GENERAL INFORMATION

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Introduction:

Hello all, I am Dr. Lindsey Maxwell. Originally from Nashville, I moved to Miami over a decade ago to pursue a doctoral degree in Atlantic History. I have been researching and teaching at FIU ever since. I teach survey courses in Early and Modern American History as well as courses on African History. My research interests center on how people formed communities and connections along the lines of religion, ideology, and gender over the course of the twentieth century. I am particularly interested in transnational and transatlantic networks. My dissertation investigates connections between Christian communities in the United States and South Africa. My current research examines the growth of homeschooling around the world in the late twentieth century. At the broadest level, I am interested in the influence of religion in society and politics, and if you like you can look at some of my work on my website.

COURSE DESCRIPTION AND PURPOSE

This class focuses on central themes and questions pertaining to recent United States History, from the 1860s through the late twentieth century. We will examine a broad range of topics, including tenets of the U.S. constitution and landmark laws and judicial decisions, social movements, war, economic and political development, immigration, and issues pertaining to race, ethnicity, and gender. Readings and assignments will help you figure out not only what happened in the past, but also, the many possible explanations for why things happened.

You will be equipped to critically engage with questions such as:

• What ideas have shaped American democracy and the country’s republican form of government?
• What is the role of government in economic and social life?
• How has the definition and lived experience of citizenship changed over time?
• What has led the United States to engage in war, and what has been the impact of war on American society?
• How, and in what context, have different social groups vied for power and rights?

COURSE OBJECTIVES AND LEARNING OUTCOMES

You will not only learn about this history in this course, but you will also practice the historian’s art and craft of evaluating primary and secondary sources, organizing data, and presenting your analysis in different formats. The skills you will develop in this course will help you do well in other contexts.

By the end of the semester, you should be able to discuss why certain events and people are important and have a sense of how history shapes our contemporary world.
After completing this class, students will be able to:

- **Course Objective 1 (CO1).** Assess key events, central themes, and questions pertaining to recent United States history.
- **CO2.** Gain experience reading and analyzing written arguments by engaging with a variety of types of sources.
- **CO3.** Learn and apply the techniques of writing an argumentative, thesis-driven and evidence-based paper.

This is a Social Science Tier 1 course that counts towards your University Core Curriculum requirement. UCC Social Sciences courses teach the following skills:

- **CO4.** Students will demonstrate the ability to examine behavioral, social, and cultural issues from a variety of points of view.
- **CO5.** Students will demonstrate an understanding of basic social and behavioral science concepts and principles used in the analysis of behavioral, social, and cultural issues, past and present, local and global.

This is also a Global Learning Foundations course that counts towards your Global Learning graduation requirement. One of the themes of this course will therefore be the ways that different groups of people interacted over the period covered by the course. Upon successful completion of this course, students will be able to do the following:

- **CO6.** Construct an evidence-based argument demonstrating how local, regional, national, and global events shaped the interactions of two or more groups in the United States. (Global Awareness)
- **CO7.** Construct an evidence-based argument that integrates multiple perspectives on an issue in Modern US History. (Global Perspective)
- **CO8.** Consider different perspectives on a problem or controversy related to Modern US History and attempt to reach a resolution about it. (Global Engagement)

Finally, upon successful completion of the course, students shall be able to demonstrate civic literacy. In particular, they will be able to:

- **CO9.** Understand the basic principles, practices, and interpretations of democracy and republican government in the United States
- **CO10.** Understand tenets of the United States Constitution and their application
- **CO11.** Be familiar with founding documents behind institutions of self-governance in the United States
- **CO12.** Be aware of landmark Supreme Court cases, legislation, and executive actions, and historical meaning

**In order to meet these requirements, you must achieve a grade of C or better!**

**FIU Global Learning**

FIU awards Excellence in Global Learning Graduation Medallions to students who complete at least four Global Learning courses, participate in a variety of global co-curricular activities, and complete a capstone course (that involves one of the following tasks: a substantial original research project and presentation on a global topic, extensive foreign language study, long-term study abroad, or a globally focused internship). Moreover, FIU confers the Peace Corps Prep Certification upon students who complete at least four Global Learning courses, extensive language study, and a global problem-solving project. To learn how you may qualify for these honors, check out the [Global Learning initiative’s website](#).

**ORGANIZATIONAL INFORMATION POLICIES**

Every course has organizational rules that apply to all students in the same fashion, and I will have to enforce them throughout the semester.

Please review the general [FIU Policies](#) with care. The manual provides guidelines that apply to all FIU courses. Moreover, as a member of the FIU community you are expected to be familiar with the expectations outlined in the [FIU Student Code of Conduct](#).

University courses are all about exchanging thoughts, and it is in the nature of things that different people have different ideas. Therefore, please behave in a courteous and respectful manner towards one another.

**TECHNICAL REQUIREMENTS AND ACCESSIBILITY**

One of the greatest barriers to completing an online course successfully is lack of computer literacy. Computer literacy refers to students’ ability to manage and organize computer files, and to use an operating system as well as programs competently and efficiently. Students enrolled in online courses need at least moderate computer skills.
When you take a look around the Canvas course website you will find that FIU Online have dedicated several pages to technical requirements. Please consider their advice on Technical Requirements and Skills in particular, and take a look at the Canvas LMS Accessibility section.

ACCOMMODATION

As your professor I want you to do well, and should you have documented need for special accommodations please go ahead and let FIU take care of it. To that end you have to go through the school’s central Disability Resource Center (DRC), which provides students with disabilities the necessary support to successfully complete their education and participate in activities that are open to everyone. The DRC coordinates with students, faculty, staff, and community members to create diverse, equitable, inclusive, and sustainable learning environments. If you would like to make use of their services, please visit their website, contact them by phone at (305) 348-3532, or drop by in person at GC 190.

Semesters can feel long and exhausting and, well, “stuff” does happen. That is to say: Initiatives like Panthers Care as well as Counseling and Psychological Services exist for good reason, and you should not hesitate to tap those resources if you feel that you may need support.

On a related note: It is always easier to address developing issues in advance than to solve problems that have already yielded consequences. Therefore, I would like to encourage you to reach out as soon as you can foresee difficulties in meeting course requirements, particularly with regard to timely submission of assignments. It is easier for everyone to address an issue before it becomes a problem.

ACADEMIC MISCONDUCT STATEMENT

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Higher education and the university depend on academic honesty of all involved, faculty and students. I am very serious about enforcing ethical standards.

FIU provides comprehensive information on how to adhere to academic honesty and avoid academic misconduct. Please and by all means refresh your memory by reading up on Forms of Misconduct and Rules of Integrity. Please feel free to consult with me at any time something does not seem clear.

Let me address two common issues that FIU defines as follows:

Cheating: The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not.

Plagiarism: The use and appropriation of another person’s work without any indication of the source and the representation of such work as the student’s own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism.

I take cheating and plagiarism very seriously, and either of these will result in a formal charge of academic misconduct to the University. First offenses will receive a zero on the assignment grade. Second offenses will receive an automatic fail for the course. I do not allow student to resubmit plagiarized assignments.

If you have any questions about what constitutes academic dishonesty or plagiarism, please reach out and ask me for clarification.

COURSE PREREQUISITES
There are no prerequisites to taking this course.

**REQUIRED TEXTS**

*The American Yawp: A Massively Collaborative U.S. History Textbook* by editors Joseph L. Locke and Ben Wright has a **freely accessible** online edition, but users who like paper may also purchase a **hard copy**. We are using Volume II (“After 1877”).

**THE AMERICAN YAWP**

In addition, in most weeks reading assignments include historical documents (primary sources) as well select articles written by historians and documentaries (secondary sources). I will make them available through Canvas, or provide advice on how to access them in physical or digital form elsewhere. Please remember, **All assigned materials matter**. Tests and quizzes may be based on them.

**AFFORDABILITY COUNTS**

This course has been awarded the Affordability Counts Medallion. The Affordability Counts initiative at FIU seeks to make learning more affordable by reducing the cost of course materials to $60 or less. Find out more by visiting the Affordability Counts initiative's [website](#).

**ONLINE COURSE ADVICE**

This is a fully online course, which means that students complete the course work via internet-based resources and with the aid of computer software. Expectations in online courses are very much on par with expectations in traditional courses. In fact, online learning requires of students a degree of self-motivation, self-organization, and technological skill that under circumstances may make them actually more demanding for different types of learners. The greatest challenge for most students is managing time. You will need to set aside several hours (depending on reading speed and writing ability) to complete the assignments in each week of the term. Meeting deadlines is very important. If you commit to an online course you cannot take a break from taking it.

Online services that you have to use in this course may not be compatible with mobile devices such as phones and tablets. If you need further information, please consult with [FIU Online Support Services](#).

**COURSE DETAILS**

**COURSE COMMUNICATION**

We will communicate with each other through the messaging system of the Canvas course website. Barring unforeseen or major disruptions, I will respond to inquiries via Canvas messages within 24 hours Monday through Friday between the hours of 8:00am and 5:00pm.

My email is LMaxwell@FIU.edu, but in contrast to Canvas messages I cannot guarantee a response time.

In the interest of professional and respectful communication, I ask that you to consider these [guidelines](#) for interactions between professors and students.

At your request we can have face-to-face meetings online using Zoom, a video conference tool FIU uses to facilitate office hours interactions in online courses. FIU Online has compiled a [Zoom user guide](#) to explain how the tool is installed and used.
ASSIGNMENTS AND ACTIVITIES

There are three types of assignments in this course:

1) Writing Assignments

Each writing assignment needs to cite sources in footnotes according to the Chicago Manual of Style format, and follow the layout specifications provided on the assignment prompts. Your writing assignments are stratified so that each represents a stage in the research and writing process. Formal Papers must be submitted to Canvas. Technical issues are not acceptable excuses for failing to submit papers by the deadline, which means that you must leave yourself enough time to successfully submit your paper with extra time to account for technical problems. Always check to ensure that you successfully submitted your assignment. [always keep the receipts!]

- Historical Source Analysis Paper: In 750-1000 words, you will construct a thesis-driven and evidence-based argument about how local, regional, national, and/or global events shaped the interactions of two or more groups in the American West between 1865-1900. Full details will be provided on Canvas.
- Project Topic Proposal: In approximately 750-1000 words, you will offer a proposal for your final film project that introduces the your chosen topic, the SCOTUS case on which it is based, summarizes the plot, outlines the perspective and explains why this perspective is different and/or necessary [in other words, why this story should be told!], and presents two secondary sources and one primary source that you intend to use in the final project. Full details will be provided in Canvas.
- Project Proposal Peer Review: You will review the proposal of two of your classmates to practice professional critique, analysis, and argumentation.
- Final History Project: You will be writing your very own historical narrative for the final project in this course. You will choose a historical person, event, or group related to a Supreme Court case made between the period of 1877-1990* that you think would make for an epic feature film, but that has not been well-represented in film or media up to this point. You can do this in several ways: for instance, by presenting a well-known historical character involved in the case in a totally new perspective, illuminating people involved in a well-documented case whose stories were overlooked, or by focusing on a SCOTUS decision that has never before been portrayed in Hollywood. You will write a paper that outlines the narrative arch of the film and goes into detail on two critical scenes. Your final project will be comprised of the following elements:
  - A 750-1,250 word detailed film overview that clearly articulates the narrative arc of the film, the music, characters, genre, and other important features. You may include elements from your initial proposal here.
  - Two DETAILED scenes with lines of dialog and action (500-1,000 words)
  - A 500-750 word explanation of why the film should be made, what perspectives the film brings to American history, and how your film fills a lacunae in the current understanding of the topic. You will also include an explanation of what artistic liberties you took, and why. You may include elements from your revised proposal here.
    o To make your case as strong as possible, you will need to demonstrate that you know the current perspective on this topic in the general public. To do this, find at least one contemporary article or film that portrays or analyzes your case/topic/main character and explain how your film project challenges, changes, modifies, or supports the viewpoint in the contemporary piece. By doing this you will also fulfill the Global Learning Co-Curricular requirement for the course.
  - An annotated bibliography of sources that you consulted for use in the film. Minimum 10 sources: must be high quality primary and secondary sources.
  - A 15 sec-1:00 min teaser trailer for the film. (Due week 5)

If you lost count that is 1,750-3,000 words (approx. 7-12 double-spaced pages) total. Full details and scoring rubric will be provided in Canvas.

*why 1990? It’s an arbitrary date, but the point is that you should choose a case that is far enough in the past that you can demonstrate historical significance in your project.

2) Perusall Collaborative Discussions

We will be using Perusall to facilitate collaborative discussions of the text(s) in this course. To get started: Simply click on the Perusall link in Canvas.
You will automatically be placed in a group for discussion of the texts. For each discussion, you should carefully read and engage with the text. See the document “How to Engage with Texts” to learn how to effectively engage with an author/reading/idea. You should strive for high-quality annotations (these can be original commentary, questions, or responses to your peers or myself) in discussions. This assignment works best when you start early and spread the reading out, thus giving yourself time to respond to ongoing conversations about the central ideas with your peers and your professor. Your grade is based on the number of helpful, insightful, and engaging comments you leave in the text. You should avoid simplistic responses that do not advance the learning such as “I agree.”

Here are some suggestions for high quality discussions:

• Highlight words, phrases, or ideas that you find unclear. Look up the meaning and post it for others.
• If an event, person, or story surprises or fascinates you, share it! (and tell us why)
• Ask questions when you do not understand something in the text. Be sure to use a question mark (?)
• Answer other’s questions! Use the @ symbol to respond directly to others and grab their attention.
• Connect ideas in the textbook to those found in lectures. Use hashtags to connect to themes! #legaciesofWWI
• Use the picture tool to connect to primary sources, the textbook, or to illustrate points.

See the Perusall module on Canvas for the rubric and instructions for discussions, an example of how annotations are scored, and helpful links for FAQs related to all things Perusall.

3) Reading Quizzes

Every week you will find reading quizzes on Canvas that correspond to the chapters of the textbook. The purpose of these quizzes is to track your reading progress and ensure that you have a basic understanding of the events covered in the chapter. These brief weekly quizzes are not intended to be completed with the help of the book or notes, and therefore they are timed.

LATE POLICY

The submission deadline is 11:59pm on every day on which an assignment is due.

Written assignments lose a full letter grade for each day they are late. Written assignments submitted more than three days late will not be accepted. You should leave yourself enough time to account for unforeseeable technical problems. If you find yourself in an unforeseeable situation such as undergoing a medical emergency that prevents you from submitting an assignment you need to contact me as soon as possible.

I will reasonably accommodate students in class attendance and coursework because of religious observances, practices, and beliefs. If you desire to be excused from class or coursework to observe or practice your religious beliefs you should notify me as soon as possible, but in no case later than two (2) weeks before the religious observance or practice.

If trouble is on the way, reach out and talk to me so we can find a solution together before issues become major problems.

SUPPORT

FIU students can draw on a variety of support services to ensure they succeed in their coursework. The two most helpful resources dedicated to help students develop their writing skills are:

Writing in History Tutoring Program

FIU’s Department of History offers free tutoring for undergraduate students who are enrolled in History courses through its Writing in History tutoring program. Students may meet with tutors online and in person to discuss all aspects of their work on written assignments. I highly recommend using this resource, which has helped hundreds of undergrads to complete assignments (and, therefore, courses) successfully. Visit the program’s website to set up an appointment at your earliest convenience.

FIU Green Library Support
FIU’s library runs a Center for Excellence in Writing that offers tutoring sessions. The library also provides a number of services for remote learners such as support via chat, advice on working with library resources, and one-on-one assistance from a distance learning librarian. They are in the process of restructuring their website. In the meantime, you may call Green Library’s Distance Learning division at (305) 919-5604 to obtain information and set up an appointment.

GRADING

Please refer to the “Course Format” section above to understand how points and grades are connected. I take the evaluation and assessment of your work seriously. I am a historian and educator with over ten years of experience in assessing student work, so please be respectful when you reach out to discuss grades. I will always provide substantial feedback on your assignments, and you should always read and/or listen to the feedback carefully first. Naturally, I may make mistakes in the grading process. If you observe that your grade does not match the rubric score or feedback, you should contact me promptly. For all grade review requests, you must indicate the precise reasons for why the grade does not meet the expectations (think: argument and evidence!).

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Historical Source Analysis Paper</td>
<td>15%</td>
</tr>
<tr>
<td>Initial Film Proposal</td>
<td>15%</td>
</tr>
<tr>
<td>Project Proposal Peer Review</td>
<td>5%</td>
</tr>
<tr>
<td>Final History Screenplay Project</td>
<td>35%</td>
</tr>
<tr>
<td>Collaborative Discussions</td>
<td>20%</td>
</tr>
<tr>
<td>Reading Quizzes</td>
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<td><strong>Total</strong></td>
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<th>Letter</th>
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<tbody>
<tr>
<td>A</td>
<td>Above 93</td>
<td>B</td>
<td>83 - 86</td>
<td>C</td>
<td>70-76</td>
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<tr>
<td>A-</td>
<td>90 - 92</td>
<td>B-</td>
<td>80 - 82</td>
<td>D</td>
<td>60-69</td>
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<tr>
<td>B+</td>
<td>87 - 89</td>
<td>C+</td>
<td>77-79</td>
<td>F</td>
<td>59 or less</td>
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COURSE CALENDAR

WEEKLY SCHEDULE

The schedule below tells you what will happen in the weeks and months ahead:

<table>
<thead>
<tr>
<th>Time Range</th>
<th>Course Content and Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic</strong></td>
<td>Course Overview and Semester Organization</td>
</tr>
<tr>
<td><strong>Readings &amp; Materials</strong></td>
<td><a href="#">The American Yawp</a>, Chapter 16-17</td>
</tr>
<tr>
<td><strong>Module 1</strong></td>
<td>Assignments</td>
</tr>
<tr>
<td>May 11 – May 17</td>
<td>• review this syllabus and feel free to ask any questions you may have</td>
</tr>
<tr>
<td></td>
<td>• familiarize yourself with the Canvas course website</td>
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<tr>
<td></td>
<td>• check out the online textbook and understand how it works</td>
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<tr>
<td></td>
<td>• record a short video introduction and post it to the discussion board</td>
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<tr>
<td>Module 2</td>
<td>May 18 – May 24</td>
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</tr>
<tr>
<td><strong>Topic</strong></td>
<td>“The Making of Modern America” Part II: Industrialization and Reform</td>
</tr>
</tbody>
</table>
| **Readings & Materials** | • *The American Yawp*, Chapter 18-20  
• Primary Sources, Maps, and Videos on Canvas |
| **Tasks** | • Participate in Perusall Collaborative Discussion 2  
• Take Quizzes for Chapters 18-20  
• Submit Writing Assignment #1: Historical Source Analysis Paper |

<table>
<thead>
<tr>
<th>Module 3</th>
<th>May 25 – May 31</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic</strong></td>
<td>“A New Era”</td>
</tr>
</tbody>
</table>
| **Readings** | • *The American Yawp*, Chapter 21-23  
• Primary Sources, Maps, and Videos on Canvas |
| **Tasks** | • Participate in Perusall Collaborative Discussion 3  
• Take Quizzes for Chapters 21-23  
• Submit Writing Assignment #2: Film Proposal |

<table>
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<th>Module 4</th>
<th>June 1 – June 7</th>
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<tbody>
<tr>
<td><strong>Topic</strong></td>
<td>“American at War”</td>
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</table>
| **Readings** | • *The American Yawp*, Chapter 24-26  
• Primary Sources, Maps, and Videos on Canvas |
| **Tasks** | • Participate in Perusall Collaborative Discussion 4  
• Take Quizzes for Chapters 24-26  
• Submit Film Proposal Peer Review |

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<th>Module 5</th>
<th>June 8 – June 14</th>
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<tbody>
<tr>
<td><strong>Topic</strong></td>
<td>“The Long 1960s”</td>
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</table>
| **Readings** | • *The American Yawp*, Chapter 27-28  
• Primary Sources, Maps, and Videos on Canvas |
| **Tasks** | • Participate in Perusall Collaborative Discussion 5  
• Take Quizzes for Chapters 27-28  
• Submit Teaser Trailer for Your Film |

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<th>Module 6</th>
<th>June 15 – June 19</th>
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<tbody>
<tr>
<td><strong>Topic</strong></td>
<td>“The Fracturing of Modern America”</td>
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</tbody>
</table>
| **Readings** | • *The American Yawp*, Chapter 29-30  
• Primary Sources, Maps, and Videos on Canvas |
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<tr>
<th>Tasks</th>
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</thead>
<tbody>
<tr>
<td>• Participate in Perusall Collaborative Discussion 6</td>
</tr>
<tr>
<td>• Take Quizzes for Chapters 29-30</td>
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<tr>
<td>• Submit Final Research Project</td>
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*** This syllabus is subject to change at the discretion of the professor. Last revision: April 30, 2020 ***