COURSE INFORMATION:
HIST 1302-015, History of the U.S. Since 1865  
CRN: 20974  
Term: Spring 2024, January 16th to May 2nd  
Delivery Method: Online  
Meeting Day and Time: Asynchronous

Dr. Miguel Juárez, Email: mjuarez6@utep.edu  
Office Hours: By Appointment (Mountain Time) via Zoom on Blackboard. Please contact me using Blackboard’s Course Messages first to set up an appointment. Outside office hours may take 12 to 24 hours to respond. If you need a virtual meeting, contact me via Blackboard Messages and I will schedule an appointment via Blackboard.

Teaching Assistant:  
Benjamin Shultz, Email: bshultz@miners.utep.edu  
Office Hours: Mondays and Wednesdays from 2-3:30 p.m., Mountain Time, via Zoom. Please send Benjamin an e-mail to set up an appointment.

NOTE: We strongly recommend that you download the Blackboard App for your mobile devices. If you are using a laptop or desktop computer, we 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. 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: This class is asynchronous online course, meaning that we will not meet physically, and you need to complete assignments as they are due. You need to try and not fall behind in the course. It is a requirement for you to purchase the book for this class.

Class Objectives: This course will introduce important issues of U.S. History From 1865. We 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), IBSN: 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.

Image of course textbook. Cover shows the words “Give Me Liberty!” in large letters. The book’s background is a light purple. A Black and White photograph of an Asian woman with a hat wearing a heavy coat and carrying a purse and a blanket is situated in the bottom center of the book cover. The woman, who seems to be looking for someone who is possible there to greet her, is also carrying a young child who is also wearing a heavy coat.

**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>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 15th</td>
<td>Dr. Martin Luther King, Jr. Holiday – University Closed</td>
</tr>
<tr>
<td>Jan 16th</td>
<td>Spring classes begin</td>
</tr>
<tr>
<td>Jan 16th-19th</td>
<td>Late Registration (Fees are incurred)</td>
</tr>
<tr>
<td>Feb 1st</td>
<td>Spring Census Day</td>
</tr>
<tr>
<td></td>
<td>Note: This is the last day to register for classes. Payments are due by 5:00 pm.</td>
</tr>
<tr>
<td>Feb 13th</td>
<td>20th Class Day</td>
</tr>
<tr>
<td></td>
<td>Note: Students who were given a payment deadline extension will be dropped at 5:00 pm if payment arrangements have not been made.</td>
</tr>
<tr>
<td>Feb 16th</td>
<td>Graduation application deadline for degree conferral</td>
</tr>
<tr>
<td>Mar 11th-15th</td>
<td>Spring Break</td>
</tr>
<tr>
<td>Mar 28th</td>
<td>Spring Drop/Withdrawal Deadline</td>
</tr>
<tr>
<td></td>
<td>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>
</tr>
<tr>
<td>Mar 29th</td>
<td>Cesar Chavez Holiday - No classes; Spring Study Day</td>
</tr>
<tr>
<td>Apr 7th</td>
<td>Spring Study Day</td>
</tr>
<tr>
<td>Apr 12th</td>
<td>Deadline to submit candidates’ names for commencement program</td>
</tr>
<tr>
<td>May 2nd</td>
<td>Spring – Last day of classes</td>
</tr>
<tr>
<td>May 3rd</td>
<td>Dead day</td>
</tr>
<tr>
<td>May 6th-10th</td>
<td>Spring Final Exams</td>
</tr>
<tr>
<td>May 11-12th</td>
<td>Spring Commencement</td>
</tr>
<tr>
<td>May 15th</td>
<td>Grades are Due</td>
</tr>
<tr>
<td>May 16th</td>
<td>Grades are posted to student records; students are notified of grades and academic standing</td>
</tr>
</tbody>
</table>

## 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
- 899 - 800 = B
- 799 - 700 = C
- 699 - 600 = D
- 599 and below = F
You are expected to construct your own knowledge through collaborative learning, discussions, reading and presentations.

**ASSIGNMENTS**

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bio Sheet</td>
<td>50</td>
</tr>
<tr>
<td>Introduction Slide</td>
<td>25</td>
</tr>
<tr>
<td>Syllabus Quiz</td>
<td>25</td>
</tr>
<tr>
<td>7 Discussion Questions (50 points each)</td>
<td>350</td>
</tr>
<tr>
<td>Syllabus Quiz</td>
<td>25</td>
</tr>
<tr>
<td>Mid-Term Exam Review Blog</td>
<td>75</td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td>200</td>
</tr>
<tr>
<td>Final Exam Review Blog</td>
<td>75</td>
</tr>
<tr>
<td>Final Exam</td>
<td>200</td>
</tr>
<tr>
<td>+Extra Credit Assignments</td>
<td></td>
</tr>
</tbody>
</table>

Points need to get an A (900)

TOTAL Points 1,000+

**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

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

Mid-Term Exam and Final Exam Review Blogs: 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 in your groups or by your attendance to exhibits and other projects.

Participation: Students may be required to participate in discussion boards – both an initial post and responses to your peers. **You are expected to log in three times a week.**

**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 I will stay in contact with you**

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

- **Office Hours**: I will have scheduled office hours for your questions and comments about the course (see above). You can talk to me after class or come to my office hours.
- **Email**: **Please use the Blackboard Course Messages first.** I will make every attempt to respond to your e-mail within 24-48 hours of receipt. If I 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 I 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.

- Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other’s ideas.
- Respect and courtesy must be always provided to classmates and to the instructor. No harassment or inappropriate postings will be tolerated.
- 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.
- 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
Course Policies: What do you need to do to be successful in the course

ATTENDANCE AND PARTICIPATION

Your attendance in the course is vital in this short summer II course. I will take attendance most days. 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 to students with documented disabilities. Students who become pregnant may also request reasonable accommodations, in accordance with state and federal laws and regulations and University policy. Accommodations that constitute undue hardship are not reasonable. To make a request, please register with the UTEP Center for Accommodations and Support Services (CASS). Contact CASS at 915-747-5148, email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

**SCHOLASTIC INTEGRITY**

**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 ones' 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.
GUIDANCE ON ARTIFICIAL INTELLIGENCE

**AI prohibited**
Use of AI technologies or automated tools, particularly generative AI such as ChatGPT or DALL-E, is **not allowed** for assignments in this class. Each student is expected to use critical and creative thinking skills to complete tasks and not rely on computer-generated ideas. Any direct use of AI-generated materials submitted as your own work will be treated as plagiarism and reported to the Office of Student Conduct and Conflict Resolution (OSCCR).

**AI allowed only with prior permission from instructor**
Use of AI technologies or automated tools, particularly generative AI such as ChatGPT or DALL-E, is **only allowed with approval from the instructor BEFORE being used.** Without permission, you will be expected to think creatively and critically to complete assignments without assistance from these tools.

If given permission to use any of these tools, students must properly cite and give full credit to the program used upon submission of every relevant assignment. For example, text generated using ChatGPT must be cited:

Chat-GPT(version). Date of query (year/month/day). “Text of your query.”
Generated using OpenAI. [https://chat.openai.com/](https://chat.openai.com/)

A short paragraph describing how the tool(s) was/were used for the assignment must be included.

**AI allowed with proper acknowledgement**
Use of AI technologies or automated tools, particularly generative AI such as ChatGPT or DALL-E, is **only allowed with proper attribution given for its use.**

Students must properly cite and give full credit to the program used upon submission of every relevant assignment. For example, text generated using ChatGPT must be cited:

Chat-GPT(version). Date of query (year/month/day). “Text of your query.”
Generated using OpenAI. [https://chat.openai.com/](https://chat.openai.com/)

A short paragraph describing how the tool(s) was/were used for the assignment must be included.

**Using AI for brainstorming**
Some AI technologies or automated tools, particularly generative AI such as ChatGPT or DALL-E, can be beneficial during the early brainstorming stages of an activity, and you are welcome to explore them for that purpose. However, keep in mind that AI-generated ideas are not your own and may hinder your ability to think critically and creatively about a problem. It is also important to remember that these technologies often “hallucinate” or produce materials and information that are inaccurate or incomplete—even providing false citations for use.
That said, you are not allowed to submit any AI-generated work in this course as your own. If you use any information or materials created by AI technology, you are required to cite it like you would any other source. Consider how this will affect your credibility as a writer and scholar before doing so. Any direct use of AI-generated materials submitted as your own work will be treated as plagiarism and reported to the Office of Student Conduct and Conflict Resolution (OSCCR).

Free use of AI without acknowledgement
Use of AI technologies or automated tools, including generative AI such as ChatGPT or DALL-E, is permitted in this class. Students must include a short paragraph, with each relevant assignment, explaining how the tool was used.

CLASS RECORDINGS
The use of recordings will enable you to have access to class lectures, group discussions, and so on in the event you miss asynchronous or in-person class meeting due to illness or other extenuating circumstance. 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.

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

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.

UTEP provides a variety of student services and support. Please refer to the QR code below for a listing of campus resources.
Please Fill Out the Course Evaluation: Please fill out the course evaluation so you can tell us how we may improve the course. 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.

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 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 week they are due.

**Changes or additions and the latest class syllabus will be uploaded and announced on Blackboard. All assignments are due on Blackboard.**

**HIST 1302 CRN: 20957**

**Week 1 1/15-1/21**

Benjamin Shultz, TA

**Course Introduction - Review Syllabus & Student Expectations.**

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.

Introductions (worth 25 points): Introduce yourself to the class online. Follow the example given.

Please answer the following questions in your introduction:

- Include a photograph of yourself.
- What are your likes and dislikes?
- What are you career or creative aspirations?
- You must respond to four introductions before your post will be graded.

Read Foner: Ch. 15 “What is Freedom?”: Reconstruction, 1865-1877

**Question #1: Answer and upload your answer to the question:**
What does democracy mean to you?

Please look for all Assignments in the Assignments Section in Blackboard.

We 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

<table>
<thead>
<tr>
<th>Week 2</th>
<th>1/22-28</th>
<th>Read Foner: Ch. 16 America’s Gilded Age, 1870-1890</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 3</td>
<td>1/29-2/4</td>
<td>Read Foner: Ch. 17 Freedom’s Boundaries, At Home and Abroad, 1890-1900</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Question #2: The Triangle Shirtwaist Factory Fire: <a href="https://www.youtube.com/watch?v=FguWSsW21CQ">https://www.youtube.com/watch?v=FguWSsW21CQ</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Triangle Shirtwaist Factory Fire 1911: <a href="https://www.youtube.com/watch?v=cT8fah14WDs">https://www.youtube.com/watch?v=cT8fah14WDs</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>In two pages answer the following questions:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. What was the Triangle Shirtwaist Fire?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. How could it have been prevented?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Do you think it was an important event for the labor movement?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. What did the Triangle Shirt Waist Fire reveal about American society?</td>
</tr>
</tbody>
</table>

| Week 4 | 2/5-2/11 | Read Foner: Ch. 18 The Progressive Era. Syllabus Quiz opens Online on February 5th on Blackboard and closes Sunday, February 11th before 11:59 p.m. |

| Week 5 | 2/12-2/18 | Read Foner: Ch. 19 Safe for Democracy: The United States and World War I. |

| Week 6 | 2/19-2/25 | Read Foner: Ch. 20 From Business to Culture to Great Depression: The Twenties, 1820-1932 |
|        |         | Question #3: From Business Culture to the Great Depression |
|        |         | Please address the following questions in your essay: |
|        |         | 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?

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

History Channel article on the Great Depression:
https://www.history.com/topics/great-depression

Redlining was a federal governmental project which valued or revalued homes based on racial occupancy, meaning if African Americans lived there, they would be devalued. Did you know El Paso, Texas was redlined? Was your hometown (if you are not from El Paso, Texas) redlined? https://dsl.richmond.edu/panorama/redlining

History Channel article on segregation:
https://www.history.com/topics/black-history/segregation-united-states

Repatriation was a process where Mexicans living in the United States were rounded up and deported to Mexico to make it possible for others to take their jobs.

History Channel article on repatriation:

Your essay should not only be replying to assignment prompts. These questions are guides for your writing, but your essay is a single narrative. You must use concepts from relevant assigned readings. This is not a freestyle writing response, but a well-structured argument of critical analysis. Focus on trends, patterns, turning points of the time you are writing about. You can make connections to the present, but that should be in the form of historical interpretation and largely based in your introduction or conclusion. These assignments are about learning to write in academic style using historical methods and displaying your knowledge from course materials. This is an evaluation of your knowledge, skills, and abilities as historians. Don't simply chronicle the assigned readings and summarize them in your essays. We want to see you engage with the texts and use your academic skills. Again, this is a survey course, and we only expect survey level knowledge, but you need to put in the effort to show us that you are doing the readings. This is sometimes dry, and not terribly creative work, but these skills will help you in your future courses in any subject. When you take upper-level courses then you will have more freedom to be creative in larger projects. You have less than 1,000 words to show us your knowledge from the course, and you should not waste space with filler commentary that is not relevant to the assignment.

You must use citations and evidence-based claims in your essays, especially from the textbook. This is where writing down page numbers from readings when you take notes can save a lot of time. Please read the writing guides. They can be downloaded, and you can refer to them as you are writing. Again, we don't expect encyclopedia prose, but this is a professional college assignment and should be styled as an academic
<table>
<thead>
<tr>
<th>Week 7</th>
<th>2/26-3/3</th>
<th>Foner: Ch 21 The New Deal, 1932-1940</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Online Mid-Term Exam Review on Blackboard, Opens February 7th , closes March 3rd</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Online Mid-Term Exam (Multiple Choice) on Blackboard, Opens February 7th , closes March 3rd</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 8</th>
<th>3/4-3/10</th>
<th>Foner: Ch 22 Fighting for the Four Freedoms: World War II, 1941-1945</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Question #4: Answer the following questions in your essay.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. What steps led to American participation in World War II?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. How did the United States mobilize economic resources and promote popular support for the war effort?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. What visions of America's postwar role began to emerge during the war?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. How did American minorities face threats to their freedom at home and abroad during World War II?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. How did the end of the war begin to shape the postwar world?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Are there any World War II stories in your family? If there are no World War II stories in your family, just state so.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 9</th>
<th>3/11-3/17</th>
<th>Read Foner, Ch 23 The United States and the Cold War, 1945-1953</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>The Great Migration and the power of a single decision <a href="https://www.youtube.com/watch?v=n3qA8DNc2Ss">https://www.youtube.com/watch?v=n3qA8DNc2Ss</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Isabel Wilkerson</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Question #5: After watching the TEDx Talk above, in one and a half pages, answer the following question (give examples): How did the Great Migration change the United States?</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Questions #6 &amp; #7 opens on March 25th, due on Blackboard on April 7th. (Essay worth 50 points, graphic novel page worth additional 50 points).</td>
</tr>
</tbody>
</table>
It is a hundred years from now (Year 3020) 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:

▪ To what event would you go back in time?
▪ Who would you be?
▪ What history you would change if you could go back in time?
▪ 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.

Example (these are just two examples, and you can write many more):
I [name of person] would go back to the Depression Era and I will create
programs to help people, etc.
I [name of person] would go back to the Vietnam Era and we will win the
war, etc...

Basically, need to write yourself into that history: you can appear in any
of the periods of your choice. You must use any chapters from the Foner
textbook (you can use more if you want to --be sure and include your
sources in your Works Cited section).

It is your choice where you appear in what chapters or periods. Be creative
and write who you would be and what you would be doing—make it
believable and incorporate history from your Individual Discussion papers
on those periods. Maybe you and your group are traveling throughout
history and changing history as you go. Maybe you or your group
discovered an important cure or maybe you were part of a political party
or maybe you or your group members brokered a peace deal?

Perhaps you or your group were time travelers, and you appear in all the
times periods or chapters you select or maybe you appear in two or in
one? Use your assignments and any additional material from the book or
from the web. Make your experiences believable because maybe one day,
an experience like this one-off going back in time, will be possible.
You must write at least two pages, but you can surely write more. Your
essay must be double-spaced, 12-point type, and use all the requirements
of past essays. Write your essay coherent and readable.

Please use in-text citations and do not plagiarize. Do not use ChatGPT to
generate this assignment.

One of the ways to think about writing this assignment is to think of it as if
you were writing a graphic novel.

Feel free to visit the University Writing Center for assistance and present
proof when you upload your paper.
For the additional 50 points, create a graphic novel page (not an entire graphic novel) on an 8 ½ x 11-inch sheet of paper. You can use one to four cells with text bubbles. If you decide to hand letter the text bubbles, the words must be legible. If you can’t use or don’t have any graphic software like Adobe software, you can use PowerPoint to create your graphic novel scenes and layer the text and images. You can also create the graphic novel freehand. After you are done adding text bubbles and images, save and turn in your graphic novel as a PDF.

Blackboard would not let us add images here to show you as examples, but you can see a sample of George Takei’s graphic novel at: https://www.amazon.com/They-Called-Enemy-George-Takei/dp/1603094504#reader_1603094504

Upload your graphic novel page with your essay on Blackboard as you would an additional item. If you use historical photos or images from the Library of Congress, https://www.loc.gov/rr/print/ or elsewhere, but be sure to cite the source(s). Cite your sources at the bottom of your graphic novel. Be sure and include dialogue bubbles. Your written essay and graphic novel page must be related to each other.

The graphic novel page of the assignment will be scored using the following rubric:
1. Does your graphic novel page follow the theme in your essay? (10 pts.)
2. Is your graphic novel page text related to your topic? (10 pts.)
3. Do the images in your graphic novel page relate to the story you are telling in your essay? (10 pts.)
4. Does the graphic novel page show initiative by the creator? (10 pts.)
5. Is there evidence that you took the graphic novel page assignment seriously? (10 pts.)

This assignment also requires a 2–3-page essay, as well as an additional page that will consist of several scenes of a graphic novel with images and text bubbles. To reiterate, this assignment requires a 2-page essay, as well as an additional page that will consist of several scenes of a graphic novel on one 8 1/2 x 11-inch page with images and text bubbles. There can be one to four cells on the one graphic novel page. We are not asking that you do a multi-page graphic novel.

To obtain the 100 points you need to do both the essay and one page of the graphic novel. It is only a page of a graphic novel, not an entire graphic novel. You must do both parts, the essay, and the page of the graphic novel to get the 100 points. If you don’t complete the page of the graphic novel, you will only receive 50 points. You have two weeks to complete this assignment.
<table>
<thead>
<tr>
<th>Week 12</th>
<th>Read Foner, Ch 26 The Conservative Turn, 1969-1988</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/1-4/7</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 13</th>
<th>Read Foner, Ch 27 From Triumph to Tragedy, 1989-2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/8-4/14</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 14</th>
<th>Read Foner, Ch 28 A Divided Nation</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/15-4/21</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 15</th>
<th>Final Exam Review, Opens April 28th and closes May 10th</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/22-4/28</td>
<td></td>
</tr>
</tbody>
</table>

**FINALS WEEK (May 6th to 10th)**

Final Exam (Multiple Choice or True/False) on Blackboard

<table>
<thead>
<tr>
<th>May 15th</th>
<th>Grades are Due.</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 16th</td>
<td>Grades are posted to student records</td>
</tr>
</tbody>
</table>

**Grading Rubric for Papers, Essays, and Workshops**

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.