

**HIST 2620 Sections 034 and 780: History of the United States Since 1865**  
**Spring 2021**  
**ONLINE**

**Instructor:** Dr. Todd Moyer (he/him/his)  
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[Zoom office hours](#) MWF 1:00-2:00 and by appointment

**Teaching Assistants (TAs):**

Joe Morrel (last names starting with A-K)  
Zoom office hours: 5:00-6:00 Mondays and Thursdays

Julia Wetzel (last names starting with L-Z)  
Zoom office hours: Tuesdays 12:00-4:00

**Supplemental Instructor (SI):**

Madora Jemison. Email: madorajemison@my.unt.edu

**Course Description:** This is an introductory survey covering the history of the United States of America from the end of the Civil War to the 21<sup>st</sup> century. We will study social, political, and cultural interactions among different groups of Americans during this period, and we will examine the ways that different groups of Americans have struggled to reconcile the founding ideals of the American republic with the realities of an expanding industrial capitalist economy. In this course I will emphasize the major social and political trends that have led to the development of the modern United States, but we will also explore the ways that struggles over race, gender, and culture, and arguments about the U.S.'s role in world affairs, have helped to shape the modern American republic.

**Learning outcomes:** I hope that the course will help you develop a deeper understanding of the major events and themes in this period of U.S. history and their chronology, but my ultimate goal is to help you improve your critical thinking and persuasive writing skills. By the end of the course you should have the following:

- A deeper understanding of the history of the American people since the end of the Civil War, which will give you a deeper understanding of the American people today.
- A deeper understanding of what history is, how it is done, and how historians use tools and sources, especially primary sources, to create it.
- Better developed critical reading, writing, and thinking skills. The discussions, quizzes, and essay exams will help you develop your abilities to comprehend what you're reading each week, think critically about it, analyze the sources you come across, and synthesize what you have learned into original, evidence-based arguments.

**General Information:** This is an Internet Course delivered via Canvas in a module format. This means that all material is structured into sequential module folders that correspond with chapters in our textbook and course reader. Each module folder will contain all the necessary directions for students to navigate and complete this course, using the course management system, Canvas.

**You will use your UNT account to login to the course from the [UNT Canvas](#) page. You will need a computer or device with a keyboard that has reliable high-speed internet access and a Canvas-compatible web browser.** There are no pre-requisites for this course.

Additional informative links: <https://clear.unt.edu/policies-procedures/policies/fi-visa> and: <http://www.albion.com/netiquette/corerules.html>

**Required Materials:**

**HIST 2620 - Hewitt, Exploring American Stories vol. 2 and History Department Reader vol. 2 - ISBN Bundle: 9781319288082**

You will need to read the chapters in the textbook and associated Reader and complete the associated Launchpad assignments according to the attached course schedule. You can purchase the book bundle, ISBN 9781319398064, through the [UNT bookstore](#) or Voertmann's or directly through Macmillan (the publisher) using the course link—this class is HIST 2620, Sections 034 and 780. The bundle should cost about \$73. **I recommend just clicking through a course LaunchPad link and buying it through the publisher.** [Note: Any time you see “Hewitt” in the course schedule or Canvas module, it refers to the textbook.]

**Communication:** The T.A.s and I will hold regular office hours over Zoom for at least three hours per week on a first-come, first-served basis, and I will also be happy to schedule an appointment with you at any time outside of regular office hours on which we can both agree. (What the heck are office hours? Click [here](#) to find out.) I encourage you to visit me in office hours to discuss any aspect of this course—or whatever else is on your mind. If you can't visit during office hours, please call or email me. I will do my best to respond immediately. If I ever need to contact you directly, I will send an email to you through [Canvas](#). You should do the same to reach me.

**Grading:** Your final grade in the course will be determined as follows:

|                          |  |
|--------------------------|--|
| Midterm exam             | 20% of total (Two midterm exam essays x 100 pts=200 pts) |
| Final exam               | 20% of total (Two final exam essays x 100 pts = 200 pts) |
| LearningCurve            | 15% of total (15 units x 10 pts = 150 pts)               |
| Summative quizzes        | 15% of total (15 quizzes x 10 pts = 150 pts)             |
| Primary source responses | 15% of total (10 responses x 15 pts = 150 pts)           |
| Signature assignment     | 15% of total (1 essay x 150 pts)                         |

### **Grade Calculation** (1000 points total)

|           |   |
|-----------|---|
| 900 +     | A |
| 800-899   | B |
| 700-799   | C |
| 650-699   | D |
| Below 650 | F |

**Exam Format:** Each exam will consist of two essays. I will explain my expectations for the essays in great detail before the midterm examination. For now, just know that you will be tested on the required readings, and you will have to write persuasive essays that showcase your critical thinking and ability to express an original argument based on evidence from the textbook and assigned primary sources. **Please make note of the dates and times at which exams are due—see the attached course schedule.**

You will be allowed to take a make-up examination only if you are able to offer compelling evidence beforehand that you cannot take an examination at its scheduled time, or if you can offer proof of an emergency after the fact.

**Class Structure:** This class is separated into modules, each of which can easily be completed in a week and most of which correspond with one textbook chapter. Each textbook chapter contains additional resources to explore and discover through Launchpad, which includes LearningCurve. LearningCurve assignments are graded—by earning the target number of points in a Learning Curve unit you'll earn 10 points toward your final grade. (Each one is worth 10 points, all or nothing.) Each module will include possibilities for points in the course, through a combination of LearningCurve, discussions on primary sources, and summative chapter quizzes. This is a **partly self-paced course** in which you can work ahead **BUT** you **MUST** pay attention to the assignment due dates! **ALL of the LearningCurve and summative chapter quizzes are open at the beginning of the semester, and all have specific due dates.**

### **Primary Source Responses:**

Each individual response is worth 15 points; there are 10 total responses, all of which can be found in the individual modules. All assignments below are due by 5:00 p.m. on their due date. See the assignments in modules for specific dates.

### **Signature Assignment:**

In an essay that is approximately 750 words in length, you will analyze one historical image and place it within its proper historical context. This image will be posted in the signature assignment module and will be worth 15% of your final grade. Your essay should contain a thesis—a main argument—that answers the question(s) in the prompt, and uses evidence to support that argument. You may use evidence from your textbook and primary source readings. For more detailed information, see the Signature Assignment module.

**Test Policy:**

This course will include a Midterm and Final exam in which students will write two essays in response to the prompts posted in the exam modules. You will use your textbook and primary source reader as sources for the content on these essay questions. Your responses are to be **submitted through the Turnitin entry box that corresponds to each essay question on the respective exams' assignment pages in the modules.**

**Late Work Policy:** Pay attention to the deadlines outlined in this syllabus. Due to the nature of online courses, makeups are problematic and will be granted **only** for serious and compelling reasons. Given the realities of the pandemic we are **all** doing our best to cope with, the TAs and I will do everything in our power to work with you—but we ask that you please do everything in your power to meet these deadlines.

**Viewing Grades in Canvas:**

Points you receive for graded activities will be posted to the Grades page in Canvas. Your teaching assistant will update the online grades each time a grading session has been completed—typically within one week following the completion of an activity.

**Covid-19 Impact on Participation:**

While your participation in this class is expected as outlined above, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. Please contact me if you are unable to participate in the class because you are ill due to a related issue regarding COVID-19. It is important that you communicate with me as soon as possible so I may make a decision about accommodating your needs.

If you are experiencing any symptoms of COVID-19 (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or [askSHWC@unt.edu](mailto:askSHWC@unt.edu)) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or [COVID@unt.edu](mailto:COVID@unt.edu) for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. While weekly participation is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

## 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. [Insert specific sanction or academic penalty for specific academic integrity violation.]

### **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](http://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. The survey will be made available during weeks 13, 14 and 15 [insert administration dates] of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" ([no-reply@iasystem.org](mailto: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](mailto: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](mailto: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](mailto: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/>). 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](mailto: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**

1. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.
2. 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.
3. 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.

- [UNT Records](#)
- [UNT ID Card](#)
- [UNT Email Address](#)
- [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)
- [Multicultural Center \(https://edo.unt.edu/multicultural-center\)](https://edo.unt.edu/multicultural-center)
- [Counseling and Testing Services \(https://studentaffairs.unt.edu/counseling-and-testing-services\)](https://studentaffairs.unt.edu/counseling-and-testing-services)
- [Pride Alliance \(https://edo.unt.edu/pridealliance\)](https://edo.unt.edu/pridealliance)
- [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

(Subject to change, but always with warning; latest updates at Canvas)

### Module 1 – Emancipation and Reconstruction

Week of Jan. 11

- Read Hewitt, Chapter 14, Emancipation and Reconstruction, 1863–1877
- Submit the LearningCurve for Chapter 14 **[graded]**
- Watch intro video about primary sources
- Read the assigned primary sources
- Submit 300 word response to questions about the primary sources **[graded]**
- Submit the chapter 14 summative quiz **[graded]**

### Module 2 – The West

Week of Jan. 18

- Read Hewitt, Chapter 15, The West, 1865–1896
- Submit the LearningCurve for Chapter 15 **[graded]**
- Watch intro video about primary sources
- Read the assigned primary sources
- Discuss the primary sources [optional; ungraded]
- Submit the chapter 15 summative quiz **[graded]**

### Module 3 – Industrial America

Week of Jan. 25

- Read Hewitt, Chapter 16, Industrial America, 1877–1900
- Submit the LearningCurve for Chapter 16 **[graded]**
- Watch intro video about primary source
- Read the assigned primary sources
- Submit 300 word response to questions about the primary sources **[graded]**
- Submit the chapter 16 summative quiz **[graded]**

### Module 4 – Farmers, Workers, Cities, Immigrants, and the Nation

Week of Feb. 1

- Read Hewitt, Chapters 17 and 18
- Submit the LearningCurve for Chapter 18 **[graded]**
- Watch intro video about primary sources
- Read the assigned primary sources
- Discuss the primary sources [optional; ungraded]
- Submit the chapter 18 summative quiz **[graded]**

## **Module 5 – Progressivism and the Search for Order**

Week of Feb. 8

- Read Hewitt, Chapter 19, Progressivism and the Search for Order, 1900–1917
- Submit the LearningCurve for Chapter 19 **[graded]**
- Watch intro video about primary sources
- Read the assigned primary sources
- Submit 300 word response to questions about the primary sources **[graded]**
- Submit the chapter 19 summative quiz **[graded]**

## **Module 6 – Empire and Wars**

Week of Feb. 15

- Read Hewitt, Chapter 20, Empire and Wars, 1898–1918
- Submit the LearningCurve for Chapter 20 **[graded]**
- Watch intro video about primary sources
- Read the assigned primary sources
- Submit 300 word response to questions about the primary sources **[graded]**
- Submit the chapter 20 summative quiz **[graded]**

## **Module 7 – The Twenties**

Week of Feb. 22

- Read Hewitt, Chapter 21, The Twenties, 1919–1929
- Submit the LearningCurve for Chapter 21 **[graded]**
- Watch intro video about expectations for the midterm
- Submit the chapter 21 summative quiz **[graded]**
- Submit the [MIDTERM EXAM. Due 5:00 p.m. FEB. 26](#) **[graded]**

## **Module 8 – Depression, Dissent, and the New Deal**

Week of March 1

- Read Hewitt, Chapter 22, Depression, Dissent, and the New Deal, 1929–1940
- Submit the LearningCurve for Chapter 22 **[graded]**
- Watch intro video about primary sources
- Read the assigned primary sources
- Submit 300 word response to questions about the primary sources **[graded]**
- Submit the chapter 22 summative quiz **[graded]**

## **Module 9 – World War II**

Week of March 8

- Read Hewitt, Chapter 23, World War II, 1933–1945
- Submit the LearningCurve for Chapter 23 **[graded]**
- Watch intro video about primary sources
- Read the assigned primary sources
- Submit 300 word response to questions about the primary sources **[graded]**
- Submit the chapter 23 summative quiz **[graded]**

## **Module 10 – The Opening of the Cold War**

Week of March 15

- Read Hewitt, Chapter 24, The Opening of the Cold War, 1945–1961
- Submit the LearningCurve for Chapter 24 **[graded]**
- Watch intro video about primary sources
- Read the assigned primary sources
- Submit 300 word response to questions about the primary sources **[graded]**
- Submit the chapter 24 summative quiz **[graded]**

## **Module 11 – Troubled Innocence**

Week of March 22

- Read Hewitt, Chapter 25, Troubled Innocence, 1945–1961
- Submit the LearningCurve for Chapter 25 **[graded]**
- Watch intro video about primary sources
- Read the assigned primary sources
- Submit 300 word response to questions about the primary sources **[graded]**
- Submit the chapter 25 summative quiz **[graded]**

## **Module 12 – Liberalism and its Challengers**

Week of March 29

- Read Hewitt, Chapter 26, Liberalism and Its Challengers, 1960–1973
- Submit the LearningCurve for Chapter 26 **[graded]**
- Watch intro video about primary source and signature assignment
- Read the assigned primary sources
- Discuss the primary source [optional; ungraded]
- Submit the chapter 26 summative quiz **[graded]**
- Submit the [Signature assignment. Due 5:00 p.m. April 2](#) **[graded]**

## **Module 13 – The Swing toward Conservatism**

Week of April 5

- Read Hewitt, Chapter 27, The Swing toward Conservatism, 1968–1980
- Submit the LearningCurve for Chapter 27 **[graded]**
- Watch intro video about primary sources
- Read the assigned primary sources
- Submit 300 word response to questions about the primary sources **[graded]**
- Submit the chapter 27 summative quiz **[graded]**

## **Module 14 – The Triumph of Conservatism**

Week of April 12

- Read Hewitt, Chapter 28, The Triumph of Conservatism, etc., 1980-1992
- Submit the LearningCurve for Chapter 28 **[graded]**
- Watch intro video about primary sources
- Read the assigned primary sources
- Submit 300 word response to questions about the primary sources **[graded]**
- Submit the chapter 28 summative quiz **[graded]**

## **Module 15 – The Challenge of a Globalized World, 1993 to the Present**

Week of April 19

- Read Hewitt, Chapter 29, The Challenge of a Globalized World, 1993 to the Present
- Submit the LearningCurve for Chapter 29 **[graded]**
- Submit the chapter 29 summative quiz **[graded]**

## **Module 16 –**

- Submit your FINAL EXAM essays. **DUE 10:00 am WEDNESDAY, April 28 [graded]**