

U.S. History Since 1865 (Honors)
HISTORY 2685
SPRING 2024

Class Meeting Location: Wooten Hall 215

Class Meeting Times: MWF, 1:00pm – 1:50pm



Professor:

Dr. ToniAnn Treviño (She/Her)

Office:

Wooten 231B

Student Drop-In Hours*:

M/W, 10:00am-11:00am (Or by appointment)

Note: Meetings can also be conducted via Zoom by request

*If these hours do not work, please email me to schedule an appointment.

Email:

toniann.trevino@unt.edu

Communication:

I am enthusiastic about supporting you in this course and please do not hesitate to reach out with questions or concerns. However, please be advised that I may need up to 48 hours to respond and I will not necessarily be available during the evening, nor on the weekends. Please take this into account before important deadlines.

For more involved questions, please see me in person.

Required Readings:

- The American Yawp: A Free and Online, Collaboratively Built American History Textbook - available free at <http://www.americanyawp.com> (print copy also available at campus bookstore)
- Wesley G. Phelps and Jennifer Jensen Wallach, *Containing Multitudes: A Documentary Reader of US History since 1865* (Fayetteville: University of Arkansas Press, 2022)
- Additional articles, podcasts, and primary document sets will be available on Canvas.

Course Information

Description

We will work together to explore some of the central developments in United States history from 1865 to the present. Here, we will pay close attention to the ways in which constructions of race, gender, class, and sexuality influenced various individuals' experiences across time. We will also examine how these identity categories overlapped to influence the trajectory of U.S. history, and how these historical currents might have influenced the present moment. We will engage with both primary and secondary sources, spanning across written, material, and visual materials, to build a broad skill set in analytical thought and writing.

This course does not utilize a “coverage” model or that is often presented in K-12 history curriculum, nor is your success in this class dependent on your ability to recite dates. Instead, class discussions and activities encourage students to think across various weeks for common themes and significant moments of connection to expand your understanding of U.S. history. Our class meetings will blend interactive lectures with hands-on activities and students will have a great amount of discretion to explore topics that interest them the most in many course assignments. Students will therefore take an extremely active role in learning, discussion, and self-reflection we explore our course theme and topics.

Prerequisite: Acceptance into the Honors College

Course Theme: Belonging

This semester will explore U.S. history since 1865 with a particular focus on the concept of “Belonging.” How do ideas about identity, citizenship, immigration, and space shape conceptions about who “belongs” in the United States? How do individuals across time and space make claims to belonging to demand the full rights of citizenship? How is belonging and shared identity oftentimes rooted in exclusion? How do these historical contexts shape our own world, and our personal sense of belonging?

Content Warning

This course will regularly address difficult topics such as colonialism, child abduction, extralegal and state-sanctioned violence, racism and race-based discrimination, sexism, discrimination against the LGBTQ+ community, mass incarceration, and police violence. It is understandable that students might be rightfully unsettled as they

learn more about these events. However, our class conversations stem from a need to acknowledge that violence, discrimination, and subjugation were used, and continue to be used, to reinforce ideas about who belongs in the United States. If you believe that your discomfort with the content might interfere with your ability to participate or engage in class, please visit me in my office hours or schedule a meeting with me so that we can discuss possible solutions.

Course Objectives

This course challenges students to do more than just digest narratives. Instead, students will gain the skills over the course of the semester to critically analyze primary documents, images, and secondary texts to put forth their own interpretations of U.S. history since 1865. In this sense, students should think about this course as an exercise for historical analysis skills that require ongoing strengthening, rather than a class that prioritizes the strict recollection of facts. Throughout this course, students will learn to “think like historians” and conceptualize history as a cumulative process. Additionally, this course will challenge students to apply course material to ideas about personal and social responsibility. Students will also be encouraged to consider how their own experiences are a result of these larger historical processes.

Planning Your Grade & Course Requirements

Our course departs from traditional grading models and we will instead utilize specifications grading. In our class, you will complete a “bundle” of assignments that will determine your final grade. The A bundle will ask you to put in the highest level of engagement, labor, and creativity. More importantly, however, the bundle requires that you progressively strengthen your analytical skills throughout the semester and demonstrate your grasp of core concepts in more than one way. The B and C bundles will require less labor, but the B bundle rewards students for making more efforts to practice and refine their writing and analytical abilities.

I will ask you during the first week of class to make an early plan about which bundle you will complete. However, you can change your mind at any point during the semester. I understand and empathize with the fact that students juggle multiple academic, extracurricular, and home-life obligations. Please know that I will support you in pursuing whichever bundle works best for your life circumstances.

The assignments that you turn in will not receive numerical grades. Instead, Canvas will show that the assignment is “Complete” when your work meets the assignment expectations, which is roughly the equivalent of B+ or A- work or above. An assignment will be marked as “Incomplete” if you have not *yet* fulfilled the requirements for the assignment. I know that many of the skills that you will practice in this course might not yet be intuitive. This might be especially true for assignments that ask you to engage with content in a creative way, or reflect upon how the world that you live in is connected to the histories that we will discuss. As a result, students will have an opportunity to revise assignments that do not immediately fulfill expectations. Revisions should be turned in within one week of receiving a “revise and resubmit” notice. This designation should not be seen as a

punishment or a negative assessment. Instead, students will have an opportunity to improve their work in a supportive environment.

Bundles requirements are as follows:

A Bundle	B Bundle	C Bundle
Attendance and Participation	Attendance and Participation	Attendance and Participation
1 Analytical Essay	1 Analytical Essay	1 Analytical Essay
20 Discussion Question Submissions	20 Discussion Question Submissions	20 Discussion Question Submissions
6 Content Application Mini-Projects	6 Content Application Mini- Projects	5 Content Application Mini-Projects
2 Synthetic Essays	2 Synthetic Essays	1 Synthetic Essay
1 Zine		

Bundle Component Overview

Attendance and Participation

Students are expected to:

- *Attend class meetings and participate in class discussions.* Students will arrive on time and ready to engage in the class meeting. Because our course time will be spent working collaboratively, it is crucial for you to be present, alert, and actively participating for every class. While participation will look different for each student according to personality and learning style, your contributions are vital.
- *Adhere to the course absence policy.*
 - Students are allowed two unexcused absences before your grade will be impacted. Additional unexcused absences will have the potential to negatively impact the participation and attendance component of your bundle.
 - I understand that the ongoing COVID-19 pandemic might make it a difficult to attend class from time to time.
 - To be clear: I do not want you to come to class if you have COVID-like symptoms. If there are extenuating circumstances, please immediately contact me to let me know and we can work on this.
 - Excused absences such as university-sponsored events, absences with an accompanying doctor's note, or approved absences following communication with me will not count against toward the two unexcused absences.
- *Arrive in class with assigned readings completed, and ideally printed.*
 - We will heavily engage with your readings and reading notes during class discussions.
- *Be respectful to our classroom learning environment.* This includes:
 - Not sleeping, texting, or using the internet in class.
 - Not working on materials for other classes.
 - Not engaging in a hostile or disrespectful way during classroom discussions, regardless of differing opinions.

- Not engaging in disruptive behavior.

Note: If you partake in disruptive or disrespectful behavior, I have the right to ask you to leave class for the remainder of the meeting. In addition, you will be sent a meeting request to discuss the issue at hand. If needed, an outside party will be asked to facilitate the meeting. If the behavior continues, I, the professor, reserve the right to refer you to Dean of Students for punitive action.

Analytical Essay

***Due by Wednesday, January 31 by midnight**

You will write a 750-word essay that analyzes a selection of primary documents, places them within their proper historical context, and connects them to ideas about personal and social responsibility. All bundles require you to meet expectations on the analytical essay. “Meets Expectations” on the Analytical Essay requires you to score at least 80 points on the first five criteria on the grading rubric.

Detailed criteria are available on Canvas.

Discussion Questions

***Due on Canvas by 10:00am on class meeting days unrelated to American Yawp**

This course has 26 total class meetings with assigned readings unrelated to your textbook readings from American Yawp. *For this component of your bundle, you will select 20 separate class meetings to submit two (2) discussion questions. However, students must complete all the readings to successfully participate in class discussions.*

Your two questions should go beyond simple summarization and should fall into two separate categories of questions. The categories are as follows:

- *Drawing Connections* – Questions that ask us to think across course content
- *Applying Information* – Questions that ask us to apply what we are learning to new or similar situations
- *Rethinking Knowledge*– Questions that ask us to rethink other ideas, values, or narratives that might commonly be held about U.S. history
- *Understanding Experiences* – Questions that ask us to consider what the readings might show us about individuals’ lived experiences

Content Application Mini-Projects

***Due Fridays by midnight, one week after covering the content**

Depending on which bundle you pick, you will complete 5-6 “mini-projects” that will ask you to demonstrate how you have thought about class themes further. These writing assignments should be roughly 500-750 words.

As you will see, these mini-projects are relatively open-ended, can be completed as you encounter information that you encounter information that you would like to explore more, and can be turned in on flexible basis. There are a few requirements to consider:

- 1) **Assignments must be turned in within seven days of a week's conclusion.** For example, a mini-project over Week Three (Jan. 29 – Feb. 2) content is due by February 9.
- 2) **Two mini-projects must be a primary document analysis.** The others are up to your own discretion.
- 3) **There are two “checkpoints” to keep in mind.** The exact due dates for mini-projects might differ based on the weeks that you choose, but be aware of:
 - a. **Cutoff 1: March 15**
 - i. The first 2-3 mini-projects should be turned in by the end of Spring Break (March 15).
 - b. **Cutoff 2: May 4**
 - i. The second batch of 2-3 mini-projects should be turned in by May 4, although I would strongly suggest trying to keep as much work off your plate as possible around the final period.
- 4) Mini-projects should incorporate materials from lecture, readings, and primary documents. These materials should be cited accordingly.

Detailed instructions are available on Canvas.

Synthetic Essays

***Due Dates: 1 Essay by March 15, 1 Essay by May 4**

Over the course of the semester, you will submit 1-2 synthetic essays (depending on your bundle) that ask you to put course content from two separate weeks in conversation. These essays should be 750-1,000 words. These essays will incorporate and cite materials from class lectures, discussions, and readings. To meet the expectations on this assignment, you must go beyond summarization and instead, reflect upon how placing two separate weeks of course content in conversation expand your understanding of “Belonging” or class themes as they relate to U.S. history.

Detailed instructions are available on Canvas.

Zine (A and B Bundles)

***Due in an in-class gallery during our final period: Saturday, May 4, 10:30am-12:30pm**

This final project will ask students to creatively apply their knowledge from class into an educational zine on a topic of their choosing, as long as said topic is related to the course's subject matter in some way. The zine must: be eight full pages, include a designed cover, and include a short “op-ed” that engages further with a reading for one of the pages. Not artistic? Don't worry! You will not be graded on the zine's aesthetic appeal. The most successful zines will show clear effort and make a topic from the course understandable to a general reader.

Detailed instructions are available on Canvas.

Course Policies & Expectations

Communication

Email is the best way to communicate with me. However, be advised that I may need up to 48 hours to respond and I will not necessarily be available during the evening, nor on the weekends. Please take this into account before important deadlines.

I will be available for in-person meetings during student drop-in hours on Mondays and Wednesdays from 10:00am – 11:00am. I will be in my office, Wooten 231B. Scheduled meetings will be prioritized. However, please feel free to always drop in during these times for anything you might need. If the above hours conflict with your availability, please email me and we can coordinate another time to meet. Meetings via Zoom can also be arranged.

Laptops and Technology

Students are the most engaged when they are not tempted to be distracted by cell phones or browsing on the internet. Laptops are not allowed for general notetaking and students should instead use a spiral or paper-based system.

However, we will engage in digital activities from time to time as a class that will enrich your learning. I encourage students to bring their laptops in case such activities arise. I will try to give students as much forewarning as possible.

Recording

Students may not create video or audio recordings of class sessions unless there are documented accommodations with the Office of Disability Access. Students do not have permission to repost, distribute, or otherwise reproduce class activities. Unauthorized distribution of class materials could result in disciplinary action.

Late Work

Because of the flexibility provided to students to fit assignments into their schedule, late work will not be accepted.

Policy on Children in Class

Students should never have to choose between caring for their children and pursuing their education. In cases of unforeseen childcare disruptions, I know that parents oftentimes miss class to stay at home with a child. Students with children may bring little ones to class on a necessary basis. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class to cover gaps in care is perfectly acceptable. Parents should sit near the exit doors with their little ones in case they need to step outside of the class momentarily to not disrupt learning for other students.

Note: Please do not bring children with COVID-like symptoms to class. Email me and we can make other arrangements to update you on the course.

Navigating Life Difficulties

Students are facing multiple, ongoing pandemics, a national financial crisis, and the general stresses of life. Although students must be held to the standards and requirements of this course, I am dedicated to working with students when unforeseen or extenuating circumstances arise. However, students should communicate with me as early as possible to ensure that I can offer support. It will be easier for both you and I to address issues as they arise rather than after.

What about COVID?

If you have COVID or COVID-like symptoms, please do not come to class. However, if you must miss class because of COVID please communicate with me early on and provide updates as they pertain to your course attendance.

Other Relevant Policies

Statement Regarding Academic Integrity

I encourage you to become familiar with the University's Student Academic Integrity Policy. The content of the Academic Integrity Policy applies to this course, and I refer all cases of cheating and plagiarism to the Office of Academic Integrity.

The use of AI-powered language models such as ChatGPT to complete any assignment for this course is strictly prohibited. Violations of this policy will lead to a referral to the Office of Academic Integrity.

Disability Statement

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Access (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 at disability.unt.edu.

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). Please ensure that you receive Eagle Alerts via your chosen form of communication. In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

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. The Code of Student Conduct can be found at www.deanofstudents.unt.edu.

Sexual Discrimination, Harassment, and Assault

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT's Dean of Students' website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs:

http://deanofstudents.unt.edu/resources_0. You can access UNT Survivor Advocate services through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students' office at 940-565-2648. You are not alone. We are here to help.

Course Schedule

Week 1

Topic	Before Coming to Class, Look At:	Assignments & Notes
January 17 (W) Syllabus & Introductions		
January 19 (F) Remote Module: “Create Your Own Adventure” Assignment Overviews		Due: Friday, 11:59pm “Getting Started with HIST 2685” Module <ul style="list-style-type: none"> - Watch Dr. Treviño’s Overview Video - Submit your student survey

Week 2

Topic	Before Coming to Class, Look At:	Assignments & Notes
January 22 (M) Moments in the Wake of the Civil War: Claims to Rights and Belonging	<i>Containing Multitudes</i> : Documents: 15.1, 15.2, 15.3, 15.4, 15.6, 15.8	*Option: Discussion Questions
January 24 (W) Reconstruction	<i>American Yawp</i> , Chapter 15: Reconstruction	
January 26 (F) What Happens to a Dream Deferred?	Primary Document Set: New Orders	*Option: Discussion Questions

Week 3

Topic	Before Coming to Class, Look At:	Assignments & Notes
January 29 (M) Looking to the West: Visions for Assimilation	<i>American Yawp</i> , Chapter 17: The West	

January 31 (W) Race & Labor in the West	None	Due by Midnight: Analytical Essay
February 2 (F) Dispossession: Belonging Without Ownership	Primary Document Set: Land Disputes	*Option: Discussion Questions *(If Elected) Due: Mini-Project, W2

Week 4

Topic	Before Coming to Class, Look At:	Assignments & Notes
February 5 (M) Who Can Belong Here?: The Intersection of Immigration Law, Gender, & Public Health	Nayan Shah, Selections from <i>Contagious Divides: Epidemics and Race in San Francisco's Chinatown</i> (2001), 105-119.	*Option: Discussion Questions
February 7 (W) Defining the Nation Through "The Other"	<i>American Yawp</i> , Chapter 19: American Empire	
February 9 (F) On The World's Stage: World's Fairs	Listen to Podcast: <i>Seizing Freedom</i> , "On the World's Stage." https://megaphone.link/VPM5336356286	*Option: Discussion Questions *(If Elected) Due: Mini-Project, W3

Week 5

Topic	Before Coming to Class, Look At:	Assignments & Notes
February 12 (M) Redefining Who Can Belong: New Immigration & Americanization	<i>American Yawp</i> , Chapter 19: Life in Industrial America	
February 14 (W) Staking Claims in the Pullman Strike: Labor Rights and the Body Politic	Primary Document Set: Pullman Strike of 1894	*Option: Discussion Questions
February 16 (F) Cast Down Your Bucket Where You Are? (Part I)	Primary Document Set: Booker T. Washington and W.E.B. DuBois	*Option: Discussion Questions *(If Elected) Due: Mini-Project, W4

Week 6

Topic	Before Coming to Class, Look At:	Assignments & Notes
February 19 (M) Women Making Claims to Public Life	<i>American Yawp</i> , Chapter 20: The Progressive Era	
February 21 (W) Who Belonged to Suffrage Movements?	Primary Document Set: Women's Suffrage Movements	*Option: Discussion Questions
February 23 (F) To Whom Does the Body Belong?	Alexandra Minna Stern, "Sterilized in the Name of Public Health: Race, Immigration, and Reproductive Control in Modern California" <i>American Journal of Public Health</i> , Vol. 95, 1128-1138.	*Option: Discussion Questions *(If Elected) Due: Mini-Project, W5

Week 7

Topic	Before Coming to Class, Look At:	Assignments & Notes
February 26 (M) Tracing Violence and Resistance	Mónica Muñoz-Martínez, “Racial Violence in the West” <i>The Journal of the Gilded Age and Progressive Era</i> , Vol. 20 (2010) 114-121).	* Option: Discussion Questions
February 28 (W) Tracing a Shifting American Identity	<i>American Yawp</i> , Chapter 21: World War I & Its Aftermath	
March 1 (F) Hardening Lines of Citizenship, Belonging, & Admission	<i>Containing Multitudes</i> , Documents: 22.5, 22.6, 22.7, 22.8	* Option: Discussion Questions * (If Elected) Due: Mini-Project, W6

Week 8

Topic	Before Coming to Class, Look At:	Assignments & Notes
March 4 (M) Cast Down Your Bucket Where You Are? (Part II)	<i>American Yawp</i> , Chapter 22: The New Era	
March 6 (W) Claiming Rights to Safety & Memory: The Red Summer to Tulsa	Primary Document Set: Contestations Against Violence	* Option: Discussion Questions
March 8 (F) Belonging Through Space: The Harlem Renaissance	Listen to Podcast: <i>Seizing Freedom</i> , “Inside Harlem’s Speakeasies” https://megaphone.link/VPM5809177690	* Option: Discussion Questions * (If Elected) Due: Mini-Project, W7

Week 9
Spring Break!

Topic	Before Coming to Class, Look At:	Assignments & Notes
March 11 (M) March 13 (W) March 15 (F)		Final Day for Submission: Synthetic Essay #1 *(If Elected) Due: Mini-Project, W8 Reminder of Mini-Project Checkpoint: You should have half of your mini-projects submitted by March 15

Week 10

Topic	Before Coming to Class, Look At:	Assignments & Notes
March 18 (M) The Great Depression	<i>American Yawp</i> , Chapter 23: The Great Depression	
March 20 (W) Mexican Repatriation	Camile Guerin-Gonzales, “‘Mexicans Go Home!’: Mexican Removal Programs during the Great Depression” in <i>Mexican Workers and the American Dream: Immigration, Repatriation, and California Farm Labor, 1900-1939</i> (New Brunswick: Rutgers University Press) 1994, 77-94.	*Option: Discussion Questions
March 22 (F) Exploration: Claims to Belonging in the Archive: Letters in the Era of Repatriation	Primary Document Set: Mexican Repatriation Letters	*Option: Discussion Questions

Week 11

Topic	Before Coming to Class, Look At:	Assignments & Notes
March 25 (M) Sites of Exclusion: Japanese Internment	<i>American Yamp</i> , Chapter 24: World War II	
March 27 (W) Belonging in Wartime: Gender & Sexuality in WWII	Primary Document Set: Women in Wartime Service	*Option: Discussion Questions
March 28 (F) Defiant Nationalism: Zoot Suiters	Elizabeth Escobedo, "The Pachuca Panic: Sexual and Cultural Battlegrounds in World War II Los Angeles" <i>Western Historical Quarterly</i> Vol. 38, No. 2 (Summer 2007) 133-156.	*Option: Discussion Questions *(If Elected) Due: Mini-Project, W10

Week 12

Topic	Before Coming to Class, Look At:	Assignments & Notes
April 1 (M) Broken Promises of Belonging	<i>American Yamp</i> , Chapter 26: The Affluent Society	
April 3 (W) Dreaming of Suburbia: Building Communities & Exclusion	Clayton Howard, "Building a 'Family Friendly' Metropolis: Sexuality, the State, and Postwar Housing Policy" <i>Journal American History</i> , 39 (5), 2013, 933-950.	*Option: Discussion Questions
April 5 (F) Violence in the Suburbs	Rosalyn Baxandale and Elizabeth Ewen, "Master Builders and the Creation of Modern Suburbia" in <i>Picture Windows: How the Suburbs Happened</i> (2001).	*Option: Discussion Questions *(If Elected) Due: Mini-Project, W11

Week 13

Topic	Before Coming to Class, Look At:	Assignments & Notes
April 8 (M) The Cold War & Social Exclusion: The Lavender Scare	<i>American Yawp</i> , Chapter 25: The Cold War	
April 10 (W) The Cold War & Hollywood Blacklists	Watch: <i>Salt of the Earth</i> , Dir. Herbert Biberman (1954). - Available on Youtube for free	*Option: Discussion Questions
April 12 (F) Class Cancelled – Dr. Treviño at the Organization of American Historians	Independent Work Time	*(If Elected) Due: Mini-Project, W12

Week 14

Topic	Before Coming to Class, Look At:	Assignments & Notes
April 15 (M) Reflecting on Contemporary Narratives of the Civil Rights Movement	Jeanne Theoharis, “How history got The Rosa Parks story wrong” <i>The Washington Post</i> , December 1, 2015. Primary Document: Martin Luther King, Jr., “Letter from Birmingham Jail” August 1963.	*Option: Discussion Questions
April 17 (W) To Whom Should the Nation Belong: An Exploration of The Poor People’s Campaign	<i>American Yawp</i> , Chapter 27: The Sixties	Note: Synthetic Essays turned in past this date cannot be revised and resubmitted

April 19 (F) Claims to Self-Determination	Primary Document Set: Black Panthers, Brown Berets, American Indian Movement	*Option: Discussion Questions *(If Elected) Due: Mini-Project, W13
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Week 15

Topic	Before Coming to Class, Look At:	Assignments & Notes
April 22 (M) Claims to LGBTQ Liberation	<i>American Yawp</i> , Chapter 28: The Unraveling	
April 24 (W) Belonging in Second Wave Feminism	Primary Document: The Combahee River Collective Statement	*Option: Discussion Questions
April 26 (F) Guest Speaker, Shakti Castro: Puerto Rican Claims to Space in New York City	None	*(If Elected) Due: Mini-Project, W14

Week 16

Topic	Before Coming to Class, Look At:	Assignments & Notes
April 29 (M) Rise of the New Right	<i>American Yawp</i> , Chapter 29: The Triumph of the Right	
May 1 (W) Reflections on Belonging From the Present	“Jigsaw” Reading Assignments: See module for instructions	*Option: Discussion Questions

Finals Period: May 4

May 4 (Saturday) Zine Gallery & Presentation Final Day for Submission:	Location: 10:30am-12:30pm, Wooten Hall 215 1) Synthetic Essay #2 -- Reminder: No opportunity to revise if turned in) 2) Mini Project, W16 **Last opportunity to submit a mini-project to fulfill your bundle	*(If Elected) Due: Mini-Project, W15
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