

Development of Modern America  
HIST 122-DL1  
MW 1:30 pm – 2:45 pm via Zoom  
Office Hours: R 1-4 pm Eastern

Dr. Zayna N. Bizri  
Email: [zbizri1@gmu.edu](mailto:zbizri1@gmu.edu)  
Twitter: @gunsandgams

History is the story of how societies change through the choices people make. In this course, we will focus on the post-Reconstruction United States, and how the choices made at all levels of society affected the development of the nation-state. We will discuss choices large and small, the way events influence each other, and the overall patterns of history.

At the end of this class, you will be able to construct a rough timeline of historical events, make connections between historical events, describe change over time, and identify patterns over time. We will analyze historical sources, including digital history sources, tools, and presentations. We will also discuss secondary sources, which are words and images created based on primary sources. You will learn how to evaluate secondary sources for accuracy, objectivity, and utility. You will learn how to read primary sources for historical value, and how to create a narrative from a collection of primary sources. You will also learn to properly cite your sources, both primary and secondary, and how to support your assertions with good evidence.

#### **Online Course Information:**

1. All times are Eastern Time (Washington, DC time). I am available on Twitter and over email. I am available through email and Twitter. I will respond to all communication outside of office hours within 24 business hours. Please let me know if you are in a time zone other than Eastern. I am in the Pacific Time Zone, so I am rarely available for morning meetings in the Eastern Time Zone.
2. The class “week” is from Monday to Sunday.
3. Plan to spend an average of 6-8 hours of work per week on this class, including scheduled class meeting time, reading time, and research time. Be prepared to adjust the time allotted as the course progresses.
4. The Blackboard site is exclusively for our class. Twitter is public. You may make your Twitter account private, but both accounts need to be accessible to me and to your classmates. If you choose to make your Twitter private, you must accept all follow requests from me and your classmates.
5. Office Hours are a period where I will have a video chat open, and you can drop in at any point with any questions or concerns. These are a digital equivalent to face-to-face office hours, and any of my students, current and previous, are welcome to drop in.

#### **Textbook and Weekly Document Reader (Required, online version is free):**

*The American Yawp: A Massively Collaborative Open US History Textbook, Vol. II: After 1877*  
<https://www.americanyawp.com/>

*The American Yawp Reader: A Documentary Companion to the American Yawp*  
<https://www.americanyawp.com/reader.html>

**If you would prefer the hard copy version of the textbook, you may purchase it here:**

<https://www.sup.org/books/title/?id=30476>

**Case Studies (Required):**

*Talking Back to Civilization: Indian Voices from the Progressive Era*, by Frederick E. Hoxie  
(ISBNs: ebook – 9781319241742; paperback – 9780312103859)

*The Triangle Fire: A Brief History with Documents*, by Jo Ann Argersinger  
(ISBNs: ebook – 9781319328368; paperback – 9781319048853)

*The Chinese Exclusion Act and Angel Island: A Brief History with Documents*, by Judy Yung  
(ISBNs: ebook – 9781319077877; paperback – 9781319077860)

*American Working Women in World War II: A Brief History with Documents*, by Lynn Dumenil  
(ISBNs: ebook – 9781319159573; paperback – 9781319159559)

*March Book One*, by John Lewis, Andrew Aydin and Nate Powell  
(ISBN: paperback – 9781603093002)\*

*Jerry Falwell and the Rise of the Religious Right: A Brief History with Documents*, by Matthew Avery Sutton  
(ISBNs: ebook – 9781319241575; paperback – 9781457611100)

**\*March Book One is a graphic history. Hard copies are available in the campus bookstore, local comic shops, and on Amazon. The e-version is available on comiXology.com.**

**Expectations:** I expect that you will complete all readings in their assigned week, that you will submit all assignments as instructed and on time, and that you will contact me when you have questions or when you have difficulty with class or the material. You may expect that I will reply to all external communications within 24 business hours, I will post grades, discussion questions, and project parameters in a timely fashion as noted in the syllabus, I will tell you what I expect for all assignments and will clarify as much as you need, and I will hold our conversations outside of class confidential unless you tell me otherwise.

**Shared space policies:** The basic rules are to be civil, do not deliberately antagonize people, and when you break one of these rules, apologize and remedy the behavior. More specifically, be mindful that these are shared spaces. Swearing is allowed, though if there are specific words you would like us to avoid, please let me know, and I will let the class know without revealing who made the request.

**Technology Policy:** This is an online class. All class information, including assignments and grading rubrics, is in the Blackboard site for the class. You may contact me via Twitter, either in a public tweet or a direct message. Please note that Twitter communications are public. When contacting me via email, use your George Mason University student email account and email my George Mason University account, because that communication is federally protected by the Family Educational Rights and Privacy Act (FERPA). See the link for more information on FERPA. <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

**Academic Integrity Policy:** The integrity of the university community is affected by the individual choices made by each of us. Mason has clear guidelines regarding academic integrity. Three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. No grade is important enough to justify academic

misconduct. Plagiarism means using the exact words, opinions, or factual information from another person without giving the person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes. Paraphrased material must also be cited, using Chicago style format. A simple listing of books or articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in the academic setting. If you have any doubts about what constitutes plagiarism, please ask me.

**Disability Accommodations:** If you are a student with a disability and you need academic accommodations, please let me know as soon as practicable and contact the Office of Disability Services (<https://ds.gmu.edu/>). All academic accommodations must be arranged through Disability Services.

**Trigger Warning:** Several of the assigned sources can be upsetting and disturbing. If you have specific triggers, please let me know as soon as possible and I will note assignments accordingly. However, this will not release you from the assignment. The trigger warnings are to give you the tools you require to complete the assigned work.

**Extension policy and late policy:** Late assignments incur a 5% penalty for every 24 hours after their due date, unless otherwise extended (see below for extension policy). The late clock does not stop for weekends or holidays. All assignments 20 or more days late will incur a 100% penalty and will earn zero points. Due to the nature of the Twitter assignment, late posts will count in the week in which the entry is posted with no means of makeup, though Twitter is also eligible for extensions.

***All assignments are eligible for extensions.*** To earn an extension, you must contact me and request one. In your request, state the assignment for which you need an extension and propose how long you will need. You do not need to tell me why you need the extension (unless you feel comfortable sharing that information with me), you just need to be clear about your needs. You can request several days, if needed. If I do not hear from you that you need an extension, I will start the late clock and follow the procedures above.

**Grading:** I make every effort to grade your assignments in a timely fashion, so that you receive useful feedback as soon as possible. You will be able to track your progress throughout the semester by keeping track of the grades you earn on each individual assignment.

- Twitter is graded in real time and will be updated on Blackboard at least for Midterm Grades and Final Grades. I will try to post Twitter grades monthly.
- Research Assignments are graded starting the Monday after submission. Feedback and grades will be found in Blackboard.
- Quizzes are graded starting the Monday after submission. Feedback and grades will be found in Blackboard.
- The Research Project will be graded starting the Monday after submission. It will take at least two weeks to complete grading. Grades will post throughout the two weeks.

The grades are weighted – that is, some assignments are worth more overall than others. The weights are in the next section, along with descriptions of the assignments.

You are responsible for keeping track of your grades. The plus and minus modifiers on the letters can affect your GPA, which is why they are included on this list. You are also responsible for knowing what grade your major or college requires as a Pass in this class. Many majors and colleges require at least a C-, though there are some that accept a D. You will find this information in the university catalog from the first semester you enrolled at Mason and/or your specific program.

A+	97-100
A	96-94
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D	60-69
F	0-50

**Assignments:**

**10%: Twitter**

Create a professional Twitter handle for this class and tweet three times each week about history. These can be history facts, responses to the video lectures or to the readings, comments on current events, or substantive responses to your classmates.

I want to see what histories interest you. You may tweet about the history of a favorite sport, hobby, or your major. You can post a question or comment on one of the assigned readings or something interesting you found online. You can respond to someone else's tweet. You may post questions that come up during class, live-tweet lectures, or post a current news article that is relevant to class. You may tweet your thoughts about the case studies, respond to another student's question, or have a conversation with classmates about course materials. Some of the extra credit opportunities will be submitted through Twitter. Posting your extra credit submission will also count as a Tweet for the week.

Follow @ProfBizri by 11:59 pm on **Wednesday, January 26** and I will follow you back. You must follow all your classmates as well. I will post a list of Twitter handles in the Course Information section of the class Blackboard site.

Students will tweet at least 3 times each class week, which is Monday-Sunday. For example, Week 1 begins at 12:00 am Monday, January 24, and ends at 11:59 pm on Sunday, January 30. Week 2 then begins at 12:00 am on Monday, January 31 and ends at 11:59 pm on Sunday, February 6. The final week for credit ends **Saturday, May 7 at 11:59 pm**.

*\*Note: Twitter for both desktop and mobile defaults to "Top Tweets," which shows popular tweets or those that seem to align with your preferences and tweets. You must reset Twitter to "Latest Tweets" to see tweets as they are posted.*

Your Twitter handle can be anything you like, though you must clearly identify yourself and your section so I can properly credit your points. Due to a proliferation of bots and spam accounts, it is best to have no more than 4 digits at the end of your Twitter handle (ex: @TankFan1944, @DancingFeet721). You may use your Mason ID or something similar, or you can create something new (ex: @TastyPotatoes, @NursingStudent24) All Twitter handles should be set and following @ProfBizri by 11:59 pm Eastern on **Wednesday, January 26**. Your first tweets of the term are due by 11:59 pm Eastern on **Saturday, May 7**.

Include the hashtag **#HIST122DL1S22** in your tweets, so I may identify your section. You will earn 3 points for following @ProfBizri by the deadline and 1 point for each Tweet about history, to a maximum of 3 points per week. *The Twitter assignment happens in real time and is NOT eligible for late submission.*

### **10%: Prompt Responses**

Prompts are questions or assignments designed to get you thinking beyond the basic information in each assignment. There is a prompt for every class meeting. Some are emotional responses, others ask you to compare with an earlier assignment, and others are based off of assigned videos or course lectures. Prompts should be submitted by the end of the assigned week. *The Late Penalty does not apply to Prompt Responses, though it is considerably easier to complete them when they are assigned.*

### **10%: Discussion Days**

We will discuss each of the six assigned case studies on designated Discussion Days. Students will present on a section of their selected case study and we will have a group discussion as a class after the presentations.

Students will sign up to present on one case study. Each student will select a source (or a selection of up to a few pages from *March Book One*) that they designate the highlight of the book. Students must collaborate with the others presenting on the same case study so that they all select different highlights.

Students will present their highlight on Discussion Days and should be prepared to answer questions from the other students about their choice. All students should attend Discussion Days as regular class sessions. Students who are not presenting should be prepared to ask questions of presenters. Presentations should be a few minutes long (2-4 minutes) and will be used as frameworks for the following group discussion of the case study.

The selection should be an exemplar of the book – you are arguing that if someone only reads one section, your choice should be that section. You will present your highlight to the class on Discussion Days. Address the following points in your presentation:

- a. Why is this the highlight of the case study? (Describe the source. How does it connect to other parts of the book or commonly known events? What about it makes it significant?)
- b. Explain the overarching theme of the case study. What question does your highlight answer, address, or complicate?

- c. What projects could be created based on this source? (A paper, a website, a social media page, a radio play, a dance, a sculpture)
- d. How does your highlight help the collection fit with the rest of our coursework? (Did we cover it in class, or is it on the syllabus for an upcoming week? Is it background information? Does it help explain current events?)

**\*Note: Discussion Days are on Wednesdays, except for *Jerry Falwell and the Rise of the Religious Right*, which will be discussed on Monday, May 2.**

### **10%: What Did I Miss? Secondary Source Assessment**

Research an event, location, person or topic you believe deserves inclusion in the course and find a secondary source that could be used as a supplement to the course texts. The topic must fit within the course parameters, which for this course is United States history after 1877. Using the source assessment skills you have learned over the semester, assess the secondary sources you find and select the best one. You will determine both the parameters for "best" and why the selected source fits those parameters. In your submission, explain why the topic should be included in the course, explain what parameters you used to determine what was best, and explain how your selected source fits those parameters.

The secondary source can be anything from serious to silly, as long as it is freely available online – that is, not behind a paywall or a subscription wall. The source should fit in with the rest of the course materials regarding length and tone. (You may submit a video I did not assign from one of my commonly referenced YouTube channels, for example.)

Since this is an end-of-term project, the submission portal will not be available until Week 14 of the term. **Submit the link to the source and your explanations to the portal at any point between Monday, April 25 and 11:59 pm on Saturday, May 7.**

### **30%: Research Process, Reflection, and Project**

This portion of the grade is comprised of three assignments – research process assignments (10%), research reflection assignments (10%), and a research project (10%).

You will perform original, primary source-based historical research on a topic of your choice that falls within the parameters of the course and create a digital source about it. You will complete the research process assignments, write reflections on each step of the research process, and produce a mock-up or live version of your digital source.

#### *Research Project – 10%:*

You will select at least four primary sources that address a specific and narrow topic, state a thesis (a conclusion based on evidence from sources), and make an argument based on your analysis of the sources. You will summarize each source and analyze their contents for historical information. You will provide historical context and explain how the four sources work together to tell a story. The final project is due **Sunday, April 24, by 11:59 pm.**

You will create a digital project about your topic. It can be anything you like, as long as you present an argument and use primary sources to support it. Examples of a digital project include

a social media account, a video on YouTube, a video game, a podcast, an online museum exhibit, or an informational website. If you choose to create a presentation on Prezi or with PowerPoint, you must give the presentation somehow for your final submission. If you do not have the necessary coding and programming skills to create the kind of digital source you want, you may create a mock-up. A mock-up will include your primary research, citations, and a description of the digital source you envision. Examples of mock-ups include a series of images created in PhotoShop, a video script with annotations explaining the visual components, or a step-by-step description of how gameplay of the video game would work.

A topic usually addresses change over time, such as how doctors treated women's mental health between 1900 and 2000. Alternately, you may find several different perspectives on the same problem – for example, how did different groups react to Japanese internment in World War II? You may consider large historical problems and find sources that show how perspectives on it have changed over time – good examples of this are the movements toward desegregation and integration or the treatment of women in heavy industrial work in the late twentieth century.

***Submit to the Blackboard Assignment by 11:59 pm Eastern time on April 24. Include a bibliography page with all sources you consulted to create the project.***

Research Assignments – 10%:

1. *Broad topic or research question:* Submit either a broad topic you would like to learn more about or a historical question you would like answered. The topic or question should be broad at this point. Examples of a topic would be the history of American football or the history of Native Americans in World War II. Examples of a research question would be “How did religion influence westward expansion?” or “What was the role of women in the Chicano movement of the 1970s?” **Due Sunday, February 6 via Blackboard assignment.**
2. *Preliminary Source List:* Submit a list of at least THREE (3) proposed sources. ONE (1) must be a primary source and ONE (1) must be a secondary source. Include a brief analysis of each source – what is it, what is significant about the specific source, and why is it a good choice for your research project. Your bibliography entries must maintain consistent format throughout. **Due Sunday, February 20 via Blackboard assignment.**
3. *Research Proposal.* You will write a short essay (1-2 pages) explaining your proposed digital project. You will include a description of your proposed digital source. A social media account, a video, a video game, or an online exhibit are all examples of a digital source. You will explain how the digital project is the best way to present your information. You will also include a secondary source that provides a broad summary of your topic and one of your primary sources that addresses your topic directly and provide links or citations for each. **Due Sunday, March 6 via Blackboard assignment. I will include feedback on specifics for your proposed project at this point, including instructions for your footnotes and bibliography and instructions for length and scope of the project.**
4. *Workshop Week.* The class will be divided into groups and you will peer review each other's projects, in whatever state they are in. Each student will upload a draft or description of their site to their assigned Discussion Board thread, found in the “Workshop Week” Discussion Board forum, and review all the other students' uploads.

You will critique the projects for clarity, ease of use, structure, and any specific issues for which the creator has requested feedback.

- a. Each student will post their draft to their Discussion Board thread by **Sunday, April 3.**
- b. Each group member will review everyone else's drafts and reply with critiques in comments by **Sunday, April 10.**

Research Reflection Assignments – 10%:

1. Topic Selection: Explain your process for selecting your topic. What drew you to the topic? How did you find the topic? What issues did you face in the process? **Due Monday, February 7.**
2. List Post: Explain why you chose each of your sources. What issues did you have finding them? How do you see them fitting together to tell a story? If you have changed your topic, explain your reasoning and why you selected your new topic. **Due Monday, February 21.**
3. Proposal Post: Explain why you selected the type of project and how it works for your sources. Have new questions come up in the process? Do you need to do additional research on your topic? If you have changed your topic, explain your reasoning and why you selected your new topic. **Due Monday, March 7.**
4. Draft Post: Explain any issues you had while creating your draft. Did you have issues with the sources? With the writing process? With the technical process? What sort of changes in topic, sources, or type of project did you have to make, if any? What questions would you like your group members to answer? **Due Monday, April 4.**
5. Final Recap Post: Review the whole research and writing process. How did you arrive at your final topic? Where did you find your sources? What issue did you have to resolve in the process? What would you do differently if you had another assignment like this in the future? **Due Monday, April 25.**

### **30%: Quizzes and Final Exam**

For the quizzes and the final exam, you will create lists of terms that fit under a topic of your choosing. You will use the terms found on the course's term list, found in the Course Content section of the Blackboard site. You will only use terms from the course's main term list for your quizzes and final exam. The length and scope of the lists will increase with each quiz because you will be able to draw on the entire term list each time. You will submit your initial list to me through the Blackboard assignment for Part 1 of your grade, and you will participate in your assigned discussion board conversation for Part 2 of your grade.

#### *15%: Quizzes*

There will be three quizzes in two parts. The first part will be submitted via a Blackboard assignment, and the second part will be a small discussion group. Each part is graded separately, and the combined grades are the final grade for each quiz.

Part 1 – Create an Initial List: You create a list with a central term or theme, and all other terms within the list must relate to it in some way. Each of the three quizzes will have a minimum number of terms, and that number will increase over the semester. You will submit the list and identify the central term or theme to the **Quiz Part 1 Submission Portal**. First Submissions are



due on Sundays.

Part 2 – Discussion to Refine Lists: You will be placed in groups based on the main term and theme to discuss your lists the following week, Monday to Friday. These groups will be different for each quiz. Each student will post their list on **Monday of Discussion Week** and include at least a description of the central term or theme. You will read everyone else's lists and ask questions about the lists. Why did they select a term you did not? How does a term relate? What is their definition of a term you selected? Why did they not select a term you did? How do their terms relate to their theme?

You will respond to all questions posed to you, explain your choices and make decisions about what terms should remain on the list, what should be removed, and what should be added. On **Friday of Discussion Week**, you will submit a final version of your list to the **Quiz Part 2 Submission Portal**. This final version needs to include definitions for all terms and explanations for why each term is included on the list (either individually or in paragraphs that explain related terms). Finally, you must also include a paragraph or two explaining how the conversations with your classmates helped you refine your list.

Each quiz will have different requirements for length and participation in the Discussion Board. The quiz grading rubrics will be posted in the Blackboard Assignment and in the Discussion Board.

### **15%: Final Exam**

The final exam will be comprehensive and the same structure as the quizzes. You will create a set of lists from the main term list and defend your choices in an essay for each list. Due to the nature of finals week, the initial list submissions and discussion boards themselves will not be graded. However, you will have the opportunity to gain feedback from your classmates beginning on Wednesday, May 4.

You will create two or three\* lists based on a set of themes or central terms. In your final submission, you will include the lists and explanations of why you selected terms for them. Write an essay for each list to defend your choices as if it were the discussion board of the quizzes. Think about the best questions you posed and the best questions you were asked over the course of the term and address those concerns in your essays.

**The initial submission and Final Exam Discussion Boards ARE NOT GRADED.** Instead, you will describe how the conversation with your classmates helped you refine your list, just as you did for the quizzes. However, you need to submit your lists at the same time.

\*Please note: I expect the lists from a submission with two lists to be broader and more extensive than one with three lists. Three lists will allow you to be more focused in your theme choices. There is a Two List Rubric and a Three List Rubric. Both will be posted the day after the final research project is due so you can make an informed choice. You will also have access to Discussion Boards on the Reading Days before the Final Exam period begins. Once you submit your final exam lists, you may continue to provide feedback to your classmates in the forums.

The Final Exam lists can be submitted at any point in the Final Exam Period. **The Final Exam Submission Portal will open at 12:01 am on Wednesday, May 11 and will close at 11:59 pm on Tuesday, May 17.**

**Extra Credit:**

You may attempt any, or all, extra credit opportunities. You may earn a maximum of 10% extra credit overall. The extra credit is a percentage of your regular credit grade, so the higher your regular credit, the more points of extra credit you will earn. For example, if you earn 89/100 overall in the class, and the full 10% extra credit allowed, you will earn 8.9 points to add to your final grade, making it 97.9/100.

Historical Landmark Sign and the Random Extra Credit points are added together, and you will earn a percentage based on how many points you earn between the two. For example, if a total of 30 extra credit points are offered over term, and you earn 24, you will earn 8% extra credit points. Whatever you earn between Historical Landmark Sign and Random Extra Credit will be added to the points you earn for Yelp.com reviews, to maximum of 10%.

\*If you would prefer to not post a selfie or picture of your face, you can use a stand-in object. It can also be a stuffed toy, doll or object. In prior semesters, students have used a stuffed penguin, a HeiHei figurine, and a distinctive keychain, among many other objects. Post the image to your Twitter with the hashtag #ECDL1 and the class hashtag and describe the unique object.

Examples: “My Batgirl plushie will stand in for me.” OR “I am wearing an Arizona Cardinals facemask for all my EC submissions.”

**Yelp.com Review:**

Take part in a virtual event by a historical site or museum and write a Yelp review of it. If pandemic restrictions allow, you may visit a site in person. (In this case, state in the review that you visited the site in person to answer question #1.) Include the site’s mission, their interpretation of the history, and how the virtual event went, including ease of use. Each portion of the review must be substantive, with specific examples. Yelp reviews are graded on a scale of one to five. A review that earns a grade of 5/5 earns 1% extra credit overall.

You may submit up to **TEN** Yelp reviews over the course of the term, and you may submit a maximum of **THREE** per week. Reviews must be posted live to Yelp.com. The link to the review must be shared on your class Twitter account to be graded.

The review itself must address the following six questions:

1. What kind of virtual event is it?
2. Who is the intended audience for the site? (Who is it for?)
3. What makes up the site? (A monument? A park? A building?)
4. What is the site’s mission? Does it succeed?
5. How was the user interface for the tour?
6. What is your reasoning for the rating you gave?

**Historical Landmark Sign:**

This opportunity focuses on historical landmark signs – signs that describe or explain a significant event that happened in that location. Historical Landmark Signs are found on the side of the road, at intersections, and on important buildings. There are several on Mason's Fairfax Campus, and several more in Old Town Fairfax. Find the sign and take an identifiable selfie with it, using your registered image. You may submit up to **TEN** unique signs for one point each. There is no limit to how many you can submit in a week. Each submission also counts as a point for the Twitter regular credit assignment.

**Random Extra Credit:**

I will occasionally offer Random Extra Credit in class, in addition to the opportunities listed above. Random Extra Credit is calculated with the Historical Landmark Sign opportunity.

**Schedule**

Week 1: January 24-30

**January 26: Twitter Account set up**

*Talking Back to Civilization*, Part 1: Introduction. Part 2: The Documents, Chapters 1-2  
*American Yawp* and *Documentary Companion*: Chapter 16: Capital and Labor

Week 2: January 31 – February 6

**February 6: Topic due in Blackboard Assignment**

*Talking Back to Civilization*, Part 2: The Documents, Chapters 3-5  
*American Yawp* and *Documentary Companion*: Chapter 17: The West

Week 3: February 7-13

**February 7: Topic Reflection post due in Discussion Board Thread**

**February 9: Discussion Day, *Talking Back to Civilization***

*Talking Back to Civilization*, Part 2: The Documents, Chapters 6-7  
*American Yawp* and *Documentary Companion*: Chapter 18: Life in Industrial America

Week 4: February 14-20

**February 20: Quiz #1 Part 1: Initial List Due in Blackboard Assignment**

**February 20: Preliminary Source List due in Blackboard Assignment**

*The Triangle Fire*, Part 1: Introduction. Part 2: The Documents, Chapters 1-2  
*American Yawp* and *Documentary Companion*: Chapter 19: American Empire

Week 5: February 21-27

**Quiz #1 Part 2: Discussion Board**

**February 21: Post list to assigned Discussion Board thread**

**February 20-24: Discuss lists with fellow group members**

**February 25: Post final revised list in Blackboard Assignment**

**February 23: Discussion Day, *The Triangle Fire***

*The Triangle Fire*, Part 2: The Documents, Chapters 3-4  
*American Yawp* and *Documentary Companion*: Chapter 20: The Progressive Era

Week 6: February 28 – March 6

**March 6: Research Proposal Due in Blackboard Assignment**

*The Chinese Exclusion Act and Angel Island*, Part 1: Introduction, Part 2: The Documents, Chapters 1-2

*American Yawp and Documentary Companion*: Chapter 21: World War I & Its Aftermath

Week 7: March 7-13

**March 7: Research Proposal Reflection due in Discussion Board Thread**

**March 9: Discussion Day, *The Chinese Exclusion Act and Angel Island***

*The Chinese Exclusion Act and Angel Island*, Part 2: The Documents, Chapters 3-4

*American Yawp and Documentary Companion*: Chapter 22: The New Era

Week 8: March 14-20

**SPRING BREAK – NO CLASS MEETINGS**

Week 9: March 21-27

**March 27: Quiz #2 Part 1: Initial List due in Blackboard Assignment**

*American Working Women in World War II*, Part 1: Introduction. Part 2: The Documents, Chapter 1

*American Yawp and Documentary Companion*: Chapter 23: The Great Depression, Chapter 24: World War II

Week 10: March 28 – April 3

**Quiz #2 Part 2: Discussion Board**

**March 28: Post list to assigned Discussion Board thread**

**March 28 – April 1: Discuss lists with fellow group members**

**April 1: Post final revised list in the Blackboard Assignment**

**April 3: Post Draft to assigned Workshop Week Discussion Board thread**

*American Working Women in World War II*, Part 2: The Documents, Chapters 2-4

*American Yawp and Documentary Companion*: Chapter 25: The Cold War

Week 11: April 4-10

**April 4: Draft Reflection due in Discussion Board Thread**

**April 6: Discussion Day, *American Working Women in World War II***

**April 10: Workshop Week critiques due in your assigned Discussion Board thread**

*American Working Women in World War II*, Part 2: The Documents, Chapters 5-6

*American Yawp and Documentary Companion*: Chapter 26: The Affluent Society

Week 12: April 11-17

**April 13: Discussion Day, *March Book One***

**April 17: Quiz #3 Part 2: Initial List due in Blackboard Assignment**

*March Book One*

*American Yawp and Documentary Companion*: Chapter 27: The Sixties

Week 13: April 18-24

**Quiz #3 Part 2: Discussion Board**

**April 18: Post list to assigned Discussion Board thread**

**April 18-22: Discuss lists with fellow group members**

**April 22: Post final revised list in the Blackboard Assignment**  
**April 24: Final Project Due in Blackboard Assignment**

Week 14: April 25 – May 1

**April 25: What Did I Miss? Submission Portal Opens**

**April 25: Final Project Research Reflection due in Discussion Board**

*Jerry Falwell and the Rise of the Religious Right*, Part 1: The Introduction, Part 2: The Documents, Chapters 1-2

*American Yawp* and *Documentary Companion*: Chapter 28: The Unraveling, Chapter 29: The Triumph of the Right

Week 15: May 2-7

**May 2: Discussion Day, *Jerry Falwell and the Rise of the Religious Right***

**May 7: What Did I Miss? Due in submission portal**

**May 7: All outstanding assignments due by 11:59 pm**

*Jerry Falwell and the Rise of the Religious Right*, Part 2: The Documents, Chapters 3-5

*American Yawp* and *Documentary Companion*: Chapter 30: The Recent Past

**Final Exam Submission Portal will become available 12:01 am Wednesday, May 11 and will close at 11:59 pm on Tuesday, May 17.**

**\*\*Please be advised, the syllabus may change. All changes will be posted to Blackboard.**