

The University of Texas at El Paso
History of the U.S. To 1865
HIST 1302-001, CRN: 22425
Spring 2022, January 18, 2022 – May 05, 2022

ONLINE

Dr. Miguel Juárez, Email: mjuarez6@utep.edu

Office Hours on Blackboard:

Mondays and Wednesdays 11 a.m. to 12:30 p.m. (Mountain Time)

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 live meeting, contact me via Blackboard Messages and I will schedule an appointment.

Teaching Assistant: Esteban A. Limón, ealimon@miners.utep.edu

Office Hours on Zoom:

Monday 12 p.m. to 1 p.m.; Wednesday 12 p.m. to 1 p.m. and Thursday from 11 a.m. to 12 p.m.

Campus IT Remote Learning Support (Mobile Hotspot Checkout, Laptop Checkout, Etc.):

<https://www.utep.edu/technologysupport/learningremotely.html>

UTEP Student Blackboard Help:

https://www.utep.edu/technologysupport/ServiceCatalog/BB_Students.html

Technology Support: UTEP Library Room 300 | helpdesk.utep.edu | 915-747-4357

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.

****This syllabus is subject to change.*** The instructor reserves the right to make changes to the syllabus over the course of the semester.

COURSE DESCRIPTION

HIST 1302 is a required 3-credit course for all majors. In this course, we will examine United States history from 1865 to present day. You will analyze primary and secondary sources and form their own conclusions based on their 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, and African Americans.

COURSE OBJECTIVES

At the end of this course, students will be able to:

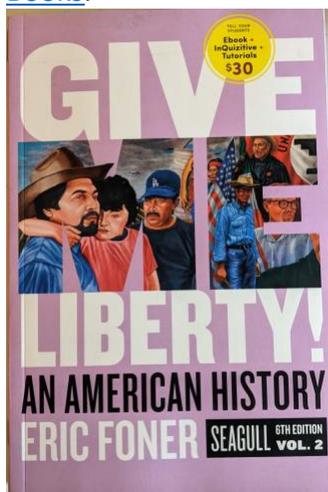
- Know the important issues of U.S. History Since 1865.
- Know how to analyze primary sources.
- Know how to connect historical events and be better informed about U.S. History.
- Gain a better understanding to major events in shaping our country's history which is important and relevant in creating 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 Sixth Edition) (Vol. 2), ISBN: 978-0-393-67915-1 (paperback). Please purchase or rent, but you must obtain a copy of the book the first week of class. Get your textbooks at the UTEP [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 Fifth Edition) (Vol. 2) of Eric Foner (Author), *Give Me Liberty! An American Edition*.

IMPORTANT DATES

Jan 18th

Spring classes begin

Jan 18th–21st

Late Registration (Fees are incurred)

Feb 2nd	Spring Census Day
	Note: This is the last day to register for classes. Payments are due by 5:00 pm.
Feb 14th	20 th 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.
Feb 18th	Graduation application deadline for degree conferral
Mar 14-18th	Spring Break
Mar 25th	Cesar Chavez Holiday – no classes
Apr 1st	Spring 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.
Apr 15th	Spring Study Day
Apr 15th	Deadline to submit candidates' names for degree conferral
May 5th	Spring – Last day of classes
May 6th	Dead day
May 9-13th	Spring Final Exams
May 14-15th	Spring Commencement
May 18th	Grades are Due

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**

Class participation, rather than simply listening to lectures, you are expected to construct your own knowledge through collaborative learning, discussions, reading and presentations.

ASSIGNMENTS	Points
Bio Sheet	50
Syllabus Quiz	50
7 Discussion Questions (50 points each)	350
Mid-Term Exam Review Blog	75
Mid-Term Exam	200
Final Exam Review Blog	75
Final Exam	<u>200</u>
TOTAL POINTS	1,000
Extra Credit Group Projects	50-100

ASSIGNMENTS DESCRIPTIONS

Bio Sheet: a mandatory assignment that you need to 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 Discussion Questions: We will assign a prompt based on the weekly readings. These assignments will be due every other week on Sunday at 11:59 p.m. (see Course Calendar for deadlines). Directions will be provided.

Mid-Term Exam and Final Exam Review Blogs: We will provide you with review questions that will be on your Mid-Term and Final Exams that you will answer on the exam review blog. Directions will be provided.

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

Extra Credit Project (worth 100 points): For the Extra Credit Assignment, you can use the UTEP Makerspace or the Learning Studio (see links below) to create a 3DPrint; an Augmented Reality Project; a Digital Game; a Podcast; or Video (you decide). Training sessions to show you how to use the software at the Maker space will be scheduled during the semester where you will meet on campus in small groups. If you choose to work on the extra credit project, you will also receive additional directions.

GAIA Makerspace: <https://www.utep.edu/technologysupport/learning-environments/GAIA.html>

Learning Studio: <https://www.utep.edu/technologysupport/learning-environments/learningstudio.html>

Participation: For this online course, students will be required to participate in discussion boards – both an initial post and responses to your peers.

TECHNOLOGY REQUIREMENTS

Course content is delivered via the Internet through the Blackboard learning management system. 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, scanner, a webcam, and a working microphone. 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 each other

There are a number of ways we can keep the communication channels open:

- **Office Hours:** We will have scheduled office hours for your questions and comments about the course (see above).
- **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.

- 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 provided to classmates and to the instructor at all times. 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 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 do you need to do to be successful in the course

ATTENDANCE AND PARTICIPATION

Attendance in the course is determined by participation in the learning activities of the 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 on the discussion boards.
- 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 we find that, due to non-performance in the course, you are at risk of failing, we will drop you from the course. We 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 on Sundays at midnight (11:59 PM).** No late work will be accepted if the reason is not considered excusable.

Quiz and Blog/Discussion Assignments

- **Most assignments will be due on Sundays at midnight (11:59 PM).** 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 at all 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

We strongly suggest that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. We 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 us immediately if you believe an incomplete is warranted. If granted, we 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 we 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.

Covid Testing at UTEP: <https://www.utep.edu/resuming-campus-operations/testing/>

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. 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 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](#).

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:

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.
- [History Tutoring Center \(HTC\)](#): Receive assistance with writing history papers, get help from a tutor and explore other history 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, 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.

EXTRA CREDIT ASSIGNMENT USING THE MAKERSPACE

If you decide to work on the extra credit assignment, you will be placed in a group who will work together to complete the assignment using the Maker space or the Learning Studio. Further instructions will be provided to you.

ATTENDANCE:

Attendance will be taken every day and will also be measured in the completion of the assignments. If you fail to complete your work in class, you will be dropped from the course.

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/> 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 reaching the following ways:

Web: <http://sa.utep.edu/cass/>

Phone: (915) 747-5148

Email: cass@utep.edu

CALENDAR AND ASSIGNMENTS (COURSE CALENDAR)

“The instructor reserves the right to change the schedule as needed”

All readings must be completed each week.

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

Suggested time requirement to complete weekly assignments: 1 to 2 hours.

<p align="center">Week 1</p>	<p align="center">Jan. 18th To Jan. 23rd</p>	<p>Course Introduction – First class will be online. Review Syllabus & Student Expectations.</p> <p>Fill out and upload your Bio Sheet and answer all the questions on it, due on Blackboard by Sunday, January 23rd before 11:59 p.m. (all assignments will generally be due on Sundays). Assignments will stay open for two weeks. You must complete assignments in the periods that they are open.</p> <p>Introductions (worth 10 points): Introduce yourself to the class in class and online. Follow the example given.</p> <p>Please answer the following questions in your introduction:</p> <ul style="list-style-type: none"> ▪ 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. <p>Lecture + Read Foner: Ch. 15 “What is Freedom?” : Reconstruction, 1865-1877</p> <p>Question #1: Answer and upload your answer to the question: What does democracy mean to you?</p> <p>Due Sunday, January 30th on Blackboard before 11:59 p.m. The paper must be two pages, double-spaced, with 12-point type. Use in-text citations and include a Works Cited page. Include a heading. Use Microsoft Word (not Pages, no links and do not upload it as a PDF - if you load it as a PDF, it will be an automatic "F"). You can visit the University Writing Center or the History Tutoring Center to receive an Extra 3 points (you must upload verification that your paper was reviewed by the Writing Center or the History Tutoring Center). Mass Incarceration Modern Slavery/Incarceration in the United States Decoded/13th Amendment, https://www.youtube.com/watch?v=h9mV2fRF5Xk&list=PLd7Orw1MBbjR_hVIY9CEsAd2SE5EiTSp</p> <p align="center">Using Romany Malco’s video (watch as much as you can) and considering recent events write a two-page paper answering the following question: Question: What does democracy mean to you?</p>
<p align="center">Week 2</p>	<p align="center">Jan. 24th To Jan. 30th</p>	<p>Lecture + Read Foner: Ch. 16 America’s Gilded Age, 1870-1890 Introduction to Library Research and the Makerspace and Learning Lab</p>
		<p>Lecture + Read Foner: Ch. 17 Freedom’s Boundaries, At Home and Abroad, 1890-1900</p>

<p>Week 3</p>	<p>Jan. 31 To Feb. 6th</p>	<p>The Triangle Shirtwaist Factory Fire: https://www.youtube.com/watch?v=FguWSsW21CQ Triangle Shirtwaist Factory Fire 1911: https://www.youtube.com/watch?v=cT8fah14WDs In two pages answer the question: What was the Triangle Shirtwaist 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?</p>
<p>Week 4</p>	<p>February 7th To Feb. 13th</p>	<p>Lecture + Read Foner: Ch. 18 The Progressive Era. Syllabus Quiz opens Online on Monday, February 7th on Blackboard and closes Sunday, February 13th before 11:59 p.m.</p>
<p>Week 5</p>	<p>February 14th To Feb. 20th</p>	<p>Lecture + Read Foner: Ch. 19 Safe for Democracy: The United States and World War I Question #3: From Business Culture to the Great Depression For this discussion, 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? 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?) History Channel article on segregation: https://www.history.com/topics/black-history/segregation-united-states Repatriation was a 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: https://www.history.com/news/great-depression-repatriation-drives-mexico-deportation 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</p>

		<p>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.</p> <p>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 paper. Use your own words, but make sure they advance your argument and inform the reader about the topic. Use outlines to plan your responses. You will be surprised how a little planning can greatly improve the structure of your essay. Feel free to take advantage of the writing center, and tutoring center.</p>
Week 6	Feb. 21 st To Feb. 27 th	<p>Lecture + Read Foner: Ch. 20 From Business to Culture to Great Depression: The Twenties, 1820-1932</p> <p><u>Question #4: The Great Migration and the power of a single decision</u> https://www.youtube.com/watch?v=n3qA8DNc2Ss Isabel Wilkerson</p> <p>After watching the TedTalk above, in one and a half pages, answer the following question (give examples): How did the Great Migration change the United States?</p>
Week 7	Feb. 28 th To March 6 th	<p>Lecture + Read Foner: Ch 21 The New Deal, 1932-1940</p>
Week 8	March 7 th To March 13 th	<p>Online Mid-Term Exam Review on Blackboard, Opens March 6th to 13th Online Mid-Term Exam (Multiple Choice) on Blackboard: March 7th to 13th</p> <p>Lecture + Read Foner: Ch 22 Fighting for the Four Freedoms: World War II, 1941-1945</p> <p>Instructions to answer this week's assignment and all other assignments in this class (We will count off points in your papers for not following these directions):</p> <p>Question 5: Answer the following questions in an essay.</p> <ol style="list-style-type: none"> 1. What steps led to American participation in World War II? 2. How did the United States mobilize economic resources and promote

		<p>popular support for the war effort?</p> <p>3. What visions of America's postwar role began to emerge during the war?</p> <p>4. How did American minorities face threats to their freedom at home and abroad during World War II?</p> <p>5. How did the end of the war begin to shape the postwar world?</p> <p>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.</p>
Week 9	March 14th To March 20th	Mar 14-18th Spring Break (*TENTATIVE*)
Week 10	March 21st To March 27th	Lecture + Read Foner: Ch 23 The United States and the Cold War, 1945-1953
Week 11	March 28th To April 3rd	<p>Lecture + Read Foner: Ch 24 An Affluent Society, 1953-1660 Questions #6 & #7 opens on April 4th, due on Blackboard on April 17th Final Question (worth 100 points) – Takes place of Assignments #6 & #7. <u>This assignment is due on 4-26-2021 by 11:59 P.M.</u></p> <p>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:</p> <ul style="list-style-type: none"> ▪ 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). <p>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?</p>

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. One of the ways to think about writing this assignment is to think of it as if you were writing a graphic novel. If you are in a group, please write that person's name at the beginning of the section they write. At the end of the assignment, write one paragraph on how you completed the assignment, how you broke down the work and got it done.

Feel free to visit the 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 criteria:

- 1. Does your graphic novel page follow the theme in your essay? 10 points**
- 2. Does your graphic novel page include text related to your topic? 10 points**
- 3. Do the images in your graphic novel page relate to the story you are telling in your essay? 10 points**
- 4. Does the graphic novel page show initiative by the creator? 10 points**
- 5. Is there evidence that the creator or group took the graphic novel page assignment seriously? 10 points**

(I recommend you include how the graphic novel was created in the section of how your group completed the assignment). If you are not in a group, include your own personal process on how you completed the assignment.

To reiterate, this assignment 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

		<p>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.</p> <p>To get 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.</p>
Week 12	April 4th To April 10th	Lecture + Read Foner: Ch 25 The Sixties, 1960-1968
Week 13	April 12th To April 17th	Lecture + Read Foner: Ch 26 The Conservative Turn, 1969-1988
Week 14	April 18th To April 24th	Lecture + Read Foner: Ch 27 From Triumph to Tragedy, 1989-2004
Week 15	April 25th To May 2nd	Lecture + Read Foner: Ch 28 A Divided Nation

Finals Week: May 8th to May 13th
Final Exam on Blackboard: Opens May 6th to Closes May 13th

Grading Rubric for Essays, Group Discussions, Reviews and Exams

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.

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