

Coastal Carolina University has created a convenient website listing important web links to all sorts of University policies and resources. Please bookmark this page <https://www.coastal.edu/info/students/> for future reference for any questions you may have about academic issues, safety and security concerns, and general University services and support. The relevant link will likely be located there. Such areas as learning assistance service (including tutoring support for Math, Writing, etc.), code of student conduct and academic integrity, accessibility and disability services, student handbook, college catalog, and so much more may be found via this useful link.

The Fine Print: Professor Castillo retains the right to alter the course syllabus and requirements as deemed necessary for student learning at any point during the semester.

Attendance and Participation

Attendance

The expectation is that you will attend every class; that you will arrive on time; and that you be engaged during the class session (attention focused on lecture and class discussion). **Four or more absences will result in a reduction of your grade by one full-letter grade.** Remember that “unexcused absences in excess of 25 percent of the regularly scheduled class meetings” (6 sessions) will result in an F for the course. **FYI: Sleeping during class time does not constitute attendance and will be marked as an absence.**

I will expect documentation for excused absences. A letter must accompany the documentation (doctor’s note, obituary, death certificate, etc.) indicating the dates for the excused absence(s) and an explanation of your efforts to remain on track. For more discussion of the University attendance policy and what may constitute an excused absence, please reference this link:

<http://www.coastal.edu/policies/pdf/acad-sena%20129%20attend.%208-2016.pdf>

Note: Students joining/adding the course after the first day of classes will have those missed days count as excused absences and will be required to make-up all missed readings/work.

However, it is critical to keep in mind *that even if an absence is excused*, missing class will have a detrimental effect on your grade given that the collective flow of work in a college semester seriously

disables one from “catching-up.” The material covered in class is often unique and usually not replicable particularly when engaging a complicated text or covering original material.

Examples of unexcused absences (not inclusive): job interviews, busy with another class, overslept, sick (non-life threatening), extended vacation/travel, etc.

Examples of excused absences: official representation of CCU (such as athletics or a CCU club), death of a relative, religious holidays, etc.

These require proper documentation in a hard copy to be **submitted in a timely manner to the instructor (on date of return to class) in order for a student to make arrangements for make-up work.** University policy also states that “absences, excused or unexcused, do not absolve students from the responsibility of completing work promptly.” This means that for excused absences you are still held responsible for required reading or writing on the course schedule. (*See make-up policy on the next page.*)

A Critical Note on Course Participation

Class attendance is essential. You are required to complete the reading and/or film viewing, as listed on Moodle, indicated by email (hence check your email every day or Moodle Announcement messages), and/or in-class instruction, by the required date. Readings and other assignments will be added throughout the semester; class attendance is critical to remain on track.

Absences will result in “falling behind” and possibly undermining your semester. Success in this course depends on you 1) keeping a regular study schedule, 2) completing readings and assignments by their due dates, and 3) remaining consistent throughout the semester. This is an active learning course, similar to a science lab session, in that it will require consistent engagement and participation.

Your overall effort will be evaluated in several ways. Active engagement will positively influence your ability to participate in class lecture/discussion, the quality of your assignment work, and the quality of your essays. Participation in class discussion, in-class and take-home class assignments, and essays will all improve by simply remaining on schedule and staying connected with the class.

I urge you to communicate with me via email and in person to discuss the content of the course material, the progress of your learning or research, or any difficulties you may be having. It is critical that you keep me in the “loop.” Emails relating to procedural points, syllabus questions, or other administrative issues are welcomed—though, I encourage you to review the syllabus and Moodle before inquiring to see if the answer you are seeking may be found in those locations. I solicit your help in pointing out any discrepancies in the syllabus or on Moodle. We are in this together. Your insights may help correct any errors or lack of clarity. I rely on you to assist me in improving transparency.

Do not hesitate to come talk to me if you are feeling uncomfortable about any of the subjects or topics we discuss or other matters regarding the class. It can be challenging to engage certain issues. Rest assured that I am interested in your perspective. We at times feel uncomfortable when encountering new content or sensitive issues. We should work together to create a welcoming and open environment, one where basic rules of courtesy are followed and where each person is treated with dignity. This is the only way we can expand our appreciation about the diversity of the human condition and really begin the journey of deep, engaged learning.

Retain Copies of Work: It is a good practice in any course to keep copies of everything that you have handed in. It is also a good practice to retain any work that is handed back until you have received your final grade in the course. Mistakes happen, especially in a large class. Items get lost and errors are made in recording grades. In such instances, the student cannot merely claim to have done the work. He/she must be able to produce it.

Missed Class Time

If you have an excused absence, you will be required to complete missing work and/or demonstrate engagement with the missed material covered in class/readings and to do this in a timely fashion. Students will need to meet with me during office hours (page one of syllabus) for a discussion of material covered in class and to get any missing assignment.

If for any family or medical reason you find it absolutely necessary to miss a paper due date, you must contact me before the due date to obtain an extension. If an unanticipated excused absence occurs, documentation must be submitted to me **in the class session of your return**. Failure to do this will result in forfeiture of any privileges of the excused absence.

Academic Integrity

Coastal Carolina University Code of Academic Integrity sets standards for academic integrity for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism.

To help you understand the nature of each of these infractions, please go to the following link:
<https://www.coastal.edu/academicintegrity/code/>.

Examples of plagiarism include, but are not limited to, the following:

- (i) borrowing words, sentences, ideas, conclusions, examples, and/or organization of an assignment without proper acknowledgement from a source (a book, article, electronic documents, or another student's paper)
- (ii) submitting another person's work in place of his/her own;
- (iii) allowing someone else to revise, correct, or edit an assignment without explicit permission of the instructor;
- (iv) submitting work without proper acknowledgement from websites, organization's files or other outside sources, whether purchased or not;
- (v) allowing another person to substitute for them any part of a course for them, including quizzes, tests, and final examinations;
- (vi) submitting any written assignments done with the assistance of another without explicit permission of the instructor;
- (vii) knowingly aiding another student who is engaged in plagiarism

Examples of cheating include, but are not limited to:

- (i) using unauthorized material or assistance of any kind for an assignment, quiz, test, or final examination;
- (ii) knowingly aiding another student who is engaged in cheating

Note that "cheating, plagiarism, or any other act of academic dishonesty **will result in the student receiving a 0.0 (FX) for the course.**"

Disputing Grades. If you believe one of your assignments was graded unfairly, please follow these steps: 1) Do not try to speak with your instructor about your grade at the end of the class period in

which the assignment was handed back; take at least 24 hours to read and think about the comments and grade. But do not wait more than a few days to follow steps 2-5; 2) Reread the assignment and your written work; 3) Read my comments and note my analysis; 4) Write down the reason or reasons why you think the grade is inappropriate; 5) Give these comments to the instructor and arrange a time to meet him.

Classroom Etiquette

At all times, students must be respectful of others' opinions. If you disagree with someone, you should express your alternative view using the evidence that led you to your interpretation, just as a professional historian would do. Personalized comments, inappropriate language, and raised voices are not conducive to learning and will not be tolerated in the classroom. Here are some other basic rules of protocol:

Be on time and do not leave early. Our class sessions are fairly short and require prompt starts. Habitual tardiness will result in a lower participation grade and will count as an absence if you are late two times (3 or more minutes). Use the restroom, get a drink, or whatever before you enter the room. Be sure to stay the entire class time.

Put away your cell-phone. Our classes will require one's full attention. The bottom line is that multi-tasking is a myth. Looking at one's phone may be disrespectful to your classmates and your instructor if you are not looking at course readings (such as material from *American Yawp*). Be sure to print any required readings to class (if indicated by your instructor) to avoid the need to use web access. Be sure to turn put your phone on airplane mode before the start of class.

Computer use. The use of laptops, tablets, or other devices is allowed but only for course related uses. This is a textually based course requiring critical reading and analysis. I will expect you to print out documents on occasion so that you can mark them up and use during class sessions. Note-taking may be done with pen and paper but it may be a good idea to type your notes after class or when note-taking for your readings (bring printed copy of your notes to class in such cases if you do not have access to a laptop/tablet) as a method for reviewing the material covered in class.

Email and Moodle Etiquette

It is required that you regularly access our Moodle page and check your email. I will make regular use of electronic communication so please remain alert for my messages. These messages will be posted on Moodle's Announcements as well. So I recommend to check Moodle regularly for such messages to avoid any email error. "I did not get that email" is therefore not an acceptable excuse.

Please compose your emails in a professional and respectful manner. Avoid acronyms or other short hand. Compose sentences. Do not write in all caps. Avoid using exclamation points. Use a subject in the subject line. Be sure to have a neutral sounding email. Provide a signature with your name and contact info. In essence, follow the basics of good etiquette.

Take time to read my emails carefully and be sure to respond to them. As important, be sure to respond to the content of the emails I send, especially if they are directed specifically to you—that is, be sure to address all parts of my queries. This form of communication is critical for your success. Failure to do be responsive to the content of my email will affect your participation grade negatively and it will seriously disable you from making the types of course or research adjustments necessary for success in the class.

Allow for at least 48 hours for a response from me not including weekends; and if the email is sent over the weekend or after 5:00 pm, be patient and expect a response during the normal school week (M-F) and sometime during the business day (9:00 a.m. – 5:00 p.m.). I normally will respond fairly quickly (within a day) but circumstances may prevent me to do so. If you have not heard from me within 48 hours, please resend your email. Given it is email, there are occasional issues but please do forward your original message to me. Basically, do not hesitate to follow up; do not assume I am not responsive or that I will respond.

If an assignment requires an online submission, be sure to follow the file format expectation of the assignment (it will either be **Word** or **PDF**). The submission of an unreadable document by the due date, will be considered a late assignment or simply penalized as not submitted and earn a 0. It is your responsibility to assure that the correct document has been uploaded appropriately.

Inclement Weather and University Emergency Closing Policy

If Coastal Carolina University is closed due to inclement weather or other emergency (be sure to sign up for **CCU Alert**), **you will be required to stay on track as outlined on the daily-weekly schedule below (or email/class adjustments)**. Expect an email subsequent Moodle assignment from me for a replacement homework assignment and/or exercise to replace the missed class time.

You are expected to take **ALL course materials** if we are forced to leave campus. Be sure to gather your personal belongings, including your computer, and be prepared to receive updated course plans in the event of an extended campus closing. This may entail various types of assignments, including but not limited to, additional readings, essays, readings-based questions, film-based questions, or other comparable material.

Students with Disabilities

Coastal Carolina University is committed to equitable access and inclusion of individuals with disabilities in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Individuals seeking reasonable accommodations should contact Accessibility & Disability Services (843-349-2503 or <https://www.coastal.edu/disabilityservices/>).

Please inform the instructor *at the beginning of the semester* (within the first two weeks of class) if you require any disability related special accommodations. Be sure that you have registered with Disability Services: <https://www.coastal.edu/disabilityservices/>

You will also need to submit the appropriate accommodation forms for each test with ample time so I will be able to assure you get these accommodations.

Religious Observances

The Coastal Carolina University policy provides that students not be penalized because of observances of religious beliefs, but rather shall be given an opportunity, *whenever feasible*, to make up within a reasonable time any academic assignment missed due to individual participation in religious observances.

Please inform me the instructor **at the beginning of the semester** if you are going to miss any assignments due to religious observances by personally handing me a written notification of the projected absence within two weeks of the start of the semester.

Lecture Topics and Assigned Readings (29 classes)

(May be subject to adjustments by the instructor)

The American Century?

Week One: Aug 20

Thurs, Aug 21

Introductions: Memory and History

-Highlight of final paper options

Week Two: Aug 26

Tues, Aug 27

The American Century: Great Depression and the New Deal

-Selections from Henry Luce's article "The American Century" 1941

-FDR's Economic Bill of Rights (1944)

-Clips from Ronald Reagan's *General Electric Theater* Episode (including embedded commercial)

Thurs, Aug 29

-Eisenhower 1953 Speech (pp. 1-3)

-*Meet John Doe*: Politicians and Forgotten Men

This film sets the context of the narrative of the common man often grouped as Joe Public or the forgotten man or the silent majority within political debate particularly over questions of domestic policy. The film engages the New Deal, the issue of general welfare, and the role of public relations and politics in shaping understanding and interpretation.

Week Three: Sept 2

Tues, Sept 3

Red Scare at Home and Abroad

-Clips from film *Invasion of the Body Snatchers* (1956)

Science Fiction as metaphor of the Cold War and freedom.

Thurs, Sept 5

Freedom Defined As?

Spreading Freedom and It's Discontents

Week Four: Sept 9

Tues, Sept 10

Vietnam

-Appy's *American Reckoning*, Chapters 1 & 2

- Wesley Fishel, "One-Man Democratic Rule" (1959)
- Eisenhower 1953 Speech

Thurs, Sept 12

Vietnam

- Appy, Chapters 3 and 4

-Documentary: *Night of the Dragon* (1965)

This government produced documentary narrated by Charles Heston builds on the outlines of Fishel's 1959 U.S. geopolitical interpretation of the significance of Vietnam by adding 1) the assumption of Vietnamese wide support of U.S. intervention and war against the insurgency and Communist threat and 2) the benevolent nature of U.S. intervention. Juxtaposed with John Wayne's 1968 film *Green Beret*, one gets a picture of U.S. intervention devoid of the bloodshed and the extent of the actual nature of the war in Vietnam.

Week Five: Sept 16

Tues, Sept 17

Vietnam

- Appy, chapters 5-7

-Documentary: *Winter Soldier*

This 1972 documentary film documents the 1971 testimonies of several Vietnam soldiers describing the nature of the war from their own experiences. There is no narrative voice in the film.

Thurs, Sept 19

-Vietnam

Discussion of *Winter Soldier*

Week Six, Sept 23

Tues, Sept 24

-Vietnam

-Documentary: *Hearts and Minds* (1974)

This film will introduce you to a contemporary documentarian's exploration of the meaning and significance of the Vietnam War. Peter Davis pieces together firsthand accounts of the war from various perspectives including policy makers, generals, veterans, anti-war activists, and others. The film attempts to offer insight to the war's meaning. It broadens the perspective offered in the *Winter Soldier* documentary.

Thurs, Sept 26

-Vietnam

-Documentary: *No Substitute for Victory* (1970)

Here is a pro-war film making the case for what is needed for the U.S. to win the war. It highlights what military experts thought was limiting the current strategy while also offering insights on what they thought of dissent and the antiwar movement.

Post-Civil Rights, States Rights, & Color Blind Society

Week Seven: Sept 30

Tues, Oct 1

The Long Struggle Reviewed: From Protest to Politics

-Begin Greene's *Praying for Sheetrock*

Introduction to Civil Rights (another perspective):

-Documentary: *Anne Braden: Southern Patriot*

This documentary will introduce you to the various issues shaping civil rights: leftism and civil rights; racism and relations to gender; housing segregation, busing, etc.; and civil rights as human rights (poor people's campaign); and the resurgence of white supremacy.

Thurs, Oct 3

Living in the 1970s

-Continue Greene (complete Part I)

-James Naremore, "Killer of Sheep," Chapter Three from *Charles Burnett: A Cinema of Symbolic Knowledge* (2017)

-Film: Charles Burnett's *Killer of Sheep*

Week Eight: Oct 7

Tues, Oct 8

Civil Rights

-Continue Greene (work on Part II)

Thurs, Oct 10

"Riots" and Black Power

-Continue Greene (complete Part II and begin Part III)

Week Nine, Oct 14

Tues, Oct 15

States Rights, Localism

-Discussion of Greene (complete Part III)

-Viewing: Documentary *Let the Fire Burn*

This documentary explores the history of the horrific encounter between MOVE, the Black radical urban group, and the Philadelphia city and police. It is but one instance—albeit one occurring in the shadows of the color-blind *Bill Cosby Show*—of many in the period when fear of the Black urban stereotype encounter the disciplining hand of the state.

****Analytical Essay #1 given (due Tue Oct 29) ****

Thurs, Oct 17

-Black Politics

-Discussion of *Let the Fire Burn*

-Thomas Ferguson and Joel Rogers, "Reaganism," *Right Turn: The Decline of the Democratic Party and the Future of American Politics* (1986)

War on Poverty and the Legacy of the Deserving Poor & LPC

Week Ten, Oct 21

Tues, Oct 22

A Brief History on Poverty

-Selections from Orleck's *Storming Caesar's Palace*, chapter 1 & 2

-Ian Haney Lopez, "The Wrecking Begins: Reagan," *Dog Whistle Politics: How Coded Racial Appeals Reinvented Racism and Wrecked the Middle Class* (2015)

Thurs, Oct 24

Struggle for the American Dream, Discontent Politicized

- Orleck, Chapters 3 & 4

Week Eleven, Oct 28

Tues, Oct 29

A Short View of the Welfare Experience

-Selections from Frederick Wiseman's film *Welfare*

-Orleck, Chapter 5

*** Analytical Paper #1 Due ***

Thurs, Oct 31

Story of the Welfare Queen, Weaponizing Discontent

-Orleck, Chapter 6

Week Twelve, Nov 4

Tues, Nov 5

View from the Bottom Up

-Orleck, Chapters 7 and 8

*** Analytical Paper #2 Given ***

Thurs, Nov 7

Participatory Democracy in Action

-Orleck, Chapter 9

-Dylan Gottlieb, "Hoboken Is Burning: Yuppies, Arson, and Displacement in the Postindustrial City," *Journal of American History*, Vol. 106, No. 2 (Sept 2019): 390-416.

Film *Decade of Fire*

A brand new documentary exploring the epidemic of apartment building fires in the South Bronx in the 1970s. The film offers a window to the cost of gentrification and the measures which landowners took to optimize the value of this prime urban property. In an age of austerity and the rise of the FIRE

economic sector (Finance-Insurance-Real Estate), efforts to obtain profit from rent increased. This cash-cow took on great importance in the post-1970s world.

Recommended documentary: *At the River I Stand*

This documentary offers context to the centrality of economic struggle in the 1960s and post-1960s world. Documenting the history of the Memphis Sanitation Workers 1968 strike, the film offers powerful footage of the uphill battle for legitimacy of this workers' movement. One may find the roots of austerity politics and anti-government sentiment emerging in the mixed treatment that the sanitation workers experienced. It is critical to keep in mind that the sanitation workers were public workers. Hence, like the PATCO strike of the early 1980s, public worker unionization and strike action faced widespread condemnation despite the legitimacy of their grievances.

Recommended Documentary: *I Am Somebody*

A parallel film to the movie *At the River I Stand* that documents the strike for dignity of Black nurses in 1969 Charleston. The fight for civil rights naturally develop into the fighting for economic rights.

Who We Are, Victim Nation?

Week Thirteen, Nov 11

Tues, Nov 12

Reframing the 1980s: SciFi Engages Reality

Film: *A Brother From Another Planet* (1984)

This 1984 John Sayles film uses science fiction to explore the troubles ailing urban America. Slavery appears to permeate the universe and its slave catchers battle it out. What do we learn about the urban setting? What ails it?

Thurs, Nov 14

Consumerism and its Discontents

Film Viewing: *They Live* (1988)

Another Sci-Fi platform to engage modern America. This film explores how mass consumerism helped foster conformity and how corporate power undermined democracy. Similar to *A Brother From Another Planet*, we gain a brief view of the failures of austerity and the further weakening of the New Deal political consensus. Notice the starting off point of the welfare/unemployment government bureaucracy offering inadequate or precarious assistance.

*** Analytical Paper #2 Due ***

** Final Paper Prompt will be posted by Friday 8:00 p.m. **

UPDATE: prompt uploaded on Monday Nov 25

Week Fourteen, Nov 18

Tues, Nov 19

-No More Vietnams, Foreign Policy in the Reagan Era

-Appy, Ch. 8-9 and chapter 10 (pp. 275-300)

Thurs, Nov 20

Assessing Reagan's America

-Erik Loomis, "Air Traffic Controllers and the New Assault on Unions," from his *A History of America in Ten Strikes* (2018)

Week Fifteen, Nov 25

No Classes

Thanksgiving Break!

Week Sixteen, Dec 2

Tues, Dec 3

Reagan's Legacies

-Robert Smith, excerpt *Blackjacks to Briefcases: A History of Commercialized Strikebreaking and Unionbusting in the United States* (Athens: Ohio University Press, 2003)

-Eric Foner, chapter from *The Story of American Freedom* (New York: Oxford University Press, 1998)

Thur, Dec 5

Last Class of Semester, Student Presentations

-Oral History Presentation

Final Discussion, Wrap-up of semester

**Final Paper Due on Friday, December 13 at 1:00 p.m.
Through Moodle's Turnitin as a Word document
(See Paper Prompt)**