



**HIST 1302.02W (85203): History of the United States from Reconstruction
Course Syllabus: Fall 2026**



Civil rights march from Selma to Montgomery, Alabama. 1965. Via Library of Congress.

Professor:	Dr. Cynthia Ross
Class Location / Time:	Online Asynchronous
Office Location:	SS 104
Office Hours:	Monday 2:00pm-4:00pm Wednesday 2:00pm-3:00pm Friday 2:00pm-4:00pm
Instructor Email:	cynthia.ross@etamu.edu

Email is the best way to reach me outside of class. I typically respond to email during regular business hours, within one day during the week; emails sent after 5:00pm on Friday may not get a response until Monday morning.

Course Information

A broad interdisciplinary course in the historical development of the United States and North America from 1865. Note: Assignments will focus on reading, writing, and analysis.
Prerequisites: ENG 1301 or concurrent enrollment or ENG 1302 or concurrent enrollment.

Materials:

1. The American Yawp: <http://www.americanyawp.com/>
2. The American Yawp Reader: <http://www.americanyawp.com/reader.html>

Additional resources including videos and podcasts will be available in D2L.

This is a discussion based course. The quality of the course is directly related to your engagement – reading the assigned material, logging in to class, taking part in discussion exercises, and completing assignments. Class discussion and all assignments are based on the textbook and reader.

Student Learning Outcomes

As a Core Curriculum requirement, this class focuses on four common Student Learning Outcomes:

1. **Critical Thinking** - Students will be able to analyze, evaluate, or solve problems when given a set of circumstances, data, texts, or art.
2. **Oral/Visual Communication** - Students will communicate in a manner appropriate to audience and occasion with an evident message and organizational structure.
3. **Personal Responsibility** - Students will understand and practice academic honesty.
4. **Social Responsibility** - Students will demonstrate an understanding of societal and/or civic issues.

Student Learning Outcomes will be assessed by the Academic Honesty Quiz and a Primary Source Analysis assignment.

COURSE REQUIREMENTS

Instructional Methods and Assessment

This syllabus is available in D2L and is your guide for the course. This is a **discussion-based course. How this asynchronous discussion course works**

This course has no recorded lectures and no required live meetings. Each week, you will learn through reading, note-taking, primary-source analysis, written discussion, and collaborative historical problem-solving.

Each weekly module follows the same pattern:

1. Read the assigned textbook chapter and selected primary sources; prepare 1–2 pages of reading notes.
2. Complete the weekly reading quiz.
3. Make an evidence-based contribution to the week’s discussion activity or shared group document by the first deadline.
4. Read classmates’ work and respond substantively by the second deadline. A substantive response advances the conversation by asking a question, using course evidence, identifying a limitation, making a comparison, or explaining how another post changed or sharpened your thinking. “I agree” alone does not earn credit.
5. Complete the assigned individual or group activity and submit it through D2L by the module deadline.

Plan to enter the course at least three times each week: once to prepare and post (recommended by Wednesday at 11:59pm), once to read and respond to classmates (by Friday at 11:59pm), and once to complete or review the week’s work (by Saturday at 11:59pm).

The instructor's "Historian's Note" announcement on Monday will review strong interpretations gathered from students, discuss any misconceptions, and pose questions for the next unit.

Assignments, Student Responsibilities, Expectations, and Tips for Success

Academic Honesty Quiz

All students must complete the Academic Honesty Quiz in D2L during the first 10 days of the course. Log in to D2L, find Academic Honesty Quiz, click on the university policy, read it, complete the multiple-choice quiz.

Hello Note Card

You will complete a "notecard" in D2L during the first week of class. You will write your name and five things you want me to know about you, turning it in at the end of class. In the past students have shared fun things like their favorite ice cream, their dog's name, or their love of sports, while others have taken the opportunity to note a different name they go by, their pronouns, or if they are nervous about this course.

Reading Quizzes & Film Quizzes

Every week you will take a reading quiz over the assigned textbook chapter for the week. You will have 10 minutes to complete the quiz. Question format may be short answer, true or false, or multiple choice. There will be one reading quiz for each chapter.

You will also complete two quizzes over films watched as part of the class. These will be short answer responses completed as you watch the film.

Reading quizzes and film quizzes are available in D2L. Any missed quizzes can only be made up in the event of an excused absence (see rules below).

AI Assignment: AI as a Fallible Historian

This is a small assignment you will complete to test AI claims against assigned course evidence.

This assignment will engage your critical thinking, teach you source evaluation, academic honesty, and help you understand course material.

Group Discussion Assignments & Individual Discussion Assignments

You will be assigned into groups during the first week of the course. This will be your group for group discussion and collaborative assignments. These assignments will occur every other week, in rotation with the Individual Assignments. The group will receive grades for these assignments, but students can only earn credit when their individual contribution is visible in the D2L discussion or shared document by the deadline. Attendance and student participation in work will be verified through D2L and Google Docs metadata available in the instructor view in D2L.

Discussion Assignment Formats:

Document showdown: Students select two assigned primary sources and argue which better explains a historical problem.

Claim–evidence–question: Students make one historical claim, quote or closely cite two pieces of course evidence, then pose a genuine question to classmates.

Jigsaw document lab: Each group is assigned one source; each student posts a short source analysis, and the group publishes a jointly written interpretation.

Historical decision memo: Students advise an actor at a given moment, such as a Reconstruction official, organizer, voter, worker, or policymaker, using the limits and possibilities visible in the sources.

Continuity/change thread: Students identify one change and one continuity across two adjacent units, then respond to a peer whose evidence complicates their claim.

Interpretation clinic: Provide two defensible but competing claims; students must choose, qualify, or revise one using course readings.

Engagement, Attendance & Student Conduct

Regular engagement and keeping up with the material are critical in this course. Engagement includes logging in to class, being on time with assignment submission, engaging in discussion activities, and completing all assignments. If you have a problem with engagement due to illness, work, family, or life you need to contact me right away. Flexibility and extensions are possible if I know what is going on. Absences: University policy does allow excused absences in certain situations. These include participation in a required/authorized university activity, verified illness (doctor's note or positive dated covid PCR / flu test), death in a student's immediate family, jury duty, court dates, and military service. All of these excuses require proper documentation. Any other absences are **NOT** excused absences.

You must complete the readings every week and log in to the course prepared to complete the assignments by the due date. Have your reading notes handy. You are encouraged to ask questions and it is helpful to prepare them ahead of time. Unprepared attendance may be treated as an absence.

Students are expected to create and sustain an open intellectual online classroom environment, which fosters discussion - you should read each other's comments and questions with an open mind and respect viewpoints other than your own.

Students must also be open to understanding why people of the past did what they did, and should not dismiss these actors' views because they might be perceived as "wrong."

I evaluate the discussion portion of your Engagement grade on the following criteria:

A = Student is always prepared; makes frequent voluntary contributions to classroom discussion

B = Student is generally prepared; makes occasional voluntary contributions to discussion or participates only when called on

C = Student is usually prepared but rarely voluntarily contributes

D = Student is generally unprepared and does not contribute to discussion

F = Student is unprepared and appears disinterested in contributing to discussion

For a three-credit course, expect to spend nine hours on class work per week outside of regular class attendance to stay on top of the workload. That's about 12 hours a week, total. University classes can be difficult but not impossible with strict time management.

Note: Undergraduate students should not skip classes or be chronically late to class. Students are expected to attend every class session or log in regularly, as established by the professor; attendance, log ins, and activity in D2L will be tracked. Each unexcused absence beyond two (2)

instances will result in a semester grade reduction; excessive unexcused absences (more than 4) may be cause for a failing grade.

Primary Source Analysis Assignment

This assignment asks students to analyze information, communicate clearly and effectively, and show awareness of social and civil issues or problems. Using the assigned primary source document, students should write 1-2 paragraphs that: (1) identify the author/creator and context of the document (including when and where it was created); (2) consider the purpose of the document, including the author's goals in its creation and its intended audience; and (3) evaluate the document, analyzing why this document is important to help understand the historical period or the events it describes (its significance), and how the document contributes to our historical understanding of the period (historical causes and effect). The written analysis should be presented using full and complete sentences and proper grammar and punctuation.

Goodbye Notecard

On the last week of class, you will complete a goodbye "notecard." You will put your name at the top of the card and list five things you learned this semester, turning it in at the end of class. This could be anything related to the course topic, college life, technology, pretty much anything.

GRADING

Academic Honesty Quiz	20
Hello Notecard	10
Quizzes (15 reading @ 10 points each; 2 film @ 25 points each)	200
AI as a Fallible Historian	50
Primary Source Analysis (4 @ 50 points each)	200
Discussion Assignments (12 @ 20 points each)	240
Engagement (attendance, student conduct)	70
Goodbye Notecard	10
TOTAL:	800 points

***Student Evaluation Bonus:** At the end of the semester, if you complete the student evaluation for the class, you can upload a screen shot of the completion screen to D2L to replace one low quiz grade (10 points). Please make sure it is not a screenshot of any responses.

Semester Grades: A, Excellent: 100-90%; B, Good: 89-80%; C, Average: 79-70%; D, Below Average: 69-60%; F, Fail: 59% and below.

The general grading criteria for all written assignments in this class is based on the following:

A = Mastery of content and reading material; factual accuracy; thoughtful interpretation or argument that synthesizes original thoughts and ideas with content; technically clean

B = Good-to-excellent command of the majority of content and reading material; competent factual accuracy; a generally solid historical argument backed with adequate evidence

C = Fair command of content material; reasonable factual accuracy; ability to articulate a specific thesis or argument even if it is not original or is poorly supported by the evidence
D = Poor command of content; factual errors; no real argument driving the essay
F = Even worse than above; completely off topic; no work submission

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@etamu.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a ETAMU campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here: <https://community.brightspace.com/support/s/contactsupport>

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

All writing assignments will be completed in D2L.

Citation style should be MLA, parenthetical with author and page number, for quotations and paraphrasing.

Interaction with Instructor Statement

You are encouraged to email the professor with questions, concerns, or comments. Students must provide a valid return email address for replies.

When sending an email to any professor, treat it as if you are sending a message to a boss or employer – be professional. Do the following:

- 1) Use a subject line. This tells me what the topic is and prevents your message from ending up in my junk mail.
- 2) Include your class number – HIST 1302.02W. I need to know exactly which of my courses you are in.
- 3) Begin your email with a salutation – Dear Dr. Ross, Dear Professor Ross; end the email with your name, that is “sign” your message. I need to know who you are.

Making Up Work & Late Assignments

If you have an excused absence, reading quizzes and primary source analysis assignments can be made up with no penalty. Any work made up without an approved extension due to an excused absence for a university event may receive a one letter grade reduction in the final score.

Student Evaluation Bonus

There is no extra credit in this course. You are encouraged to talk to the instructor early and often if you are having problems in the course. There will be no special dispensations, favors, or individualized extra credit opportunities. It is not fair to the rest of the class if one student receives an opportunity not offered to the entire class.

Plagiarism

In all courses, I expect that all work that you do and turn in is your own. It is the policy of the University, the History & Liberal Studies Department, and myself that no form of plagiarism, cheating, collusion, or any other form of academic dishonesty will be tolerated. Plagiarism is defined as deliberately taking the words or ideas of someone else and passing them off as your own. Cheating is obtaining unauthorized assistance on any assignment. Collusion is the selling of academic products with the intention that they be submitted to satisfy an academic requirement. Students are expected to uphold and support the highest academic standards at all times.

It is fine to use other people’s words and ideas as long as they receive credit in citations. If you are unsure about the precise definition of plagiarism and/or think you may have committed this form of academic dishonesty, see the instructor or visit the Online Writing Lab.

If a student commits academic dishonesty on any part of an assignment, the assignment will receive a zero with no possibility for make-up. Additionally, any incidents of academic dishonesty may

be reported to the Office of the Provost by the Professor according to university policy 13.99.99.R0.03 Undergraduate Academic Dishonesty.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

Statement on Student Grievances

Students who have questions or concerns about the instructor's course policies or the conduct either of the instructor or a classmate should first consult with the instructor. In the event of a lack of resolution or satisfaction on the matter, the student may bring their concerns to the head of the History Department, Sharon Kowalsky (Sharon.Kowalsky@etamu.edu). If this does not result in a satisfactory conclusion to the matter, students may bring the issue to the attention of the Associate Dean of Students per procedures outlined on pp. 15-19 of the Student Guide Book.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.etamu.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

ETAMU Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.etamu.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at East Texas A&M University are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13student/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

AI Use Policy

East Texas A&M University acknowledges that there may be legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course. Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism). Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructor's guidelines. If no instructions are provided the student should assume that the use of such software is disallowed. In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

Generative AI tools including chatbots, text generators, and AI writing assistants are not permitted for graded work in this course except for the designated AI Assignment. For all other quizzes, discussions, primary-source analyses, reflections, group work, and written submissions, you must complete the work yourself.

You may use ordinary spelling and grammar checking tools that make limited, local corrections, but you may not use a tool to generate, rewrite, summarize, paraphrase, expand, or substantially revise your ideas or sentences. Do not submit text produced by an AI tool as your own work.

In the AI Assignment, you may use AI only as directed. You must disclose the tool used, your exact prompt, and the complete unedited output. You remain responsible for checking all claims and citations. Undocumented or unauthorized AI use is academic dishonesty and will be handled under university and course policies.

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Email: studentdisabilityservices@etamu.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.etamu.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

East Texas A&M University will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and East Texas A&M Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

East Texas A&M Supports Students' Mental Health

The Counseling Center at East Texas A&M, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.etamu.edu/counsel



<http://telusproduction.com/app/5108.html>

COURSE OUTLINE / CALENDAR

UNIT 1: Course Introduction; Reconstruction

Aug 20 – Aug 29

Quote of the Week: “History never looks like history when you’re living through it. It always looks confusing and messy, and it always looks uncomfortable.”
John W. Gardner

Textbook: [The American Yawp, Reconstruction](#)

Reader: [Freedmen discuss post-emancipation life with General Sherman, 1865](#)
[Jourdon Anderson writes his former enslaver, 1865](#)
[Charlotte Forten teaches freed children in South Carolina, 1864](#)
[Mississippi Black Code, 1865](#)
[General Reynolds describes lawlessness in Texas, 1868](#)
[A case of sexual violence during Reconstruction, 1866](#)
[Frederick Douglass on remembering the Civil War, 1877](#)
[Johnson and Reconstruction cartoon, 1866](#)
[Fifteenth Amendment print, 1870](#)

Assignments due Saturday, August 29 at 11:59pm:

Academic Honesty Quiz
Hello Notecard
Quiz 1
Group Discussion Assignment

UNIT 2: Capital and Labor

Aug 30 – Sept 5

Quote of the Week: "I have the audacity to believe that peoples everywhere can have three meals a day for their bodies, education and culture for their minds, and dignity, equality, and freedom for their spirits."

Dr. Martin Luther King, Jr, Nobel Peace Prize acceptance speech, Oslo, Norway, 1964

Textbook: [The American Yawp, Capital and Labor](#)

Reader: [William Graham Sumner on Social Darwinism \(ca.1880s\)](#)
[Henry George, *Progress and Poverty*, Selections \(1879\)](#)
[Andrew Carnegie’s Gospel of Wealth \(1889\)](#)
[Grover Cleveland’s Veto of the Texas Seed Bill \(1887\)](#)
[The “Omaha Platform” of the People’s Party \(1892\)](#)
[Dispatch from a Mississippi Colored Farmers’ Alliance \(1889\)](#)
[Lucy Parsons on Women and Revolutionary Socialism \(1905\)](#)

Assignments due Saturday, Sept 5 at 11:59pm:

Film Quiz 1
Reading Quiz 2
Individual Discussion Assignment

UNIT 3: Geographies of Empire

Sept 6 – Sept 12

Quote of the Week: “The viruses that cause smallpox, influenza, hepatitis, measles, encephalitis, and viral pneumonia; the bacteria that cause tuberculosis, diphtheria, cholera, typhus, scarlet fever, and bacterial meningitis—by a quirk of evolutionary history, all were unknown in the Western Hemisphere.”

Charles C. Mann, 1493: *Uncovering the New World Columbus Created*

Textbook: [The American Yawp, Geographies of Empire](#)

Reader: [Chief Joseph on Indian Affairs \(1877, 1879\)](#)
[Turning Hawk and American Horse on the Wounded Knee Massacre \(1890/1891\)](#)
[Laura C. Kellogg on Indian Education \(1913\)](#)
[James D. Phelan, “Why the Chinese Should Be Excluded” \(1901\)](#)
[Chinese Immigrants Confront Anti-Chinese Prejudice \(1885, 1903\)](#)
[William McKinley on American Expansionism \(1899\)](#)
[William James on “The Philippine Question” \(1903\)](#)
[Black Americans Debate Enlistment \(1898\)](#)

Assignments due Saturday, Sept 12 at 11:59pm:

Reading Quiz 3

Group Discussion Assignment

UNIT 4: New Lives

Sept 13 – Sept 19

Quote of the Week: “Every empire, however, tells itself and the world that it is unlike all other empires, that its mission is not to plunder and control but to educate and liberate.”

Edward Said, 2003

Textbook: [The American Yawp, New Lives](#)

Reader: [Andrew Carnegie on “The Triumph of America” \(1885\)](#)
[Henry Grady on the New South \(1886\)](#)
[Ida B. Wells-Barnett, “Lynch Law in America” \(1900\)](#)
[Henry Adams, *The Education of Henry Adams* \(1918\)](#)
[Charlotte Perkins Gilman, “Why I Wrote *The Yellow Wallpaper*” \(1913\)](#)
[Jacob Riis, *How the Other Half Lives* \(1890\)](#)
[Rose Cohen on the World Beyond her Immigrant Neighborhood \(ca.1897/1918\)](#)

Assignments due Saturday Sept 19 at 11:59pm:

Reading Quiz 4

Individual Discussion Assignment

UNIT 5: The Progressive Era

Sept 20 – Sept 26

Quote of the Week: “Education is the most powerful weapon which you can use to change the world.”

Nelson Mandela, 2003

Textbook: [The American Yawp, The Progressive Era](#)

Reader: [Booker T. Washington & W.E.B. DuBois on Black Progress \(1895, 1903\)](#)
[Jane Addams, “The Subjective Necessity for Social Settlements” \(1892\)](#)
[Eugene Debs, “How I Became a Socialist” \(April, 1902\)](#)
[Walter Rauschenbusch, *Christianity and the Social Crisis* \(1907\)](#)
[Alice Stone Blackwell, *Answering Objections to Women’s Suffrage* \(1917\)](#)
[Woodrow Wilson on the “New Freedom,” 1912](#)
[Theodore Roosevelt on “The New Nationalism” \(1910\)](#)

Required Film: [The Wilderness Idea](#) (57 min)

Assignments due Saturday, Sept 26 at 11:59pm:

Reading Quiz 5
Primary Source Analysis #1
Film Quiz 2

UNIT 6: World War I & Its Aftermath

Sept 27 – Oct 3

Quote of the Week: “These are the times that try men’s souls.”
Thomas Paine, 1776

Textbook: [The American Yawp, World War I & Its Aftermath](#)

Reader: [Woodrow Wilson Requests War \(April 2, 1917\)](#)
[Alan Seeger on World War I \(1914; 1916\)](#)
[The Sedition Act of 1918 \(1918\)](#)
[Emma Goldman on Patriotism \(July 9, 1917\)](#)
[W.E.B DuBois, “Returning Soldiers” \(May, 1919\)](#)
[Lutiant Van Wert describes the 1918 Flu Pandemic \(1918\)](#)
[Manuel Quezon calls for Filipino Independence \(1919\)](#)

Assignments due Saturday, Oct 3 at 11:59pm:

Reading Quiz 6
Group Discussion Assignment
AI as a Fallible Historian Assignment

UNIT 7: The New Era

Oct 4 – Oct 10

Quote of the Week: "...our civil rights have no dependence on our religious opinions, any more than our opinions in physics or geometry"
Thomas Jefferson, 1785

Textbook: [The American Yawp, The New Era](#)

Reader: [Warren G. Harding and the "Return to Normalcy" \(1920\)](#)
[Crystal Eastman, "Now We Can Begin" \(1920\)](#)
[Explanation of the Objects of the Universal Negro Improvement Association \(1921\)](#)
[Hiram Evans on the "The Klan's Fight for Americanism" \(1926\)](#)
[Herbert Hoover, "Principles and Ideals of the United States Government" \(1928\)](#)
[Ellen Welles Page, "A Flapper's Appeal to Parents" \(1922\)](#)
[Alain Locke on the "New Negro" \(1925\)](#)

Assignments due Saturday, Oct 10 at 11:59pm:

Reading Quiz 7
Individual Discussion Assignment

UNIT 8: The Great Depression

Oct 11 – Oct 17

Quote of the Week: "'Sell a country! Why not sell the air, the great sea...? Did not the Great Spirit make them for the use of his children?'"
Tecumseh, 1810

Textbook: [The American Yawp, The Great Depression](#)

Reader: [Herbert Hoover on the New Deal \(1932\)](#)
[Huey P. Long, "Every Man a King" and "Share our Wealth" \(1934\)](#)
[Franklin Roosevelt's Re-Nomination Acceptance Speech \(1936\)](#)
[Second Inaugural Address of Franklin D. Roosevelt \(1937\)](#)
[Lester Hunter, "I'd Rather Not Be on Relief" \(1938\)](#)
[Bertha McCall on America's "Moving People" \(1940\)](#)
[Dorothy West, "Amateur Night in Harlem" \(1938\)](#)

Assignments due Saturday, Oct 17 at 11:59pm:

Reading Quiz 8
Primary Source Analysis #2

UNIT 9: World War II

Oct 18 – Oct 24

Quote of the Week: “Hold Fast to dreams, for if dreams die, life is a broken winged bird that cannot fly.”

Langston Hughes

Textbook: [The American Yawp, World War II](#)

Reader: [Charles A. Lindbergh, “America First” \(1941\)](#)
[A. Phillip Randolph and Franklin Roosevelt on Racial Discrimination in the Defense Industry \(1941\)](#)
[The Atlantic Charter \(1941\)](#)
[FDR, Executive Order No. 9066 \(1942\)](#)
[Aiko Herzig-Yoshinaga on Japanese Internment \(1942/1994\)](#)
[Harry Truman Announcing the Atomic Bombing of Hiroshima \(1945\)](#)
[Declaration of Independence of the Democratic Republic of Vietnam \(1945\)](#)

Assignments due Saturday, Oct 24 at 11:59pm:

Reading Quiz 9

Group Discussion Assignment

UNIT 10: The Cold War

Oct 25 – Oct 31

Quote of the Week: “A functioning, robust democracy requires a healthy, educated, participatory followership, and an educated, morally grounded leadership.”

Chinua Achebe

Textbook: [The American Yawp, The Cold War](#)

Reader: [The Truman Doctrine \(1947\)](#)
[NSC-68 \(1950\)](#)
[Joseph McCarthy on Communism \(1950\)](#)
[Dwight D. Eisenhower, “Atoms for Peace” \(1953\)](#)
[Senator Margaret Chase Smith’s “Declaration of Conscience” \(1950\)](#)
[Lillian Hellman Refuses to Name Names \(1952\)](#)
[Paul Robeson’s Appearance Before the House Un-American Activities Committee \(1956\)](#)

Assignments due Saturday, Oct 31 at 11:59pm:

Reading Quiz 10

Individual Discussion Assignment

UNIT 11: The Affluent Society

Nov 1 – Nov 7

Quote of the Week: “Rather than love, than money, than fame, give me truth.”
Henry David Thoreau

Textbook: [The American Yawp, The Affluent Society](#)

Reader: [Juanita Garcia on Migrant Labor \(1952\)](#)
[Hernandez v. Texas \(1954\)](#)
[Brown v. Board of Education of Topeka \(1954\)](#)
[Richard Nixon on the American Standard of Living \(1959\)](#)
[John F. Kennedy on the Separation of Church and State \(1960\)](#)
[Congressman Arthur L. Miller Gives “the Putrid Facts” About Homosexuality \(1950\)](#)
[Rosa Parks on Life in Montgomery, Alabama \(1956-1958\)](#)

Assignments due Saturday, Nov 7 at 11:59pm:

Reading Quiz 11
Group Discussion Assignment

UNIT 12: The Sixties
Nov 8 – Nov 14

Quote of the Week: “All I ask of our brethren is that they take their feet off our necks.”
Sarah Grimké

Textbook: [The American Yawp, The Sixties](#)

Reader: [Barry Goldwater, Republican Nomination Acceptance Speech \(1964\)](#)
[Lyndon Johnson on Voting Rights and the American Promise \(1965\)](#)
[Lyndon Johnson, Howard University Commencement Address \(1965\)](#)
[National Organization for Women, “Statement of Purpose” \(1966\)](#)
[George M. Garcia, Vietnam Veteran, Oral Interview \(2012/1969\)](#)
[The Port Huron Statement \(1962\)](#)
[Fannie Lou Hamer: Testimony at the Democratic National Convention 1964](#)

Assignments due Saturday, Nov 14 at 11:59pm:

Reading Quiz 12
Primary Source Analysis #3

UNIT 13: The Unraveling
Nov 15 – Nov 21

Quote of the Week: “For myself, I was bitterly opposed to the measure [Mexican-American War], and to this day regard the war, which resulted, as one of the most unjust ever waged by a stronger against a weaker nation.”
Ulysses S. Grant, 1885

Textbook: [The American Yawp, The Unraveling](#)

Reader: [Report of the National Advisory Commission on Civil Disorders \(1968\)](#)
[Statement by John Kerry of Vietnam Veterans Against the War \(1971\)](#)
[Nixon Announcement of China Visit \(1971\)](#)
[Barbara Jordan, 1976 Democratic National Convention Keynote Address \(1976\)](#)
[Jimmy Carter, “Crisis of Confidence” \(1979\)](#)
[Gloria Steinem on Equal Rights for Women \(1970\)](#)
[Native Americans Occupy Alcatraz \(1969\)](#)

Assignments due Saturday, Nov 21 at 11:59pm:

Reading Quiz 13
Individual Discussion Assignment

UNIT 14: The Triumph of the Right

Nov 22 – Nov 28

Quote of the Week: “A house divided against itself cannot stand.”
Abraham Lincoln, 1858

Textbook: [The American Yawp, The Triumph of the Right](#)

Reader: [First Inaugural Address of Ronald Reagan \(1981\)](#)
[Jerry Falwell on the “Homosexual Revolution” \(1981\)](#)
[Statements of AIDS Patients \(1983\)](#)
[Statements from The Parents Music Resource Center \(1985\)](#)
[Pat Buchanan on the Culture War \(1992\)](#)
[Phyllis Schlafly on Women’s Responsibility for Sexual Harassment \(1981\)](#)
[Jesse Jackson on the Rainbow Coalition \(1984\)](#)

Assignments due Saturday, Nov 28 at 11:59pm:

Reading Quiz 14
Group Discussion Assignment

UNIT 15: American Carnage

Nov 29 – Dec 5

Quote of the Week: “I am tired and sick of war. Its glory is all moonshine. It is only those who have neither fired a shot nor heard the shrieks and groans of the wounded who cry aloud for blood, for vengeance, for desolation. War is hell.”

William Tecumseh Sherman

Textbook: [The American Yawp, American Carnage](#)

Reader: [Bill Clinton on Free Trade and Financial Deregulation \(1993-2000\)](#)
[9/11 Commission Report, “Reflecting On A Generational Challenge” \(2004\)](#)
[George W. Bush on the Post-9/11 World \(2002\)](#)
[Obergefell v. Hodges \(2015\)](#)
[Pedro Lopez on His Mother’s Deportation \(2008/2015\)](#)
[Chelsea Manning Petitions for a Pardon \(2013\)](#)
[Emily Doe \(Chanel Miller\), Victim Impact Statement \(2015\)](#)

Assignments due Saturday, Dec 5 at 11:59pm:

Reading Quiz 15
Individual Discussion Assignment
Goodbye Notecards

Reminder – Student Evaluation Bonus!

Finals Week: Conclusion

Dec 6 – Dec 11

Assignments due Wednesday, Dec 9 at 11:59pm:

Primary Source Analysis #4