

Misericordia University
Department of History and Government

HIS 205W: Turning Points in US History

Course Information

Course Credits: 3

Semester: Spring 2020 (#01, 02)

Prerequisites: None

**Please Note: Students are only allowed to attend the section for which they registered.*

Class Meeting Times:

Section #01: TR 8am-9:15am, MER 400

Section #02: TR 11am-12:15pm, MER 372

Compressed Schedule: TR 10:00-11:00am (#01), TR 12:20-1:20p (#02)

Faculty Information:

Dr. Jennifer M. Black, History Dept.

Email: jblack2@misericordia.edu

Office: MER 339 / Phone: 674-1491

Office Hours: TR 9:30-11am, T 2-3pm

And by appointment

Not sure what office hours are? [Check out this video.](#)

Course Description

From the University Catalog:

This course will examine episodes in history that have resulted in transformations to life in America. The scope of the course will range from colonial settlement to the computer age, and will cover topics in government, law, science, medicine, culture, communication, and the formation of national identity. Using a wide range of primary source documents, students will study the forces that led to these transformative events, the decisions that set them in motion, and the outcomes and consequences that resulted.

Course Goals & Objectives

This course addresses the following programmatic and university goals / objectives:

Course Objectives:	In completing this course, students will:	Assessment Methods
1. Locate economic, political, & cultural trends in US history	1.A: Recognize and explain historical processes, continuity, and change.	Discussion; Paper
2. Connect the ideas of American Revolution to persistent trends & developments in US history	1.A: Recognize and explain historical processes, continuity, and change	Discussion; Paper
3. Use primary sources and images to explain structural relationships along race, class, and gendered lines	1.B: Develop a body of historical knowledge with breadth of time and place—as well as depth of detail—in order to discern context.	Discussion; Paper
4. Explain the contingency of historical memory, esp. the Civil War	2.A: Recognize history as an interpretive account of the human past—one that historians create in the present from surviving evidence.	Discussion; Paper
5. Engage in critical discussion of images and texts	5.B: Practice civil discourse and respect for diverse perspectives	Discussion; Paper

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Course Objectives:	Program Learning Outcome	University Learning Outcome
1. Locate economic, political, & cultural trends in US history	Goal 1: Develop historical knowledge	UG #s 5, 6, 8; Core goal #6
2. Connect the ideas of American Revolution to persistent trends & developments in US history	Goals 1, 5	UG #s 1, 2, 5, 6, 8; Core goal #6
3. Use primary sources and images to explain structural relationships along race, class, and gendered lines	Goal 1	UG #s 5, 6, 8; Core goal #6
4. Explain the contingency of historical memory, esp. the Civil War	Goal 2: Evaluate and employ historical methods.	UG #s 3, 4, 8; Core goal #5
5. Engage in critical discussion of images and texts	Goal 5: Use historical perspective to inform active citizenship	UG #s 1, 2, 5; Core goal #6

Required Texts

Eric Foner, *The Story of American Freedom* (Norton, 1998). ISBN: 9780393319620

*Additional articles on reserve in the library and available on Blackboard.

Recommended Text:

Jennifer D. Keene, Saul Cornell, and Edward T. O'Donnell, *Visions of America: A History of the United States*, 2nd ed., vol.1 to 1877 (Pearson, 2013). ISBN: 9780205092673

Course Delivery

Evaluation Methods & Student Assignments

Writing-intensive courses require students to complete 12-15 pages of written analysis. There are five writing assignments due in this course, three larger papers, and two smaller papers. Each of these will involve image and / or document analysis and will test your understanding of the course material and objectives. The final course grade will be calculated as follows:

<u>Item</u>	<u>Weight</u>
Participation	10%
Small papers (2)	20%
Paper 1	20%
Paper 2	25%
Paper 3	25%
TOTAL	100%

Participation: In this course you will be graded on your active participation in class discussions. This gives you a chance to verbally demonstrate your understanding of the course material; participation thus includes raising your hand to ask or answer questions during lecture, and to respond to other students' comments and questions. Each class, I will calculate a grade for your participation points based on your contributions to class discussion, according to the following distribution: full participation (A) = 4pts, some participation (C-B range) = 2.5-3.5pts, present but no participation (D) = 2pts, absences beyond the two freebies = 0pts. Under this rubric, a

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student who attends all class meetings but does not contribute to class discussion will receive a D for participation.

Papers: In this course you will be asked to synthesize course readings and classroom discussions in a series of critical essays designed to showcase both your understanding of the course material and your ability to apply its concepts. Detailed instructions for each of the papers will follow. You are required to attend paper conferences for paper 1; additional paper conferences are optional.

Formatting:

Please be sure that your essays are typed, on plain white paper, with all the margins set to one-inch. You should double space the body of the paper only (not the headings and title). Please use Times New-Roman 12-point font size. You will be graded on both the style and content of your papers; thus, please be sure to proofread for correct grammar and spelling. Make sure your paper is clearly organized with an introduction, argument (thesis statement), topic sentences, evidence, and conclusion. Papers must meet the minimum word-count requirement to receive full credit; however no penalty will be given for papers exceeding the suggested limit. You are required to submit a hard copy in class AND upload a copy to the Blackboard (assignments listed under “Content”) by the due date and time.

Late Policy:

Papers are due at the beginning of class on the date due. Late penalties begin at the end of class, and papers will incur a grade deduction of five points for each day late with a maximum penalty of 25 points (i.e. if the original grade is 85/100 and the paper was submitted one day late, it drops to an 80/100).

Grading Scale for Course Grades

<u>Superior:</u>	<u>Very Good:</u>	<u>Satisfactory:</u>	<u>Poor:</u>
A = 93-100%	B+= 87-89%	C+ = 77-79%	D = 65-69%
A- = 90-92%	B = 83-86%	C = 73-76%	F = 64% & below
	B- = 80-82%	C- = 70-72%	

Course & Academic Policies

Reading assignments should be completed each week before Tuesday’s class. You are encouraged to take notes on the texts as you read, and come to class prepared to offer your comments and questions. Bring materials necessary to take notes (pen / paper, laptop, etc.) and your document readers to class each week. Regular attendance will ensure your success in this course, as will your active participation in weekly discussions. Active participation includes listening to the material presented and thoughtfully engaging the class with your own observations or analyses. During class we will engage in image analysis, which may also appear in paper prompts. Our discussions will provide an opportunity for you to digest the course material—you are encouraged to question and think critically about the material presented and use class as a place for exchanging those thoughts and questions with other students.

If you have specific questions or concerns about the assignments or your performance in the class, please come to see me as soon as possible. Addressing these issues early in the semester is

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key to your success in this class and, more generally, as a student. I am happy to meet with students either in office hours or by appointment to discuss course assignments, questions, concerns, writing mechanics, general history, or anything else you'd like to discuss.

Classroom Etiquette

In this course we will often discuss potentially controversial issues having to do with race, gender, sexuality, class, and politics. Our investigation of primary sources and images in this course may lead to such controversy. We each need to strive to maintain a tolerant and respectful environment in class. Open disrespect of another classmate will not be tolerated. Likewise, disruptions (coming in late, engaging in side conversation, use of cell phones, web surfing, texting, etc.) are detrimental to the class as a whole and will not be tolerated. Please make an effort to arrive to class on time—students who consistently arrive late will lose participation points. I reserve the right to ask any student who is disruptive or disrespectful to leave the classroom.

Writing-Intensive Courses

Per University Academic Policies, a course (in any format) designated as “writing-intensive” must satisfy the following goals, objectives, and requirements.

Goals: Students will learn how to write coherent, adequately-developed analytical and/or argumentative prose documents with a minimum of grammatical/mechanical errors and proper documentation of sources.

Writing Objectives: Students in a writing-intensive course will

- a. Construct a clear argumentative thesis and/or analysis of an argument, situation, or scenario.
- b. Develop the established thesis or analysis throughout a document.
- c. Provide adequate and specific evidence to support the thesis or analysis.
- d. Where appropriate, distinguish the relationship(s) between ideas, especially between generalizations and supporting details, through the use of transitions and/or topic sentences.
- e. Where necessary, identify and reconcile alternative positions or explanations and/or counter-arguments.
- f. Use the conventions of standard written English (sentence structure, punctuation, spelling, subject, noun/verb, and pronoun agreement, etc.)
- g. Where necessary, acknowledge sources used in the document, using the standard documentation style for the discipline in which the course is taught.

General Requirements:

1. The required writing in writing intensive courses will be argumentative and/or analytical. This may include critical reaction/response assignments that are expected to make and support a point, research assignments based in the analysis of primary and/or secondary sources, as well as clinical assignments based in analysis and/or argumentation.
2. Students will write a minimum of twelve typed, double-spaced pages across a minimum of three graded writing assignments, one of which must be at least four typed, double-spaced pages in length.

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3. The writing assignments can include drafts that are part of and preliminary to a larger research project/paper, provided they are graded in addition to the final project/paper. Essay exams, free-writing or similar exercises, or PowerPoint presentations, if included in the course, will not count as part of the twelve-page minimum.
4. One level of revision will be required for at least two graded writing assignments. Students will be required to complete at least one rough draft for each of these assignments, receive feedback on those drafts, and revise those drafts prior to turning the assignment in for a grade.
5. Note: Instructors of writing-intensive courses are required to ensure that students receive feedback on the required drafts. This feedback must come in one of the following forms and may be in person or via electronic/web-based means: one-on-one conferences with students about their drafts, written comments given to students on their drafts, peer-group review (designed and supervised by the instructor) of the rough drafts, or some combination of the above. The timing of this feedback must also allow for students to revise their drafts prior to submission for a grade.
6. The graded writing assignments will count for at least 60% of the grade in a writing-intensive course. The grade on these assignments should be determined by the students having adequately met the above Writing Objectives as well as the course's individual objectives for content.
7. Students will be required to keep and turn-in at the end of the course a writing portfolio that shall include copies of all rough drafts, final drafts, and records of feedback. These portfolios shall be sampled for the assessment of writing objectives across courses and programs.

Electronics Policy

Laptops are not required for this course, but will be permitted as long as they do not become a distraction. While there will be no assignments or examinations for which the laptop will be used; your use of a laptop is generally permitted as long as usage remains within the bounds of Code of Student Conduct and it conforms to the provisions of this course as laid out in this syllabus. There may be periods where laptop usage is forbidden and if that occurs, failure to comply with this direction will be viewed as a violation of the Code of Student Conduct.

Cell phones should be turned off and put away during class. I reserve the right to ask students to leave the course should use of electronics become a distraction to me or the other students.

****Please Note** that notes or recordings made by students in this class based on my lectures and / or classroom discussions may only be made for the purposes of individual or group study. You must seek my formal permission BEFORE making any such recordings. Notes and / or recordings may not be exchanged or distributed for any commercial purpose or compensation. As the instructor of this course, I retain intellectual property rights in the lecture material pursuant to US copyright law and University Policy, as outlined here: misericordia.edu/IntellectualProperty. Misuse of course notes or recordings may subject you to legal proceedings.*

Academic Integrity

Plagiarism (i.e. submitting work for credit that is not your own) will not be tolerated. Students who violate the University's Academic Integrity policy will receive an "F" for the assignment and may be reported to the Office of Academic Affairs. Multiple violations will result in your

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failing the course. It is your responsibility to read and understand the University's Academic Integrity policy and its consequences during your time at Misericordia. If you have questions about this policy or what constitutes plagiarism, contact me immediately. [The University's Academic Integrity policy can be found online in the University Catalog.](#)

Attendance Policy

You are expected to complete the readings on time, attend class regularly, and take notes. It is your responsibility to make sure you sign-in at each class. You will be allowed two absences without penalty. Additional absences will only be excused, at my discretion, for medical or other emergencies. Students may choose to withdraw from the course before 75% of the course has passed, without academic penalty (a "W" will appear on your transcript). The Withdrawal deadline is Monday, March 23, 2020. Students who stop attending class before this deadline but who do not officially withdraw will receive an "F" for the course. Students whose unexcused absences total more than 35% of the course meetings will receive an "F" for the course.

Email / Blackboard

You are expected to regularly check your MU email account for course updates and communications from me. I check my email regularly during the week and at least once a day on weekends, and generally will reply within 24hrs. However, emails sent after 7pm will not receive a response until the following morning. Additionally, I will not discuss grades via email—you need to meet with me personally in my office to address any concerns regarding your grade. As per the Family Educational Rights & Privacy Act (FERPA), all email correspondence between the instructor and students must be addressed to the student's institutional email address (@misericordia.edu) in order to maintain the student's privacy.

Additionally, please familiarize yourself with the Blackboard page for our course. I will use Blackboard to post supplementary materials, assignment information, announcements, and study guides. You can access Blackboard from the first page of the Misericordia portal.

Emergencies / MU Alerts

Should an alert be posted by the MU alert system, I will keep my cell phone on to receive such alerts. All student cell phones should be turned off or put away during class.

Other Academic Policies

All Misericordia University courses follow standard academic policies, described [here](#), or on the portal under the students tab. Policies include: Credit Hour Statement, Disability Statement, Tutorial Assistance, Laptop Policies, Equipment requirements and support. Credit hour statements are specific to course format.

***NOTE:** *It is your responsibility to understand the guidelines for this course. If you have any questions or concerns please contact me as soon as possible. Failure to address such issues connotes your implicit acceptance and agreement with these guidelines. I reserve the right to adjust the syllabus, if necessary.*

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Weekly Schedule

Readings with an asterisk (*) are available on Blackboard

Week 1 (Jan 14-16): Introduction to Historical Memory

Reading: Foner, introduction (9p)
*Loewen, on historic sites p25-42

UNIT I: THE REVOLUTION

Week 2 (Jan 21-23): Slavery, Politics, Freedom

Reading: Foner, chapters 1-2 (42p)

Week 3 (Jan 28-30): A Revolution in Thought

Reading: *Paine, *Common Sense* (1776)
*Watchman, "Free Suffrage," (1776)
*Jefferson, *Declaration of Independence* (1776)
*Jefferson, *Notes on Virginia* (1788)
*Petition of Slaves to MA legislature (1777)

Week 4 (Feb 4-6): Republicanism & the Revolution Revisited

Reading: Foner, chapter 3 (20p)
*Covart [Podcast on Schocket](#)
*Backstory [Podcast on Fourth of July](#)

*PAPER 1 CONFERENCES (required) by appointment only on Thursday 2/6/20 and Friday 2/7/20 (submit draft online 24hrs in advance)

*PAPER 1 DUE in class and on Bb, Tuesday 2/11/20

UNIT II: THE CIVIL WAR

Week 5 (Feb 11-13): Reform, Sectionalism, and War

Reading: Foner, chapters 4-5 (45p)

Week 6 (Feb 18-20): Voices of the Civil War

Reading: *Frederick Douglass / Fourth of July
*Lincoln-Douglas Debates
*Fitzhugh, Proslavery argument
*[Declaration of Causes of Secession](#), State of Texas (1861)
*Lincoln, [Gettysburg Address](#) (1863)

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Week 7 (Feb 25-27): The Memory of the Civil War

Reading: *W. E. B. Du Bois, *Black Reconstruction in America* (1935), chapter 17
*Savage, on *The Freedman* from VRS visual culture reader (12p)
*Brundage, introduction (11p)
(Recommended: Janney, [“The Lost Cause,”](#) *Encyclopedia Virginia*)

*PAPER 2 CONFERENCES (optional), by appointment only on Wednesday 2/26/20 and Thursday 2/27/20 (submit draft online 24hrs in advance)

*PAPER 2 DUE Friday 2/28/20, Hard-copy to my office and upload to Bb

Week 8 (Mar 3-5): NO CLASS- SPRING BREAK

Week 9 (Mar 10): Progressives & Economic Rights

Reading: Foner, chapter 7 (22p)

*NO CLASS 3/12/20, Dr. Black at a conference

Week 10 (Mar 17-19): The New Deal

Reading: Foner, chapter 9 (23p)
*SYM podcasts on Redlining (listen to both parts: [Part I link](#) / [Part II link](#))

*HOMEWORK due 3/19: Bring draft of New Deal paper to class for peer review

*WITHDRAWAL DEADLINE: 3/23/20—Last day to withdraw without academic penalty

*ASSIGNMENT DUE 3/24: 1p paper on the New Deal--Why was the New Deal a turning point in American History, in terms of freedom and the role of the federal government in society?

UNIT III: CIVIL RIGHTS

Week 11 (Mar 24-26): The Civil Rights Movement

Reading: Foner, chapters 11 & 12 (55p)

Week 12 (Mar 31-Apr 2): Civil Rights Ideas

Reading: *King, [“I Have a Dream,”](#) (1963) (6p) ([youtube clip](#))
*George Wallace, [Inaugural Address](#) (1963) (15p)

*ASSIGNMENT DUE 4/2/20: 1p on connections between Revolution, Civil War, and Civil Rights ideas

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Week 13 (Apr7): Civil Rights, cont'd.

*NO CLASS April 9-13: Easter Break

Week 14 (Apr 14-16): The Legacy of Civil Rights

Reading: Foner, chapter 13 (25p)
*Wiener, on Civil War Centennial (16p)

Week 15 (Apr 21-23): Can We Separate “History” from Memory (and Politics)?

Reading: *Sources on the Confederate Flag (two podcasts and four short articles)
*Brundage, conclusion (25p)

Week 16 (Apr 28): Wrap Up

*Optional Paper 3 conferences, by appointment only Tuesday 4/28/20 and Wednesday 4/30/20
(submit your draft online 24hrs in advance)

***PAPER 3 DUE Monday 5/3/20 by 3pm in my office and on Bb**

Covid-19 addendum

Orienting yourself to the new online environment

I have posted an **amended schedule** below. You will see a new arrangement to Blackboard—each week is now organized into a learning module, which includes readings for the week, activities scheduled, and assignments that are due.

Familiarize yourself with **Blackboard collaborate**. This is how I will be hosting lectures during the regular class time, according to the new schedule. It works like a group video chat (though you don't have to enable your video to watch), and I will be talking over the power-point slides. You can post a question or comment to the chat box, you can “raise your hand” and send me a signal to pause and answer questions, etc. I will record these for later review as well. You can find how-to videos and tutorials here:

https://help.blackboard.com/Learn/Student/Interact/Blackboard_Collaborate

Continue to do the **readings** for the beginning of the week. I have made some adjustments to the assignments and papers to accommodate for the new online format. Please let me know if you have any questions. All of these changes are reflected in the amended schedule and the weekly modules.

You can **post questions to the FAQs** page at any time, and everyone in the class can see these. This is a great way to ask a question like you would if you raised your hand in class. You can also chat with other students here. Of course, you can always email me with unique questions, concerns, or special circumstances.

You have been placed into **groups**, for the purposes of group discussion on our readings in the last unit of the class. Within your group, you can share files, email each other, post comments or questions to your group discussion board, and collaborate on documents in the wikis area. Blackboard has help topics / tutorials for each of these functions as well. You can access the help area from the left-hand navigation pane.

Check out the **extra credit** assignments in the assignment folder. You may choose up to three extra credit assignments to complete from this folder. All extra credit submissions must be made by 5/1/20 at 5pm.

Amended Grade distribution:

Original

<u>Item</u>	<u>Weight</u>
Participation	10%
Small papers (2)	20%
Paper 1	20%

NEW DISTRIBUTION

<u>Item</u>	<u>Weight</u>
Participation (1 st half) Group discussions Disc. Board posts	10%
New Deal paper Activism paper	20%
Paper 1	20%

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Paper 2	25%	Paper 2	25%
Paper 3	25%	Paper 3	25%
TOTAL	100%	TOTAL	100%

Readings with an asterisk (*) are available on Blackboard

Date	Topic / Reading	Homework / Activity
Week 10 (Mar 17-19)	The New Deal Foner, chapter 9 (23p) *SYM podcasts on Redlining (listen to both parts: Part I link / Part II link)	Listen / watch the lectures before Thursday's class. Thursday will be live streamed; we will discuss redlining and the images. DUE- by 3/21/20, 5pm: Submit draft of New Deal paper to your group for peer review (via group discussion board) DUE- by 3/23/20, 5pm: Submit feedback on your group's drafts (comment on your group discussion board)
Week 11 (Mar 24-26)	The Civil Rights Movement Foner, chapters 11 & 12 (55p)	Lectures will be live streamed during class time DUE 3/26/20 by 12pm: *Optional discussion board post on week 11 thread for participation points
Week 12 (Mar 31-Apr 2)	Civil Rights Ideas *King, " I Have a Dream, " (1963) (6p) (youtube clip) *George Wallace, Inaugural Address (1963) (15p)	Group discussions with Questions Lecture will be live streamed on 4/2 only DUE 3/31/20, by 12pm: Discuss the assigned documents and answer the questions. Post your group's answers to the group wiki DUE 4/2/20, by 12pm: Read the other groups' wikis, and comment on the discussion board thread for week 12
Week 13 (Apr7)	Civil Rights, cont'd	DUE 4/7/20, by 5pm: Discussion board activity- Choose one image in the thread for week 13 and comment / answer the questions attached. DUE by 4/7/20 at 5pm: Read the online exhibit on "Activism" at DPLA . Write a one-page paper answering the following questions: What similarities do you see running through each of the activist groups discussed? How did each of

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		<p>these groups use the ideas of freedom and equality? Why do you think the Civil Rights movement declined by the mid-late 1970s?</p> <p>No live discussions this week</p>
Week 14 (Apr 14-16)	<p>The Legacy of Civil Rights Foner, chapter 13 (25p) *Wiener, on Civil War Centennial (16p) *Coski podcast from NPR, 2005</p>	<p>Watch the recorded lecture before our class discussion on Thursday.</p> <p>Lectures will be live streamed during regular class times on Thursday only.</p> <p>DUE 4/15/20, by 5pm: Ask a parent or relative—How do you remember the Civil Rights movement? Write a short paragraph and post to the Week 14 Discussion board.</p>
Week 15 (Apr 21-23)	<p>Can We Separate “History” from Memory (and Politics)? *Sources on the Confederate Flag (one podcast and four short articles) *Brundage, conclusion (25p)</p>	<p>Group discussion with questions</p> <p>Lectures / discussions will be live streamed during regular class meeting time on Thursday ONLY. You are welcome to use the regularly scheduled class time on Tuesday to complete your portion of the group wikis (see instructions below).</p> <p>DUE 4/21/20, by 1pm: Review the assigned readings (there are 5) and answer the questions with your group, on the group wiki. Create new pages as needed. Each group should do all 5 readings (Brundage + the 4 confederate flag sources). I recommend working in pairs to discuss the 4 confederate flag sources, and have everyone work together to answer the questions for Brundage. But you are welcome to divide up the work or work together however you see fit, to complete the wikis. For each reading, the group should answer the following questions:</p> <ol style="list-style-type: none"> 1. What is the main issue at stake in this article? 2. What evidence does the author use to support his / her argument? 3. Do you find the argument convincing? Why or why not? <p>DUE by 4/23/20, by 1pm: Each student should review the other groups’ wikis and post a comment in the discussion board thread for</p>

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		<p>week 15. I suggest taking notes as you read the other groups' wikis before you formulate your response. Each individual student is responsible for posting a response in the week 15 discussion board. It's ok to summarize across the groups when writing your response. What similarities did you see across the groups? What differences? How did the other groups' work impact your own understanding of the issues at stake here?</p>
<p>Week 16 Apr 28</p>	<p>Readings:</p> <p>African Americans / NBC: https://www.nbcnews.com/health/health-news/african-americans-disproportionately-affected-coronavirus-cdc-report-finds-n1179306</p> <p>Fuel to Fire: https://www.foxnews.com/medial/detroit-coronavirus-outbreak-adding-fuel-to-fire</p> <p>White Collar Quarantine: https://www.nytimes.com/2020/03/27/business/economy/coronavirus-inequality.html</p> <p>Social Distancing a Luxury: https://www.theguardian.com/commentisfree/2020/apr/01/coronavirus-covid-19-working-class</p> <p>Brookings Inst. Data: https://www.brookings.edu/blog/up-front/2020/03/27/class-and-covid-how-the-less-affluent-face-double-risks/</p>	<p>I'd like to wrap up our semester by looking at how Civil Rights may still be an issue in the United States, particularly due to the ongoing COVID-19 outbreak. Here are four short news articles I'd like you to review. The Brookings Institute link provides graphs that back up the claims in the others with more data.</p> <p>On Tuesday 4/28 we will live stream our discussion of these pieces. Please read the articles before Tuesday's class, and consider what this news says about our ongoing discussions about freedom and equality in the United States. In particular, I'd like to return to some questions we addressed at the beginning of the semester:</p> <ol style="list-style-type: none"> 1. What is the status of Civil Rights in the US today? 2. How do we define freedom-- who gets it, who doesn't, and why? 3. What is the relationship between freedom and equality today? <p>I would also like to allow you to write about the COVID-19 crisis if you would like, for your final paper. Since I already posted the prompts, you are not required to discuss this additional material in your paper. But if you would like to discuss, in further detail, the relationship between the COVID-19 crisis and the issues we've discussed in the class (particularly rights, freedom, and equality) please email me to chat. Many of you are planning to go into health care fields, and so I think this is an important topic for us to consider-- i.e. how these questions of</p>

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		rights, freedom, and equality are shaping out during the current pandemic.
		*Optional Paper 3 conferences, by appointment only Wednesday 4/29/20 and Friday 5/1/20 (submit your draft online 24hrs in advance) PAPER 3 DUE Monday 5/3/20 by 3pm in my office and on Bb