

History 2620.001
American History Since 1865
Monday, Wednesday, Friday, 9:00am-9:50am
ART 223
Spring 2026

“What is it then between us?
What is the count of the scores or hundreds of years between us?
Whatever it is, it avails not—distance avails not, and place avails not,
I too lived... I too walk'd the streets...and bathed in the waters around...
I too felt the curious abrupt questionings stir within me”
– Walt Whitman, “Crossing Brooklyn Ferry,” 1856

Instructional Team

Instructor: Dr. Joshua I. Lopez

Office: Wooten Hall A239

Email: Joshua.Lopez@unt.edu

****Please contact me through Canvas Email***

Office Hours: Mondays and Wednesdays from
10:30am to 12:30pm, or by appointment

Teaching Assistant: Muamer Becirovic

MuamerBecirovic@my.unt.edu

Course Description

Welcome to HIST 2620! In this course, we will explore American history from the Reconstruction period to the 2000s. While exploring American history, you will learn how to think with historical documents, or primary sources. You will learn how to contextualize and interpret primary sources; understand the perspectives presented in them; assess what historical documents may or may not be able to tell you about the past; and consider the significance of the people, events, and ideas they detail. Through our focus on primary sources, we will prioritize process and inquiry over the accumulation of facts, names, and dates in order to think more critically about history, how it is made, and its significance to us today.

Course Prerequisites or Other Restrictions

There are no prerequisites or other restrictions for this course.

Syllabus Change Policy

This syllabus is subject to change at the instructor’s discretion. However, any changes I make will not be substantial, and I will communicate fully with you and give you ample time to prepare.

Course Structure

This course is scheduled to meet face-to-face three times a week for 50-minute sessions each day. In class, you can expect a combination of lecture, discussion, documentary film screenings, and in-class activities. Regular attendance is expected. In addition, students are expected to come to class prepared to discuss the assigned primary sources for that day.

American History State Core Objectives

Courses in this category focus on the consideration of past events and ideas relative to the United States. Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role. Successful students in this course will develop:

- *Critical Thinking Skills*, including creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information;
- *Communication Skills*, including effective development, interpretation and expression of ideas through written, oral and visual communication;
- *Personal Responsibility*, including the ability to connect choices, actions and consequences to ethical decision-making;
- *Social Responsibility*, including intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

History 2620 Student Learning Outcomes

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

- Recall key historical terms, individuals, ideas, and events in American history;
- Explain the significance of an historical event, person, idea, or primary source;
- Understand the actions and perspectives of people in the past;
- Analyze primary sources;
- Compare historical points of view;
- Assess the effectiveness of primary sources as evidence.

Materials

This course uses open educational resources that are accessed electronically. Additionally, this course uses a low-cost, electronic documentary reader. I may provide other readings and resources such as handouts, short articles, links to websites and webpages, and other files via Canvas. You are responsible for accessing these materials. If you need assistance, please contact me or a teaching assistant immediately.

- *American Yawp: A Massively Collaborative Open U.S. History Textbook*, edited by Joseph Locke and Ben Wright. This is an open-source reader, meaning it can be easily accessed online for free at any time here: <https://www.americanyawp.com/>
- *Containing Multitudes: A Documentary Reader of US History Volume II: Since 1865*, edited by Wesley G. Phelps and Jennifer Jensen Wallach. Purchase access code through UNT Bookstore.

Communication Expectations and Etiquette

During office hours, the instructional team's priority is answering your questions and responding to your emails. If you email us during our office hours, we will respond right away. Outside of office hours, you may still contact us, but we will respond to emails within a 24-hour period. We may not respond to emails during the weekend. If you contact us during the weekend, please be aware that we will receive your message, and we will contact you as soon as possible on the following Monday.

When you contact me, the instructor, please email me via Canvas email. This semester, I am teaching four courses with two sections of the same course. Canvas email assists me by sorting my email by class. This helps me to identify which course section students belong to, and I am able to assist you in a timely manner. ***Please only email me via Canvas email. Students who do not use Canvas email to contact me may not receive a response from me.*** An exception to this policy are official university notices from the Dean of Students, UNT's CARE Team, the office of Disability Access, UNT Athletics, and other departments who may be writing on your behalf.

Finally, please note that all communication between students, the instructor, and teaching assistants are considered exchanges between professionals and should be written accordingly. I will expect all students to communicate in a manner consistent with a professional setting. Professional communication includes using an appropriate greeting, clear and thoughtful language, complete sentences, and a courteous tone. Your emails should clearly state the purpose of the communication and avoid slang, excessive informality, demands, or language that could be interpreted as disrespectful. Unprofessional communication may result in a request to revise and resend the message and, in repeated or serious cases, may be addressed in accordance with university conduct policies. This policy is intended to help students develop professional communication skills that are essential both in college and beyond. You may use the example below as a template or guide for composing your own emails.

Example of a Professional Email:

Hi Professor Lopez,

I am writing to you about my grade on the midterm exam. I did not score as high as I hoped, and I wanted to talk with you so that I may understand why I received the score that I did. I have class during your office hours. May you be available some time in the afternoon on Monday or Wednesday?

I look forward to your reply.

Best,
Student name

Course Technology & Skills

Minimum Technology Requirements

- Computer
- Reliable internet access
- Speakers
- Microsoft Office Suite

Computer Skills & Digital Literacy

- Using email with attachments
- Downloading and installing software

Technical Assistance

Part of working in online environments like Canvas involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

UIT Help Desk: [UIT Student Help Desk site](http://www.unt.edu/helpdesk/index.htm) (<http://www.unt.edu/helpdesk/index.htm>)

Email: helpdesk@unt.edu

Phone: 940-565-2324

In Person: Sage Hall, Room 130

Walk-In Availability: 8am-9pm

Telephone Availability:

- Sunday: noon-midnight
- Monday-Thursday: 8am-midnight
- Friday: 8am-8pm
- Saturday: 9am-5pm

Laptop Checkout: 8am-7pm

Course Requirements

Weekly In-Class Activities and Short Assignments

Throughout the semester, you will complete brief, low-stakes assignments designed to support your engagement with the primary sources. These assignments are not quizzes and are not intended to test memorization. Instead, these activities help you come to class prepared, develop critical reading and thinking skills, and build confidence working with both primary sources. Because these assignments emphasize learning and practice, they are graded primarily for completion and thoughtful effort rather than polished writing or “right” answers. These assignments will be unannounced and occur weekly. Missed in-class activities and short assignments cannot be made up.

Midterm Exam

Students will complete a comprehensive midterm exam. The midterm exam will assess students on their knowledge of the assigned primary sources from weeks one to seven and their skills in contextualizing historical documents. The exam may consist of a combination of questions, including multiple choice questions, identifications, and short essay responses (100-200 words). The exam will open at the beginning of week eight and close that Friday at 11pm. Students may use their textbooks, notes, and other materials. They will also be able to work on the exam throughout the week, saving their progress as they go.

Signature Assignment

Students will complete the core assessment which evaluates what students have learned about primary source analysis and contextualization. Students will be asked to write an argumentative essay, and they must incorporate several primary sources as evidence. The Signature Assignment will be assigned during week nine and students will have until the end of week fourteen to submit their assignment.

Historical Impact Reflection and Synthesis Paper

Instead of a final exam, students will complete an Historical Impact Reflection and Synthesis Paper. This assignment asks students to reflect on the History studied throughout the semester by first engaging in a group discussion and then writing an individual reflection paper that synthesizes that conversation. The purpose of

this assignment is to help students deepen their understanding of American history and practicing reflection, discussion, and synthesis.

Grading Breakdown and Scale

Weekly Activities and Short Assignments:	20%
Midterm:	25%
Signature Assignment:	25%
Historical Impact Reflection and Synthesis Paper:	30%
Total Percentage:	100%
90% - 100% =	A
80% - 89% =	B
70% - 79% =	C
60% - 69% =	D
59% or less =	F

Late Work Policy

Assignments are due on the date and time listed in the course schedule. Each week, a quiz will be due on Fridays by 11pm. Major assignments will also be due on their schedule due dates by 11pm.

Late work will not be accepted except in cases of documented, extenuating circumstances. Extenuating circumstances are serious, unavoidable situations that are beyond a student's control, such as medical emergencies, family emergencies, or university-approved obligations. When students are faced with such circumstances, they must notify me as soon as possible and provide appropriate documentation. I will grant approval for late submission on a case by case basis. Approval for late submission is not guaranteed. Documentation is required for approval for late submission.

Technical issues, workload from other courses, work schedules, travel, or forgetting a deadline do not qualify as extenuating circumstances.

Assignments submitted late without prior approval and documentation will receive a grade of zero.

Academic Dishonesty and AI Usage

Academic dishonesty, according to UNT's "Student Academic Integrity" policy, includes the intentional and unintentional engagement in cheating, plagiarism, and the facilitation of academic misconduct, to name a few. Students who are suspected to be engaging in such activities may face receiving a failing grade on an assignment, failing the course, or being reported to the dean of students. Cheating and plagiarism include submitting a completely AI-generated response.

With the arrival of generative AI, I understand that you will use such tools in various writing activities both in and out of the classroom. I will therefore support your understanding of the uses, ethics, and limitations of generative AI tools. This technology has many abilities and also limitations; its use requires research skills, critical thinking, and digital literacy. Therefore, if students use generative AI, they will be expected to use it responsibly and transparently.

I encourage students to use generative AI as a tool in the writing process, specifically to brainstorm, research, outline, and edit and proofread assignments. Students should note, too, that responses generated by AI are not always accurate and they may contain misinformation, incorrect citations, and incomplete references, so students will be required to review, revise, and integrate their own knowledge and skill in order to be considered for the highest score possible.

Students who use generative AI in their assignments must acknowledge their use through citation and annotation. The following is a template for citing your use of generative AI:

Chat-GPT-3 (or name of Generative AI-Tool). (YYYY, Month DD of query). "Text of your query."
Generated using OpenAI. <https://chat.openai.com/>.

Additionally, I will expect you to describe in your own words the strategies and techniques you used to compose with AI tools in a descriptive annotation of 2-5 sentences following your citation. Even if you use Grammarly to proofread your assignment, please provide a citation and brief note as the AI-Detection software cannot distinguish between AI-Generated content and softwares. Be as specific as possible in your annotation. It is your responsibility to be transparent and proactive. Both citation and annotation are required. Failure to acknowledge your use of AI tools through citation and transparency through a descriptive annotation will result in an automatic 0 for academic dishonesty. *Students in this class may only use generative AI to brainstorm, research, and outline for their assignments as well to proofread and edit their work. Students whose work is flagged for 40% or more for AI-generated content but does not contain the required citation and annotation will result in an automatic 0 for academic dishonesty.*

Example of a citation and annotation:

Chat-GPT-3. (2025, May 1). "What is the historical context for Christopher Columbus's voyage journals?" Generated using OpenAI. <https://chatgpt.com/c/695c35d8-ee88-8326-9e1e-b97bf5131942>

I asked ChatGPT for help understanding the historical context surrounding Columbus's document. I read its answers and checked for accuracy using American Yawp. Then, I used ChatGPT's response to help me write my historical context section in the essay.

Course Evaluation

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course. I will alert you to when SPOT evaluations will be opening.

UNT Policies

Academic Integrity Policy

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. If you are found to have plagiarized, cheated on an exam, or assisted someone else in cheating, you will receive a zero on the assignment.

(See: <http://www.historians.org/pubs/free/professionalstandards.cfm#Plagiarism>). More information on academic integrity can be found in the Undergraduate Catalog.

ADA Policy

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the [ODA website \(https://disability.unt.edu/\)](https://disability.unt.edu/).

Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's [Code of Student Conduct \(https://deanofstudents.unt.edu/conduct\)](https://deanofstudents.unt.edu/conduct) to learn more.

Access to Information - Eagle Connect

Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect \(https://it.unt.edu/eagleconnect\)](https://it.unt.edu/eagleconnect).

Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the [SPOT website \(http://spot.unt.edu/\)](http://spot.unt.edu/) or email spot@unt.edu.

Sexual Assault Prevention

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

*Important Notice for F-1 Students taking Distance Education Courses**Federal Regulation*

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the [Electronic Code of Federal Regulations website \(http://www.ecfr.gov/\)](http://www.ecfr.gov/). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

- (1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
- (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

Student Verification

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See [UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses](https://policy.unt.edu/policy/07-002) (<https://policy.unt.edu/policy/07-002>).

Use of Student Work

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student's written permission.

Download the UNT System Permission, Waiver and Release Form

Transmission and Recording of Student Images in Electronically-Delivered Courses

- No permission is needed from a student for his or her image or voice to be transmitted live via video conference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.

- In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.
- Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

Example: This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.

No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

Academic Support & Student Services

Student Support Services

Mental Health

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity.

Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center)
(<https://studentaffairs.unt.edu/student-health-and-wellness-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [UNT Care Team](https://studentaffairs.unt.edu/care) (<https://studentaffairs.unt.edu/care>)
- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)
(<https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry>)
- [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)
(<https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling>)

Chosen Names

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

1. [UNT Records](#)
2. [UNT ID Card](#)
3. [UNT Email Address](#)
4. [Legal Name](#)

*UNT euIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.

Pronouns

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don't assume someone's name, we should also ask and not assume someone's pronouns.

You can [add your pronouns to your Canvas account](#) so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

- [What are pronouns and why are they important?](#)
- [How do I use pronouns?](#)
- [How do I share my pronouns?](#)
- [How do I ask for another person's pronouns?](#)
- [How do I correct myself or others when the wrong pronoun is used?](#)

Additional Student Support Services

- [Registrar](https://registrar.unt.edu/registration) (<https://registrar.unt.edu/registration>)
- [Financial Aid](https://financialaid.unt.edu/) (<https://financialaid.unt.edu/>)
- [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (<https://studentaffairs.unt.edu/student-legal-services>)
- [Career Center](https://studentaffairs.unt.edu/career-center) (<https://studentaffairs.unt.edu/career-center>)

[Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)

- [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry) (<https://deanofstudents.unt.edu/resources/food-pantry>)

Academic Support Services

- [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (<https://clear.unt.edu/canvas/student-resources>)
- [Academic Success Center](https://success.unt.edu/asc) (<https://success.unt.edu/asc>)
- [UNT Libraries](https://library.unt.edu/) (<https://library.unt.edu/>)
- [Writing Lab](http://writingcenter.unt.edu/) (<http://writingcenter.unt.edu/>)

Course Schedule

What follows is an outline of topics to be covered in class as well as assignments for the semester.
This schedule is subject to change.

Week 1: Course Introductions & Reconstruction

- **Monday:**
 - Introduce the Course and Review Syllabus
- **Wednesday:**
 - Read “Mississippi Black Codes” in American Yawp
- **Friday:**
 - Read Documents 15.1, 15.2, 15.3, 15.4 in Containing Multitudes

Week 2: Capital and Labor

- **Monday: Martin Luther King Jr. Day, No Class**
- **Wednesday:**
 - Read “Selections from Henry George’s “Progress and Poverty”; “Andrew Carnegie’s The Gospel of Wealth,” “The Tournament of Today, political cartoon” in American Yawp
- **Friday:**
 - Watch a Corner in Wheat in class

Week 3: The West

- **Monday:**
 - Read “Chief Joseph on Indian Affairs” and “Turning Hawk and American Horse on the Wounded Knee Massacre” in American Yawp
- **Wednesday:**
 - Read “The Cutting of my Long Hair” in Canvas; “Tom Torlino” and “Lauren C. Kellog on Indian Education” in American Yawp; and Document 17.4 in Containing Multitudes
- **Friday: Class will be delivered online this day, No In-Person Class Meeting**
 - Read “William T. Hornaday on the Extermination of the American Bison” in American Yawp

Week 4: Life in Industrial America

- **Monday:**
 - Read “Anti-Immigration Cartoon,” “Ida B. Wells-Barnett, Lynch Law in America,” “James D. Phelan, Why the Chinese Should Be Excluded,” “Chinese Immigrants Confront Anti-Chinese Prejudice” in American Yawp
- **Wednesday:**
 - Read Excerpts from Jacob Riis’s *How the Other Half Lives* on Canvas
- **Friday:**
 - Read select family histories from the Tenement Museum on Canvas

Week 5: American Empire

- **Monday:**
 - Read “School Begins, Political Cartoon”; “Rudyard Kipling’s The White Man’s Burden” in American Yawp and Document 19.4: “Victor Gillam Depicts the White Man’s Burden” in Containing Multitudes
- **Wednesday:**
 - Read “The Monroe Doctrine” on Canvas
- **Friday: Hawaii Becomes a US Territory**

Week 6: The Progressive Era

- **Monday: Begin watching The Poison Squad**
- **Wednesday: Continue watching The Poison Squad**
- **Friday: Conclude The Poison Squad and Discuss**

Week 7: World War I

- **Monday:**
 - Read Document 21.2 in Containing Multitudes, “I Didn’t Raise my Boy to be a Soldier” on Canvas
- **Wednesday:**
 - Read Select World War One Posters on Canvas
- **Friday:**
 - Read “The Sedition Act” and “Emma Goldman on Patriotism” in American Yawp

Week 8: the Nineteenth Amendment and the Midterm Exam

- **Monday:**
 - Read Alice Stone Blackwell, Answering Objections to Women’s Suffrage in American Yawp
- **Wednesday:**
 - Read Select artifacts from *Visualizing Votes for Women*
- **Friday: No Class Meeting, Work on your Midterms**
 - **Midterm Exam due Friday before 11pm**

—Spring Break No Classes – March 9 – March 15—

Week 9: The New Era

- **Monday:**
 - Read select 1920s Advertisements on Canvas
- **Wednesday:**
 - Read “Alaine Locke on the New Negro” in American Yawp and Select artifacts from the Jim Crow Museum
- **Friday:**
 - Read select works of Harlem Renaissance Art and Poetry

Week 10: The Great Depression

- **Monday:**
 - Read Herbert Hoover on the New Deal and The Bonus Army Routed in American Yawp
- **Wednesday:**
 - Read Documents 23.1 and 23.2 in Containing Multitudes
- **Friday:**
 - Listen to select oral histories from *Hard Times*

Week 11: World War II

- **Monday:** Origins of the Pacific War
- **Wednesday:**
 - Read FDR, Executive Order No.9066, Aiko Herzig-Yoshinaga on Japanese Internment in American Yawp and Documents 24.4 and Document 24.5 in Containing Multitudes
- **Friday:**
 - Watch Father John Siemes's Eyewitness Testimony of the Atomic Bomb on Canvas
 - Read select testimonies on the atomic bomb in Hiroshima and Nagasaki

Week 12: Postwar Society

- **Monday:**
 - Read "Atomic Energy Lab," "Duck and Cover," in American Yawp and Document 25.5 in Containing Multitudes
- **Wednesday:**
 - Read "Richard Nixon on the American Standard of Living" and "In the Suburbs" in American Yawp
- **Friday:**
 - Read "Brown Versus Board of Education of Topeka" and "1959 Little Rock Rally" in American Yawp and Document 26.5 in Containing Multitudes

Week 13: Latina/os in America and Civil Rights

- **Monday:**
 - Read "Selections from the Treaty of Guadalupe Hidalgo" on Canvas
 - In Class, Begin Watching Empire of Dreams
- **Wednesday:**
 - Read "Migrant Farmers and Immigrant Labor" in American Yawp and "Why Braceros?" on Canvas
 - Conclude Empire of Dreams
- **Friday:**
 - Read Document 27.5 in Containing Multitudes

Week 14: The Culture Wars

- **Monday:**
 - Read Pat Buchanan on the Culture War in American Yawp
- **Wednesday:**
 - Read Gloria Steinem on Equal Rights for Women in American Yawp and Document 28.4 in Containing Multitudes
- **Friday:**
 - Read Jerry Falwell on the Homosexual Revolution in American Yawp and Document 29.3 in Containing Multitudes
 - Signature Assignment Due, Friday before 11pm

Week 15: Hurricane Katrina, Climate Change, and the Recent Past

- **Monday:**
 - Read assigned articles on Canvas
- **Wednesday:**
 - Read Documents 30.4 and 30.5
- **Friday: Last day of class**
 - **Group Discussions for Reflection and Synthesis Paper, Due Friday by 11pm**

Finals Week: Historical Impact Reflection and Synthesis Paper Due Wednesday May 6 by noon