

**History 122:
Development of Modern America
Spring 2021**

Professor:

Dr. Suzanne Smith

E-mail: smisuze@gmu.edu

Meeting Place: Blackboard

Weekly Schedule: Each week runs **Tuesday to Monday**

Format: Online Asynchronous

Office Hours:

I will be available online Tuesdays, 2:00-3:00 pm, and by appointment via Zoom.

Course Description:

This course is a survey of U.S. history from 1890 to the present, which studies how America developed into a modern nation throughout the twentieth century.

Beginning in the 1890s, we examine how industrialization, immigration, and urbanization laid the foundation for the modern era. In terms of foreign policy, we investigate American imperialism, involvement in the World Wars, and the Cold War to understand how the United States emerged as a world power on the international stage.

Culturally, we analyze how mass culture and mass advertising redefined Americans' daily lives and transformed the country into a "consumer's republic." Throughout the course, we engage with the diversity of the country's history and specifically examine how race, class, ethnicity, and gender played critical roles in shaping and complicating the idea of what it means to be American.

Learning and Teaching in 2021:

I would like to begin this course with an open acknowledgement of how incredibly difficult the past year has been. The COVID-19 global pandemic has been and continues to be a catastrophic event. It is historic in many ways, but especially in the ways it has affected everyone around the world. No one can escape it and each of us has suffered in some way from it. Your college experience will be forever marked by it. Some of you may know someone who has contracted the virus or died from it. I do. Some of you may be worrying about getting sick or about someone you care about getting sick. Many of you or your families have experienced the economic crisis that has resulted—lost jobs or lower wages. All of these experiences are very stressful and can directly influence your concentration and productivity when trying to do academic work

In addition, there has been an unprecedented amount of social activism that has emerged around the Black Lives Matter movement as an outgrowth of the ongoing problem of police brutality against people of color. These events have caused a wide range of complex feelings and reactions from people of all races, but have been especially intense for people of color.

Finally, you are taking this course in the aftermath of Presidential election year when the country is extremely polarized and reeling from the events of January 6, 2021. Social media feeds the fires of these divisions. The combination of the pandemic, racial unrest, and highly-charged political conflict when so much is at stake can be overwhelming.

Given all of these circumstances, it is very important as we begin this course to be aware of how much external events can have a direct impact on our ability to do our scholarly work. For this reason, I would like to emphasize a few points:

- 1) If you are feeling overwhelmed, having difficulty keeping up with assignments, or become physically sick, please communicate with me directly as soon as possible so I can assist you in making thoughtful decisions about how to manage the situation and complete your assignments and the course.
- 2) If you need more direct help, please contact the GMU Counseling and Psychological Services Center: <https://caps.gmu.edu/>
- 3) This is a class that studies the history of politics, social change, and race relations in this country. Please be considerate of your classmates at all times as we discuss topics online that are often charged. When expressing your opinions, please be mindful that your classmates may have different or opposing views and, therefore, write from an “I” perspective. In other words, never assume everyone in class shares the same political views.
- 4) Please be especially careful in any online communication on class discussion boards to be respectful of each other’s opinions and ideas on *any* topic.

Required Materials:

John Mack Faragher, et. al., *Out of Many: A History of the American People, 9th edition* (Pearson REVEL edition, 2020).

If you purchase the REVEL access code in the GMU bookstore, then type in the access code when logging into your REVEL account for the first time: [Pearson Higher Education Website](#).

If you prefer to purchase directly from Pearson publishers, you can find order information here: [Pearson Order Website](#).

If you would like to purchase a full-color print copy of the textbook at any time during the course, you can contact Pearson and it will be sent directly to your home for \$19.95.

Course Logistics:

This course will use an asynchronous **distance-learning format**; the meeting space will be on Blackboard; and we will use other means of keeping in touch such as email and Zoom. This is a rigorous, deadline-intensive course. In a typical week, you will:

- read about 30–40 pages and an online comprehension quiz for every textbook chapter
- participate in online learning activities, such as: analysis of primary sources, discussion boards, and blogs

- screen videos and an online comprehension quiz for each documentary film
- submit all written assignments through Blackboard according to the assignment schedule

Though the delivery method is different, it should take you **the same amount of time** as a typical undergraduate course--including the time you would have spent in a classroom.

Time Management Recommendations:

Given the demands of this course, **time management** is *essential* for success. Here are some key recommendations for time management:

- **It is absolutely critical that you schedule regular blocks of time each day and/or each week to work on this course and complete all assignments.** The **asynchronous online learning environment** offers students much more flexibility to learn and complete assignments on their own time, BUT students must take responsibility to schedule the ample time required to succeed in the course.
- Personal demands including travel, other work obligations, or unexpected disruptions such as illness should be anticipated and planned for whenever possible.
- Since this course is **asynchronous**, it is important to maintain fairly strict rules regarding assignment deadlines since working on assignments after a deadline often leads to a cycle of late work throughout the course. The best way to avoid these common pitfalls of online learning is to establish a **clear and regular work schedule** for yourself that you reserve each week to complete the course assignments. As a general rule, late work **will not be accepted for a grade**. In certain circumstances (e.g. illness or family emergency), you may request an extension of an assignment due date, but the request must be made **before, not after** the assignment deadline to be considered.
- Each week I will provide a weekly module each week in Blackboard to specify required activities, assignments, and deadlines (available by clicking on "Weekly Modules" on the course menu in Blackboard).

Blackboard:

We will use Blackboard for the course. Additional guidance on individual assignments and discussion questions will be posted there. Submit your assignments through Blackboard for grading. **Please visit our Blackboard site regularly.**

Access Blackboard by following these steps:

1. Go to <http://mymason.gmu.edu>.
2. Login using your NETID and password,
3. Click on the "Courses" tab.
4. Click on HIST 122 under the Blackboard "Courses" heading.

Instructor – Student Communication:

I will respond to your emails within 24 hours. If I will be away from email for more than one day, I will post an announcement in the Blackboard course folder.

Write **HIST122** in the subject line of your email. **Sign your emails** and **do not use common text abbreviations** (LOL, u r great, etc.). I will not respond to unsigned emails or emails written in Internet-speak.

Before sending an email, please check the following (available on your Blackboard course menu) **unless the email is of a personal nature**:

1. Syllabus
2. "Ask the Professor" (Feel free to respond to other students in this forum if you know the answer.)
3. Blackboard videos on how to use Blackboard features
4. Blackboard Q&A
5. Technology Requirements (Pay special attention to **supported browsers and operating systems**).

Mason E-mail:

1. **Mason requires that Mason email be used for all courses.** I will send messages to your Mason email and you are responsible for making sure you have access to these messages.
2. You may forward your Mason email to other accounts but always use your Mason e-mail when communicating with me to allow verification of your identity.
3. You are required to check your Mason email account regularly and to keep your mailbox maintained so that messages are not rejected for being over quota.
4. When you email me, you can expect a response within 24 hours. If I am going to be away from email for more than one day, I will send an announcement to the class.
5. **Gender identity and pronoun use:** If you wish, please share your name and gender pronouns with me and how best to address you in class and via email. I use [she/her/hers] and you may address me as "**Dr. Smith**" in email and verbally.
6. When you email me, please remember to include **HIST122** at the beginning of the subject heading to alert me that I have received a message from one of my online students.

Participation:

Course Netiquette [\[1\]](#)

Our discussion should be collaborative, not combative; you are creating a learning environment, sharing information and learning from one another. **Respectful communication is important to your success in this course and as a professional.** Please re-read your responses carefully before you post them so others will not take them out of context or as personal attacks. **Be positive to others and**

diplomatic with your words and I will try my best to do the same. Be careful when using sarcasm and humor. Without face-to-face communication, your joke may be viewed as criticism. Experience shows that even an innocent remark in the online environment can be easily misconstrued.

Posts that are disrespectful, abusive, written in slang, or incomplete sentences will be **deleted and receive no credit.**

[1] Netiquette prepared by Charlene Douglas, Associate Professor, College of Health & Human Services, GMU. Adapted by Susan E. Bond, George Mason University (2014).

Technology Requirements:

Hardware:

You will need access to a **Windows or Macintosh computer with at least 4 GB of RAM and to a fast and reliable broadband internet connection (e.g., cable, DSL).** A larger screen is recommended for better visibility of course material. You will need speakers or headphones to hear recorded content and a headset with a microphone is recommended for the best experience. For the amount of Hard Disk Space required to take a distance education course consider and allow for:

1. the storage amount needed to install any additional software and
2. space to store work that you will do for the course.

If you are considering the purchase of a new computer, please visit Patriot Computers located on the first floor of the Johnson Center or contact them at 703.993.4100 or compstor@gmu.edu for recommendations.

****Important Final Word on Hardware:** Given the online design of this course, **having a working computer is critical to completing all assignments in a timely fashion.** During the course of this semester, if you experience a major technical problem with your personal computer, it is **your responsibility** to find an alternate computer to complete any required assignments. In other words, **a malfunctioning personal computer will *not* be accepted as an excuse for late assignments or missed work.**

Software:

Many courses use Blackboard as the learning management system. You will need a browser and operating system that are listed compatible or certified with the Blackboard version available on the myMason Portal. See [supported browsers and operating systems](#). Log in to [myMason](#) to access your registered courses. Some courses may use other learning management systems. Check the syllabus or contact the instructor for details. Online courses typically use [Acrobat Reader](#), [Flash](#), [Java](#), and [Windows Media Player](#), [QuickTime](#) and/or [Real Media Player](#). In addition, you will need [Microsoft Office 365](#). Your computer should be capable of running

current versions of those applications. Also, make sure your computer is protected from viruses by downloading the latest version of Symantec Endpoint Protection/Anti-Virus software for free at [GMU Anti-Virus Link](#).

Students owning Macs or Linux should be aware that some courses may use software that only runs on Windows. You can set up a Mac computer with Boot Camp or virtualization software so Windows will also run on it. Computers running Linux can also be configured with virtualization software or configured to dual boot with Windows.

Hardware or software required for this course or program may be available for purchase at [Patriot Computers](#) (the University's computer store that offers educational discounts and special deals).

Two-Factor Authentication (2FA):

George Mason University uses 2FA as an added level of protection to reduce the likelihood of cyber criminals gaining access to your accounts and private information. A second form of authentication paired with your NetID and Patriot Pass password makes your confidential information more difficult to steal.

WHAT IS 2FA?

2FA uses two factors to verify you are who you say you are. 2FA makes your personal information less vulnerable and helps prevent anyone but you from accessing your accounts, even if they know your Patriot Pass Password.

- The first factor (*something you know*) is the verification of the Mason NetID and Patriot Pass Password, and
- The second factor (*something you have*) is generally a smartphone, but other options are available.

WHO NEEDS TO USE IT?

While all GMU Employees (all faculty, staff, and student workers) are *required* to use 2FA, it is *optional* for students at this time. Using 2FA as a student is *highly recommended to protect your personal information from cyber criminals*. To enroll in 2FA as a student, please visit: [Two-Factor Website Link](#).

Student Responsibilities:

MasonLive/Email

Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. For accessibility and privacy, the university, school, and program will send communications to students solely through their Mason email account—students should respond accordingly (See [MasonLive Login](#)).

Patriot Pass

Once you sign up for your Patriot Pass, your passwords will be synchronized, and you will use your Patriot Pass username and password to log in to the following systems: Blackboard, University Libraries, MasonLive, myMason, Patriot Web, Virtual Computing Lab, and WEMS. [See [Patriot Pass Management](#)].

Students with Disabilities

Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester (See [Office of Disability Services](#)).

Academic Integrity

Students must be responsible for their own work, and students and faculty must take on the responsibility of dealing explicitly with violations. The tenet must be a foundation of our university culture. (See [Office of Academic Integrity](#)).

Honor Code and Virtual Classroom Conduct:

Students must adhere to the guidelines of the George Mason University Honor Code (See [George Mason Honor Code](#)).

We value critical thinking and therefore, it is imperative that students read the assigned books and articles prior to the class with a critical eye. Active thought, quality of inputs, and a conflict resolution attitude should be your guiding principles.

Work Ethic:

HIST 122 is designed as a collaborative learning experience. It is important that students participate in every class assignment and that they contribute actively to groups and class discussions. Please participate enthusiastically in group activities while respecting the opinions and valuing the work of other group members. If you focus on individual effort alone in this course, it will weaken your overall learning experience.

That stated, **any individual work should be strictly your own.** Presenting another's work as your own (plagiarism) will result in a zero grade for the assignment. While a powerful tool, please use the Internet with caution. **Reference your sources, resist the temptation to cut and paste material into your own work, and use independent validation of the information where appropriate.**

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: **Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.**

If you are absent from the course for one week (no posts in discussion boards, no quizzes or assignments completed), I require that you meet with me via Zoom to discuss Selective Withdrawal from the course.

University Policies

Students must follow the university policies. [See [GMU University Policies](#)].

Responsible Use of Computing

Students must follow the university policy for Responsible Use of Computing. [See [Responsible Use of Computing](#)].

University Calendar

Details regarding the current Academic Calendar. [See [GMU Calendar](#)].

Religious Holiday Calendar

George Mason University encourages student to participate in their respective religious holiday celebrations: [Religious Holiday Calendar](#)

University Catalog

The current university catalog: See [University Catalog](#)

Student Services

Writing Center:

The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing. (See [GMU Writing Center](#)).

ESL Help:

The program was designed specifically for students whose first language is not English who feel they might benefit from additional, targeted support over the course of an entire semester. (See [ESL Help](#)).

University Libraries

University Libraries provides resources for distance students. (See [GMU Library Assistance](#)).

Counseling and Psychological Services

The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See [GMU Counseling and Psychological Services](#)].

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the "Buckley Amendment," is a federal law that gives protection to student educational records and provides students with certain rights. [See [FERPA Privacy Act](#)].

Grading:

Activities /Assignments	Percentage of Grade	Description
Class Participation	10%	Syllabus quiz; "This Week in History" blog posts; screening <i>all</i> videos and mini-lectures <i>completely</i> ; proper "Netiquette" used in all online discussions.
Comprehension Quizzes	30%	Comprehension quizzes on the textbook as well as the course films as assigned.
Discussion Board Posts/Blogs	40%	Discussion board and "Show and Tell" blog posts <i>including</i> responding to classmates' posts.
Individual Written Assignments	20%	Individual written assignments for the course including: any primary source analysis assignments or additional short writing assignments.

Grading Scale:

A+	98-100%	C	73-76%
A	93-97%	C-	70-72%
A-	90-92%	D+	67-69%
B+	87-89%	D	63-66%
B	83-86%	D-	60-62%
B-	80-82%	F	59% or less
C+	77-79%		

Learning Outcomes

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

1. Explain how industrialization, immigration, and urbanization were key historical forces in the formation of modern America.
2. Distinguish between and analyze primary and secondary sources.
3. Identify periods of modern American history (e.g., the Progressive Era (before and around World War I) the Great Depression, the post-World War II, Cold War Era.
4. Explain how the United States became a world power in international politics.
5. Interpret a historical question (e.g. Why did the United States government drop the atomic bomb on Hiroshima?) using multiple types of primary sources like a photograph, a song, and other artifacts.
6. Differentiate between opinions and substantiated scholarly claims.
7. Reflect and write critically about the diversity of human experience as influenced by geographical location, race, ethnicity, cultural traditions, gender and class.

8. Develop a historical argument (e.g., “The victories of the modern civil rights movement were a response to Cold War politics rather than an actual change in attitudes about racial equality.”) using both primary and secondary sources as evidence to support that argument.

Course Schedule:

Introduction to Course Schedule:

This asynchronous course is organized around weekly modules. The modules run from **Tuesday to the following Monday** each week. Each module includes your assignments for the week and the schedule of deadlines. In general, there will be two main deadlines for assignments:

Thursdays by 11:59 pm and **Mondays by 11:59 pm**.

That stated, there will be *additional deadlines for certain assignments*. For example, for a discussion board assignment, you may be required to post your comments to the board by **noon on Monday** and then respond to your classmates’ posts by **11:59 pm on Monday**. In other words, please pay attention to all deadline schedules—especially with assignments that have multiple steps.

Since this is an asynchronous course, all students are **welcome to submit assignments earlier than the deadlines**, which can reduce stress. To avoid confusion, only one module will be available at a time on Blackboard. I will, however, release next week’s module on Fridays for those students who want to work ahead. For the final exam, I will re-open all modules for review.

Finally, the schedule presented here is **provisional**. In other words, in online asynchronous learning, it is often critical to adapt or revise assignments to enhance the learning experience. Rest assured, any changes to the schedule presented here will be announced in advance via “Course Announcements.” For this reason, please make a habit of checking your GMU e-mail regularly for any updated information about class assignments or deadlines.

NOTE: Blackboard’s interface can be temperamental. If you have difficulty accessing any course content or assignment, please e-mail me immediately so that I can fix the problem.

Module 1: Course Introduction (January 25-Feb. 1, 2021)

Topics:

- Course Introduction
- How Historians Do Research
- The Origins of Online Learning: A History of Wireless Technology

Content:

Videos:

“Welcome Video”
 “How to Take this Course”
 “How Historians Do Research”

Readings:

Out of Many, Introductory essay, “Community and Diversity”

Joanne Freeman, "Being a Historian During Historic Times," *The Atlantic*, August 7, 2020

Arthur Lubow, "A Portrait of America That Still Haunts, Decades Later," *The New York Times*, June 12, 2020

Films: *Tesla: Master of Lightning*

Assignments and Due Dates:

Due: Thursday, January 28, 2021 by 11:59 pm:

- View Mini-Lecture: "Welcome Video"
- View Mini-Lecture: "How to Take This Course"
- 1.1 "Introduce Yourself" blog post
- 1.2 Syllabus quiz

Due: Monday, February 1, 2021

- View Mini-Lecture: "How Historians Do Research"
- Read Arthur Lubow, "A Portrait of America That Still Haunts, Decades Later," *The New York Times*, June 12, 2020
- 1.3 "Primary v. Secondary Source" Quiz
- View film, *Tesla*
- 1.4 Take Comprehension Quiz on film, *Tesla*
- Read "Community and Diversity" essay and Freeman essay
- 1.5 Discussion Board: Introductory readings
 - 1.5a Post to the discussion board by **noon on Monday**.
 - 1.5b Post replies to **two** classmates by **11:59 pm on Monday**.

Module 2: The Gilded Age (Feb. 2-Feb. 8, 2021)

Topics:

- Industrialization and Labor
- The New South
- The Rise of Consumer Culture

Content:

Videos: "Hello to This Week's History"

Readings: *Out of Many*, Chapter 19
Emily A. Remus, "Tippling Ladies and the Making of Consumer Culture"

Films: *The Gilded Age*

Assignments and Due Dates:

Due: Thursday, February 4, 2021:

- View "Hello to This Week's History" video
- 2.1 "Hello to This Week's History" blog post
- Read Chapter 19, *Out of Many*
- 2.2 Comprehension Quiz on Chapter 19, *Out of Many*
- 2.3 "Show and Tell" Blog Post: Tin Pan Alley

Due: Monday, February 8, 2021

- View *The Gilded Age* film
- 2.4 Comprehension Quiz on film, *The Gilded Age*
- 2.5 Primary Source Assignment: “Tippling Ladies”: Gender, Public Space, and Consumer Culture

Module 3: Democracy and Empire (Feb. 9-15, 2021)**Topics:**

- Populism
- The Crisis of the 1890s
- The Path to Imperialism

Content:**Videos:** “Hello to This Week’s History”**Readings:** *Out of Many*, Chapter 20**Films:** *Crucible of Empire: The Spanish-American War***Assignments and Due Dates:****Due: Thursday, Feb. 11, 2021:**

- View “Hello to This Week’s History” video
- 3.1 “Hello to This Week’s History” blog post
- Read Chapter 20, *Out of Many*
- 3.2 Comprehension Quiz on Chapter 20, *Out of Many*
- 3.3 Show and Tell” Blog Post: Yellow Journalism

Due: Monday, Feb. 15, 2021

- View *Crucible of Empire* film
- 3.3 Comprehension Quiz on film, *Crucible of Empire*
- 3.4 Discussion Board: Native American Boarding Schools
 - 3.4a Post to the discussion board by **noon on Monday.**
 - 3.4b Post replies to **two** classmates by **11:59 pm on Monday.**

Module 4: Urban America and Progressivism (Feb. 16-22, 2021)**Topics:**

- Origins of Progressivism
- Social Control and Its Limits
- Women’s Movements and Black Activism

Content:**Videos:** “Hello to This Week’s History”

“The Progressive Era”

Readings: *Out of Many*, Chapter 21**Films:** *The Triangle Fire*

Assignments and Due Dates:**Due: Thursday, Feb. 18, 2021:**

- View “Hello to This Week’s History” video
- 4.1 “Hello to This Week’s History” blog post
- Read Chapter 21, *Out of Many*
- 4.2 Comprehension Quiz on Chapter 21, *Out of Many*
- 4.3 “Show and Tell” Blog Post: Women’s Suffrage

Due: Monday, Feb. 22, 2018

- View *Triangle Fire* film
- 4.4 Comprehension Quiz on film, *Triangle Fire*
- 4.5 Discussion Board on Triangle Shirt Waist Fire
 - 4.5a Post to the discussion board prompt by **noon on Monday**.
 - 4.5b Post your replies to **two** classmates by **11:59 pm on Monday**.

Module 5: The Great War (February 22-March 1, 2021)Topics:

- The Great War
- American Mobilization
- Repression and Reaction to WWI

Content:**Videos:** “Hello to This Week’s History”**Readings:** *Out of Many*, Chapter 22**Films:** *The Great War*, Part 2Assignments and Due Dates:**Due: Thursday, February 25, 2021:**

- View “Hello to This Week’s History” video
- 5.1 “Hello to This Week’s History” blog post
- Read Chapter 22, *Out of Many*
- 5.2 Comprehension Quiz on Chapter 22, *Out of Many*
- 5.3 “Show and Tell” Blog Post: WWI Propaganda Posters

Due: Monday, March 1, 2021

- View film, *The Great War*, Part 2
- 5.4 Comprehension Quiz on film, *The Great War*, Part 2
- 5.5 Primary Source Assignment: 1918 Influenza Pandemic

Module 6: The Twenties (March 2-8, 2021)Topics:

- Postwar Prosperity
- The New Mass Culture

- Prohibition

Content:

Videos: “Hello to This Week’s History”
“What Made America Modern?”

Readings: *Out of Many*, Chapter 23

Films: *Prohibition*, “A Nation of Scofflaws”

Assignments and Due Dates:

Due: Thursday, March 4, 2021:

- View “Hello to This Week’s History” video
- 6.1 “Hello to This Week’s History” blog post
- Read *Out of Many*, Chapter 23
- 6.2 Comprehension Quiz on Chapter 23, *Out of Many*
- View “What Made America Modern” video
- 6.3 “Show and Tell” Blog Post: The “New” Woman

Due: Monday, March 8, 2021

- View film, *Prohibition*, “A Nation of Scofflaw,”
- 6.4 Comprehension Quiz on film, *Prohibition*, “A Nation of Scofflaws”
- 6.5 Primary Source Assignment: Early Radio Broadcasting

Module 7: The Backlash Against Modernity and Migration (March 9-15, 2021)

Topics:

- The Tulsa Race Riot of 1921
- The Scopes Trial

Content:

Videos: “Hello to This Week’s History”
“Backlash Against Modernity”

Films: *Goin’ Back to T-Town*
Monkey Trial

Assignments and Due Dates:

Due: Thursday, March 11, 2021:

- View “Hello to This Week’s History” video
- 7.1 “Hello to This Week’s History” blog post
- View “Backlash Against Modernity”
- View film, *Goin’ Back to T-Town*
- 7.2 Comprehension Quiz on *Goin’ Back to T-Town*
- 7.3 Primary Source Assignment: The Tulsa Race Massacre 1921

Due: Monday, March 15, 2021

- View film, *The Monkey Trial*
- 7.4 Comprehension Quiz on film, *The Monkey Trial*

- 7.5 Discussion Board on Scopes Trial
 - 7.5a Post to the discussion board by **noon on Monday**.
 - 7.5b Post your replies to **two** classmates by **11:59 pm on Monday**.

Module 8: The Great Depression and the New Deal (March 16-22, 2021)

Topics:

- The Great Depression
- The New Deal
- The Documentary Impulse
- Race in the 1930s: Scottsboro and Tuskegee

Content:

Videos: "Hello to This Week's History"
"Life During the Great Depression"

Readings: *Out of Many*, Chapter 24

Films: *Scottsboro: An American Tragedy*

Assignments and Due Dates:

Due: Thursday, March 18, 2021:

- View "Hello to This Week's History" video
- 8.1 "Hello to This Week's History" blog post
- Read Chapter 24, *Out of Many*
- 8.2 Comprehension Quiz for Chapter 24, *Out of Many*
- View "Life During the Great Depression" video
- 8.3 "Show and Tell" Blog Post: Documentary Photography of the 1930s

Due: Monday, March 22, 2021

- View film, *Scottsboro: An American Tragedy*
- 8.4 Comprehension Quiz on film, *Scottsboro: An American Tragedy*
- 8.5 Discussion Board on the Tuskegee Experiment
 - 8.5a Post to the discussion board prompt by **noon on Monday**.
 - 8.5b Post your replies to **two** classmates by **11:59 pm on Monday**.

Module 9: World War II (March 23-29, 2021)

Topics:

- The Arsenal of Democracy
- The Homefront
- U.S. Military Service
- Hiroshima

Content:

Videos: "Hello to This Week's History"
"United We Fight: Americans on the Homefront"

Readings: *Out of Many*, Chapter 25

Films: *Zoot Suit Riots*

Assignments and Due Dates:**Due: Thursday, March 25, 2021:**

- View “Hello to This Week’s History” video
- 9.1 “Hello to This Week’s History” blog post
- Read Chapter 25, *Out of Many*
- 9.2 Comprehension Quiz for Chapter 25, *Out of Many*
- View “United We Fight: Americans on the Homefront” video
- 9.3 “Show and Tell” Blog Post: Japanese American Internment

Due: Monday, March 29, 2021

- View film, *Zoot Suit Riot*
- 9.4 Comprehension Quiz on film, *Zoot Suit Riots*
- 9.5 Discussion Board on *Zoot Suit Riots*
 - 9.5a Post to the discussion board prompt by **noon on Monday**.
 - 9.5b Post your replies to **two** classmates by **11:59 pm on Monday**.

Module 10: The Cold War (March 30-April 5, 2021)**Topics:**

- The Policy of Containment
- Cold War Liberalism
- The National Security State
- Cold War Culture

Content:

Videos: “Hello to This Week’s History”
“Postwar America”

Readings: *Out of Many*, Chapter 26

Films: *McCarthy*

Assignments and Due Dates:**Due: Thursday, April 1, 2021:**

- View “Hello to This Week’s History” video
- 10.1 “Hello to This Week’s History” blog post
- Read Chapter 26, *Out of Many*
- 10.2 Comprehension Quiz for Chapter 26, *Out of Many*
- View “Postwar America” video
- 10.3 “Show and Tell” Blog Post: Cold War Propaganda

Due: Monday, April 5, 2021

- View film, *McCarthy*
- 10.4 Comprehension Quiz on film, *McCarthy*

- 10.5 Discussion Board on *McCarthy*
 - 10.5a Post to the discussion board prompt by **noon on Monday**.
 - 10.5b Post your replies to **two** classmates by **11:59 pm on Monday**.

Module 11: America at Mid-Century (April 6-April 12, 2021)

Topics:

- The Affluent Society
- Youth Culture
- Mass Culture
- Camelot: The Kennedy Administration

Content:

Videos: "Hello to This Week's History"
"Postwar America"

Readings: *Out of Many*, Chapter 26

Films: *Cold War Roadshow*

Assignments and Due Dates:

Due: Thursday, April 8, 2021:

- View "Hello to This Week's History" video
- 11.1 "Hello to This Week's History" blog post
- Read Chapter 26, *Out of Many*
- 11.2 Comprehension Quiz for Chapter 26, *Out of Many*
- View "Postwar America" video
- 11.3 "Show and Tell" Blog Post: Postwar Prosperity

Due: Monday, April 12, 2021

- View film, *Cold War Roadshow*
- 11.4 Comprehension Quiz on film, *Cold War Roadshow*
- 11.5a Discussion Board on *Cold War Roadshow*
 - 11.5a Post to the discussion board prompt by **noon on Monday**.
 - 11.5b Post your replies to **two** classmates by **11:59 pm on Monday**.

Module 12: The Civil Rights Movement (April 13-April 19, 2021)

Topics:

- Origins of the African American Civil Rights Movement
- Non-Violent Direct Action
- Black Power and Black Nationalism
- Civil Rights Beyond Black and White

Content:

Videos: "Hello to This Week's History"

Readings: *Out of Many*, Chapter 28

Films: *Negroes with Guns: Rob Williams and Black Power*

Assignments and Due Dates:**Due: Thursday, April 15, 2021:**

- View “Hello to This Week’s History” video
- 12.1 “Hello to This Week’s History” blog post
- Read Chapter 28, *Out of Many*
- 12.2 Comprehension Quiz for Chapter 28, *Out of Many*
- View “Postwar America” video
- 12.3 “Show and Tell” Blog Post: Civil Rights Photography

Due: Monday, April 19, 2021

- View film, *Negroes with Guns: Rob Williams and Black Power*
- 12.4 Comprehension Quiz on film, *Negroes with Guns: Rob Williams and Black Power*
- 12.5 Discussion Board on *Negroes with Guns: Rob Williams and Black Power*
 - 12.5a Post to the discussion board prompt by **noon on Monday**.
 - 12.5b Post your replies to **two** classmates by **11:59 pm on Monday**.

Module 13: War Abroad, War at Home (April 20-April 26, 2021)Topics:

- The Vietnam War
- War on Poverty
- Identity Politics
- Watergate

Content:

Videos: “Hello to This Week’s History”
 “The Times They Were A Changin’: 1960s America”

Readings: *Out of Many*, Chapter 29

Films: *Summer of Love*
Stonewall Uprising

Assignments and Due Dates:**Due: Thursday, April 22, 2021:**

- View “Hello to This Week’s History” video
- 13.1 “Hello to This Week’s History” blog post
- Read Chapter 29, *Out of Many*
- 13.2 Comprehension Quiz for Chapter 29, *Out of Many*
- View “The Times They Were A Changin’” video
- 13.3 “Show and Tell” Blog Post: The Counterculture

Due: Monday, April 19, 2021

- View documentary film assigned to you
- 13.4 Discussion Board on 1960s Protest movements

- 13.4a Post to the discussion board prompt by **noon on Monday**.
- 13.4b Post your replies to **two** classmates by **11:59 pm on Monday**.

Module 14: The Conservative Ascendancy (April 27-May 3, 2021)

Topics:

- The Rise of the New Right
- Environmentalism
- The Reagan Revolution
- Race and Gender in the 1990s: Anita Hill and Clarence Thomas

Content:

Videos: “Hello to This Week’s History”

“Stayin’ Alive: The Seventies”

Readings: *Out of Many*, Chapter 30

Films: *Kent State*

Clarence Thomas and Anita Hill: Public Hearing, Private Pain

Anita Hill: Speaking Truth to Power

Assignments and Due Dates:

Due: Thursday, April 27, 2021:

- View “Hello to This Week’s History” video
- 14.1 “Hello to This Week’s History” blog post
- Read Chapter 30, *Out of Many*
- 14.2 Comprehension Quiz for Chapter 30, *Out of Many*
- View *Kent State*
- 14.3 Comprehension Quiz for *Kent State*

Due: Monday, May 3, 2021

- View the Anita Hill-Clarence Thomas film assigned to you
- 14.4 Discussion Board on Anita Hill and Clarence Thomas
 - 14.4a Post to the discussion board prompt by **noon on Monday**.
 - 14.4b Post your replies to **two** classmates by **11:59 pm on Monday**.

Final Exam: There will be a comprehensive “Primary Source Analysis Assignment” due on **Monday, May 10 by 11:59 pm**.