Trump 2.0 Syllabus Assignments

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Here is a collection of suggested assignments to accompany Trump Syllabus 2.0. The contributing faculty member's name is included.

WEEK 1: "Trumpism's" Antecedents

- In 1-2 pages, draw connections between Donald Trump and Ben Tillman, paying close attention to similarities in their strategies of recruitment; political and economic messages; rhetorical strategies; and intended audience. **[Sherie Randolph]**
- Have students read a speech from Trump, Father Coughlin, and Dennis Kearny (Chinese labor activist 1870s). In 2-3 pages, students should offer an analysis of the speeches, noting similarities and/or differences. **[Annelise Orleck]**

WEEK 3: Blackness and Right-Wing Multiculturalism

- Ask students to read SCOTUS decisions in *United States v. Wong Kim Ark* (1898) and *United States v. Bhagat Singh Thind* (1923) and compare to Donald Trump's attacks on Obama's citizenship. **[Julie Greene]**
- Create a scavenger hunt in which students search historical primary sources for dog whistles (political messages employing coded language). Ask them to draw connections between these dog whistles to Trump's non-coded race baiting. **[Elizabeth Cohen]**

WEEK 7: Misogyny, Sexism & Shaming the Female Body

- Searching through major news outlets online–including the *Washington Post*, *New York Times*, and the *Huffington Post*–locate an article that examines Donald Trump's misogynistic comments or behavior and write a 2-3 page analysis of the article, drawing connections to course readings. **[Rachel Guberman]**

WEEK 9: Racial Double Standards under Mass Incarceration

- Ask students to write a paper drawing connections between Khalil Gibran Muhammad's *The Condemnation of Blackness*, Ken Burn's *Central Park Five* documentary and Trump's ad, "Bring Back the Death Penalty. Bring Back the Police" in the *NY Daily News*. **[Jessica Neptune]**

WEEK 10: Racism, Real Estate and the Strange Career of Donald Trump's Wealth

- Ask students to select a Trump property (current or former) and write a paper on its history of labor/client/neighborhood relations, from development to operation/sale. **[David Huyssen]**

WEEK 14: Trump's GOP Takeover, Contextualized

- Using the transcript from one of the Republican debates, ask students to offer a close reading of Trump's ideas and those of another Republican candidate. In 5-6 pages, students should trace the intellectual genealogy in Trump's statements as well as in the statements of one of his opponents. Students should also highlight similarities and/or differences. **[Karl Jacoby]**

ANY WEEK

- Ask students to do a close reading of one of Trump's speeches, drawing connections to the historical primary and secondary sources assigned in the section. For week 5: "I'm Building a Wall," for instance, ask students to analyze Trump's anti-immigrant rhetoric in light of past articulations of nativism. **[Melissa Borja]**
- In 5 pages, offer a critical analysis of a primary source, exploring the key themes and ideas and drawing connections to one or more of the secondary readings included in the

section. **[Allyson Hobbs]**

- Ask students to search through a primary source database and locate a document (i.e. newspaper article; ad; cartoon) related to "Trumpism." As students to write up an accompanying "headnote" explaining the source, its context, and its relationship to course subject matter/themes. **[Rachel Guberman]**
- Ask students to imagine that they are journalists in the future, working on a "year in review" column to be published in January 2018 regarding the first year of a Trump presidency. The assignment would be for them to describe and analyze Trump's first year in office. **[Andrew Highsmith]**
- As students to write a paper from the point of view of specific historical actors (i.e. George Wallace and Ella Baker), imagining how they would respond to Trump's rise. **[Josh Mound]**
- Ask students to construct an idea/intellectual map using one Trump's speeches, tracing where ideas come from historically and noting connection to other primary/secondary sources assigned in the course. **[Brian Goldstein]**
- Ask students to write a paper analyzing one of Trump's policy proposals. In this assignment, students should use primary and secondary sources to create a genealogy of Trump's policy suggestions. **[Elizabeth Todd-Breland]**
- In another variation of the previous assignment, as students to offer a close reading of one of Trump's speeches and then analyze how the speech was covered in a variety of news outlets including CNN, Fox, Univisión, and MSNBC. **[Karl Jacoby]**
- Analyzing one of Trump's interviews, ask students to highlight the overlapping dimensions of racism, sexism, and xenophobia. **[Jeff Helgeson]**