Ramapo College of New Jersey  
First Year Seminar  
INTD 101-27, History of Politics in the Era of Trump  
(4 credits)  
Fall 2019  
Wednesdays, 9:00am – 12:30pm, A-107

Professor Stacie Taranto, Ph.D.  
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Peer Facilitators: Ryan Brady (rbrady2@ramapo.edu) and Delia Drake (ddrake@ramapo.edu)

First Year Seminar Description:  
Designed for first-time, full-time, first-year students, First-Year Seminar (FYS) provides a comprehensive introduction to college-level learning. Seminar courses are developed around an academic theme or topic that is based on one of Ramapo College’s academic pillars. First-Year students will have the opportunity to select a seminar that best suits their interests while learning about Ramapo’s academic foundation. The First-Year Seminar course helps students in their transition from high school to college life both in and out of the classroom. The common learning outcomes of FYS are: critical and creative thinking, college-level writing, oral communication, information literacy, and technological competency. FYS classes are small to emphasize open discussion and experiential learning within the context of the theme of the seminar course. Peer facilitators play an essential role in each FYS class ensuring that first-year students have guidance from a more experienced student. FYS is also the home of the Ramapo Summer Reading Program; all first-year students read the same book and discuss and write about it in their seminars. FYS encourages new students to participate in a community of learners, to strengthen their critical thinking skills, and to communicate effectively both orally and in writing.

Course Description of this Section:  
Today, the two major political parties in America, the Democratic and Republican parties, could not be further apart on almost all issues of public policy. Partisan rancor and rhetoric is extremely heated, and divided government practically means that nothing will get done in Congress. This course explains today's divided politics by offering a history of political liberalism and conservatism, as they both developed from the 1930s through the present day. The class ends up with diametrically-opposed political parties on almost all issues, thus giving shape to politics today in the era of Donald Trump -- a president whose rhetoric and policies reflect this bitter divide.

Course Goals:  
We aim to make sense of a complex period of history and develop informed opinions on issues related to the course. In doing so, we will strive to learn to:

- Read historical sources critically, appreciating the connections between past and present, myth and truth
- Make clear arguments using course materials and engage in civil and intellectual historical debate
- Become more effective and skilled writers

Measurable Student Learning Outcomes:

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Develop the skills necessary to locate, evaluate, and employ information effectively.

1. Locate Information Effectively.
   - X
   - X
   - X
   - X
   - X

Speak effectively in scholarly and creative contexts.

1. Deliver a central message that is easy to identify, vivid, and memorable.
   - X
   - X
   - X
   - X
   - X

2. Use appropriate language for the subject and the audience.
   - X
   - X
   - X
   - X
   - X

3. Deliver oral communications in an engaging manner.
   - X
   - X

Use technology to communicate, manage, or solve problems

1. Use technology to communicate information.
   - X

2. Use technology to manage information.
   - X
   - X
   - X
   - X
   - X

Understand diverse communities on local, national, and/or global levels

1. Demonstrate understanding of the intersections of issues that affect diverse communities in their local, national, and/or global context.
   - X
   - X
   - X
   - X
   - X

Participate in an engaged, experiential activity that connects course material to real world settings

1. Critically reflect on the experiential activity and articulate your conclusions
   - X
   - X
   - X
   - X
   - X

Peer Facilitators:
As an added resource for first-year students, each section of First-Year Seminar (FYS) will have one or two peer facilitators. These upper-level students will attend FYS classes and act as student leaders modeling engaged participation in this seminar. They will serve as discussion leaders on issues that pertain to your personal and social development and they will facilitate weekly discussions. Your peer facilitator will be your mentor and will be available to you to provide guidance on navigating the different personal and social hurdles that you may encounter in your first year at Ramapo.

First-Year Academic Advising:
As part of the Ramapo College Academic Advisement Plan, each First-Year Student is assigned an Academic Advisor from the Center for Student Success. During the fall semester, the First-Year Students have a mandatory advisement meeting with their assigned Advisor to select spring 2019 courses and to develop a personalized academic plan. You can see who your academic advisor is through the CONNECT software system. If you have any questions regarding Academic Advisement, please call the Center for Student Success at (201) 684-7441 or via email at success@ramapo.edu.
Books (available for purchase and rent at the Ramapo Bookstore):

**General Education Program Course:**
This course fulfills the First-Year Seminar category of the general education curriculum at Ramapo College. Common to all First-Year Seminar (FYS) courses, you will develop critical thinking skills that are basic to college level study, regardless of your area of interest. You will be reading, writing, and participating in thoughtful group discussions with the aim of developing the skills of a scholar. You will learn to support your arguments using a foundation of knowledge and facts rather than simply using personal opinions and experiences. This class, which is an American history course that fulfills the “intercultural understanding” category of the First Year Seminar, will examine competing subcultures and ideas in modern American history. We aim to make sense of these complicated political machinations and, in so doing, better understand the world around us.

**Course Requirements and Attendance Policy:**

**PAPER ONE: Summer Reading Paper on The Rent Collector (15%)**
- In paper one, you will write an argument-based analysis of some aspect of *The Rent Collector.* You cannot possibly tackle every idea/argument that Wright presents in the book—unless you write a substantially longer paper, which I do not want you to do. Instead, you will make a specific, well-researched (using material from the book) argument with a clear thesis and evidence.
- You could, for example, make an argument to address one of these research questions:
  - Sang Ly’s relationship with her grandfather is foundational—her recollections of him begin and end the novel. Sopeap says that words are powerful (106-7). Make an argument that describes the power of Sang Ly’s grandfather’s words.
  - *The Rent Collector* is filled with metaphors. Trace at least three of the metaphors used in the book, making an argument about how they function.
- The final paper will be 3-5 pages, typed and double-spaced (12-point *Times New Roman* font) with standard margins (1-inch all around). The final paper MUST follow the proper University of Chicago/Turabian footnote citation form. *This citation style is described in Rampolla’s A Pocket Guide to Writing in History* (p. 111-154). A copy of this style can also be accessed through the Potter Library’s home page under “Citation Help” and the “Turabian/Chicago” subheading. You may also see the Center for Reading and Writing for citation and paper-writing assistance.

**Paper One will be due as follows:**
- **Wednesday, September 11:** A printed-out, typed and double-spaced paper proposal is due to me by the beginning of class. The proposal will state a research question that your paper will focus on (two sample questions above), as well as your answer to that question (i.e., your thesis statement/argument answers your research question). Please note that a thesis statement must be very specific and can be more than one sentence. It is also helpful to provide a few sentences of context information (from Wright’s book) that enables the reader to understand your thesis statement better. The proposal will account for 5% (5 points) of your final grade on paper one.
- **Wednesday, September 25** An electronic copy of the final paper is due to me via turnitin.com by the beginning of class.
NOTE: Late proposals will receive no credit (F/0 points) and you will NOT have the opportunity to turn them in late; the proposal is worth 5 points of your final paper grade. Final papers will be penalized 1/3rd of a letter grade for each day that they are late, including weekends; the latest that I will accept the final paper is one week after its due date. Students caught plagiarizing any portion of this assignment will receive an F (0) for the assignment and be reported to the Office of the Provost.

PAPER TWO: Primary Source Exercise (30%)

**Make sure to read pages 8-22, 24-40, 51-69, 103-109 of A Pocket Guide to Writing in History before completing this assignment**

This semester you will work on a primary source exercise that is based on 1 of the primary source documents assigned for class through October 30. Choose a source that interests you.

As noted below, steps 2 and 3 of this exercise must be footnoted in University of Chicago/Turabian style. Again, this citation style is described in Rampolla’s A Pocket Guide to Writing in History (p. 111-154). A copy of this style can also be accessed through the Potter Library’s home page under “Citation Help” and the “Turabian/Chicago” subheading. You may also see the Center for Reading and Writing for citation and paper-writing assistance.

The primary source exercise will be due on Wednesday, November 6 via turnitin.com by the beginning of class. It will contain 3 steps, and you must label each step in the paper:

- **Step 1**: Make an outline, noting what your document says. The first step is to form a thesis statement (or argument) related to this primary source document. Your thesis typically relates to a main point (or the main point) that the author is making—even if the author was not consciously making an argument. Once you formulate a thesis statement and type it at the top of p. 1, you should then go through the document and find 3 pieces of evidence to support your thesis. You can copy down the exact quote from the source for each piece of evidence, BUT also make sure to analyze that quote in your own words, relating it to your thesis statement. Type out these three pieces of evidence in an outline format (as shown on the “Writing Guide for History” posted on Moodle; your format doesn’t have to be exactly like this one, but it’s a good model to copy). Do not worry about the formatting of your outline, just focus on your thesis statement and listing your 3 pieces of evidence to support it. This portion of the assignment should be about 1 page in length and can contain bullet points; it does not need footnotes.

- **Step 2**: The second step of this assignment involves “contextualizing” your primary source. “Contextualizing” means making connections between the content of your primary source and the time period in which it was produced. If, for example, your primary source was written by MLK during the southern civil rights movement, then tell us about that movement so we can better understand what MLK is arguing. Make sure to relate your historical context to the document. Do not, for example, just launch into a general history of the southern civil rights movement, giving us every detail you can find; instead, describe only the historical context that is needed to understand what MLK is arguing about that movement. You can get this secondary source information from secondary sources assigned for this class; NO OUTSIDE RESEARCH PLEASE. This portion of the assignment should be exactly 1-2 pages in length, doubled-spaced, with standard margins and font; it must be footnoted in the Turabian/University of Chicago style described above. You do not need a bibliography, just footnotes.

- **Step 3**: Now it is time to put it all together. Using the outline that you created in step 1 above, and historical information from step 2, you are now going to write an essay that contextualizes your primary source document as a historian would do. In other words, write an essay with a strong thesis statement/argument that what the document says (info from step 1) and shows how
The final paper will be due as follows: This portion of the assignment should be about 5 paragraphs in length: an introduction paragraph that sets up your thesis and document, followed by 3 body paragraphs (one paragraph for each of the three pieces of evidence from the outline in step 1, with info from step 2 mixed into each paragraph, as relevant); and a conclusion paragraph. This step must be footnoted in the Turabian/University of Chicago style described above; no bibliography page is needed for this step.

NOTE: This assignment will be penalized 1/3rd of a letter grade for each day that it is late, including weekends; the latest that I will accept it is one week after its due date. Students caught plagiarizing any portion of this assignment will receive an F (0) for the assignment and be reported to the Office of the Provost.

PAPER THREE: Modern Culture Wars Paper (30%)

**Make sure to read pages 8-22, 24-40, 51-69, 103-109 of A Pocket Guide to Writing in History before completing this assignment**

- You will write a final paper based on a primary source from the past five years that discusses a recent “culture war.” This final paper is a longer version of step 3 of the primary source exercise (paper two) above. The final paper should be 5-7 pages, typed and double-spaced with standard margins and font. The goal of the paper is to once again “contextualize” your primary source document, something that historians do. In other words, tell the reader what your document says, and how it can be seen as a product of the time period in which it was produced. Most significantly, you also need to relate it to the history of the culture wars that we’ve studied this past semester.
- The final paper must include an argument, or a thesis statement, which you will use to answer a research question that aims to uncover the historical origins of the contemporary culture war that you chose.
- The final paper must contain historical evidence for your argument, which you will get from 3 secondary sources (i.e., scholarly books and/or articles). If applicable, one of your secondary sources can be from the reading assigned for this class (e.g., Kruse and Zelizer’s book, Fault Lines) but at least two secondary sources need to be original ones from outside of class—peer-reviewed scholarly articles on the JSTOR database or books (Nov. 6 library session will help here). These secondary sources will help you describe the historical origins of the modern culture war discussed in your primary source.
- This final paper MUST follow the proper University of Chicago/Turabian footnote citation form that is outlined in Hacker/Sommers’s Rules for Writers. A copy of this style also can be accessed through the Potter Library’s home page under “Citation Help” and the “Turabian/Chicago” subheading. You may also see the tutors at the Center for Reading and Writing for citation assistance.

The final paper will be due as follows:

- **Wednesday, November 20**: A printed-out 1-2-page (typed and double-spaced) paper topic proposal is due by the start of class. The proposal should first identify the primary source document that you have chosen as the basis for your paper (also include a photocopy of that primary source stapled to your proposal). In your 1-2-page proposal, make sure to give the reader some background information about the document (who wrote it, when it was produced, what it argues/says, and how the document relates to a culture war that we have studied in the past, etc.). You should then present a historical question that your paper will address, a question derived from the content of your primary source document. If, for example, your primary source is an article about the state of Alabama fighting to add an invasive ultrasound provision to an abortion bill—something that the article notes that several other states have tried in the past year—you might ask how this type of abortion restriction is a natural outgrowth of the anti-abortion activism of the last forty years since Roe v. Wade. Finally, you need to articulate a tentative thesis statement (or argument) based upon your initial research; this thesis statement should answer the historical question that you posed. Although your thesis may change as you do subsequent research, I want to make sure that you are on track. You should attach a separate bibliography to your
proposal with 4 sources that you intend to use in the final paper (your primary source plus 3 secondary sources, only one of which can be a secondary reading from class). Your sources should be listed alphabetically by the last names of the authors, with primary and secondary sources listed separately under two different headings. The proposal will account for 5% (5 points) of your final paper grade. I strongly encourage you to run your paper topic by me before working on the proposal (you can contact me via email or stop by my office hours). I urge you to visit the Center for Reading and Writing throughout the semester as we work on this paper.

- **Monday, December 16**: an electronic copy of the final paper is due to me via turnitin.com by 9AM.

**NOTE**: Late proposals will receive no credit (F/0 points) and you will NOT have the opportunity to turn them in late; the proposal is worth 5 points of your final paper grade. Final papers will be penalized 1/3rd of a letter grade for each day that they are late, including weekends; the latest that I will accept the final paper is one week after its due date. Students caught plagiarizing any portion of this assignment will receive an F (0) for the assignment and be reported to the Office of the Provost.

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**Oral Presentations (5%)**

- In class on Wednesday, December 11, you will give a 5-minute oral presentation on the primary source (about a modern culture war) that you chose for your final paper (see above). You do not need to use visuals (PowerPoint, etc.) although doing so can often be helpful for you and the audience. In your oral presentation, you will stand at a podium and may use note cards—but try to be as natural as possible and engage with audience members. If you use a video or audio clip (from Youtube.com, etc.), it cannot take up more than a minute of your presentation. As with PowerPoint, only have a video/audio clip if it enhances your presentation; it is not required.
- In the presentation, you will tell us about your primary source (who wrote it, when, why, etc.) and then give us some context about the time period in which it was written. You should then tell us your research question (in other words, what struck you, in particular, about the document). Note the author’s main argument and 2 or 3 pieces of evidence that s/he uses to prove his/her main point. Most significantly, relate your current culture war to the history of the culture wars that we have studied.
- The purpose of this assignment is twofold. First, learning to distill the main points of a document and articulate your thoughts in a succinct manner will make you a more efficient historian/academic and help you in all aspects of life. Second, we often tend to work in isolation in academia. Sharing knowledge with your classmates will broaden their understanding of the many “culture wars” that we have confronted in the past five years in America.
- Students will present in alphabetical order, alternating (based on last name) between the beginning and the end of the alphabet.

**NOTE**: A student who does not give his/her class presentation on the assigned day will receive an F (0) for the assignment, which is worth 5% of your final semester grade; there will be no make-ups.

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**Class Participation and Attendance Policy (20%)**

- First, simply showing up to class! Attendance at all classes is required. **You have 2 unexcused absences for any reason, and you do not need to let me know why you missed class—illness, even with a doctor’s note, counts toward these 3 absences**. You would be wise to save your 3 excused absences in case an illness or emergency arises—or if you anticipate missing class for extracurricular or athletic events. All absences beyond the first 3 will lower your final semester grade by a third of a letter grade per absence (A to A-, B+ to B etc.). Attendance will be taken in every class. **College policy states that students must notify faculty within the first three weeks of the semester if they anticipate missing any classes due to religious observance; all such absences will be excused and not count toward your 3
allowed absences. Students who miss class are responsible for getting the notes from that day from a fellow student in the class.

- Second, on our Moodle class website, there is a space under each day’s reading assignments (marked as “Discussion Board”) for you to weigh in on some aspect of the readings for that class. You must post comments on the Moodle discussion board at least 3 times during the semester by 6pm the night before class—post a new comment, do not comment on another student’s comment. Nearly half of your class participation grade (45 points; 15 points per post) will involve commenting on Moodle. These comments must be conceptual, not rote summations of what an author wrote. Probe deeper and note what you found interesting and why—making connections between the various readings from that day and the semester. I will email you if you did NOT receive credit for your comments; if you do not hear from me, then assume that you received credit for your post. You are expected to share your comments in class, which will help bolster your overall in-class participation grade, and I may call on you to share them if you do not volunteer to do so.

- Third, you must complete all assigned readings and be able to discuss them in class. Students who frequently participate in class discussions and demonstrate a good command of the material will earn high class participation grades. The in-class portion of your class participation grade is worth 50 points. I realize that not everyone is comfortable speaking in class. If that is the case, please reach out to me early in the semester to discuss strategies to improve your comfort level. You should consider sharing what you wrote on the Moodle discussion board in class. If people do not voluntarily share their Moodle posts, I will call on them to share their posts. If you got credit for the post, what you said is smart, so have confidence in sharing it with the class—that’s one reason I do the Moodle posts in the first place! My goal is to create a classroom environment where everyone feels respected and is at ease asking questions and sharing ideas. Learning how to articulate your thoughts, ask insightful questions, and speak publicly will help you far beyond your college years.

- Fourth, you must visit the Center for Reading and Writing at Potter Library at least once this semester. You will earn 5 points toward your final class participation grade for visiting the Center at least once to get help with writing or researching one of our assignments (make sure that the center sends me an email saying that you attended). Stopping by more than once is advisable, but you will only earn 5 points for the first visit.

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**Important Dates:**
First Day of Classes: September 4th
Last day for Class Adjustments (on the Web): September 10th
Last day to withdraw from courses with “W” grade: November 15th
Thanksgiving Recess: Nov 27th – Dec 1st
Final Exam Week: December 16th – 21st
Common Finals: December 21st
Last day to request “I” grades: December 21st
Final Exam Snow Make-Up Day: December 23rd

**Grading Policy:**
- See the “Course Requirements” for information on makeup/late policies, and for information on how much each assignment is worth. The attendance policy, which impacts your final grade, is also enumerated in the “Course Requirements” section.
- My policy on incomplete grades is consistent with the college’s policy; you must speak to me about this option, and an “incomplete” will only be granted in extenuating circumstances.
- Please note that Ramapo College does not have A+ or D- grades for undergraduate courses.
- Students with a final average between 100-93 will receive an “A” in the course; 92-90 is an A-; 89-87 is a B+; 86-83 is a B; 82-80 is a B-; 79-77 is a C+; 76-73 is a C; 72-70 is a C-; 69-67 is a D+; 66-60 is a D;
Policy on Electronic Communication:
In accordance with college policy, I will use your Ramapo College email address (@ramapo.edu) to communicate with you. I will also communicate with you through our Moodle website.

Policy on Academic Integrity:
Students are expected to read and understand Ramapo College’s Academic Integrity Policy, which can be found online in the College Catalog (http://www.ramapo.edu/catalog-2017-2018/academic-policies/). Members of the Ramapo College community are expected to be honest and forthright in their academic endeavors. Students who are suspected of violating this policy will be either required to meet with the faculty member (and in the event of a ‘responsible’ finding, reported to the Office of the Provost), or be referred directly to the Office of the Provost, which will adjudicate the matter.

Students with Disabilities:
If you need course adaptation or accommodations because of a disability that has been documented with the Office of Specialized Services, please make an appointment with me.

A Note on Sexual Misconduct:
Ramapo College is committed to fostering a safe, productive learning environment. Title IX and our college policy prohibit discrimination on the basis of sex or gender. Sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking are prohibited. The College encourages anyone experiencing sexual misconduct to talk to someone about what happened, so they can get the support they need and our college can respond appropriately.

If you wish to speak confidentially about an incident of sexual misconduct, please contact the Counseling Center at 201-684-7522 or 201-684-6666 during nights and weekends. If you wish to report sexual misconduct or have questions about policies and procedures regarding sexual misconduct, please contact Kat McGee, the College’s Director of Title IX at 201-684-7220.

The College is legally obligated to investigate reports of sexual misconduct, and therefore it cannot guarantee the confidentiality of a report, but it will consider a request for confidentiality and respect it to the extent possible. As a faculty member, I am also required by our College to report incidents of sexual misconduct and thus cannot guarantee confidentiality, but I will respect your privacy and only share the information with those who have a duty to respond. Should I become aware of an incident involving sexual misconduct, I must provide our Title IX Coordinator with relevant details such as the names of those involved in the incident.

COURSE ASSIGNMENTS

Tuesday, September 3, 1:30PM, Bradley Arena: Opening Convocation
Assignments/Notes:
- Camron Wright, author of The Rent Collector, will speak to the college (our peer facilitators will accompany you to the event)

Wednesday, September 4: Discussion of The Rent Collector
Readings:
- Camron Wright, The Rent Collector (entire book)
Assignments/Notes:
- Come to class with one printed out discussion question from the Wright book
Wednesday, September 11: The Seeds of Disunity: America in the 1950s
Readings on Moodle:
- John Patrick Diggins, “A Decade to Make One Proud”
- Ellen Schrecker’s *The Age of McCarthyism: A Brief History with Documents*, p. 25-30
- Cold War Blueprint, NSC-68 (1950)
- “Governor Adlai Stevenson Tells College Women ...” (1955)
- Allen Ginsberg, “Howl” (1955)
Assignments/Notes:
- **PAPER ONE, PART 1 DUE (printed out)**

Wednesday, September 18: The Federal Housing Authority, Race, and Institutional Inequality
Readings:
- Andrew Wiese, “‘The House I Live In’: Race, Class, and African American Suburban Dreams in the Postwar United States” in *The New Suburban History*
Assignments/Notes:
- **Peer Facilitators to accompany FYS students to a Title IX/Bystander Intervention presentation (60 minutes) in SC 156-57 (Alumni Lounges), 9:55-10:55am; meet in our classroom beforehand for class at 9AM.**

Wednesday, September 25: The Cold War Southern Civil Rights Movement
Readings:
- Maurice Isserman & Michael Kazin, “Black Ordeal, Black Freedom,” in *America Divided: The Civil War of the 1960s*
- Martin Luther King, Jr., “Nonviolent Resistance,” in *Letter from Birmingham City Jail* (1963)
- Jeff Schwartz, “CORE’s Freedom Summer 1964 — My Experiences in Louisiana”
Assignments/Notes:
- **PAPER ONE, PART 2 DUE (via turnitin.com)**
- **Peer Facilitators to show a 15-minute video outlining the new curriculum and introducing the Degree Planning Software, uAchieve, and lead a follow-up discussion (60 minutes). The remaining 30 minutes will be standard peer time.**

Wednesday, October 2: The New Left and Power and Liberation Movements
Readings:
- Maurice Isserman & Michael Kazin, “New Left,” in *America Divided: The Civil War of the 1960*
- Students for a Democratic Society, “The Port Huron Statement” (1962)
- “Chicano Manifesto” (1969)
- Amy Uyematsu, “The Emergence of Yellow Power” (circa 1970)
- “National Indian Youth Council” & “Watts and Little Big Horn” (1966)

Wednesday, October 9 – PEER TIME & LIBRARY WORKSHOP, NO READINGS DUE
Assignments/Notes:
- **Peer Facilitators to review academic performance tasks: time management, note-taking skills and test-taking strategies (60 minutes).**
After 60 minutes of peer time in our classroom, the class will visit the library from 10-11am and participate in a custom-designed library workshop relevant to our class assignments.

Wednesday, October 16: Second-Wave Feminism and the Rejection of Traditional Femininity
Readings:
- Robert Self, *All in the Family*, p. 103-133
- Betty Friedan, “The Problem That Has No Name” in *The Feminine Mystique* (1963)
- Barbara Susan, “About My Consciousness Raising” (c. 1970)
- “Asian Women as Leaders” and “Politics of the Interior” (1971)

Wednesday, October 23: The Rise of the New Right
Readings:
- Mary C. Brennan, “Winning the Battle, Losing the War”
- Barry Goldwater, “Republican Nomination Acceptance Speech” (1964)
- The Sharon Statement (1960)

Wednesday, October 30: Crisis of Confidence: The Long 1970s
Readings:
- Maurice Isserman and Michael Kazin, “1968,” in *America Divided*
- Matthew D. Lassiter, “Inventing Family Values,” in *Rightward Bound: Making America Conservative in the 1970s*
- Phyllis Schlafly, “What’s Wrong with ‘Equal Rights’ for Women?” (1972)
- “Man and Woman of the Year: The Middle Americans,” *Time* (1970)

Assignments/Notes:
- Peer Facilitators to provide a follow-up / refresher to the academic advisement presentation and course registration strategies (60 minutes).

Wednesday, November 6 – PEER TIME, NO READINGS, BUT PAPER TWO DUE
Assignments/Notes:
- Peer time only today at 9AM, no class with the professor
- PAPER TWO DUE (via turnitin.com)

Wednesday, November 13: The Reagan Eighties
Readings:
- Kevin Kruse and Julian Zelizer, *Fault Lines*, Ch. 6, “Fighting Right”
- Jerry Falwell, “Declaration of War” (1980)

Wednesday, November 20: The Culture Wars of the 1990s
Readings:
- Kevin Kruse and Julian Zelizer, *Fault Lines*, Ch. 11, “Scandalized”
- Patrick J. Buchanan, “Speech to the Republican National Convention” (1992)

Assignments/Notes:
- PAPER THREE, PART 1 DUE (printed out)

Wednesday, November 27: NO CLASS, HAPPY THANKSGIVING BREAK!
Wednesday, December 4: Anticipating Trump, a Tale of Two Americas
Readings:
- Kevin Kruse and Julian Zelizer, *Fault Lines*, Ch. 14, “Polarized Politics”
- Kevin Kruse and Julian Zelizer, *Fault Lines*, Epilogue

Wednesday, December 11: STUDENT PRESENTATIONS, NO READINGS DUE

Monday, December 16: NO CLASS, PAPER THREE, PART 2 DUE
Assignments/Notes:
- PAPER THREE, PART 2 DUE (via turnitin.com) by 9AM