

# A Fun and Different Course: How Gamification Transformed an Online U.S. History Survey

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In March 2020, the world changed forever when Covid-19 struck in full force. Without much notice, college instructors had to turn in-person classes into online learning opportunities. The words “asynchronous” and “synchronous” joined the educational lexicon of people who had only taught in-person courses. Technostress (or mental stress and psychosomatic illness caused by working with computer technology) affected instructors and students alike. Technology provided one immediate solution for continuing the work of education during a pandemic. But there were real concerns about educational technology. How could educators make meaningful learning experiences for students when they did not have the training to use learning management systems, multimedia production software, and video meeting programs?

I was offered a teaching position at a large, land-grant university in the American West the same month Covid hit. The department chair told me that part of my upcoming teaching rotation would include creating an asynchronous section of *HIST 1700: American History*, a sweeping survey of history from “contact” to the present day. Since *HIST 1700* is designated for non-majors, I was not particularly worried about content coverage. I had ample experience developing strong essential questions (EQs) that could frame content in ways advocated by curriculum theorists Grant Wiggins and Jay McTighe.<sup>1</sup> Instead, my primary concern centered around motivating students to do well in an asynchronous online course. These concerns were not unwarranted. “Having lack of motivation,” Kübra Ertan and Selay Arkün Kocadete point out, “is one of the challenges that students face in online learning environments.”<sup>2</sup> From the beginning, I understood that *HIST 1700* had to look and feel different from anything I had enrolled in or taught in the past.

My solution was to employ gamification in the asynchronous online survey. Defined as using game components in non-game contexts, gamification has been incorporated to various degrees in e-learning environments.<sup>3</sup> In this article, I explain how I use gamification in *HIST 1700* through a “choose your own grading adventure.” In the grading adventure, students focus on earning points as they pick-and-choose which assignments they complete. Currently, *HIST 1700* has 350 assignments that student can complete to demonstrate their knowledge of American history. For each of the semester’s fourteen weeks, students can take low-stakes quizzes attached to course lectures, primary sources, and TED Talks. Most weeks have options for students to read and analyze academic articles published by prominent historians. In addition, students can submit written assignments, like a primary source analysis or a history meme, at various junctures in the semester. Like in a video game, easier tasks, such as watching a lecture and completing the accompanying quiz, are worth few points. Harder (and more time-consuming) assignments are worth more. Although students have immense choice as they navigate the grading adventure, they are ultimately faced with a specific quest—to earn at least 282 points by the end of the semester to earn an A.

The “choose your own grading adventure” demonstrates how gamification increases student motivation to succeed in an asynchronous learning environment. Two pieces of further explanation are necessary to prove this claim. In the first, I explain what gamification is. In the second, I provide a detailed overview of the grading adventure. This section includes an overview of the assignment choices students have in the course. After setting this necessary context, this article employs qualitative data from evaluations of teaching to spotlight how students interpret their successes in the grading adventure. These qualitative data illustrate the importance of self-

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1 Grant Wiggins and Jay McTighe, *Understanding by Design* (Alexandria, VA: Association for Supervision and Curriculum Development, 2005).

2 Kübra Ertan and Selay Arkün Kocadere, “Gamification Design to Increase Motivation in Online Learning Environments: A Systematic Review,” *Journal of Learning and Teaching in the Digital Age* 7, no. 2 (2022): 151.

3 Sebastian Deterding, et al., “From Game Design Elements to Gamefulness: Defining ‘Gamification,’” *Proceedings of the 15th International Academic MindTrek Conference: Envisioning Future Media Environments* (September 2011): 9-15.

determination theory for comprehending motivation in gamified asynchronous online surveys like *HIST 1700*.

### **Gamification: What Is It?**

Scholarship on gamification in e-learning environments has proliferated over the past decade. The growth of online learning, particularly within higher education, has posed numerous challenges for educators. Importantly, concerns about student motivation have ranked high on lists of concerns about students enrolling in online coursework. Generally, students in asynchronous courses, which allow students to examine instructional material at any time they choose, must be motivated learners with strong self-regulating abilities. Not every student, though, will feel motivated in their courses. This is especially true in a general education course, such as *HIST 1700*, for non-majors. Gamification presents one way to motivate students to complete and excel in their schoolwork.

Educational researchers have proposed several definitions of gamification. Most scholars use the definition provided above—gamification is using game components in non-game contexts.<sup>4</sup> In the context of learning, gamification is a design process where game elements change existing learning processes.<sup>5</sup> Numerous literature reviews point out some common features of gamification, especially within the context of asynchronous online learning. These features include emphases on the accumulation of points and earning badges. Leaderboards and progress bars are also features found in gamified courses. Christo Dichev and Darina Dicheva contend that points, badges, leaderboards, and progress bars are common parts of gamification because of their relative ease to implement in educational settings.<sup>6</sup>

Gamification differs from other forms of gaming, including game-based learning, in several ways. According to Errol Scott Rivera and Claire Louise Palmer Garden, gamification “employs some elements of games” without turning the learning process into a full-fledged game. These researchers stress that the aim of gamification is to “modify the learner’s state in order to improve pre-existing instruction.” Game-based learning, on the other hand, is much more like a flight simulator. In a flight simulator, the student has a specific goal. They learn how to take off, navigate through inclement weather, or land the plane. Game-based learning, in other words, teaches specific skills, often in a structured and heavily scaffolded manner, whereas gamification is focused much more on incorporating elements of gaming into educational settings, assessments, and activities.<sup>7</sup>

Researchers have identified other important components of gamification. In “Designing Effective Gamified Learning Experiences,” for instance, Yunjo An stresses how gamification “is more effective when users can choose whether or not to participate” in specific learning activities. Choice, then, is a key aspect to consider when designing a gamified course. Furthermore, scholars prioritize the importance of failure for gamification. Once again, An’s work is crucial on this matter. “What makes failure fun in games,” she writes, “is that it comes with no serious consequences, while failure is a negative and often embarrassing experience that remains on your permanent record in traditional education settings.” According to An, failure should serve as an opportunity for learning and growth in a game environment.<sup>8</sup>

*HIST 1700*’s grading adventure employs some of the core features of gamification. This assessment strategy uses a point-based grading system to motivate students to complete assignments. In addition, students have many assignment choices. On top of this, students are not “punished” if they do not perform well on an assignment. Instead, *HIST 1700*’s point-based system emphasizes growth and learning. If a student earns a subpar grade on an

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4 Deterding, Dixon, Khalde, and Nacke, “From Game Design Elements to Gamefulness,” 9-15.

5 Michael Sailer and Lisa Homner, “The Gamification of Learning: A Meta-Analysis,” *Educational Psychology Review* 32 (2020): 78.

6 Christo Dichev and Darina Dicheva, “Gamifying Education: What Is Known, What Is Believed and What Remains Uncertain: A Critical Review,” *International Journal of Educational Technology in Higher Education* 14, no. 9 (2017).

7 Errol Scott Rivera and Claire Louise Palmer Garden, “Gamification for Student Engagement: A Framework,” *Journal of Further and Higher Education* 45, no. 7 (2021): 1000-1001.

8 Yunjo An, “Designing Effective Gamified Learning Experiences,” *International Journal of Technology in Education* 3, no. 2 (2020): 64, 66.

assignment, they still receive points toward their final grade. I encourage them, however, to complete another one of these assignments, taking my feedback into account so they can improve their work. The learning might not be as fun as the type that happens in a video game. But this approach lessens the all-or-nothing approach used in traditional grading schemes.

## The “Choose Your Own Grading Adventure”

Thus far, I have provided some insight into the features that comprise *HIST 1700*'s “choose your own grading adventure.” This includes the points-based system. In this system, students earn points for every assignment they complete. Part of this points-based system involves not “punishing” students for doing poorly on individual assignments. They can apply whatever points they earn on an assignment toward their final grade. If a student accumulates 282 points by the end of the semester, they earn an A in the course. It can be that simple. But what does this look like for students? This section includes more detail on the design process behind and the structure of *HIST 1700*.

First, I developed a set of essential questions (EQs) that would serve as anchors for the course content. *HIST 1700* focuses on five EQs: America's role in the world; civil rights; economics and labor; government and power; and women and gender. (See Figure 1 for the wording of the course's EQs.) These EQs are crucial for a couple reasons. Most importantly, they provide students a chance to answer thought-provoking and open-ended inquiries as they engage with content. Every resource in *HIST 1700*, from my lectures to primary sources and academic articles, must answer part of an essential question. Moreover, the EQs helped me think about the range of topics students might want to explore in a “choose your own grading adventure.” By focusing on big themes like America's role in the world and civil rights, I could shape the course's curriculum around myriad student interests. Doing so assisted in the processes of tailoring the gamification process, as suggested by prominent educational technology scholars, and thinking conceptually about how I could structure the course's grading adventure.<sup>9</sup>

Second, I came up with a list of lecture topics that would help answer these essential questions. Since *HIST 1700* is such an expansive survey, I had to be selective. But for two weeks devoted to economics and labor, I ended up recording six lectures ranging between nineteen and thirty-one minutes. I matched these lectures with textbook readings from *The American Yawp* and primary sources from *The American Yawp Reader*. My thought process was that the lectures and the textbook readings would provide students the necessary background knowledge to engage with primary sources.

Third, I searched for video resources that could appeal to students who enjoy and respond well to visually engaging materials. I wanted to find a website that had short videos that would help students better understand the course's essential questions. Ultimately, I settled on TED-Ed's animated videos on American history. Videos like “Ugly History: Japanese American Incarceration Camps” build on issues of civil rights I discuss in lectures. Other TED Talks, such as “What Causes an Economic Recession?”, complement the content I address in lectures on the Gilded Age and the causes and consequences of the Great Depression. Since TED-Ed's videos are animated, I thought that this format spoke to the playful element of a gamified course. But while these video's animations are visually pleasing, they also articulate complex, often serious topics to students, albeit in an approachable manner.

Fourth, I searched for academic articles suitable for an introductory college course. I thought that academic articles, which propose novel historical arguments, would provide an extra challenge for students who want to read or write at a higher level. The gamified nature of *HIST 1700* would give students the opportunity, I reasoned, to engage with more difficult assignments without the reticence that not doing well would hurt their cumulative grade. I incorporated some of the articles I remembered enjoying as an undergraduate student, including T.H. Breen's “‘Baubles of Britain’: The American and Consumer Revolutions of the Eighteenth Century” and Erika Lee's “Enforcing the Borders: Chinese Exclusion along the U.S. Borders with Canada and Mexico, 1882-1924.”<sup>10</sup> Since

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9 Wilk Oliveira, et al., “Tailored Gamification in Education: A Literature Review and Future Agenda,” *Education and Information Technologies* 28 (2023): 397.

10 T.H. Breen, “‘Baubles of Britain’: The American and Consumer Revolutions of the Eighteenth Century,” *Past & Present* 119 (May

I began teaching HIST 1700, the number of academic article options for students has grown to twenty-seven. I asked colleagues to share pathbreaking—and accessible—articles within their subspecialties of U.S. history when I decided to grow the number of article analysis options for students in HIST 1700.

Fifth, I started to assemble my curricular materials. This process included building Canvas pages for the lectures, primary sources, and TED Talks. As I built these pages, I used Atomic Assessments, a third-party plugin for learning management systems, to create quizzes for each of these resources.<sup>11</sup> Eventually, I assigned a higher number of points to quizzes that take longer to complete. A quiz on a 30-minute lecture, for instance, is worth three points, whereas quizzes associated with the 6-minute TED Talks are only worth one point. Currently, the article analyses are worth fifteen points, and in that assignment, students must locate a scholar's argument, identify which primary sources they draw from, and offer praise and constructive criticism of the article. Completing these article analyses takes more time than taking a quiz, which explains why they are worth a greater number of points.

Sixth, I designed the course's highest point assignments—the primary source reading grid (PSRG) and the history meme assessment.<sup>12</sup> Students can turn in PSRGs and/or history memes in Week #6 and Week #12 and during finals. They can earn up to thirty points for each of these assignments. The PSRG is a bread-and-butter assignment for an introductory survey. It asks students to consider a source's author, perspective, and historical context. The last part of the assignment also challenges students to answer a relevant EQ. The history meme, on the other hand, offers students the opportunity to create a meme based on the historical content they learned. This assignment asks students to explain their meme in a way that would make it understandable for someone who has no background in American history. In the next part of the assignment, students must connect their meme to one of the course's EQs.

Once I had everything built for a specific week, I created a page where students would be able to find everything they needed to navigate the grading adventure. Each of these pages follows the same format. There is a short introduction to the week, a link to the most relevant EQs covered in the content, and an option to complete a study skills assignment, which I call “habits of mind.”<sup>13</sup> Then comes the historical content, with links to lectures, textbook readings, TED Talks, and primary sources. Each of these links contains not only the historical content but also an accompanying quiz for students to earn points toward their final grade. In each weekly page, I then remind students that they can turn in a PSRG and/or a history meme on any of the topics they find interesting. Every page ends with one, two, or sometimes more academic articles students might read and analyze. See Image 1 for how one week's list of primary sources shows up on Canvas.

Figure 2 shows the assignment options that students have in Week #8. This week has an intense focus on twentieth-century civil rights issues, and as such, many students interested in recent histories of race, racial ideology, and racism complete work during Week #8. If students complete every assignment offered in Week #8, they could earn up to 94 points, which is one-third of the number of points needed for an A. No student has ever

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1988): 73-104 and Erika Lee, “Enforcing the Borders: Chinese Exclusion along the U.S. Borders with Canada and Mexico, 1882-1924,” *The Journal of American History* 89, no. 1 (June 2002): 54-86.

11 Atomic Jolt, “Atomic Assessments: Interactive Courseware and High Stakes Testing for Canvas,” 2023. <https://www.atomicjolt.com/atomic-assessments>.

12 There are scholarship of teaching and learning (SoTL) studies available on the use of memes in college-level courses. Dominic D. Wells, for instance, highlights how memes are an important part of modern politics, and as such, memes can be used to promote critical thinking in political science classrooms. Paul Mihailidis, on the other hand, completed research into youth engagement with memes and hashtags, arguing that young people have become accustomed to employing these tools in the digital world for civics-related purposes. See Wells, “You All Made Dank Memes: Using Internet Memes to Promote Critical Thinking,” *Journal of Political Science Education* 14, no. 2 (2018): 240-248 and Mihailidis, “The Civic Potential of Memes and Hashtags in the Lives of Young People,” *Discourse: Studies in the Cultural Politics of Education* 45, no. 5 (2020): 762-781.

13 See Arthur L. Costa and Bena Kallick, editors, *Learning and Leading with Habits of Mind: 16 Essential Characteristics for Success* (Alexandria, VA: Association for Supervision and Curriculum Development, 2008), for an overview of the habits of mind framework.

gained that many points from a single week, though the option to do so highlights how they can pick-and-choose assignments in the grading adventure. See Figure 3 to review the number of points available for students to earn in each week.

### **Gamification: Self-Determination Theory at Work in HIST 1700**

Several psychological theories explain the success I have seen in *HIST 1700*. Self-determination theory (SDT), however, offers the most insight into the course's grading adventure. In this section, I explore the most relevant components of SDT and relate these elements of SDT to what students report in course evaluations for *HIST 1700*.

SDT proposes that there are two types of motivation—intrinsic and extrinsic. Educators hope for their students to feel intrinsically motivated to complete their assignments. In educational settings, intrinsic motivation involves students making volitional choices about their learning. Students also display a genuine interest in the subject when they are intrinsically motivated. Extrinsic motivation, on the other hand, involves students turning in work to meet an external goal. Unsurprisingly, many students, particularly in general education courses like *HIST 1700*, have a grade they would like to earn in the class. Often, the hope to earn that specific grade serves as a form of extrinsic motivation.<sup>14</sup>

SDT research emphasizes three basic psychological needs to facilitate intrinsic motivation. The first is competence. According to SDT, competence is the perceived adequateness someone feels in a subject. In history classes, confident students might declare themselves to be “history buffs,” whereas students lacking confidence might say things like “I have never been good at history.” The second psychological need outlined in SDT is autonomy. This refers to a person acting voluntarily with a sense of choice. Courses that provide assessment options for students can offer students choice in personalizing their learning opportunities. And last, SDT stresses the importance of relatedness for fostering intrinsic motivation. Relatedness is the state of feeling connected to a person, a group, or a culture during the educational process.<sup>15</sup>

*HIST 1700*'s grading adventure best satisfies the student need for competency and autonomy. Regarding competence, the course's low-stakes assignments, such as lecture or primary source quizzes, provide students with a relatively simple task. They must either watch or read something and answer some basic comprehension questions. As students gain confidence by earning points on these quizzes, they feel like they can take on harder challenges, like a primary source reading grid. This satisfies Ertan and Kocadere's understanding of competence in gamification, which they describe as providing students with challenges that gradually get harder.<sup>16</sup>

Course evaluations highlight how students interpret their competence as they proceed through *HIST 1700*'s grading adventure. In a Fall 2021 evaluation, one student wrote the following: “I felt like this course was easy to learn because there were multiple ways of gaining knowledge that was incorporated in the lectures.”<sup>17</sup> This student, though specifically referencing lectures in their evaluation, recognized that they could display their knowledge of American history in several ways. Other students commented similarly. In course evaluations, comments like “Gives a wide array of different ways to learn” were frequent.<sup>18</sup> Student evaluations also reveal which assignments students like. “I really enjoyed the lectures and TED Talks,” one student wrote. “These were informative assignments, and I learned a lot of different material.”<sup>19</sup> These kinds of comments reveal aspects of student competence as they learn American history.

Even more explicitly, student evaluations underline how the grading adventure fosters autonomy. Students

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14 Richard M. Ryan and Edward L. Deci, “Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being,” *American Psychologist* 55, no. 1 (January 2000): 68-78.

15 An, “Designing Effective Gamified Learning Experiences,” 64-65.

16 Ertan and Kocadere, “Gamification Design to Increase Motivation in Online Learning Environments,” 154.

17 Anonymous student, “IDEA Survey Response for HIST 1700: American History,” Fall 2021.

18 Anonymous student, “IDEA Survey Response for HIST 1700: American History,” Spring 2022.

19 Anonymous student, “IDEA Survey Response for *HIST 1700*: American History,” Spring 2022.

face a plethora of choices on a weekly basis as they try to earn an A in *HIST 1700*. They are thus able to take control of choosing which activities to take part in, which Xihuan Li and Samuel Kai Wah Chu identify as essential for students to feel autonomous.<sup>20</sup> Students not only choose which kinds of assignments they complete. They can also invest their time and energy into topics of innate interest. This mixture of assessment and content choice provides nearly endless avenues for students to earn the number of points needed for a good grade in the course.

Students did not use “autonomy” in their evaluations of teaching. But they often use an even more powerful word—freedom. “The freedom offered within this class was very different,” wrote one student, “and I liked the structure of the course.”<sup>21</sup> Other students agreed. “The freedom to do the things that I found interesting was something great about this class,” attested another student.<sup>22</sup> “I really enjoyed the freedom throughout the course to choose our own grading adventure,” reported someone else. “It made learning easier and more fun.”<sup>23</sup> This preliminary evidence stresses how important choice and autonomy is for student motivation. My hope was that the gamified elements of the course would motivate students. But I never expected to read the words “freedom” and “fun” in so many student evaluations!

Some of the most insightful student evaluations, though, address motivation head-on. When reviewing course evaluations for three semesters, I noticed variations of the following comment: “Very helpful for completing the course early before all my other classes got extremely difficult.”<sup>24</sup> Another student declared that “[t]he layout of this class is awesome! I loved the freedom and ability it gave me to finish early and do the assignments I wanted to.”<sup>25</sup> This second comment not only reifies the importance of choice that students experience in *HIST 1700*. It also reveals how the point-based system can serve as a motivating factor for students to excel in an asynchronous online course. The ability to finish work early compels some students to work ahead, earn as many points as possible, and make more time available for other coursework at the end of the semester.

These evaluations call attention to some of the benefits students noted from *HIST 1700*’s grading adventure. Many students emphasize how the structure of the course enables them to feel motivated to complete assessments. In addition, an overwhelming number of students use words like “free” and “freedom” to describe their engagement with the course’s assessment approach. This anecdotal information demonstrates how *HIST 1700*’s grading adventure harnesses some of the best features of gamification to increase student motivation.

## Further Research

The findings published in this article underscore a promising approach for gamifying a U.S. history survey. In short, *HIST 1700*’s “choose your own grading adventure” offers one path for improving student motivation in an online asynchronous introductory course. Students report increased levels of intrinsic and extrinsic motivation in their evaluations of teaching. Moreover, students use words like “free” and “freedom” in their evaluations. These self-reports provide anecdotal evidence that a grading adventure works for many students.

Student evaluations of teaching have limitations as reliable data. Although my evaluations have been overwhelmingly positive, I am in the process of collecting quantitative data about how students navigate *HIST 1700*’s grading adventure. These data will show which assignments students complete, when they turn in these assignments, and how well students perform on different kinds of assessments. The collection of quantitative data, which will be analyzed in relation to available qualitative evidence, will shed additional light on how students navigate a grading

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20 Xihuan Li and Samuel Kai Wah Chu, “Exploring the Effects of Gamification Pedagogy on Children’s Reading: A Mixed-Method Study on Academic Performance, Reading-Related Mentality and Behaviors, and Sustainability,” *British Journal of Educational Technology* 52, no. 1 (January 2021): 160-178.

21 Anonymous student, “IDEA Survey Response for *HIST 1700: American History*,” Fall 2021.

22 Anonymous student, “IDEA Survey Response for *HIST 1700: American History*,” Fall 2021.

23 Anonymous student, “IDEA Survey Response for *HIST 1700: American History*,” Spring 2022.

24 Anonymous student, “IDEA Survey Response for *HIST 1700: American History*,” Spring 2022.

25 Anonymous student, “IDEA Survey Response for *HIST 1700: American History*,” Fall 2021.

adventure. Despite the lack of quantitative data, though, I feel comfortable declaring that gamification has fostered my students' motivation to succeed in *HIST 1700's* asynchronous learning environment. Perhaps most importantly, between seventy and eighty percent of students in any given semester earn an A in *HIST 1700*. Under ten percent receive a D or F. This alone shows that there is something about the course's grading adventure that motivates students.

| <b>Essential Questions from <i>HIST 1700: American History</i></b> |   |
|--|---|
| Essential Question   |   |
| America's Role in the World  | Determine how the United States' foreign policy changed from the 1790s through September 11. Assess U.S. diplomatic and military power over time. How did the U.S. confront the challenges it faced around the globe? Are there core tenets (or beliefs) that have guided American foreign policy? If so, what are they? If not, how do foreign policy conflicts differ from each other?  |
| Civil Rights   | The continued fight for equality has defined the American experience. Compare and contrast the struggle for civil rights that the following segments of the population experienced: 1) African Americans; 2) Native Americans; 3) women; 4) Mexican Americans; 5) Asian Americans; and/or 6) LGBTQ+ individuals. Are there commonalities in the political rhetoric and tactics of these groups? How would you describe the unique challenges these segments of the population faced? What are the arguments, agendas, challenges, etc. that have made coalitions difficult to form, both within and between different rights movements? |
| Economics and Labor  | Evaluate how the American economy has changed since the nation's founding. How did the market revolution and then "big business" alter the landscape of U.S. industry? Why did Progressive Era and New Deal reformers pass the legislation they did? Have Americans found a way to balance economic growth and workers' rights in the post-World War II period?   |
| Women and Gender   | Analyze the political, social, and economic fight for women's equality. To what extent has the role and status of women changed over the past 250 years? What have been landmark victories for women's rights? What roadblocks have women faced? Why have various political factions opposed women's and feminist groups? What's the status of women's rights today? What work is left to be done?  |
| Government and Power   | Assess how various figures, from presidents to average citizens, have interpreted the nature of governmental power. At what level (local, state, federal) have different historical figures believed that most governmental decisions should (or should not) occur? How have American politicians and everyday citizens navigated the separation of powers between the different branches of the federal government? What are some of the reasons why the powers of the federal government grew over the course of the 20 <sup>th</sup> and 21 <sup>st</sup> centuries?   |

Figure 1: Essential Questions in *HIST 1700: American History*

| <b>Week #8: Race and Social Memory</b> |   |
|--|---|
| Lectures                               | <ul style="list-style-type: none"> <li>• The Chinese Exclusion Act (12 minutes 57 seconds)</li> <li>• Japanese Internment in World War II (24 minutes 57 seconds)</li> <li>• The Great Migration and the Harlem Renaissance (19 minutes 42 seconds)</li> <li>• African American Civil Rights before 1945 (29 minutes 37 seconds)</li> <li>• The “Classical” Civil Rights Movement (32 minutes 49 seconds)</li> <li>• From Black Power to #BLM (39 minutes 17 seconds)</li> </ul>  |
| Primary Sources <sup>26</sup>          | <ul style="list-style-type: none"> <li>• Chinese Merchant Complains of Racist Abuse (1860)</li> <li>• Chinese Immigrants Confront Anti-Chinese Prejudice (1885 and 1903)</li> <li>• James D. Phelan, “Why the Chinese Should Be Excluded” (1901)</li> <li>• Marcus Garvey, Explanation of the Objects of the Universal Negro Improvement Association (1921)</li> <li>• Alain Locke on the “New Negro” (1925)</li> <li>• Hiram Evans on “The Klan’s Fight for Americanism” (1926)</li> <li>• A. Philip Randolph on a March on Washington (1941)</li> <li>• Aiko Herzig-Yoshinaga on Japanese Internment (1942/1944)</li> <li>• <i>Brown v. Board of Education of Topeka</i> (1954)</li> <li>• <i>Hernandez v. Texas</i> (1954)</li> <li>• Rosa Parks on Life in Montgomery, Alabama (1956-1958)</li> <li>• Fannie Lou Hamer, Testimony at the Democratic National Convention (1964)</li> <li>• Lyndon Johnson on Voting Rights and the American Promise (1965)</li> <li>• Lyndon Johnson, Howard University Commencement Address (1965)</li> <li>• Report of the National Advisory Commission on Civil Disorders (1968)</li> <li>• Native Americans Occupy Alcatraz (1969)</li> <li>• Jesse Jackson on the Rainbow Coalition (1984)</li> </ul> |
| TED Talks <sup>27</sup>                | <ul style="list-style-type: none"> <li>• The Dark History of the Chinese Exclusion Act (5 minutes 57 seconds)</li> <li>• The Dark History of IQ Tests (6 minutes 9 seconds)</li> <li>• The Complicated History of Surfing (5 minutes 39 seconds)</li> <li>• The Movement That Inspired the Holocaust (4 minutes 56 seconds)</li> <li>• The Hidden Life of Rosa Parks (4 minutes 59 seconds)</li> <li>• An Unsung Hero of the Civil Rights Movement (4 minutes 29 seconds)</li> <li>• Notes of a Native Son: The World According to James Baldwin (4 minutes 13 seconds)</li> <li>• Ugly History: The U.S. Syphilis Experiment (5 minutes 18 seconds)</li> <li>• The Chaotic Brilliance of Artist Jean-Michel Basquiat (4 minutes 32 seconds)</li> </ul>   |

26 Primary sources are from Joseph Locke and Ben Wright, editors, *The American Yawp Reader* (Palo Alto, CA: Stanford University Press, 2022). <https://www.americanyawp.com/reader.html>.

27 Robert Chang, “The Dark History of the Chinese Exclusion Act,” July 2021, *TED-Ed*, 5:57, <https://www.youtube.com/watch?v=2K88pWCimZg>; Stefan C. Dombrowski, “The Dark History of IQ Tests,” April 2020, *TED-Ed*, 6:09, <https://www.youtube.com/watch?v=W2bKaw2AJxs>; Scott Laderman, “The Complicated History of Surfing,” November 2017, *TED-Ed*, 5:39, [https://www.youtube.com/watch?v=jyn\\_orqdyHQ](https://www.youtube.com/watch?v=jyn_orqdyHQ); Alexandra Minna Stern and Natalie Lira, “The Movement That Inspired the Holocaust,” March 2022, *TED-Ed*, 4:56, <https://www.youtube.com/watch?v=6zCpRVP1DgQ>; Riché D. Richardson, “The Hidden Life of Rosa Parks,” April 2020, *TED-Ed*, 4:59, <https://www.youtube.com/watch?v=tLfbmepDd4c>; Christina Greer, “An Unsung Hero of the Civil Rights Movement,” February 2019, *TED-Ed*, 4:29, <https://www.youtube.com/watch?v=NJcUnXTaCgU>; Christina Greer, “Notes of a Native Son: The World According to James Baldwin,” February 2019, *TED-Ed*, 4:13, <https://www.youtube.com/watch?v=dKku0AfTs0c&t=48s>; Susan M. Reverby, “Ugly History: The U.S. Syphilis Experiment,” June 2021, *TED-Ed*, 5:18, <https://www.youtube.com/watch?v=ZV7RzS8QRXE>; and Jordana Moore Saggese, “The Chaotic Brilliance of Artist Jean-Michel Basquiat,” February 2019, *TED-Ed*, 4:32, [https://www.youtube.com/watch?v=JX02QXfb\\_o](https://www.youtube.com/watch?v=JX02QXfb_o).



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|-------------------|---|
| Academic Articles | <ul style="list-style-type: none"> <li>• Jacquelyn Down Hall, “The Long Civil Rights Movement and the Political Uses of the Past,” <i>The Journal of American History</i> 91, no. 4 (March 2005): 1233-1263.</li> <li>• Troy Johnson, “The Occupation of Alcatraz Island: Roots of American Indian Activism,” <i>Wicazo Sa Review</i> 10, no. 2 (Autumn 1994): 63-79.</li> <li>• Edward J. Escobar, “The Dialectics of Repression: The Los Angeles Police Department and the Chicano Movement, 1968-1971,” <i>The Journal of American History</i> 79, no. 4 (March 1993): 1483-1514.</li> </ul> |
| Habits of Mind    | <ul style="list-style-type: none"> <li>• Revise and Resubmit Your Primary Source Reading Grid and/or History Meme Submitted from Week #6</li> </ul>   |

Figure 2: One Week's Options in *HIST 1700*

| Week # and Topic                   | Points Available by Assignment Type  |
|------------------------------------|--|
| Week #1: U.S. Governance           | <ul style="list-style-type: none"> <li>• Lecture Quizzes: 8</li> <li>• TED Talk Quizzes: 6</li> <li>• Primary Source Quizzes: 12</li> <li>• Habits of Mind Assignments: 10</li> <li>• Article Analyses: 0</li> </ul> <p>Total Available Points: 36</p>   |
| Week #2: American War and Conflict | <ul style="list-style-type: none"> <li>• Lecture Quizzes: 13</li> <li>• TED Talk Quizzes: 7</li> <li>• Primary Source Quizzes: 26</li> <li>• Habits of Mind Assignments: 10</li> <li>• Article Analyses: 45</li> </ul> <p>Total Available Points: 101</p>  |
| Week #3: American War and Conflict | <ul style="list-style-type: none"> <li>• Lecture Quizzes: 11</li> <li>• TED Talk Quizzes: 5</li> <li>• Primary Source Quizzes: 9</li> <li>• Habits of Mind Assignments: 5</li> <li>• Article Analyses: 30</li> </ul> <p>Total Available Points: 60</p>   |
| Week #4: U.S. Economics & Finance  | <ul style="list-style-type: none"> <li>• Lecture Quizzes: 7</li> <li>• TED Talk Quizzes: 5</li> <li>• Primary Source Quizzes: 16</li> <li>• Habits of Mind Assignments: 5</li> <li>• Article Analyses: 15</li> </ul> <p>Total Available Points: 48</p>   |
| Week #5: U.S. Economics & Finance  | <ul style="list-style-type: none"> <li>• Lecture Quizzes: 11</li> <li>• TED Talk Quizzes: 7</li> <li>• Primary Source Quizzes: 9</li> <li>• Habits of Mind Assignments: 10</li> <li>• Article Analyses: 30</li> </ul> <p>Total Available Points: 67</p>  |
| Week #6: The Search for Power      | <ul style="list-style-type: none"> <li>• Lecture Quizzes: 10</li> <li>• TED Talk Quizzes: 6</li> <li>• Primary Source Quizzes: 9</li> <li>• Habits of Mind Assignments: 0</li> <li>• Article Analyses: 30</li> <li>• Primary Source Reading Grid: 30</li> <li>• History Meme: 30</li> </ul> <p>Total Available Points: 115</p> |
| Week #7: Race & Social Memory      | <ul style="list-style-type: none"> <li>• Lecture Quizzes: 8</li> <li>• TED Talk Quizzes: 7</li> <li>• Primary Source Quizzes: 22</li> <li>• Habits of Mind Assignments: 5</li> <li>• Article Analyses: 45</li> </ul> <p>Total Available Points: 87</p>   |
| Week #8: Race & Social Memory      | <ul style="list-style-type: none"> <li>• See above for a detailed list of the assignments that comprise Week #8's 94 available points.</li> </ul>  |

|   |   |
|---|---|
| <p>Week #9: Gender &amp; Certainty</p>              | <ul style="list-style-type: none"> <li>• Lecture Quizzes: 8</li> <li>• TED Talk Quizzes: 4</li> <li>• Primary Source Quizzes: 22</li> <li>• Habits of Mind Assignments: 5</li> <li>• Article Analyses: 15</li> </ul> <p>Total Available Points: 54</p>  |
| <p>Week #10: Gender &amp; Certainty</p>             | <ul style="list-style-type: none"> <li>• Lecture Quizzes: 6</li> <li>• TED Talk Quizzes: 10</li> <li>• Primary Source Quizzes: 7</li> <li>• Habits of Mind Assignments: 5</li> <li>• Article Analyses: 30</li> </ul> <p>Total Available Points: 58</p>  |
| <p>Week #11: Religion &amp; Modern Conservatism</p> | <ul style="list-style-type: none"> <li>• Lecture Quizzes: 10</li> <li>• TED Talk Quizzes: 2</li> <li>• Primary Source Quizzes: 15</li> <li>• Habits of Mind Assignments: 5</li> <li>• Article Analyses: 30</li> </ul> <p>Total Available Points: 62</p>   |
| <p>Week #12: Rethinking the Global Order</p>        | <ul style="list-style-type: none"> <li>• Lecture Quizzes: 15</li> <li>• TED Talk Quizzes: 15</li> <li>• Primary Source Quizzes: 4</li> <li>• Habits of Mind Assignments: 0</li> <li>• Article Analyses: 15</li> <li>• Primary Source Reading Grid: 30</li> <li>• History Meme: 30</li> </ul> <p>Total Available Points: 109</p> |
| <p>Week #13: 9/11</p>                               | <ul style="list-style-type: none"> <li>• Lecture Quizzes: 3</li> <li>• TED Talk Quizzes: 8</li> <li>• Primary Source Quizzes: 2</li> <li>• Habits of Mind Assignments: 5</li> <li>• Article Analyses: 45</li> </ul> <p>Total Available Points: 63</p>   |
| <p>Week #14: In Your Lifetime</p>                   | <ul style="list-style-type: none"> <li>• Lecture Quizzes: 19</li> <li>• TED Talk Quizzes: 12</li> <li>• Primary Source Quizzes: 4</li> <li>• Habits of Mind Assignments: 0</li> <li>• Article Analyses: 30</li> </ul> <p>Total Available Points: 65</p>   |
| <p>Finals</p>                                       | <ul style="list-style-type: none"> <li>• Primary Source Reading Grid: 30</li> <li>• History Meme: 30</li> </ul> <p>Total Available Points: 60</p>   |

Figure 3: A List of Weekly Topics in *HIST 1700* and the Points Available Through Assignments



## PRIMARY SOURCES & QUIZZES

Each of the following primary sources is short and includes a quiz for **1 or 2 points**:

1. [An Aztec Account of the Spanish Attack](#)
2. [Bartolomé de Las Casas Describes the Exploitation of Indigenous Peoples \(1542\)](#)
3. [Thomas Morton Reflects on Indians in New England \(1637\)](#)
4. [A Gaspesian Man Defends His Way of Life \(1641\)](#)
5. [Extracts from Gibson Clough's War Journal \(1759\)](#)
6. [Alibamo Mingo, Choctaw Leader, Reflects on the British and French \(1765\)](#)
7. [Oneida Declaration of Neutrality \(1775\)](#)
8. [Thomas Paine Calls for American Independence \(1776\)](#)
9. [Women in South Carolina Experience Occupation \(1780\)](#)
10. [A Confederation of Native Peoples Seek Peace with the United States \(1786\)](#)
11. [Tecumseh Calls for Native American Resistance \(1810\)](#)
12. [Congress Debates Going to War \(1811\)](#)
13. [George R.T. Hewes, A Retrospective on the Boston Tea-Party \(1834\) \[worth 2 points\]](#)
14. [Mararaetta Mason and Lydia Child Discuss John Brown \(1860\)](#)
15. [South Carolina Declaration of Secession \(1860\)](#)
16. [Alexander Stephens on Slavery and the Confederate Constitution \(1861\)](#)
17. [General Benjamin F. Butler Reacts to Self-Emancipating People \(1861\)](#)
18. [Civil War Songs \(1862\)](#)
19. [Frederick Douglass on Remembering the Civil War \(1877\)](#)
20. [African Americans Debate Enlistment \(1898\) \[worth 2 points\]](#)
21. [William James on "The Philippine Question" \(1903\)](#)
22. [William McKinley on American Expansionism \(1903\)](#)
23. [Manuel Quezon calls for Filipino Independence \(1919\)](#)
24. [William Henry Singleton, a formerly enslaved man, recalls fighting for the Union \(1922\)](#)

Complete the accompanying quizzes before **midnight on Friday**.

If you get perfect scores on these quizzes, you'll have **26 points** of the **282** that are necessary for an **A**.

*If you also scored 100s on the lecture quizzes, you'll already have earned **42 points** in Week #2 alone!*

Image 1: Primary Source List from Week #2: American War and Conflict