

HIST 1312-013: History of the United States Since 1865

Class Meetings: T/R: 2:00pm - 3:20pm

Spring 2017

UH 115

Instructor: Dr. Karen E. Beasley**Email:** Karen.Beasley@uta.edu or via Blackboard**Office Hours:** T/R 12:00pm - 1:30pm, or by appointment**Office:** University Hall 350

COURSE PREREQUISITES: Completion of or concurrent enrollment in ENGL 1301. Students who pass this class will have satisfied one-half of their six-hour core curriculum requirements in United States History.

REQUIRED TEXTS & MATERIALS:

- ★ Roark, James L.; et al: *Understanding the American Promise: A Brief History of the United States, Volume II From 1865*, 2nd Ed. (2013).
- ★ Johnson, Michael P. *Reading the American Past, Volume II: From 1865: Selected Historical Documents*, 5th Ed. (2012).
- ★ Various documents & website links made available via Blackboard [<http://elearn.uta.edu>] for download.
- ★ 3 Blue Books {Blue Examination Books, Size 11 x 8.5 inches, 8 sheets/16 pages}
- ★ Optional: Online study guides & materials available (access code with purchase of a new book) via: www.macmillanhighered.com/launchpad/roarkunderstanding2e and search for course under my name. You can purchase direct access, buy access code, or get free 21-day access while deciding. You can utilize this website for the e-book, and/or practice quizzes, chapter outlines, note-taking aids, and access to various primary source documents, videos, and images.

COURSE DESCRIPTION:

An introduction to the political, socio-economic, and cultural history of the United States since 1865. Topics will include Reconstruction, Industrialization, Immigration, the Progressive Era, World War I and World War II, the Cold War, Civil Rights, and more. This course is designed to help students understand and evaluate their society, comprehend the historical experience, and further develop reading and writing competencies and critical skills.

UTA CORE CURRICULUM OBJECTIVES:

The state of Texas requires specific objectives for general education “core” courses. The state objectives for “general ed” courses require that students learn critical thinking and communication (written, oral, visual) skills; teamwork skills; quantitative reasoning; personal responsibility (ethics) and social responsibility (civics). This course partially satisfies the University of Texas at Arlington component area requirement in American History and addresses **Critical Thinking, Communication, Personal Responsibility and Social Responsibility objectives**.

- **Critical Thinking Skills:** to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. *Must be addressed in all core curriculum courses.*
- **Communication Skills:** to include effective development, interpretation and expression of ideas through written, oral and visual communication. *Must be addressed in all core curriculum courses.*

- **Empirical and Quantitative Skills:** to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions. *Must be addressed in all core courses that satisfy the following requirements:*
 - Mathematics
 - Life and Physical Sciences
 - Social and Behavioral Sciences
 - Component Area Option of Mathematics and Logic
- **Teamwork:** to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. *Must be addressed in all core courses that satisfy the following requirements:*
 - Life and Physical Sciences
 - Creative Arts
 - Communication
- **Personal Responsibility:** to include the ability to connect choices, actions and consequences to ethical decision-making. *Must be addressed in all core courses that satisfy the following requirements:*
 - Communication
 - Language, Philosophy and Culture
 - American History
 - Government/Political Science
- **Social Responsibility:** to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities. *Must be addressed in all core courses that satisfy the following requirements:*
 - Language, Philosophy and Culture
 - Creative Arts
 - American History
 - Government/Political Science
 - Social and Behavioral Sciences

STUDENT LEARNING OUTCOMES: By the end of the semester, students should be able to:

- Identify key events, peoples, individuals, terms, periods, and chronology of the history of the United States since 1865; distinguish between historical fact and historical interpretation; and connect historical events in chronological chain(s) of cause and effect
- Develop critical thinking, analytical and writing skills through studying primary sources and various kinds of historical documentation, using historical evidence to critique competing interpretations of the same historical events, and explaining the nature of historical controversies
- Synthesize diverse historical information and evidence related to broad themes of U.S. history and present this information in coherent, well-articulated, and well-substantiated analytical discussions and other written assignments
- Develop the ability to connect choices, actions, and consequences to ethical decision making by examining the motivations and actions of key figures in U.S. history
- Develop an understanding of civic and social responsibility by examining interactions within and between regional, national, and global communities in U.S. history
- Demonstrate an understanding of the United States' place in a global society, both historically and as a prelude for understanding both the present and the future
- Appreciate the approach of reading films as cultural texts that can be used as tools to better understand the eras in which they were made.

CLASS FORMAT:

The instructor will primarily use the lecture-discussion format for the course. Classes will consist of interpretive and topical lectures on issues and events in American history, PowerPoint presentations, and discussions and quizzes on reading assignments. You will also be actively working within an online component based in Blackboard. I prefer a lively classroom where students feel free to ask questions and express their ideas and opinions. However, I ask that students maintain proper classroom etiquette. Students should come to class fully prepared each week.

GRADING POLICY:

Your course grade will be calculated as follows:

⇒ Online Quizzes =	20%
⇒ In-Class Activities/Assignments =	10%
⇒ CORE Signature Assignment: Film Analysis Paper =	10%
⇒ 3 Exams =	20% each {60% total}

- (a) **Online Reading Quizzes** will be administered as **six [6]** scheduled multiple choice quizzes on Blackboard over certain sections of assigned reading (indicated online & in Course Schedule). Students are responsible for completing these quizzes at any time during that week—but before the scheduled due date and time. Quizzes will close by 11.59pm on Friday nights the week they are due, and will *no longer* be accessible after due date.
- (b) **In-class Activities/Assignments** will be administered as **five [5]** activities or assignments during class lecture on a **random** and **un-scheduled** basis. These activities will be based upon in-class lecture material, student analysis, and/or assigned reading or videos. If you have an un-excused absence on one of these days, you will receive a “zero.” If you have documentation for a school-excused absence, it is the student’s responsibility to arrange a make-up time with the professor *within one week*. See attendance policy below for more information.
- (c) **Film Analysis Paper** (CORE Assessment Signature Assignment):
- You will choose from among a short list of historical films (including the option of the film shown in class) and write an analytical reaction paper of 4-6 double-spaced pages, size 10 or 12pt font in Times New Roman or Arial font; Turabian or Chicago Manual Style citation required. Final paper will be submitted online through SafeAssign on Blackboard.
 - As part of this process, you will watch the film and analyze the historical topic represented as you complete a Film Analysis Worksheet that can help guide your content and analysis as you write your film paper. {Optional: should you choose one of the films not shown during class, you may submit your film worksheet for instructor feedback as you work on your rough draft. See Course Schedule for submission deadline for this option.}
 - Much of this analysis draws from what we have learned in lecture, your readings, and what you brought to this course – this is primarily *your* reaction to the film. But to write an informed response, you will find it necessary to do some secondary source research as well. Make sure you use proper citation (Chicago Manual Style or Turabian, please!) to avoid any plagiarism. This assignment WILL be submitted via SafeAssign on Blackboard, and I WILL know if you copy someone else’s thoughts and ideas – so give them their due credit!
 - **Completion of the UTA Library’s Plagiarism Tutorial and “Acknowledging Sources” Quiz with a minimum of 70% grade will be required of you before your film analysis paper will be graded.** See Course Schedule for due date. The quiz will be provided via Blackboard, and you may retake the quiz as needed to make above 70% to receive credit for completing this task.
 - If you submit your film paper late, a letter grade *per DAY* will be taken off. Further information, such as the list of possible film choices, writing guidance and advice, citation information, the worksheet assignment, research database web links, and more will be made available to you via Blackboard.
 - It will be your responsibility to obtain or rent the film you have chosen to analyze. One film option will be shown during class time, many are available via online streaming or your local library, and (when possible) some titles may be placed on course reserve at the UTA Central Library.
- (d) **Exams** will contain key identifications, short answer questions, and an essay question for a total of 100 points. Exam questions will be taken from class lecture AND from the readings; you are responsible for all assigned reading, even if that material is not covered in lecture. Further details and a study guide will be provided on Blackboard. All exams are non-cumulative.

Grades will be determined according to the following scale. There will be no “rounding up.”

Grade Equivalency:

0- 59.99 = F; 60-69.99 = D; 70-79.99 = C; 80-89.99 = B; 90-100 = A;

I repeat, there will be no “rounding up.” Thus, a student who earns an 89.99% will receive a B, while one who earns a 90.00% will receive an A. Grades are not determined by need. If you “need” a particular grade in this class, then that should affect the time and effort you put into the class. Your “need” to get a particular grade is not relevant to me in determining your final course grade. Students caught cheating will automatically receive a “0” for the assignment and/or a failing grade of “F” for the course. Keep all returned exams until the end of the course; clerical errors cannot be identified and corrected without the evidence provided by these test papers.

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see “Student Support Services,” below.

OPTIONAL EXTRA CREDIT:

One extra credit opportunity will be provided this semester; details will be forthcoming via Blackboard. Aside from this opportunity, **no** additional extra credit will be arranged under any circumstances.

MAKEUP EXAM POLICY:

There will be one [1] opportunity to take missed in-class exams (no make-ups for quizzes or final exam). ***All make-up exams will be given on FRIDAY, MAY 5th, at a time/location to be announced via Blackboard.*** All make-ups will be alternate versions of the original exams. I do not permit “retakes” nor grant “incompletes”. An exception *may* be provided if you know **prior** to date of exam that you have a school-excused absence; contact me in advance, provide legitimate documentation, and we can schedule a makeup.

EXPECTATIONS FOR TIME SPENT IN STUDY:

In a traditional long semester face-to-face course, a general rule of thumb is this: for every credit hour earned, a student should spend 2-3 hours per week working outside of class. Hence, a 3-credit course might have a minimum expectation of 6-9 hours of study per week, including reading required materials, completing assignments, preparing for exams, etc. beyond the three hours required to attend each class meeting.

ATTENDANCE AND CLASSROOM RULES:

➤ **Attendance Policy:** At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I have established the following attendance policy:

Attendance is expected, but I will not take attendance on a regular basis nor punish you for missing class. I understand that life unavoidably “happens.” *However*, if you miss class, you take the risk of missing one of the five *unscheduled* (or “pop”) in-class activities given during class lecture. Furthermore, it is *your* responsibility to get notes from another student. A lot of information is covered each day; thus it is better if you show up, else your performance on your exams will suffer accordingly.

➤ **Laptop Policy:** Laptops and netbooks may *only* be used for taking notes during class. If used for any other purpose (especially if it disrupts our class), I will ask you not to use a computer for the remainder of the semester.

- *Phones, Music, and other Paraphernalia:* The classroom is a time for lecture and discussion. Cell phones, Music MP3 Players, and other devices must be turned OFF during class.
- *Student Behavior:* You are expected to behave appropriately during lecture. Behavior which may result in your being asked to leave class includes, but is not limited to: sleeping; talking during lectures, movies or clips; text messaging; playing with your cellphone; and working on other things during class. Students are expected to keep the classroom clean.
- *Last Row Policy:* Please leave the last couple rows open before class begins. If you arrive late for class, please sit in these last rows of the classroom so you do not disrupt those students considerate enough to arrive on time. Do not leave class early, unless you have informed me in advance.

INSTRUCTIONS FOR EXAMS:

Bring a blue or black ink pen and a Bluebook for the 2 Midterm Exams and the Final Exam.

You should bring as few belongings to class as possible and arrive early enough to get settled. Baseball caps will not be worn during exams. Be sure to turn off all cell phones. Once distribution of exams begins, classroom doors will be locked and no one will be permitted to enter.

INSTRUCTIONS FOR BLACKBOARD [ONLINE COMPONENT OF COURSE]:

BLACKBOARD is used in this class. You may access BLACKBOARD by going to <http://elearn.uta.edu/>. You will need to logon using your UTA NetID and password. Then simply click on this class under the "Courses" tab to access the course module.

- ★ Be sure to check BLACKBOARD *regularly* for assignments, updates, exam dates, grades and other pertinent information. I will also post important communications & announcements through Blackboard. I will assume you receive all sent communications – so check often.

ELECTRONIC COMMUNICATION:

Only the official UTA student email address will be used for all course notification. It is your responsibility to check your UTA email on a regular basis. **All Email Communications to instructor must include class/section number and/or class time.**

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

OFFICE HOURS:

If you have any questions, please see me during scheduled office hours or by appointment. "Drop-in" visits at other times are not advised. E-mail is the faster way to communicate specific questions and concerns, but immediate responses are not the norm. I will get back to you at my earliest convenience. Please note: email your instructor with questions only *after* revisiting this syllabus and Blackboard for the answer and/or any related information. Remember, all email communications must include your class/section number and/or class time.

DROP POLICY:

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-**

attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

DISABILITY ACCOMMODATIONS:

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a **letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

NON-DISCRIMINATION POLICY: *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos*

TITLE IX: The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu*

ACADEMIC INTEGRITY: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>.

The History Department takes academic dishonesty very seriously. Copying or closely paraphrasing directly from the text or internet sites without proper citation as plagiarism. If in doubt, cite. **If you are found guilty of academic dishonesty on an assignment, you will receive either a 0 for that assignment and/or an F (0) for the course.** We will refer all cases of suspected academic dishonesty to the Office of Student Judicial Affairs.

Notice: All assignments submitted to Blackboard will be run through SafeAssign to check for plagiarism.

CAMPUS CARRY: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

STUDENT FEEDBACK SURVEY: At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

FINAL REVIEW WEEK: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

EMERGENCY EXIT PROCEDURES: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, **which is located at the front of the classroom via doors to the outside**. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

STUDENT SUPPORT SERVICES: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at <http://www.uta.edu/universitycollege/resources/index.php>

The IDEAS Center (2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

THE ENGLISH WRITING CENTER (411 LIBR): Hours are 9 am to 8 pm Mondays-Thursdays, 9 am to 3 pm Fridays and Noon to 5 pm Saturdays and Sundays. Walk In **Quick Hits** sessions during all open hours Mon-Thurs. Register and make appointments online at <http://uta.mywconline.com>. Classroom Visits, Workshops, and advanced services for graduate students and faculty are also available. Please see www.uta.edu/owl for detailed information.

The Library’s 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation. <http://library.uta.edu/academic-plaza>

COURSE SCHEDULE: All readings should be completed PRIOR to the beginning of each lecture topic under discussion. Additional links of interest will sometimes be provided on Blackboard.

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –KEB

UNIT 1: 1865 to 1914

Intro, Jan 17th:	<p>COURSE INTRODUCTION:</p> <p>In Class: Discuss Syllabus, Blackboard and Online components to this course, and general expectations. What is History?</p>
Topic 1, Jan 19 & 24:	<p>REUNION & RECONSTRUCTION:</p> <ul style="list-style-type: none"> • <u>Reading:</u> Roark, Ch 16 (all); & primary source documents in Johnson, Doc #s 16-2 Black Codes & 16-5 Klan Violence (pp. 5-8; 18-21). • Go to Blackboard – become familiar with it
Topic 2, Jan 26 & 31:	<p>WESTERN EXPANSION AND ECONOMIC TRANSFORMATION</p> <ul style="list-style-type: none"> • <u>Reading:</u> Roark, Ch 17 (all) & Ch 18 (pp 516-533); & primary source docs in Johnson, Doc #s 17-1 Pun Chi & 17-4 In-mut-too-yah-lat-lat, (pp 22-25; 33-36) and #s 18-3 Henry Demarist & 18-4 Andrew Carnegie (pp. 48-54); <p>⇒ Plagiarism Tutorial & “Acknowl. Resources” Quiz: Due FRIDAY, Jan 27th, by 11:59 pm. Note: You need a passing grade (70%) for credit towards your film paper –retake until you get it!</p>
Topic 3, Feb 2 & 7:	<p>THE GILDED AGE: URBANIZATION AND POPULISM</p> <ul style="list-style-type: none"> • <u>Reading:</u> Roark, Ch 18 (pp. 533-544), Ch 19 (all), & Ch 20 (pp. 578-597); & Johnson, Doc #s 19-2 Domestic Servants, 19-3 Jacob Riis, & 19-5 George Washington Plunkitt (pp. 64-70; 75-77); and # 20-3 Pinkertons Defeated (pp. 87-89). <p>⇒ Online Quiz 1: Due FRIDAY, Feb 3rd, by 11:59pm [Over Roark Chapters 16-18 (all); & Johnson documents for Topics 1 & 2 only]</p> <p>★ NOTE: Forthcoming Weekend Online Assignment: Watch online video “American Experience: Triangle Fire”. YOUTUBE Link available via Blackboard. [Required for next week’s 2/14 class discussion. <i>Hint: Take notes as you watch.</i>]</p>
Topic 4, Feb 9, 14, & 16: :	<p>THE PROGRESSIVE ERA: REFORM & EMPIRE BUILDING</p> <ul style="list-style-type: none"> • Reading: Roark, Ch 20 (pp. 598-608); Ch 21 (all); & Johnson, Doc #s 20-5 Emilio Aguinaldo (pp. 96-100); and 21-2 Sociologist Studies, 21-5 Booker T Washington, 21-6 WEB DuBois (pp. 105-108;114-121) <p>⇒ Possible Exam Review Session in class 2/16 – have your questions ready.</p> <p>⇒ Online Quiz 2: Due FRI, Feb 17th by 11:59pm. [Over Roark CHs 19-21 (all); & Johnson documents for Topics 3 & 4 only]</p>
Exam 1, Feb 21 st :	<p>*** MIDTERM EXAM # 1 – Bring a PEN and a blank BLUEBOOK to class.</p> <p>Over class lectures, textbook, <u>and</u> primary source readings & online documents.</p>

UNIT 2: 1914 to 1945	
Topic 5, Feb 23 & 28:	<p>WWI, U.S. NEUTRALITY, & PEACEMAKING</p> <ul style="list-style-type: none"> Reading: Roark, Ch 22 (pp. 644-661); & Johnson, Doc #s 22-4 Attorney General & 22-5 African American Responds (pp. 133-142); and selected ONLINE DOCUMENTS (Zimmerman Telegram & Wilson's Fourteen Points).
Topic 6, March 2nd:	<p>1920s: PERILS OF PROSPERITY</p> <ul style="list-style-type: none"> Reading: Roark, Ch 23 (all); & Johnson, Doc #s 23-3 KKK & 23-4 Mothers Seek Freedom (pp. 152-158).
Topic 7, March 7 & 9:	<p>FILM: <i>Sergeant York</i> (1941)</p> <ul style="list-style-type: none"> ★ <u>In-Class</u> Film Worksheet [<i>Counts as an In-Class Activity Grade!</i>] ★ Associated Reading: 2 short PDF articles on Hollywood, WW1, & Sergeant York, available via corresponding folder on Blackboard. <hr/> <p>⇒ <u>EXTRA CREDIT OPPORTUNITY:</u> History Dept's <i>Annual Webb Lecture Series</i>, March 9, 2017...Details & Requirements provided online via Blackboard</p> <hr/> <p>⇒ <u>Online Quiz 3: Due FRI, 3/10 by 11:59pm.</u> <i>[Quiz covers Roark CHs 22 & 23 (all); & Johnson docs for Topics 5 – 6, and online documents; Quiz does <u>not</u> include film articles.]</i></p>
Mar 14 & 16:	SPRING BREAK , <i>March 13-17, 2017.</i>
Topic 8, Mar 21 & 23:	<p>GREAT DEPRESSION: ORIGINS & FDR's NEW DEAL</p> <ul style="list-style-type: none"> Reading: Roark, Ch 24 (all); & Johnson, Doc #s 24-2 Wkng People's Letters, 24-3 Huey Long (pp. 169-176). <hr/> <p>⇒ <u>Required: Submission of your film selection for Analysis Paper due FRI, 3/24 by 11:59pm via Blackboard.</u></p> <p>⇒ <u>Optional: Submission of film worksheet</u> (for outside film selection) for instructor feedback no later than SUNDAY, 3/26.</p>
Topic 9, Mar 28 & 30:	<p>WORLD WAR II: ORIGINS, HOME FRONT, & AFTERMATH</p> <ul style="list-style-type: none"> Reading: Roark, Ch 25 (all); & Johnson, Doc #s 25-2 Japanese American War, 25-3 the Holocaust (pp. 189-196). <hr/> <p>⇒ <u>Online Quiz 4: Due FRI, 3/31 by 11:59pm.</u> <i>[Over Roark CHs 24-25 (all); Johnson docs for Topics 8 - 9]</i></p>
Exam 2, Tues, Apr 4:	<p>⇒ Possible Exam Review Session may be offered outside of class on Friday afternoon, March 31. Details TBA on Blackboard upon confirmation.</p> <hr/> <p>*** 4/4: <u>MIDTERM EXAM # 2</u> – Bring a pen and a BlueBook to class. Over class lectures, textbook, and online readings and documents</p>

UNIT 3: 1945 to Today

<p>Topic 10, April 6, 11, & 13:</p>	<p>THE COLD WAR: ORIGINS, POLITICS, & SOCIETY</p> <ul style="list-style-type: none"> Reading: Roark, Ch 26 (all); Ch 27 (804-826); & Johnson, Doc #s 26-2 George F. Kennan, 26-3 Cold War Blueprint, 26-4 Sen. J. McCarthy, & 27-4 Civil Defense (pp. 213-224; 242-245). <hr/> <p>★ <u>Optional:</u> Submission of your rough draft Film Analysis paper for instructor review/feedback due no later than Friday April 14.</p>
<p>Topic 11, Apr 18 & 20:</p>	<p>THE CIVIL RIGHTS REVOLUTION</p> <ul style="list-style-type: none"> Reading: Roark, Ch 27 (827-832), Ch 28 (pp. 834-850); & Johnson, Doc #s 28-2 MLK, 28-4 Black Power (pp. 254-258; 263-267). <hr/> <p>⇒ <u>Online Quiz 5: Due FRI, 4/21 by 11:59pm.</u> <i>[Over Roark CHs 26 - 27 only (all); Johnson docs for Topics 10 - 11.]</i> NOTE: Not including CH 28 & related Johnson Docs - pushed to final Quiz 6.</p> <hr/> <p>⇒ <u>***Film Analysis Paper: Due no later than SUNDAY, April 23rd by 11:59pm.</u> Online Submission via Blackboard's SafeAssign.</p>
<p>Topic 12, Apr 25 & 27:</p>	<p>COLD WAR & VIETNAM ERA</p> <ul style="list-style-type: none"> Reading: Roark, Ch 28 (pp. 851-866), Ch 29 (all), & Johnson, Doc #s 28-5 Equal Rights for Women, 29-3 Military Discipline, 29-4 American Soldier. <i>Recommended (but not required):</i> Johnson Docs 29-1 <i>Pres. Kennedy Explains Why We Are In Vietnam</i> & Doc 29-2 <i>Secret Government Assessment</i> <u>Homework Assignment due in class 4/27.</u> Further details provided in class & via Blackboard.
<p>Topic 13, May 2 & 4:</p>	<p>THE RISE OF CONSERVATIVISM: FROM NIXON TO REAGAN</p> <ul style="list-style-type: none"> Reading: Roark, Ch 30 (All) & possibly documents to be provided Online. Verify on Blackboard. <i>Recommended (not required):</i> Johnson Doc # 30-1 <i>Watergate Tapes</i>, 30-2 & 30-3 <i>Roe v Wade</i> <hr/> <p>⇒ <u>Online Quiz 6: Due Friday, 5/5 by 11:59pm.</u> <i>[Over Roark, CHs 28 - 30 (all); Johnson docs for Topics 11-13 (Ch 28-related Docs included)]</i> NOTE: CH 31 is not included.</p> <hr/> <p>***FRIDAY, May 5: MAKE-UP DAY!!! ALL EXAM MAKE-UPS TO BE TAKEN TODAY ONLY, TIME/LOCATION to be announced in class & online via Blackboard</p>
<p>***FINAL EXAM***: <u>TUESDAY, May 9th from 2:00 – 4:30 p.m.</u> Bring a pen and a BlueBook to class. Covers Unit 3 only – NON-CUMULATIVE! Over class lectures, textbook, and online readings and documents</p>	