

## Course Information

Semester & Year: Fall 2021

Course ID & Section #: V1878

Instructor's name: Deborah Syrdal

Course units: 3

## Instructor Contact Information

Office location: Online via Zoom

Office hours: By appointment

Email address: Canvas messaging preferred, or Deborah-syrdal@redwoods.edu

## Catalog Description

An exploration in the history of the United States from the Reconstruction period after the Civil War to the present. Of special importance is how the social, cultural, political, diplomatic, ethnic, and economic relations and institutions changed over time. The course will also introduce students to the nature of historical interpretation and how to interpret sources written during the historical time periods investigated in the class.

## Course Student Learning Outcomes

1. Analyze and assess the merits of various historical interpretations.
2. Analyze significant historical developments (social, cultural, political, economic, diplomatic, technological/scientific, global context) through the application of the historical concepts of process, context, and/or difference.
3. Apply secondary and/or primary source material to construct written and oral, logical, historical arguments.

## Prerequisites/co-requisites/ recommended preparation

**Successful completion of English 150 is a recommended pre-requisite for the course.** You will note that there is a substantial amount of both reading and writing (over 15 pages) required for this class. This is essential for a true engagement with and understanding of history. If you have not completed English 150, there is a good chance that you will not have the necessary reading and writing skills to successfully complete all the requirements of this course.

## Accessibility

Students will have access to online course materials that comply with the Americans with Disabilities Act of 1990 (ADA), Section 508 of the Rehabilitation Act of 1973, and College of the Redwoods policies. Students who discover access issues with this class should contact the instructor.

College of the Redwoods is also committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor or [Disability Services and Programs for Students](#) (DSPS). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: 707-476-4280, student services building, 1<sup>st</sup> floor
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

During COVID19, approved accommodations for distance education classes will be emailed to the instructor by DSPS. In the case of face to face instruction, please present your written accommodation request to your instructor at least one

week before the first test so that necessary arrangements can be made. Last-minute arrangements or post-test adjustments cannot usually be accommodated.

## **Student Support**

Good information and clear communication about your needs will help you be successful. Please let your instructor know about any specific challenges or technology limitations that might affect your participation in class. College of the Redwoods wants every student to be successful.

## **Admissions deadlines & enrollment policies**

Fall 2021 Dates

- *Classes begin: 8/21/21*
- *Last day to add a class: 8/27/21*
- *Last day to drop without a W and receive a refund: 9/03/21*
- *Labor Day Holiday (all campuses closed): 09/06/21*
- *Census date: 9/07/21 or 20% into class duration*
- *Last day to petition to graduate or apply for certificate: 10/28/21*
- *Last day for student-initiated W (no refund): 10/29/21*
- *Last day for faculty-initiated W (no refund): 10/29/21*
- *Veteran's Day (all campuses closed): 11/11/21*
- *Fall Break (no classes): 11/22/21 – 11/26/21*
- *Thanksgiving Holiday (all campuses closed): 11/24/21 – 11/26/21*
- *Final examinations: 12/11/21 – 12/17/21*
- *Last day to petition to file P/NP option: 12/17/21*
- *Semester ends: 12/17/21*
- *Grades available for transcript release: approximately 01/07/22*

## **Academic dishonesty**

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

## **Disruptive behavior**

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

## Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

## Setting Your Preferred Name in Canvas

Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. It does not change your legal name in our records. See the [Student Information Update form](#).

## Canvas Information

Log into Canvas at <https://redwoods.instructure.com>

Password is your 8 digit birth date

For tech help, email [its@redwoods.edu](mailto:its@redwoods.edu) or call 707-476-4160

Canvas Help for students: <https://www.redwoods.edu/online/Help-Student>

Canvas online orientation workshop: <https://www.redwoods.edu/online/Home/Student-Resources/Canvas-Resources>

## Community College Student Health and Wellness

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges [Health & Wellness website](#).

[Wellness Central](#) is a free online health and wellness resource that is available 24/7 in your space at your pace.

Students seeking to request a counseling appointment for academic advising or general counseling can email [counseling@redwoods.edu](mailto:counseling@redwoods.edu).

## Emergency procedures / Everbridge

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones. Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into WebAdvisor <https://webadvisor.redwoods.edu> and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or [security@redwoods.edu](mailto:security@redwoods.edu) if you have any questions. For more information see the [Redwoods Public Safety Page](#).

In an emergency that requires an evacuation of the building anywhere in the District:

- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building
- Keep streets and walkways clear for emergency vehicles and personnel

Do not leave campus, unless it has been deemed safe by the campus authorities.

## Del Norte Campus Emergency Procedures

Please review the [Crescent City campus emergency map](#) for campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information see the [Redwoods Public Safety Page](#).

## Eureka Campus Emergency Procedures

Please review the [campus emergency map](#) for evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information on Public Safety go to the [Redwoods Public Safety Page](#). It is the responsibility of College of the Redwoods to protect life and property from the effects of emergency situations within its own jurisdiction.

In the event of an emergency:

1. Evaluate the impact the emergency has on your activity/operation and take appropriate action.
2. Dial 911, to notify local agency support such as law enforcement or fire services.
3. Notify Public Safety 707-476-4111 and inform them of the situation, with as much relevant information as possible.
4. Public Safety shall relay threat information, warnings, and alerts through the Everbridge emergency alert system, Public address system, and when possible, updates on the college website, to ensure the school community is notified.
5. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet, (evacuation to a safe zone, shelter in place, lockdown, assist others if possible, cooperate with First Responders, etc.).
6. If safe to do so, notify key administrators, departments, and personnel.
7. Do not leave campus, unless it is necessary to preserve life and/or has been deemed safe by the person in command.

## Klamath Trinity Campus Emergency Procedures

Please review the responsibilities of, and procedures used by, the College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to communicate to faculty, staff, students and the general public during an emergency. It is the responsibility of College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to protect life and property from the effects of emergency situations within its own jurisdiction.

1. In the event of an emergency, communication shall be the responsibility of the district employees on scene.
  - a. Dial 911, to notify local agency support such as law enforcement or fire services.
  - b. If safe to do so, notify key administrators, departments, and personnel.
  - c. If safe to do so, personnel shall relay threat information, warnings, to ensure the school community is notified.
  - d. Contact Jolene Gates 530-625-4821 to notify of situation.
  - e. Contact Hoopa Tribal Education Administration office 530-625-4413
  - f. Notify Public Safety 707-476-4111.
2. In the event of an emergency, the responsible district employee on scene will:
  - a. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet.
  - b. Lock all doors and turn off lights if in lockdown due to an active shooter or similar emergency.
  - c. Close all window curtains.
  - d. Get all inside to safe location Kitchen area is best internal location.
  - e. If a police officer or higher official arrives, they will assume command.
  - f. Wait until notice of all is clear before unlocking doors.
  - g. If safe to do so, move to the nearest evacuation point outside building (Pooky's Park), directly behind the Hoopa Tribal Education Building.
  - h. Do not leave site, unless it has been deemed safe by the person in command. Student Support Services (required for online classes)

## Student Support Services

The following online resources are available to support your success as a student:

- [CR-Online](#) (Comprehensive information for online students)
- [Library Articles & Databases](#)
- [Canvas help and tutorials](#)
- [Online Student Handbook](#)

[Counseling](#) offers assistance to students in need of professional counseling services such as crisis counseling.

Learning Resource Center includes the following resources for students

- [Academic Support Center](#) for instructional support, tutoring, learning resources, and proctored exams. Includes the Math Lab & Drop-in Writing Center
- [Library Services](#) to promote information literacy and provide organized information resources.
- [Multicultural & Diversity Center](#)

Special programs are also available for eligible students include

- [Extended Opportunity Programs & Services \(EOPS\)](#) provides financial assistance, support and encouragement for eligible income disadvantaged students at all CR locations.
- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#)
- The [Veteran's Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821

## Information for this Class

### Welcome to History 9 online!

Please read the following syllabus and schedule carefully, as it contains information necessary to the successful completion of this course.

(A complete version of the syllabus will soon be available to download, if you prefer to have an offline copy.)

I reserve the right to make changes in the syllabus when necessary to meet learning objectives, or to better meet the needs of the class.

You can expect to spend about 12 hours per week on the class, including the reading and writing that is necessary. I strongly suggest that you get a calendar and block out the hours of each week that you want to spend working on the class, keeping track of the various class deadlines as you do so. Poor time management is one of the most common difficulties that students encounter when working online. A reliable and fast online connection, preferably dsl or cable, is also essential to doing well in the course—it's hard to do well in an online course when you can't get online!!

In this course, we will study the history of the United States from the Reconstruction period after the Civil War to the present. As stated in the course outline, of special importance is how the social, cultural, political, diplomatic, ethnic, and economic relations and institutions changed over time. Important to that goal, as we weave together a historical narrative that accounts for those changes and the way they impacted, and were impacted by, varying individuals and groups, is to look at the historical experiences of all kinds of Americans.

This will not simply be a history of great men, important dates, and significant conflicts, but will be inclusive in terms of looking at the experiences and histories of a broad swath of the American public over time: rich and poor; workers and industrial magnates; immigrants and native-born Americans; individuals of all races and ethnicities in America. How do their experiences impact each other? How do the interests of one group or another determine change? How are they affected by change? How are social and political relations shaped over time, and how and why do they shift? There are many questions to be asked (and answered).

This course will also rely on the use of **primary sources** (sources created or written in the time period being studied—what people at that time had to say about a given subject or issue.) This will allow you to learn how to interpret history for yourself as we investigate the periods covered in this course. **Secondary sources** (written interpretations of history which use primary sources and other secondary sources to provide that interpretation, such as your text) will also be used.

**Successful completion of English 150 is a recommended pre-requisite for the course.** You will note that there is a substantial amount of both reading and writing (over 15 pages) required for this class. This is essential for a true engagement with and understanding of history. If you have not completed English 150, there is a good chance that you will not have the necessary reading and writing skills to successfully complete all the requirements of this course.

### Contacting Me

If you have any questions, please feel free to contact me through one of the following:

1. **Preferred contact is via the Canvas messaging system.**
2. You can also email me at [deborah-syrdal@redwoods.edu](mailto:deborah-syrdal@redwoods.edu) , but if you have to do so please put HIST 9 and your name in the subject line! (I get a lot of mail there and I wouldn't want to overlook your message.) Again, Canvas messaging is preferred since it easily sorts and keep tracks of all our conversations, and messages are less likely to be missed.

I am online frequently and maintain regular contact through the course modules, the announcements, and also through private emails and messages. In addition, there is a section of each module designated as a question and answer forum. Please feel free to ask any course-related questions you may have in this forum. (Questions of a personal nature, such as re: a grade or absence, should be through private message.)

I will respond to any messages within 48 hours, usually sooner. If I have NOT replied in 48 hours you can assume that, for some reason, I didn't see the message, so please re-send it.

In addition, regular announcements will keep the class apprised of any issues that need to be addressed.

### Announcements:

Check the announcements each time you log in. I will keep you updated as to any important new course information in that section of Canvas. I also suggest adjusting your settings on Canvas so that you are notified via email if there is a new announcement posted.

### Required Readings

#### Textbooks:

1. *Give Me Liberty, Seagull 6th edition. Volume 2*, Eric Foner, W.W. Norton and Company, ISBN 978-0-393-41826-2

An ebook or print edition of the above book can be purchased at the following link:

[Give Me Liberty! Volume 2](#)

In addition, the book should be available through the CR bookstore and on [Amazon](#).

2. *Coming of Age in Mississippi*, Anne Moody, Dell paperback (any edition OK) ISBN-10: 0440314887

This book is also available in Kindle and audio editions and may be purchased on Amazon at the following link:

[Coming of Age in Mississippi](#)

The book should also be available through the CR bookstore.

#### Notes on the required readings:

**Textbook (Foner):** We are using the sixth Seagull edition this term. If you do happen to have purchased an earlier or different edition somewhere (like the 5th edition, complete edition, or value edition in print), it should work out OK for the most part-- there is a bit more on recent history in the newer versions, but most is the same and should work for most of the quizzes and the exams, with the greatest possible impact being on the quizzes since they directly correlate to the edition we're using. So occasionally you might find information in a different chapter or something, but for the most part it's the same.

**Supplemental readings:** *Coming of Age in Mississippi*, by Anne Moody. This is an interesting book/memoir that looks at one woman's journey through the Civil Rights Movement in Mississippi. I suggest that you start reading it no later than about the 8<sup>th</sup> module so that you're not overwhelmed with reading at the time it is due, which will be in Module 11.

In addition we will have primary source readings from a free open-source textbook put together by Stanford University Press (*The American Yawp Reader*) (AYR) and, later in the course, a couple of secondary source readings from a book called *America Divided*, by Isserman and Kazin (also free and available via CR online library.)

#### Grading:

Your grade should reflect what you have learned in this course, however that means you have to communicate to me what you have learned. Even if you have studied hard and have worked and learned brilliantly, you must communicate that brilliance through your participation in the discussion forums and on your exams and papers. A student who shows competence in an understanding of the facts (demonstrated through exams, papers, and discussions) will earn a "C" grade; a "B" grade requires the ability to analyze and place these facts in a wider context; an "A" grade requires mastery of facts, analysis, and interpretation, as well as superior writing and presentation.

There are a total of 870 possible points to be earned in this class, divided as follows:

- Two Exams @ 100 points each = 200 pts.
- Research Paper = 100 points
- Preliminary thesis statement and source list for research paper=20 points
- Quizzes @ 15 points per module x 15 modules = 225 points
- Discussion: 20 points per module x 15 modules = 300 points
- Discussion for *Coming of Age in Mississippi* = 25 points

Your final grade will be determined as follows (grade points will be recorded in the "Grades" section of Canvas so you may check your grades at any time).:

- 94-100% of points = A
  - 90-93% of points = A-
  - 88-89% of points = B+

- 83-87% of points = B
- 80-82% of points = B-
- 78-79% of points = C+
- 70-77% of points = C
- 60-69% of points = D
- 0-59% of points = F

## Exams

You will have two essay-format exams in the course. Each should be 1200-1,800 words. I will post the questions/topics at least seven days prior to their due dates. **You will only use the materials assigned in this course in crafting your exams (in other words, no outside sources are required or desired).**

**How to turn in your exams:** You will be turning in your exams and research paper through a site called turnitin.com. This site not only checks for plagiarism, but will also allow me to add comments as I review your work. **This is where you will find more detailed comments on your essays.** Double check that your paper was successfully uploaded to the site! Keep a copy of your exams and paper, at least until the end of this course. Contact me ASAP if you have difficulties. More information will be posted on Canvas, along with a link to for turnitin. Essays typically take around 7-10 days to be graded.

**Late exam/paper policy:** Your first exam and your research paper are due by 11:59 pm on the due dates noted on the course schedule. You will lose 3 points (about 1/3 of a letter grade) for every 24-hour period in which your exam or paper is late, up to a total of 20 points, for very, very late papers. I will accept exams submitted earlier than the due date. Your final exam is due by 11:59 PM on December 17. **No late papers will be accepted for the final exam.** I will continue to accept late work for the first exam and the paper throughout the term, but all assignments must be turned in by December 17!

**Plagiarism** (the definition of which we will review more specifically) is a violation of the Student Code of Conduct and will result in—at minimum—a grade of zero on the assignment.

## Quizzes:

There will be a timed (30 min.) 15 point multiple-choice quiz for each chapter, based on your readings in the Foner textbook, each available online on Canvas. These will, of course, be open-book. Note: each quiz randomly draws its questions from a larger pool of questions – no two quizzes are the same.

### Two important points about the quizzes:

1. **You may repeat these quizzes as many times as you wish during the open period and only the highest score will be recorded.**
2. You **MUST** complete these quizzes during the period that the readings for that topic are assigned. **There will be no make-up quizzes.**

## Discussion forum participation

Why discussion? The discussion forum will be the place where your thoughts regarding the material will be of use to your classmates (and will help you, as well) where they may answer your questions and then debate the answers. This course depends on your participation. Learning takes place best in dialogue with others, and since this course takes place online, we need this forum to replace all the ways in which students normally interact with each other.

**Each week I will assign you a discussion grade (0-20 pts.), which will be based on the following criteria:**

For full credit, you must post in each of the three threads in the discussion forum, plus respond to two of your classmates in the “Open” discussion, for a possible total of 20 points per module. The links to your weekly discussions can be found in each week’s module. You may post more frequently, of course (and hopefully you will), but only the first post in each of the three discussion forums will be graded as your “original post.” **Note: you will not be able to see other students' posts until you've made your initial/original post in any given discussion thread.** (More detail on this in Module One.)

There will be three kinds of discussions for you to participate in. The “Primary” discussion will ask you to respond to a question regarding that week’s readings/topics/issues. To earn full credit, you must post your response before Wednesday night at 11:59 PM. You may still post after that time, up until Sunday night, but you will lose a point for not meeting the deadline.

The second, “general,” discussion forum will focus more specifically on a particular issue for that week, but you have until Saturday at 11:59 PM to earn full credit for your post (you lose a point if you do not). Since each week's forum will not close until Sunday night at 11:59 PM, even if you miss the due-date, you still have another day to post.

The third, “open,” discussion forum is one in which you bring your own ideas and topics regarding that week’s material to discuss. This will be a threaded discussion which will allow you to respond to specific issues/topics that are brought up by your classmates within the discussion forum, and will be worth 20 points. An original post, plus two responses to other students are required. The posting due-date for the open forum is the same as for the second, general, forum.

You cannot make up for absences on the discussion forum by posting to forums for previous weeks. The forum will lock at the end of each week. If you haven’t posted during that module, you get no discussion credit for that module.

Posts are expected to demonstrate that they have been proofread for obvious grammatical and spelling errors, and in terms of length, between 150-300 words is a good average (the minimum length for full credit is 150 words). You will be assessed on the *quality* of your contributions. You need to demonstrate that you are engaged in the subject matter. **Please try to avoid using mobile devices for your discussion posts**—the result is usually too brief, grammatically incorrect, and lacking in analysis. In addition, the app has been known to “lose” posts--just like with the quizzes--and there is no way to trace them if that happens. Also, please do not feel you have to have a “correct” answer to post – **posts copy-pasting from sites like history.com or Wikipedia are considered plagiarism.** I’m interested in what YOU have to say, not what an internet site says. The point is the discussion, and so these are not graded like, say, a quiz would be, on the “rightness” or “wrongness” of the answer, but on how well you’ve thought through the provided readings and incorporated them into your discussion.

I know it sounds complicated, but I think you'll find it'll be pretty clear and easy once you start doing it.

#### **Use good "netiquette"**

- Check the discussion frequently and respond appropriately and on subject. Read what others have already contributed before you respond.
- Focus on one subject per post
- Capitalize words only to highlight a point or for titles--Capitalizing otherwise is generally viewed as SHOUTING!
- Be respectful and careful with your online interactions. I expect ALL students to be treated with respect in this class, no matter what their political beliefs, ethnicity, ability, sexual orientation, race, class, gender, religion, etc. may be
- Cite any quotes, references, and sources you might use.
- Don't forward or share another individual's post or comment without obtaining their permission FIRST!

- It's fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or "flaming" (angry, antagonistic criticism)
- Feel free to use emoticons such as :) or ;) to let others know you're being humorous.
- It's your discussion forum: The discussion forum is your forum, your space to air your thoughts and ideas. I will contribute several discussion questions at the beginning of each module and occasionally respond to questions and comments in your discussion forum, but for the most part it is YOUR place to engage with the readings and information. Use it! Enjoy it! Make it interesting and fun!

**Further information, as well as the grading rubric for discussions, can be found both in your weekly assignment rubric for the discussions and in the discussion forum on Canvas.**

There will also be a special 25 point discussion forum for the book, *Coming of Age in Mississippi*, which will be required, in addition to the normal discussion forums, in Module 11.

#### **Research Paper:**

Part of your work for this course includes a 1600-2200 word research paper based on one of the themes which I will provide. Your paper assignment guidelines posted on Canvas will give you the information you need to complete this assignment. **It will be due on December 5th.** The late-paper policy is the same as with the first exam and, of course, you may turn in your paper early.

**Preliminary thesis and sources list:** This will be due on 10/31, about a month before the research paper is due, and is worth 20 points. More detail will be provided in your Canvas modules.

#### **Modules:**

I will provide additional readings, activities, and selected PowerPoint presentations in your modules on Canvas. At the beginning of each module you will see a creatively-named "Read This First" page, which **you need to read through before you begin**. It will summarize the events you'll be looking at, as well as the points that you should be thinking about as you commence your readings. Each module will open on the date noted on the reading schedule at the bottom of the syllabus. *There will be a one day overlap in that your upcoming module will open a day before the module that you're currently working on is over.*

#### **Extra Credit:**

There is a 25 point extra credit assignment which involves watching a movie from a list that I have compiled and writing a brief review of that movie, following the guidelines that I have provided on Canvas.

#### **Hints for success:**

Here are some hints for doing well in this course:

1. Read actively, not passively. Think about the discussion and reading questions as you go along--and take notes! You will be reading a lot of different materials in this course. You may want to keep a notebook to write down your thoughts and ideas and to note important passages (and page numbers) that you may want to include in your discussions, or exams.
2. Look ahead. Some weeks require more reading than other weeks. Plan your time accordingly.
3. Participation in the discussion forum is required. Keep the discussion in mind as you read so that you will easily come up with a contribution that will be useful to yourself and to the rest of the class.
4. Don't fall behind. Online courses involve a degree of self-discipline in order to remain involved, engaged, and on-task. One way to ensure that you remain engaged with the class is to be certain that you do not fall behind on your requirements.

5. Contact me right away if you are having difficulties. I'm more than willing to help in any way I can. Don't wait until you are hopelessly confused or behind.

### **Reading and Assignment Schedule:**

The following is an overview of the required readings and assignments. Make a note now of the dates and times when assignments are due. **Some modules require more reading than others, so plan ahead.**

#### **Module One – 8/21-8/29: Introduction**

Syllabus

Canvas – Module 1

Discussion forum

Quiz 1 (Syllabus/Introduction)

#### **Module Two – 8/28-9/5: "What Is Freedom?"; Reconstruction, 1865-1877**

Foner Chapter 15; Primary source selections

Canvas – Module 2

Discussion forum

Quiz 2 (chapter 15)

#### **Module Three – 9/4-9/12: America's Gilded Age, 1870-1890**

Foner Chapter 16; Primary source selections

Canvas –Module 3

Discussion forum

Quiz 3 (chapter 16)

#### **Module Four – 9/11-9/19: Freedom's Boundaries, at Home and Abroad, 1890-1900**

Foner Chapter 17; Primary source selections

Canvas – Module 4

Discussion forum

Quiz 4 (chapter 17)

#### **Module Five – 9/18-9/26: The Progressive Era, 1900-1916**

Foner Chapter 18; Primary source selections

Canvas – Module 5

Discussion forum

Quiz 5 (chapter 18)

#### **Module Six – 9/25-10/3: Safe for Democracy: The United States and World War I, 1916-1920**

Foner Chapter 19; Primary source selections

Canvas –Module 6

Discussion forum

Quiz 6 (chapter 19)

#### **Module Seven – 10/2-10/10: From Business Culture to Great Depression: The Twenties, 1920-1932**

Foner Chapter 20; Primary source selections

Canvas –Module 7

Discussion forum  
Quiz 7 (chapter 20)

**Exam 1 due 10/10 @ 11:59 PM**

**Module Eight – 10/9-10/17: The New Deal, 1932-1940**

Foner Chapter 21; Primary source selections (suggest begin reading *Coming of Age in Mississippi*)

Canvas –Module 8  
Discussion forum  
Quiz 8 (chapter 21)

**Module Nine – 10/16-10/24: Fighting for the Four Freedoms: World War II, 1941-1945**

Foner Chapter 22; Primary source selections  
Canvas –Module 9  
Discussion forum  
Quiz 9 (chapter 22)

**Module Ten – 10/23-10/31: The United States and the Cold War, 1945-1953**

Foner Chapter 23; Primary source selections  
Canvas –Module 10  
Discussion forum  
Quiz 10 (chapter 23)

**Preliminary thesis statement and source list for research paper due 10/31**

**Module Eleven – 10/30-11/7: An Affluent Society, 1953-1960**

Foner Chapter 24; Primary source selections  
Canvas –Module 11  
Discussion forum

Discussion: *Coming of Age in Mississippi*  
Quiz 11 (chapter 24)

**Module Twelve – 11/6-11/14: The Sixties, 1960-1968**

Foner Chapter 25; Primary source selections; Isserman & Kazin "Why did America Fight in Vietnam?"  
Canvas –Module 12  
Discussion forum  
Quiz 12 (chapter 25)

**Module Thirteen – 11/13-11/21: The Conservative Turn, 1969-1988**

Foner Chapter 26; Primary source selections; Isserman & Kazin "No Cease-Fire"  
Canvas–Module 13  
Discussion forum  
Quiz 13 (Chapter 26)

**FALL BREAK 11/22-11/26**

**Module Fourteen – 11/27-12/5: From Triumph to Tragedy, 1989-2004**

Foner Chapter 27; Primary source selections

Canvas –Module 14

Discussion forum

Quiz 14 (chapter 27)

**RESEARCH PAPER due 12/5 @ 11:59 PM**

**Module Fifteen – 12/4-12/12: A Divided Nation**

Foner Chapter 28; Primary source selections

Canvas –Module 15

Discussion forum

Quiz 15 (chapter 28)

**Final Exam Due 12/17 @ 11:59 PM**