Syllabus

The University of Texas at El Paso
Course: HIST 1302-01, CRN: 11142
History of the U.S. Since 1865, CRN: 11142
Fall 2023, Aug. 28 to Dec. 7th, 2023
ONLINE (16 Weeks)

*This syllabus is subject to change. The instructor reserves the right to make changes to the syllabus over the course of the semester. The latest version will be on Blackboard.

INSTRUCTOR INFORMATION
Instructor: Dr. Miguel Juárez, E-mail Address: mjuarez6@utep.edu
Instructor’s Office Hours: Mondays and Wednesdays 2-3:30 PM

Please contact us using Blackboard’s Course Messages first. Outside office hours may take 12 to 24 hours to respond. If you need a virtual meeting, contact me via Blackboard Messages and we will schedule an appointment on Blackboard.

NOTE: I strongly recommend that you download the Blackboard App for your mobile devices. If you are using a laptop or desktop computer, I suggest you use Mozilla Firefox or Google Chrome Browsers to access Blackboard.

COURSE DESCRIPTION

Course Overview: HIST 1302 is a required 3-credit course for all majors. In this course, we will examine United States history from 1865 to Present. You will analyze primary and secondary sources and form your own conclusions based on your reading and interpretation. You will learn that writing about history involves a process of analysis, synthesis, in which historians explore and write about the past. The course will introduce you to academic writing. You will also consider the experiences of diverse persons such as Native Americans, European Americans, African Americans and Latinx Americans.

Class Structure: You need to try and not fall behind in the course. You need to make every effort to buy the book for this class. Working in groups you will engage in extra credit assignments. You must be in class to complete the assignments.

Class Objectives: This course will introduce important issues of U.S. History From 1865. I don’t expect you to memorize dates but for you to gain a better understanding to major events associated with shaping our country’s history which is important and relevant in creating our democracy.

At the end of this course, students will be able to:
- Know the important issues of U.S. History From 1865.
- Know how to analyze primary sources.
- Know how to connect historical events and be better informed about U.S. History.
- Gain a better understanding to major events in shaping our country’s history which is important and relevant in creating our democracy.
LEARNING MODULES

This course is designed using a modular format—that is, each week is “packaged” as a single module so that all the materials, lecture notes, submission areas, discussion posts are in one area for a given week.

REQUIRED MATERIALS

_Eric Foner (Author), Give Me Liberty! An American Edition (Seagull 7E / Vol. 2), ISBN: 978-1-324-04147-4 (paperback)._ Please purchase or rent, but you must obtain a copy of the book the first week of class. Get your textbooks at the EPCC Bookstore or at Amazon Books.

**You are expected to purchase the textbook. Students who purchase or rent the book do better in the course than those who don’t buy it. You may purchase the electronic copy of the textbook. If you are having a financial difficulty, you may purchase or rent the (Seagull 6th Edition / Vol. 2) of Eric Foner’s (Author), _Give Me Liberty! An American Edition._**
### IMPORTANT DATES

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>August 28th</td>
<td>Fall classes begin.</td>
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<tr>
<td>September 4th</td>
<td>Labor Day Holiday</td>
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<tr>
<td>September 13th</td>
<td>Fall Census Day Note: This is the last day to register for classes. Payments are due by 5:00 pm.</td>
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<tr>
<td>September 25th</td>
<td>20th Class Day Note: Students who were given a payment deadline extension will be dropped at 5:00 pm if payment arrangements have not been made.</td>
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<tr>
<td>October 6th</td>
<td>Graduation application deadline for degree conferral.</td>
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<tr>
<td>November 3rd</td>
<td>Fall Drop/Withdrawal Deadline Note: Student-initiated drops are permitted after this date, but the student is not guaranteed a grade of W. The faculty member of record will issue a grade of either W or F.</td>
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<tr>
<td>Nov 17th</td>
<td>Deadline to submit candidates’ names for commencement program.</td>
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<tr>
<td>Nov 23rd - 24th</td>
<td>Thanksgiving Holiday - University Closed.</td>
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<tr>
<td>Dec 7th</td>
<td>Fall - Last day of classes.</td>
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<td>Dec 8th</td>
<td>Dead day.</td>
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<td>Dec 11th-15th</td>
<td>Fall Final Exams.</td>
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<td>Dec 16th-17th</td>
<td>Fall Commencement.</td>
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<tr>
<td>Dec 19th</td>
<td>Grades are due.</td>
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<tr>
<td>Dec 20th</td>
<td>Grades are posted to student records; students are notified of grades and academic standing.</td>
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<tr>
<td>Payment Deadlines</td>
<td>For more information on payment deadlines, visit the Student Business Services Website</td>
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</tbody>
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### COURSE ASSIGNMENTS AND GRADING

Assignments for this course are assessed according to rubrics. The rubric is located at the end of this syllabus.

**Grade Distribution:***

\[
1000 - 900 = A \quad 899 - 800 = B \quad 799 - 700 = C \quad 699 - 600 = D \quad 599 and below = F
\]

You are expected to construct your own knowledge through collaborative learning, discussions, reading and presentations.

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<th>ASSIGNMENTS</th>
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<td>Bio Sheet</td>
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</table>
ASSIGNMENTS DESCRIPTIONS

Bio Sheet: a mandatory assignment that you need to and fill out upload the first week of class. Please answer all the questions in the Bio Sheet. You will need to upload to Blackboard. If you do not know how to use Blackboard, please go to the Blackboard for Students page:
https://www.utep.edu/technologysupport/ServiceCatalog/BB_Students.html

15 Essay Questions: I will assign a prompt based on the weekly readings. These assignments will be due on dates posted on the syllabus. Directions will be provided.

Mid-Term Exam and Final Exam Review Discussion Boards: I will provide you with review questions that will be on your Mid-Term and Final Exams that you will answer as part of a gallery walk. Directions will be provided.

Exams: Mid-Term Exam, Final Exam and Quizzes Along the Way: (you know the drill, mostly multiple choice).

Extra Credits Assignments: will be completed in class.

Participation: Students may be required to participate in discussion boards – both an initial post and responses to your peers.

TECHNOLOGY REQUIREMENTS

Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.
If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP’s Microsoft Office Portal. Click the following link for more information about Microsoft Office 365 and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP Help Desk as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped to assist you!

Course Communication: How we will stay in contact with you

There are several ways I can keep the communication channels open:

• **Office Hours**: We have scheduled office hours for your questions and comments about the course (see above). You can talk to us after class or come to our office hours.

• **Email**: **Please use the Blackboard Course Messages first.** We will make every attempt to respond to your e-mail within 24-48 hours of receipt. If we do not get back to you within 24-48 hours, then email us using your UTEP student account (please put the course number and the class CRN# in the subject line). In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name.

• **Announcements**: Check the Blackboard Announcements frequently for any updates, deadlines, or other important messages.

NETIQUETTE

As we know, sometimes communication online can be challenging. It’s possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

  o Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other’s ideas.

  o Respect and courtesy must be always provided to classmates and to the instructor. No harassment or inappropriate postings will be tolerated.

  o When reacting to someone else’s message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.

  o Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

Course Policies: What you need to do to be successful in the course

ATTENDANCE AND PARTICIPATION
Your attendance in the course is vital in this course. Your participation in the course is important not only for your learning and success but also to create a community of learners. Participation is determined by completion of the following activities:

- Reading/Viewing all course materials to ensure understanding of assignment requirements
- Participating in engaging discussion with your peers.
- Participating in scheduled Blackboard Collaborate sessions
- Other activities as indicated in the weekly modules

Because these activities are designed to contribute to your learning each week, they cannot be made up after their due date has passed.

EXCUSED ABSENCES AND/OR COURSE DROP POLICY

According to UTEP Curriculum and Classroom Policies, “When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of “W” before the course drop deadline and with a grade of “F” after the course drop deadline.” See academic regulations in the UTEP Undergraduate Catalog for a list of excuse absences. Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24 hours advance notice via email.

If you feel that you are unable to complete the course successfully, please let us know and then contact the Registrar’s Office to initiate the drop process. If you do not, you are at risk of receiving an “F” for the course.

DEADLINES, LATE WORK, AND ABSENCE POLICY

Major Writing Assignments

- Major writing assignments will be due in class or online on dates specified. No late work will be accepted if the reason is not considered excusable.

Quiz and Blog/Discussion Assignments

- Most assignments will be due in class or online on dates specified. No late work will be accepted if the reason is not considered excusable.

MAKE-UP WORK

Make-up work will be given only in the case of a documented emergency. Note that make-up work may be in a different format than the original work, may require more intensive preparation, and may be graded with penalty points. If you miss an assignment and the reason is not considered excusable, you will receive a zero. It is therefore important to reach out to me—in advance if possible—and explain with proper documentation why you missed a given course requirement. Once a deadline has been established for make-up work, no further extensions or exceptions will be granted.
ALTERNATIVE MEANS OF SUBMITTING WORK IN CASE OF TECHNICAL ISSUES

I strongly suggest that you submit your work with plenty of time to spare if you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (answers to discussion points, exams, and essays) in a separate Word document as a back-up. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk. You can email us your back-up document as a last resort.

INCOMPLETE GRADE POLICY

Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, I will establish a contract of work to be completed with deadlines.

ACCOMMODATIONS POLICY

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the UTEP Center for Accommodations and Support Services (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

COVID-19 PRECAUTION STATEMENT

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that I can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID-19 testing.

The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit epstrong.org.
SCHOLASTIC INTEGRITY

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as one's own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit HOOP: Student Conduct and Discipline.

PLAGIARISM DETECTING SOFTWARE

Some of your course work and assessments may be submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used to review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

AI Assisted Plagiarism. In the case of using AI-generated text, you’re not really using the work of another person, but you are pretending you wrote the text that you didn’t. Don’t do it. If we find that you used AI for your essays, you will be reported to the Dean of Students.

COPYRIGHT STATEMENT FOR COURSE MATERIALS

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated. You must know the differences between Copyright and Fair use.

Course Resources: Where you can go for assistance

**History Tutoring Center (HTC):** You can visit the History Department’s designated tutor to get help with your history course content, research, and writing assignments either in person in LART 334 or online. For more information, including the HTC’s hours for the Fall 2022 or to make an appointment for an online session, just go to tinyurl.com/utep-htc.

The HTC tutor is Alana Nevarez. Contact the HTC’s website for hours they are available. UTEP also provides a variety of student services and support:

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Technology Resources
• **Help Desk:** Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

**Academic Resources**

• **UTEP Library:** Access a wide range of resources including online full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.

• **University Writing Center (UWC):** Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.

• **Math Tutoring Center (MaRCS):** Ask a tutor for help and explore other available math resources.

• **RefWorks:** A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

**Individual Resources**

• **Military Student Success Center:** Assists personnel in any branch of service to reach their educational goals.

• **Center for Accommodations and Support Services:** Assists students with ADA-related accommodations for coursework, housing, and internships.

• **Counseling and Psychological Services:** Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.

**CLASS RECORDINGS**

The use of recordings will enable you to have access to class lectures, and group discussions. Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP’s acceptable-use policy. A recording of class sessions will be kept and stored by UTEP, in accordance with FERPA and UTEP policies. Your instructor will not share the recordings of your class activities outside of course participants, which include your fellow students, teaching assistants, or graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class session.

**Late Work:** Late papers will be penalized -25 points each day they are late, and no papers will be accepted after 3 days. Further instructions will be given to you online on Blackboard. This assignment will also be due on Blackboard.

**Time Management/Your Investment Online:** Time Management Tips to Complete an Online Course. These tips apply to the time you need to apply to the course. If you are having trouble completing your work or have time management issues, please contact us as ASAP.

**Academic Integrity:** A student must not adopt or reproduce ideas, words, or statements of another person without attribution. The words and ideas of others must be cited. Plagiarism is using information or original wording in a paper without giving proper credit to the source of that information or wording. Do not submit work under your name that you did not do yourself. Do not submit work for this class that you did for another class. If you are found to be
cheating or plagiarizing, you will be subject to disciplinary action, per the official UTEP policy. Any suspected cases of plagiarism will be referred to the Office of Student Life for investigation. Refer to: [http://sa.utep.edu/osccr/academic-integrity/](http://sa.utep.edu/osccr/academic-integrity/) for further information.

**Disabilities/Accommodations:** All reasonable accommodations for students with limitations due to disabilities, including learning disabilities will be made and/or provided. Please see me before or after class the first week or make an appointment, to discuss any special needs you might have. If you have a documented disability, or if you have a need for classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) or visit their office located in UTEP Union East, Room 106. The Center for Accommodations and Support Services (CASS) can be reached the following ways:

- Web: [http://sa.utep.edu/cass/](http://sa.utep.edu/cass/)
- Phone: (915) 747-5148
- Email: cass@utep.edu

**Please Fill Out the Course Evaluation:** It is important you fill out the course evaluation because it helps us improve our courses and our teaching. You will be able to fill out the course evaluation before the final exams. **We don’t see your evaluations until several weeks after the semester ends, so there is no chance that filling it out, will affect your grade.**

**Late Work:** Late papers will be penalized -25 points each day they are late, and no papers will be accepted after 3 days. Further instructions will be given to you online on Blackboard. This assignment will also be due on Blackboard.

**Time Management/Your Investment Online:** [Time Management Tips to Complete an Online Course](http://sa.utep.edu/cass/). These tips apply to the time you need to apply to the course. If you are having trouble completing your work or have time management issues, please contact me as ASAP.

**CALENDAR AND ASSIGNMENTS (COURSE CALENDAR)**

- The Professor reserves the right to change the schedule as needed.
- All readings must be completed by the weeks they are due.
- **Changes or additions and the latest class syllabus will be uploaded and announced on Blackboard. All assignments are due on Blackboard.**

Where indicated, use the standard five paragraph format (or more paragraphs if you want to write more). All paragraphs must have a minimum of four sentences. See the handout FIVE PARAGRAPH FORMAT in the Writing Guides section on Blackboard.
| Week 1 8/28-9/2 | Fill out and upload your Bio Sheet and answer all the questions on it, due on Blackboard by Sunday, before 11:59 p.m. (all assignments will generally be due on Sundays). You must complete assignments in the periods that they are open. Using one PowerPoint slide, introduce yourself to the class online. Please answer the following questions in your introduction:  
- Include a photograph of yourself.  
- What are your likes and dislikes?  
- What are your career or creative aspirations?  
- You must respond to four introductions before your post will be graded.  
Lecture & Read: Ch. 15 (due 9/3): “What is Freedom?”: Reconstruction, 1865-1877  
Essay #1: Answer and upload your answer to the question:  
Please look for all Assignments in the Assignments Section in Blackboard. I recommend you review the following Writing Guides section on Blackboard:  
- Formatting Assignments & Writing Your Essays  
- What is an Academic Paper?  
- How to Structure & Organize Your Paper  
- Use the standard five paragraph format (or more paragraphs if you want to write more). All paragraphs must have a minimum of four sentences. See the handout FIVE PARAGRAPH FORMAT in the Writing Guides section on Blackboard. |
|---|---|
| Week 2 9/3-9/9 | Lecture & Read: Ch. 16 America’s Gilded Age, 1870-1890  
Essay #2 (due 9/10) Answer the following questions:  
1. How did the nature of work and the composition of the workforce change during the Gilded Age?  
2. How did American workers respond to these changes?  
3. How did they seek to change and gain some control over their working lives?  
- Use the standard five paragraph format (or more paragraphs if you want to write more). All paragraphs must have a minimum of four sentences. See the handout FIVE PARAGRAPH FORMAT in the Writing Guides section on Blackboard. |
| Week 3 9/10-9/16 | Lecture & Read: Ch. 17 Freedom’s Boundaries, At Home and Abroad, 1890-1900  
Essay #3 (due 9/17): Answer the following question:  
1. What does the strike at Andrew Carnegie’s Homestead Steel plant reveal about business and labor in late-nineteenth-century America?  
Use the standard five paragraph format (or more paragraphs if you want to write more). All paragraphs must have a minimum of four sentences. See the handout FIVE PARAGRAPH FORMAT in the Writing Guides section on Blackboard. |
| Week 4 9/17-9/23 | Lecture & Read: Ch. 18: The Progressive Era  
Syllabus Quiz opens Online on Monday (9/18) on Blackboard and closes Sunday, (9/24) before 11:59 p.m. |
- Essay #4 (due 9/24): Please watch the following videos:
  - The Triangle Shirtwaist Factory Fire: [https://www.youtube.com/watch?v=FquWSsW21CQ](https://www.youtube.com/watch?v=FquWSsW21CQ)
  - Triangle Shirtwaist Factory Fire 1911: [https://www.youtube.com/watch?v=cT8fah14WDs](https://www.youtube.com/watch?v=cT8fah14WDs)

Answer the question:
- What was the Triangle Shirtwaist Fire?
- Discussion points you can include in your essay:
  - What was the Triangle Shirt Waist Fire?
  - How could it have been prevented?
  - Do you think it was an important event for the labor movement?
  - What did the Triangle Shirt Waist Fire reveal about American society?

In addition:
- Do not write sentence fragments.
- Do not answer in bullet points.
- Indent your paragraphs.
- Cite your sources.
- Use Microsoft Word (not Pages, not Google Docs, no PDFs).

Use the standard five paragraph format (or more paragraphs if you want to write more). All paragraphs must have a minimum of four sentences. See the handout FIVE PARAGRAPH FORMAT in the Writing Guides section on Blackboard.

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<th>Week 5</th>
<th>9/24-9/30</th>
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<tr>
<td>Lecture &amp; Read: Ch. 19 Safe for Democracy: The United States and World War I</td>
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<tr>
<td>Essay #5 (due 10/1): Chapter 19 Safe for Democracy: The United States and World War I, 1916-1920</td>
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</table>
  (1) Did World War I make the world safe for democracy?
  (2) Why or why not? How did the war both enhance and undermine democracy in the United States?

Use the standard five paragraph format (or more paragraphs if you want to write more). All paragraphs must have a minimum of four sentences. See the handout FIVE PARAGRAPH FORMAT in the Writing Guides section on Blackboard.

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<th>Week 6</th>
<th>10/1-10/7</th>
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<tr>
<td>Lecture &amp; Read: Ch. 20 From Business to Culture to Great Depression: The Twenties, 1820-1932</td>
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<tr>
<td>Essay #6 (due 10/8): From Business Culture to the Great Depression</td>
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  1. Who benefited and who suffered in the new consumer society of the 1920s?
  2. In what ways did the government promote business interests in the 1920s?
  3. Why did the protection of civil liberties gain importance in the 1920s?
  4. What were the causes of the Great Depression, and how effective were the government’s responses by 1932?
  5. Do you think the Biden Administration is facing similar issues today? If so, how?

Please use the Foner book, as well as the additional sources below to help frame your essay:

Use the standard five paragraph format (or more paragraphs if you want to write more). All paragraphs must have a minimum of four sentences. See the handout FIVE PARAGRAPH FORMAT in the Writing Guides section on Blackboard.
| Week 7 10/8-10/14 | ▪ Lecture & Read: Ch 21 The New Deal, 1932-1940  
▪ Essay #7 (due 10/15), [https://www.youtube.com/watch?v=n3qA8DNc2Ss](https://www.youtube.com/watch?v=n3qA8DNc2Ss)  
▪ After watching Isabel Wilkerson's TedTalk above, answer the following question (give examples): **How did the Great Migration change the United States?**  
Use the standard **five paragraph format** (or more paragraphs if you want to write more). All paragraphs must have a **minimum of four sentences**. See the handout **FIVE PARAGRAPH FORMAT** in the Writing Guides section on Blackboard. |
|------------------|------------------------------------------|
| Week 8 10/15-10/21 | ▪ Chapter 22 Fighting the Four Freedoms and World War II, 1941-1945  
▪ Essay #8 (due 10/22). Answer the following questions in your essay:  
1. What steps led to the American participation in World War II?  
2. How did the United States mobilize economic resources and promote popular support?  
3. What visions of America’s postwar role began to emerge during the war?  
4. How did American minorities face threats to their freedom at home and abroad during World War II?  
5. Are there any World War II stories in your family? If there are no World War II stories in your family, just state so.  
▪ Use the standard **five paragraph format** (or more paragraphs if you want to write more). All paragraphs must have a **minimum of four sentences**. See the handout **FIVE PARAGRAPH FORMAT** in the Writing Guides section on Blackboard.  
▪ On-line Mid-Term Exam Review Discussion on Blackboard – (closes 10/22).  
▪ On-line Mid-Term Exam (Multiple Choice) – (closes 10/22). |
| Week 9 10/22-10/28 | ▪ Lecture & Read: Ch 23 The United States and the Cold War, 1945-1953  
▪ Essay #9 (due 10/29): How did the Cold War affect civil liberties in the United States?  
▪ Use the standard **five paragraph format** (or more paragraphs if you want to write more). All paragraphs must have a **minimum of four sentences**. See the handout **FIVE PARAGRAPH FORMAT** in the Writing Guides section on Blackboard. |
▪ Essay #10 (due 11/5): Answer the question: **How did the automobile change American life in the 1950s?**  
▪ Use the standard **five paragraph format** (or more paragraphs if you want to write more). All paragraphs must have a minimum of four sentences. See the handout **FIVE PARAGRAPH FORMAT** in the Writing Guides section on Blackboard.  
▪ **Extra Credit:** (due 11/5) **Dia de los Muertos! (Nov. 2) – take and upload a selfie of you in front of an altar for 25 extra credit points!** Café Mayapan at 2000 Texas St., sets up altars every year for Day of the Dead. A student altar is also created near the north entrance of the Liberal Arts Building. You can also choose or create your own altar. Café Mayapan contact information: (915) 217-1126 info@mujerobrera.org |
| Week 11  
| | ▪ Essay #11 (due 11/12): Why did the Vietnam War take place and how did it impact American society?  
| | ▪ Use the standard five paragraph format (or more paragraphs if you want to write more). All paragraphs must have a minimum of four sentences. See the handout FIVE PARAGRAPH FORMAT in the Writing Guides section on Blackboard. |
| Week 12  
| | ▪ Essay #12 (due 11/19): What is the historical significance of Watergate?  
| | ▪ Use the standard five paragraph format (or more paragraphs if you want to write more). All paragraphs must have a minimum of four sentences. See the handout FIVE PARAGRAPH FORMAT in the Writing Guides section on Blackboard. |
| Week 13  
| 11/19-11/25 | ▪ Lecture & Read: Ch 27 A New World Order, 1989-2004  
| | ▪ Essay #13 (due 11/26), A New World Order. Question: How did the “war on terror” result in the infringement of liberties in the United States?  
| | ▪ Use the standard five paragraph format (or more paragraphs if you want to write more). All paragraphs must have a minimum of four sentences. See the handout FIVE PARAGRAPH FORMAT in the Writing Guides section on Blackboard. |
| Week 14  
| 11/26-12/2 | ▪ Lecture & Read: Ch 28 A Divided Nation  
| | ▪ Use the standard five paragraph format (or more paragraphs if you want to write more). All paragraphs must have a minimum of four sentences. See the handout FIVE PARAGRAPH FORMAT in the Writing Guides section on Blackboard.  
| | ▪ Happy Thanksgiving! |
| Week 15  
| 12/3-12/7 | ▪ Final Exam Review Discussion Board  
| | ▪ Essay #15 (due 12/8): It is a one thousand years from now (Year 3023) and we now live in a futuristic society where you can go back in time and rewrite your own history. For your last essay, using your choice of Textbook Chapters, write:  
| | (1) To what event would you go back in time?  
| | (2) Who would you be?  
| | (3) What history you would change if you could go back in time?  
| | (4) Make your essay real, describe what you are seeing and experiences (you will have to review Foner’s chapter for that period or watch videos on YouTube during that period). |
FINALS!!!
December 10-15

- Final Exam (opens 12/9, due 12/14)
- Extra Credit (due 12/14): Click on the following link and read the article "From Buffalo Soldiers to Redlined Communities: African American Community Building in El Paso’s Lincoln Park Neighborhood," From Buffalo Soldiers to Redlined Communities: African American Community Building in El Paso’s Lincoln Park Neighborhood By Miguel Juárez, Published on 01/01/19 Miguel Juárez_ScholarWorks@UTEP

1. Write a two-page, double spaced, MLA format essay. If the paper is under two pages, excluding the Works Cited page, it won't be graded.
2. Describe your thoughts about the article
3. Make connections to at least one chapter in the Foner book.
4. Include in-text citations and "Works Cited" page as a separate page (at the end).
5. Run your article through Spell-Check.
6. If you need help with your writing, please visit the Writing Center and you will receive 10 extra points (this applies to all assignments).

Grading Rubric for Papers & Essays

1) Identifies and addresses the problem/question at issue. Includes a strong thesis statement and tells the reader what the paper will cover (Example: This essay will address issues in...)

   Poor       Some knowledge   Well-Developed
   1-----------2----------------3-----------------4---------------5

2) Identifies and presents the textbook and/or professor's perspective and position in relation to the issue. Follows the topics to be covered as outlined in the introduction.

   Poor       Some knowledge   Well-Developed
   1-----------2----------------3-----------------4---------------5

3) Identifies and considers other salient perspectives and positions that are important to the analysis of the issue. Includes good transition sentences. Includes in-text citations (Author, page#, example: Foner, 39).

   Poor       Some knowledge   Well-Developed
   1-----------2----------------3-----------------4---------------5

4) Identifies and assesses the quality of supporting data/evidence or provides own supporting data/evidence about the issue. Makes good use of language. Few misspellings. Does not repeat similar words over and over. Uses proper grammar.

   Poor       Some knowledge   Well-Developed
   1-----------2----------------3-----------------4---------------5
5) Identifies and assesses conclusions, implications, and supporting logic. Includes a strong conclusion.

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<th>Poor</th>
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