 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>COURSE CHANGE REQUEST</b> <b>Undergraduate Programs</b>		UUPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department History College DFSCAL		



<b>Current Course Prefix and Number</b> AMH 2020	<b>Current Course Title</b> U.S. History Since 1877
--	--

*Syllabus must be attached for ANY changes to current course details. See Checklist. Please consult and list departments that may be affected by the changes; attach documentation.*

<b>Change title to:</b>  <b>Change prefix</b> From: _____ To: _____ <b>Change course number</b> From: _____ To: _____ <b>Change credits*</b> From: _____ To: _____ <b>Change grading</b> From: _____ To: _____ <b>Change WAC/Gordon Rule status**</b> Add <input type="checkbox"/> Remove <input type="checkbox"/> <b>Change General Education Requirements***</b> Add <input type="checkbox"/> Remove <input type="checkbox"/>	<b>Change description to:</b>    <b>Change prerequisites/minimum grades to:</b> Remove P/F option   <b>Change corequisites to:</b>   <b>Change registration controls to:</b>   Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).
--	--

<b>Effective Term/Year for Changes:</b> Fall 2020	<b>Terminate course? Effective Term/Year for Termination:</b>
---	---

**Faculty Contact/Email/Phone** Ben Lowe/bplowe@fau.edu/7-3841

<b>Approved by</b>	<b>Date</b>
Department Chair 	3/2/20
College Curriculum Chair 	3.24.20
College Dean _____	3-24-2020
UUPC Chair <i>Jerry Haky (via email confirmation)</i>	3-30-20
Undergraduate Studies Dean <i>Edward Pratt (via email confirmation)</i>	3-31-20
UFS President _____	_____
Provost _____	_____

Email this form and syllabus to [mjenning@fau.edu](mailto:mjenning@fau.edu) seven business days before the UUPC meeting.

Florida Atlantic University  
Department of History  
FALL 2020  
**U.S. History Since 1877**  
AMH 2020-001 CRN 11635  
Lecture meetings WF 10:00-10:50 p.m.  
Location: College of Education Room 119  
3 credit hours

**Professor:** Kelly J. Shannon, Ph.D.

Office: AL 161

Office Phone: (561)297-1329

Email: [shannonk@fau.edu](mailto:shannonk@fau.edu)

Office Hours: Mon. 12:30-1:30 p.m. (subject to change), Wed. 2:00-3:00 p.m., & MWF by appointment

**Teaching Assistants:** Camila Giraldo [mgiraldo2013@fau.edu](mailto:mgiraldo2013@fau.edu)  
Rhiannon Callahan [rcallahan2018@fau.edu](mailto:rcallahan2018@fau.edu)

**Monday Discussion Sections:**

AMH 2020-003 CRN 12299	Mon. 10:00 - 10:50 a.m.	Arts & Letters 342	Callahan
AMH 2020-004 CRN 12703	Mon. 10:00 - 10:50 a.m.	General Classroom South 103	Giraldo
AMH 2020-005 CRN 12704	Mon. 11:00 - 11:50 a.m.	Arts & Letters 342	Callahan
AMH 2020-006 CRN 12705	Mon. 11:00 - 11:50 a.m.	General Classroom South 103	Giraldo

**Course Description:**

After the crucible of the Civil War and Reconstruction, the United States emerged a very different nation from the one it had been before. Slavery had ended, but the U.S. continued to grapple with many questions, including those relating to race, class, gender, citizenship, and the role of government, while also turning itself into an industrial powerhouse, a regional power, and, finally, a superpower. This introductory survey course will examine the history of the United States from the Gilded Age through the end of the Cold War. As a survey, this course will not cover everything that happened during that period; that's impossible. Instead, it will capture snapshots of U.S. history to introduce you to some of the main events, themes, figures, and issues that Americans have grappled with over the last century and a half, while also introducing you to the skills historians use to study the past. Through a combination of lecture and class discussion, we will seek answers to broad, important questions. How did the U.S. change over time, why did it change, and what do those changes mean? This is an IFP course that satisfies the requirement for Area IV Foundations of Society and Human Behavior, Group A. This course meets the state-mandated Civic Literacy Requirement.

*You must read this syllabus closely and are responsible for knowing all of the policies, deadlines, and other information contained herein.*

**Learning Objectives:**

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

- Identify and describe key themes, people, concepts, and events from U.S. history since 1877 and explain why they are historically significant
- Recognize, understand, and explain how to think historically
- Use historical thinking concepts to read and analyze primary and secondary sources

- Communicate in writing with fluency and clarity
- Write essays that synthesize primary and secondary sources related to U.S. history since 1877
- Demonstrate competency in civic literacy

### **Course Materials:**

The following course materials are *required* for this course. You may purchase them from the FAU bookstore or directly from the publishers. **These materials require that you have access to the internet and a smartphone, tablet, or laptop.** If you do not have internet access at home, you can use the on-campus wifi and/or FAU library computers. *If you are in financial distress, which would prevent you from being able to access required course materials, please speak to me as soon as possible.*

**\*All other course materials (primary source documents, assignment descriptions, etc.) will be available on Canvas\***

**1) Joseph Locke and Ben Wright, eds., *The American Yawp: A Massively Collaborative Open U.S. History Textbook, Vol. II: After 1877.* Stanford University Edition, 2019. Free.**  
<http://www.americanyawp.com/>

This is a free, open-access digital textbook (<http://www.americanyawp.com/>) and primary source document reader (<http://www.americanyawp.com/reader.html>) that you will use throughout the semester for reading, homework assignments, and written assignments. Because it is free and open-access, you do not need to purchase this item from the bookstore and can just access it directly from the above websites using a computer, tablet, or smartphone. There's also a link on the website to download the textbook as a .pdf file. There is also a link to this website on Canvas (lecture and discussion section sites).

**2) Top Hat interactive teaching platform (digital tool). ISBN: 9780986615108**

*Description:* This a digital tool that I will use during our lecture meetings to take attendance, project my lecture slides, and ask you questions. You will need this tool throughout the semester. In Top Hat, you will be able to view my lecture slides during class, access copies of my slides after class has ended, answer questions that I ask you in class, view the questions after class has ended (although you will no longer be able to submit answers), and check your lecture attendance. This will be part of your class participation grade and will be a helpful study tool.

*Access:* You can either purchase a Top Hat access card from the FAU bookstore, or you can purchase access directly on Top Hat's website ([www.tophat.com](http://www.tophat.com)), which you can access through Canvas (lecture site). The cost of this tool is \$26 for semester-long access if you purchase directly from Top Hat; the price will likely be higher if you purchase an access card from the FAU bookstore. The access card will contain instructions for how to access the course site, or you can **follow the directions on Canvas (lecture site) for how to register for and access Top Hat.** Once you have purchased and registered for this product, you can also download the **Top Hat app** for tablets and smartphones from the app store on your device. Their app is compatible with screen readers for the visually impaired. You can access Top Hat via your web browser on a computer or through the app on a smartphone or tablet.

*Join Code:* In order to access the Top Hat site for our course, you will need to enter a **join code** the first time you log in. **The Top Hat join code for our course is 241612.**

*Please note*, if you already have the Top Hat lecture tool for another class this semester, you only need to purchase Top Hat access once. Your lecture tool subscription will cover all of your classes that use Top Hat during the same semester.

The following course materials are *optional* for this course. The online textbook is available in print for those of you who prefer to have a hard copy of the book. You may purchase it from the bookstore or for \$25 directly from the publisher (Stanford University Press):

Joseph Locke and Ben Wright, eds., *The American Yawp: A Massively Collaborative Open U.S. History Textbook, Vol. II: After 1877*. Stanford University Edition, 2019.  
<https://www.sup.org/books/title/?id=30476>

**Free trials:** For students waiting for loan, GI Bill, or athletic program book payments, you can get a **7-day free trial of Top Hat**.

**Technical Difficulties:** I am not in control of the websites for this course and cannot help you with IT issues. If you experience technical difficulties, contact Mc-Graw Hill, Top Hat, and Canvas directly:

- 1) *Top Hat:* Call 888-663-5491 or email [support@tophat.com](mailto:support@tophat.com)
- 2) *Canvas for FAU:* When signed into Canvas, click on the “Help” icon (which has a ? inside a circle) on the bottom of the left-hand Canvas menu to access the student help line phone number, chat with a Canvas support agent, report a problem, view the Canvas user guides, and/or submit a help ticket to the FAU Help Desk.

### **Canvas:**

You will have **two Canvas sites** for this course. The first is for the WF lecture section with Prof. Shannon (AMH 2020 Section 001). This is where you will find the course syllabus, assignment descriptions, reading assignments, handouts, announcements by the professor, instructions for how to access the course materials, etc. for all students enrolled in the course. The second Canvas site will be for your Monday discussion section (AMH 2020 Section 003, 004, 005, or 006) with your Teaching Assistant (Ms. Callahan or Ms. Giraldo). This is where you will access Connect to complete your homework assignments, submit copies of your paper assignments to Turnitin to check for plagiarism, view your grades, and where you will find information and announcements posted by your TA that are just for students in your discussion section. **Canvas also has an app** that you may find useful.

### **Learning Assessments and Assignments:**

#### **1. Reading and Homework**

**Reading:** I expect you to complete all of the assigned readings for each day **prior to the start of class** as listed in the syllabus. You will be responsible for knowing the material covered by the assigned readings for class discussions and written assignments. Keeping up with the assigned reading is critical for your learning and your success in this course. Reading assignments will include chapters from the required textbook and primary source documents from the textbook or documents that I have posted to Canvas. *You must read the entire textbook chapter whenever the chapter is assigned as reading in the syllabus, even if some sections are not assigned for homework credit.*

**Online homework:** Each week, you will take an online quiz on Canvas (discussion section site) that contains questions about the content of that week’s readings and lectures. Your answers to your online

homework quizzes are **due by 5 p.m. each Monday** for the previous week's material (i.e., the quiz that is due by 5 p.m. on Monday, 2/10 will contain questions about the readings and lectures from Wed., 2/05 and Friday, 2/07). **Online homework will comprise 20% of your final grade** for the course.

## 2. Active Attendance and Participation

**Participation is worth 15% of your final grade for this course.** Half of your participation grade will be based on your use of the Top Hat lecture tool during WF lecture meetings, and the other half will be based on your performance in Monday discussion sections. To earn an A for participation, you should come to class consistently, be prepared by having done the assigned reading, pay attention and take notes during lecture, ask good questions (if you have them), and participate in class discussion and Top Hat on a regular basis. Merely attending class is not enough to earn an A for participation; you must also be an actively engaged learner. The *quality* of your class contributions will matter as much their quantity. To earn an A for the Top Hat portion of your participation grade, you must answer at least 80% of the Top Hat questions for the semester (scores for Top Hat questions are based on completion, not correctness). Your TA and I may also choose to include your visits to our office hours as course participation. Please note that disruptive, disrespectful, or domineering behavior may negatively impact your participation grade. *Students with serious anxiety when it comes to speaking in class should speak with me and with your TA at the start of the semester.*

**Lectures:** My lectures are not simply a repetition of the information found in the textbook. Instead, they will provide another source of historical interpretation that will complement the assigned texts, and they will teach you about historical thinking and historical skills. It will be difficult for you to do well on homework and written assignments without attending lectures, so regular attendance and good note taking will be essential to your success. If you miss a lecture, you must seek class notes from another student, not the TAs or the professor. **You may not record my lectures or discussion sections without my written permission, which I will grant only for students with corresponding documentation from SAS. If I grant you permission to record my lectures, you may not share these recordings with anyone else and must destroy them once the course ends.**

**Discussion Sections:** Discussion sections on Mondays will cover the assigned material from the previous week (i.e., on Mon., 1/27, you will discuss material from the class lectures and assigned readings from Wed., 1/22 and Fri., 1/24). Bring your lecture notes and any other material your TA instructs you to bring to discussion section. Much of what you learn in this course will be the result of classroom discussion or activity in which you explore the assigned readings and major historical questions for each topic. Think about my lectures, do the reading, and come to discussion section prepared to talk. Asking thoughtful questions is as helpful as offering insightful analysis of the reading or discussion topic.

**Attendance:** Participation is worth 15% of your final grade for this course. If you are not in class, then you are not participating. Attendance for our lecture meetings (WF) is strongly encouraged but not mandatory. However, please know that missing lectures will not only mean you will not do well on the Top Hat portion of your participation grade, but you will also miss critical information that you will need for your weekly homework and other written assignments. I will use Top Hat to take attendance at the start of each lecture meeting so that you get credit for being present. If you miss lecture, you do not need to email me or your TA about your absence, unless you have excessive absences for legitimate reasons that affect your academic performance or you will miss lecture due to a university-related activity and have a note from your university organization listing the dates you will miss and the reason(s) for your scheduled absence(s). **Attendance in discussion section on Mondays is mandatory. You will get two (2) discussion section absences to use penalty-free during the semester.** You can use these free absences at any time, and you do not need to email me or your TA when you take those two absences. Beyond those two free absences, however, no other discussion section absences will be excused unless

you will be missing class for documented university-related activities, documented illness, or legitimate family or other emergencies. More than 2 discussion section absences will negatively affect your participation grade. 6 unexcused discussion section absences will result in a grade of F for participation. You are responsible for making up all work that you miss on days you are absent.

*Note:* I care about your success, so if there is something happening in your life that interferes with your ability to attend class and/or complete course assignments, please talk with me *as soon as you know you're having a problem* so that we can develop a strategy for handling your situation. If you wait until the end of the semester to talk to me, it's often too late for me to help you at that point. So please, keep the lines of communication open!

**Quizzes/Free Writes:** Your TAs and I reserve the right to give you quizzes or in-class writing assignments at any time. These assignments will be factored into your participation grade.

### 3. Written Assignments

- a) **Online homework assignments:** See description under “Readings” above. Individual due dates are listed in the course schedule below and on Canvas (discussion section). Collectively, these are **worth 20% of your final grade**. Access these assignments on the Canvas site for your Monday discussion section.
- b) **Syllabus Quiz:** This short online quiz will ask you to demonstrate that you have read and understand the course Syllabus. **You must complete the Syllabus Quiz on Canvas (discussion section) by Friday, 1/24 at 5:00 p.m.** This assignment is worth 5% of your final course grade.
- c) **“Be the Historian” paper assignments:** This semester you will have an opportunity to focus on a historical topic that you are interested in and get some practice doing the work that historians do. This “Be the Historian” assignment has four parts due over the course of the semester, and specific instructions for each assignment are posted on Canvas:

**1) Topic Proposal:** You will select a current U.S. event/issue that has historical roots in U.S. history during the period between 1877 and 1989, that relates in some way to what we will be learning this semester, and that you want to learn more about. This will form the basis for the assignments that you do the rest of the semester, so you will write a topic proposal that is **due on Monday, 2/03**. This is **worth 10% of your final grade**.

**2) Primary Source Analysis:** You will find a primary source that is relevant to your “Be the Historian” topic that was created between 1877 and 1989. You will then write one primary source analysis that is **due on Mon., 2/24**. The assignment description and rubric for this assignment will be posted on Canvas. Before this is due, you will have practice in class analyzing primary source documents. This assignment asks you to build upon those skills. **This assignment is worth 15% of your final course grade.**

**3) Secondary Source Analysis:** For this assignment, you will find and analyze a secondary source article, which is something written by a historian in a scholarly journal. A scholarly article is different from a blog post or something written for a mainstream website. It would be something like the *Journal of American History* or *Diplomatic History*. Your article should be directly relevant to your “Be the Historian” topic, focused on the time period of this course (1877-1989), and must be published in the last 30 years (preferably since 2000). After you select and read your article, you will write a secondary source analysis, which **due on Monday, 3/23**. Before this is due, you will have practice

in class analyzing secondary sources. This assignment asks you to build upon those skills. The assignment description and rubric for this assignment will be posted on Canvas. **This assignment is worth 15% of your final grade.**

**4) Analytic Paper: “Everything Has a History”:** For this assignment, you are going to bring together what you have learned throughout the semester to reflect on and analyze your “Be the Historian” topic. You will draw upon your primary source and secondary source from your previous two assignments, as well as the course textbook and *at least one* other primary source that was assigned as reading for this course. Your analytic paper will be 4-5 pages in length. The assignment description and rubric for this assignment will be posted on Canvas. This paper is **worth 20% of your final course grade and is due Monday, April 27.**

#### 4. Extra Credit

I may occasionally offer extra credit assignments during the semester, which I will announce in class and post to Canvas (lecture). **Only those students who have completed all required work for the course will be eligible for extra credit.** In terms of the online homework, that means you must have done at least 50% of the homework by the end of the semester to qualify for extra credit. **All extra credit points will be applied to your grade at the very end of the semester.**

#### Grade Distribution:

Participation	15%	Primary Source Analysis	15%
Online homework	20%	Secondary Source Analysis	15%
Syllabus Quiz	5%	Analytic Paper	20%
Topic Proposal	10%		

#### Grading Scale:

A	94-100	B	83-86	C	73- 76	D	63-66
A-	90-93	B-	80-82	C-	70-72	D-	60-62
B+	87-89	C+	77-79	D+	67-69	F	59 and below

I will not alter final grades except in the unlikely occurrence that a grade has been miscalculated. I will also not award a final grade of Incomplete for this course.

#### The Fine Print:

##### *Assignment Policies:*

- Each assignment will have specific instructions posted on Canvas in the “Assignments” module. Make sure to follow those instructions carefully.
- All written work must be typewritten on standard 8.5” x 11” paper, double-spaced, in 12-point Times New Roman font, and with one-inch margins all around.
- You **MUST** cite your sources for all written assignments using Chicago Style format (that means footnotes). There is a handout for how to do this posted on Canvas (lecture and discussion section).
- You may not email any assignments to me unless you have received my express permission to do so *before the due date.*
- Unless you request and your TA or I grant you an assignment extension for a legitimate reason *at least 24 hours before the paper is due* (unless there is a legitimate last-minute emergency), **we will**

**not accept late assignments.** Failure to submit an assignment will result in a grade of zero (0) for that assignment.

- Please consult me, your TA, and/or the Center for Excellence in Writing if you would like some help with written assignments (<http://www.fau.edu/UCEW>).
- Do not wait until the day before an assignment is due to ask for help; planning ahead is an essential strategy for success.
- Your TA and I take academic integrity very seriously and impose harsh penalties for cheating and plagiarism.

*Email & Course Communications:*

- Your TA and I **will use your official FAU email account for all email communications** relating to this course. You are responsible for checking that email account regularly.
- I will make announcements at the start of class and will also post announcements to Canvas.
- When emailing me, please include the course number/title (AMH 2020 or U.S. since 1877) in the subject line and your full name in the email signature.
- Please email me directly at [shannonk@fau.edu](mailto:shannonk@fau.edu), **not through Canvas**.
- Please address me as Doctor Shannon or Professor Shannon, and address your TA by the name they tell you to use for them.
- *Please note that if you email me outside of normal business hours (9:00 a.m. – 6:00 p.m.) during the week, I will not respond to you until the following day. I will also not respond to emails sent over the weekend until Monday.* I will respond to your emails as soon as possible, but I cannot guarantee that I will respond to you immediately or even in the same calendar day.
- *Please note: I will not respond to emails that ask questions that I've already answered in this Syllabus and/or on Canvas (i.e., due dates for assignments, assignment descriptions, etc.).* You should check the course Syllabus and Canvas first if you have such a question. If you still need help after consulting the Syllabus and Canvas, then feel free to email me or your TA for assistance.
- Feel free to stop by to see me during my scheduled office hours to ask questions, seek help with the course, or just to chat. You don't need an appointment if you come during my scheduled office hours, which is time I dedicate to meeting with students. If you are unable to attend my scheduled office hours, please email me or speak with me after class to set up an appointment.
- Please also follow your TA's email policies

*Classroom Conduct:*

- I work to foster an open and comfortable learning environment in the classroom so that every student feels welcome and comfortable participating. Please help me create an environment of mutual respect.
- Some of the topics we discuss may be difficult or controversial and may stir up emotion. This is understandable, but always try to engage with one another's *ideas* in the spirit of intellectual exchange and avoid personally attacking other people in the course. Please aim instead for constructive critique, which furthers dialogue learning.
- To help create this learning-centered environment, please *arrive for class on time* so you don't distract me and your classmates. If you have an unavoidable reason why you will be late to class repeatedly, please speak with me as soon as possible. Please also *do not leave class early* unless there is an emergency/you become ill.
- Please do not engage in disruptive behavior.
- You may use laptops and tablets during class for course-related purposes.
- Please *silence or turn off your cell phone* to help provide a distraction-free environment.
- Please follow the university code of conduct at all times.

*FAU Policies:*

- *Plagiarism and Academic Integrity:* Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a



serious breach of these ethical standards because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [http://www.fau.edu/regulations/chapter4/4.001 Code of Academic Integrity.pdf](http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf).

- *Academic Accommodations:* In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to execute coursework properly must register with Student Accessibility Services (SAS) - in Boca Raton, SU 133 (561-297-3880) - and follow all SAS procedures. For more information, go to <http://fau.edu/sas/>
- *Counseling and Psychological Services (CAPS) Center:* Life as a university student can be challenging physically, mentally, and emotionally. Students who find that stress is negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU’s Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>
- *University Attendance Policy:* Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student’s responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student’s final course grade as a direct result of such absence. (Please see my attendance policy above.)

\*\*\*\*\*

**COURSE SCHEDULE:** (subject to change)

**Assigned readings are to be completed by the date under which they are listed in the schedule** (i.e., assigned readings listed under Wednesday, 1/17 for Chapter 14 are due by the start of class that day). **Items marked as (\*C\*) are located in the “Assigned Readings” folder on Canvas (lecture).**

\*\*\*\*\*

**WEEK 1:**     *Introduction to the Course*

**Mon., 1/13:**     Discussion Section introduction

**Wed., 1/15:**     Introduction to the Course & Course Materials

**Fri., 1/17:**     Introduction to the Historian’s Craft  
                           *Last Day to Drop/Add*

*Assigned Reading:*     Sign up for Top Hat (we will do a Top Hat demo on 1/17 and will start using it for participation points on 1/22)

Familiarize yourself with *The American Yawp* website  
Students who have not taken a university-level history course before should  
peruse the history course survival tips module on Canvas

\*\*\*\*\*

**WEEK 2:**      *Reconstruction and the Closing of the West*

**Mon., 1/20:**      NO CLASS – MARTIN LUTHER KING, JR. DAY

**Wed., 1/22:**      Analyzing Sources & Practicing Information Literacy: Reconstruction as case study

*Assigned Reading:*      *American Yawp*, Chapter 15: “Reconstruction”  
   Jourdan Anderson’s letter to his former master (\*C\*)

\*Thurs., 1/23: **Extra Credit event:** guest lecture by Hoda Hawa of the Muslim Public Affairs Council, 5 p.m., Business Building Room 409. Details for this event and extra credit assignment instructions will be posted on Canvas (lecture).\*

**Fri., 1/24:**      Industrialization and the Closing of the West  
**Syllabus quiz due on Canvas (discussion section site) by 5 p.m.**  
*Last day to drop without receiving a “W” grade*

*Assigned Reading:*      *American Yawp*, Chapter 17: “Conquering the West”  
   *American Yawp Reader*, Chapter 17, Documents 1-7 & Media

\*\*\*\*\*

**WEEK 3:**      *Victorian Society, 1870s-1900*

**Mon., 1/27:**      Discussion Section  
**Online homework due**

**Wed., 1/29:**      Victorian Society

*Assigned Reading:*      *American Yawp*, Chapter 18: “Life in Industrial America”  
   *American Yawp Reader*, Chapter 18, Documents 4, 5, 7 & Media

**Fri., 1/31:**      Class Warfare at the Turn of the Century

*Assigned Reading:*      *American Yawp*, Chapter 16: “Capital and Labor”  
   *American Yawp Reader*, Chapter 16, Documents 1-7 & Media

\*\*\*\*\*

**WEEK 4:**      *The Gilded Age & the Need for Reform, 1890s-1910s*

**Please note: Prof. Shannon’s office hours are canceled for this week**

**Mon., 2/03:**      Discussion Section  
**Online homework due AND Topic Proposal Due**

**Wed., 2/05:**      Progressivism

*Assigned Reading:* American Yawp, Chapter 20: “The Progressive Era”  
American Yawp Reader, Chapter 18, Document 6  
American Yawp Reader, Chapter 20, Documents 3, 4, 6, 7 & Media

**Fri., 2/07:** Progressives, Gender, and Race

*Assigned Reading:* American Yawp Reader, Chapter 18, Document 3  
American Yawp Reader, Chapter 20, Documents 1, 2, 5  
W.E.B. Du Bois “The Talented Tenth” (\*C\*)  
Ida B. Wells, “Booker T. Washington and His Critics” (\*C\*)

\*\*\*\*\*

**WEEK 5:** *Progressives in the World: American Empire*

**Mon., 2/10:** Discussion Section  
**Online homework due**

**Wed., 2/12:** The Problem of American Empire

*Assigned Reading:* American Yawp, Chapter 19: “American Empire”  
Letter of protest from Queen Liliuokalani of Hawaii (\*C\*)

\*Wed., 2/12: **Extra Credit event.** *The 2020 Alan B. and Charna Larkin Symposium on the American Presidency featuring Doris Kearns Goodwin, 3:30 p.m. in the Carole and Barry Kaye Auditorium. Details for this event and extra credit assignment instructions will be posted on Canvas (lecture).\**

**Fri., 2/14:** Progressives and Empire: The War of 1898

*Assigned Reading:* American Yawp Reader, Chapter 19, Documents 1-7 & Media

\*\*\*\*\*

**WEEK 6:** *Progressives in the World: World War I*

**Mon., 2/17:** Discussion Section  
**Online homework due**

**Wed., 2/19:** World War I: Progressivism Goes Global?

*Assigned Reading:* American Yawp, Chapter 21: “World War I & Its Aftermath”

**Fri., 2/21:** World War I

*Assigned Reading:* American Yawp, Chapter 21, Documents 1-7 & Media  
Woodrow Wilson, The 14 Points (\*C\*)

\*\*\*\*\*

**WEEK 7:** *The Jazz Age & the Crash*

**Mon., 2/24:** Discussion Section  
**Online homework due AND Primary Source Analysis Due**

**Wed., 2/26:** The World the Great War Made: America in the 1920s

*Assigned Reading:* American Yawp, Chapter 22: “The New Era”  
American Yawp Reader, Chapter 22, Documents 1-7 & Media  
Immigration Act of 1924 (\*C\*)

**Fri., 2/28:** NO CLASS MEETING: WATCH PROF. SHANNON’S RECORDED LECTURE ON CANVAS (AMH 2020-001/lecture): “The Great Depression”

**Homework:** Post questions you might have about my lecture to Top Hat; there will be a “discussion” question opened for answers and marked as homework in Top Hat for the Great Depression lecture, and your posts to that question will earn you participation points, just like you would earn participation points by using Top Hat for a normal in-class meeting

*Assigned Reading:* American Yawp, Chapter 23: “The Great Depression”  
American Yawp Reader, Chapter 23, Document 1 & Media

**Please note: Prof. Shannon will not be available for any student meetings today (2/28)**

\*\*\*\*\*

**WEEK 8:** *The New Deal & World War II*

**Mon., 3/02:** Discussion Section  
**Online homework due**

**Wed., 3/04:** The New Deal

*Assigned Reading:* American Yawp Reader, Chapter 23, Documents 2-7

**Fri., 3/06:** World War II

*Assigned Reading:* American Yawp, Chapter 24: “World War II”

\*\*\*\*\*

**WEEK 9:** *SPRING BREAK*

**Mon., 3/09:** NO CLASS

**Wed., 3/11:** NO CLASS

**Fri., 3/13:** NO CLASS

\*\*\*\*\*

**WEEK 10:** *World War II & the Early Cold War*

**Mon., 3/16:** Discussion Section  
**Online homework due**

**Wed., 3/18:** World War II

*Assigned Reading:* American Yawp Reader, Chapter 24, Documents 1-7 & Media

**Fri., 3/20:** The Start of the Cold War

*Assigned Reading:* American Yawp, Chapter 25: “The Cold War”  
American Yawp Reader, Chapter 25, Document 1  
George Kennan, The Long Telegram (\*C\*)  
The Nobikov Telegram (\*C\*)  
Winston Churchill, Iron Curtain Speech (\*C\*)

\*\*\*\*\*

**WEEK 11:** Cold War America

**Mon., 3/23:** Discussion Section  
**Online homework due AND Secondary Source due**

**Wed., 3/25:** The Early Cold War

*Assigned Reading:* The American Yawp, Chapter 25, Documents 2-7 & Media

\*Thurs., 3/26: **Extra Credit event:** guest lecture by Salim Yaqub, Ph.D. of the University of California, Santa Barbara on U.S.-Middle East relations. Time and location TBD. Details for this event and extra credit assignment instructions will be posted on Canvas (lecture).\*

**Fri., 3/27:** 1950s America

*Assigned Reading:* American Yawp, Chapter 26: “The Affluent Society”  
American Yawp Reader, Chapter 26, Documents 4, 5, 6 & Media

\*\*\*\*\*

**WEEK 12:** The Civil Rights Movement

**Mon., 3/30:** Discussion Section  
**Online homework due**

**Wed., 4/01:** The Civil Rights Movement

*Assigned Reading:* American Yawp Reader, Chapter 26, Documents 3 & 7  
Martin Luther King, Jr., Letter from a Birmingham Jail (\*C\*)  
SNCC Statement of Purpose (\*C\*)  
Malcolm X, “The Ballot or the Bullet” (\*C\*)

**Fri., 4/03:** The Civil Rights Movement and Black Power

*Assigned Reading:* American Yawp, Chapter 27: “The Sixties”  
American Yawp Reader, Chapter 27, Documents 1, 2, 3, 7 & Media  
Stokely Carmichael, “Black Power” (\*C\*)  
Black Panther Party, “What We Want, What We Believe” (\*C\*)  
Angela Davis, “Political Prisoners, Prisons, and Black Liberation” (\*C\*)

\*\*\*\*\*

**WEEK 13:** America in the 1960s

**Please note: Prof. Shannon's office hours this week are canceled**

**Mon., 4/06:** Discussion Section  
**Online homework due**

**Wed., 4/08:** The Great Society and America in the 1960s

*Assigned Reading:* JFK Inaugural Address (\*C\*)  
Executive Order 10924 (\*C\*)  
Lyndon Johnson, "Great Society" speech (\*C\*)

**Fri., 4/10:** The Vietnam War

*Assigned Reading:* *American Yawp Reader*, Chapter 27, Document 5  
*American Yawp Reader*, Chapter 28, Document 2  
Lyndon Johnson, Remarks on the Gulf of Tonkin Incident (\*C\*)  
Gulf of Tonkin Resolution (\*C\*)

\*\*\*\*\*

**WEEK 14:** *The Era of Upheaval and Rights Revolution, 1960s-1970s*

**Mon., 4/13:** Discussion Section  
**Online homework due**

**Wed., 4/15:** The Youth Movement, Sexual Revolution, and the "Rights Revolution"

*Assigned Reading:* *American Yawp*, Chapter 28: "The Unraveling"  
*American Yawp Reader*, Chapter 26, Documents 1, 2  
*American Yawp Reader*, Chapter 27, Document 6  
*American Yawp Reader*, Chapter 28, Documents 1, 4, 7

**Fri., 4/17:** Second Wave Feminism

*Assigned Reading:* *American Yawp Reader*, Chapter 27, Document 4 & Media (women's march)  
*American Yawp Reader*, Chapter 28, Document 6 & Media  
Gay Liberation Front Platform (\*C\*)  
Casey Hayden and Mary King, "Sex and Caste: A Kind of Memo" (\*C\*)  
Combahee River Collective Statement (\*C\*)

\*\*\*\*\*

**WEEK 15:** *The Conservative Backlash: America in the 1980s*

**Mon., 4/20:** Discussion Section  
**Online homework due**

**Wed., 4/22:** The Conservative Resurgence & the Reagan Revolution

*Assigned Reading:* *American Yawp*, Chapter 29: "The Triumph of the Right"

**Fri., 4/24:** 80s Society and the End of the Cold War

*Assigned Reading:*      *American Yawp Reader*, Chapter 29, Documents 1-7 & Media

\*\*\*\*\*

**WEEK 16:**      *Course Wrap-Up*

**Mon., 4/27:**      Discussion Section  
                         **Online homework due AND Analytic Paper due**

*Optional Reading:*      *American Yawp*, Chapter 30: “The Recent Past”

\*\*\*\*\*

**FINAL EXAMS WEEK:**

Prof. Shannon will hold special office hours during the final exam period, date(s) and time(s) TBA