

US History 2: Competency 1

Purpose

This syllabus provides course information, which includes materials required for the course, the course description, and student learning outcomes (LOs) to help you navigate the course and complete requirements.

Policies

Technology Requirements

This is an online course and the following technological resources are required:

- Computer/Internet access and connection: high-speed preferred (not dial up)
- Speakers so you can hear audio enhanced assignments throughout the semester
- Headset/Microphone
- Webcam
- Microsoft Word, Excel, and PowerPoint

This course may also require the following:

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via myLeo - all my emails sent from eCollege (and all other university emails) will go to this account, so please be sure to check it regularly. Conversely, you are to email me via the eCollege email system or your myLeo email as our spam filters will catch Yahoo, Hotmail, etc.

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

Access and Navigation

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamu-commerce.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuccommerce.edu.

eCollege Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

- Chat Support: Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.

- Phone: 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- Email: helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
- Help: Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e. How to submit to Dropbox, How to post to discussions, etc.)

Course Concerns

If you have questions pertaining to the content of this course (e.g., questions about an exam, about course due dates, etc.), please contact your instructor via email, through the "Virtual Office," or during office hours.

Other Questions/Concerns

Contact the appropriate TAMU-C department related to your questions/concerns. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00 a.m.- 5:00 p.m., Monday through Friday.)

Communication and Support

Email is the best way to communicate as it is checked throughout the day. However, in order to avoid duplication of questions and answers I prefer that you post all class related questions in the Virtual Office course tab. It is likely that your peers will have the same question. Emails of a personal nature should be sent to my email address via eCollege.

Course and University Procedures/Policies

Academic Honesty Policy

Texas A&M University-Commerce does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. Violation of these academic standards may result in removal or failure. Please see the TAMU Catalog.

Dropping the Class

If you need to adjust your schedule by dropping this course, please contact your Academic Coach. Please be aware that dropping your course may impact your financial aid, veterans and military benefits, three year, 45-hour, and 30-hour rules. It is the student's responsibility to drop the course. If you fail to officially drop the class, a failing grade shall be assigned.

Incompletes

If you receive a grade of "I" or Incomplete you have one full term to complete the items that remain incomplete. If you have not submitted the necessary assignments by the end of the next full term your grade automatically converts to an "F."

Student Withdrawal

A student wishing to withdraw from all courses before the end of a term for which he/she is registered must clear his or her record by filing an application for voluntary withdrawal. Please contact your Academic Coach.

This action must be taken by the date stated in the Academic Calendar as the last day to drop a class or withdraw. Any student who withdraws from the university is subject to the conditions outlined in the section regarding Scholastic Probation or Suspension in the university catalog. It is the student's responsibility to withdraw from classes if he or she does not plan to attend during the semester in

he/she has enrolled. A student has one year from the first day of a semester to appeal a withdrawal refund. Courses withdrawn are counted as attempted hours and count towards the three-peat, 45-hour and 30-hour rules and financial aid and veterans and military benefits.

Instructor Withdrawal

Your instructor of record reserves the right to withdraw a student from his or her course based on inadequate access to and progress in the online course materials.

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
 Gee Library 132
 Phone (903) 886-5150 or (903) 886-5835
 Fax (903) 468-8148
 StudentDisabilityServices@tamuc.edu
[Student Disability Resources & Services](#)

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See '[Code of Student Conduct](#)' from Student Guide Handbook)

Course Home

Course Objective: Students can describe the development of the United States' role in the world from 1877 to the present day.

What point is there in studying the past? Historians suggest that the past must be understood, not through the eyes of the present, but on its own terms or context. History is a vast web of resources— institutions, ideas, arts, values, and beliefs—that helps us to understand a people, a culture, or a nation. History is not about just the "how" or the "why," it is also about understanding the connection between change and continuity. Virtually every subject has a history—which makes the study of history a broad and complex study indeed. It is not a collection of dry facts—history is about people, places, and things that all tell a fascinating story. In the context of history, we learn about important values such as leadership, vision, and overcoming obstacles. We learn from history how values have managed—or failed—to make a difference in any situation.

Content	Description	Notes
Syllabus	<p>In the first learning outcome, students can select and describe specific examples of how industrialization led to greater American influence in global affairs.</p> <p>In the second learning outcome, students can assess the tension between American ideals and the exercise of American power in the modern world.</p> <p>In the third learning outcome, students can describe the pathway to American involvement</p>	<p>You have maximum responsibility for your learning and involvement in the course.</p> <p>It is important that you review the syllabus and keep up with the course materials and deadlines.</p>

	<p>in World War I. Students understand the global importance of that conflict and how it led to future conflicts.</p> <p>In the fourth learning outcome, students can discuss developments during the 1920s and 1930s that contributed to the rise of totalitarianism in Europe. Students can describe the rise of Hitler and Nazism in Germany. Students recognize the centrality of anti-Semitism to the Nazi worldview and motivation. Students can explain how WWII started. Students can identify the factors that pulled the United States into WWII. Students can describe the contribution of the US to Allied victory in WWII.</p> <p>In the fifth learning outcome, students can explain the origins of the Cold War. Students can identify the domestic and international consequences of Cold War policies.</p>	
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Pretest

The Pretest for this US History course assesses your knowledge of American Industrialization, American Ideals vs. American Power, American Involvement in WWI, Developments during the 1920s and 1930s, and the Cold War.

The purpose of the pretest is to provide a baseline understanding of your knowledge in this competency. The pretest is required for the course. Passing grades for all competencies and assignments for this course are a score of 80 points or higher.

Content	Description	Time	Value	Notes
Pretest	Measures your competency of learning outcomes through essay, short answer, and multiple choice questions.	120 minutes	100 points	

Learning Outcome 1: American Industrialization

Learning Outcome: Students can select and describe specific examples of how industrialization led to greater American influence in global affairs.

By the late nineteenth century, America's role in the world underwent a dramatic change. No longer a small, upstart nation, the country had moved more confidently onto the world stage, especially in terms of its economic status as well as in foreign policy affairs. In this learning outcome, you will study, evaluate, discuss, and write about America's move to "look outward," which entailed searching for new markets and expanding a new American empire.

Content Item	Description	Notes
Reading 1.1	<i>Democracy and Empire, 1870-1900; A Global Power: The United States in the Era of the Great War, 1901-1920</i> from Faragher, J. M., Buhle, M. J.,	In a bit of irony, the United States by the late nineteenth century was pursuing dreams of empire, not totally unlike those of Great Britain

	<p>Czitrom, D., & Armitage, S. H. (2012). <i>Out of many: A history of the American people, combined volume</i>(7th ed., pp. 555-557, 571-580, 625-626). Boston, MA: Pearson.</p> <p><i>Creating an Empire, 1865-1917</i> from Goldfield, D., Abbott, C., Anderson, V. D., Argersinger, J. E., Argersinger, P. H., Barney, W. L., & Weir, R. M. (2012). <i>The American journey: A history of the United States, combined volume</i> (2nd ed., pp. 670-673). Boston, MA: Pearson.</p>	<p>over a century earlier. The nation, seeing the potential for new markets and new sources of raw materials, as well as for extending the ideals of American democracy, began looking beyond its immediate borders. The development of the Great White Fleet, new directions in foreign policy, and this new mission of "civilizing" sowed the seeds of future turmoil and unrest in countries in the East for years to come.</p>
Multimedia 1.1	"Uncle Sam Teaching the World"	<p>Study the cartoon and consider how the image reflects the American mission ideal. What is the cartoon suggesting about the "American Way of Life"? Does this attitude still influence American diplomacy and politics abroad today?</p>
Presentation 1.1	Establishing New Colonies and an Overseas Empire	<p>In this presentation, you learn about the growth of imperialism and its impact. As you watch, keep in mind how the actions taken then have impacted the world's view of the United States.</p>
Exercise 1.1	Understanding "Dollar Diplomacy"	<p>To promote American business and financial interests, the practice of "Dollar Diplomacy" was instituted. One area of particular interest was Latin America; the other China. The goal was to increase American influence abroad. In a 1-page paper, explain the concept of "Dollar Diplomacy" and how, if so, that practice continues to impact American business and financial interests today.</p>
Discussion 1.1	Discussion of the Painting "United States Fleet in the Straits of Magellan"	<p>Alfred Thayer Mahan believed that sea power was the key to supremacy. In addition to a powerful navy, Mahan also advocated the establishment of naval bases at key points throughout the Pacific. The new battleships were christened "The Great White Fleet." Search the Internet for an image of the painting "United States Fleet in the Straits of Magellan" by Henry Reuterdahl. This painting depicts some of the ships. Study the</p>

		painting. What is the artist trying to convey about the fleet and America?
Assignment 1.1	Closer Look: American Empire, 1900	In this learning outcome, you have been reading and discussing how the United States gradually began expanding its sphere of influence and power. Study the map shown here of the American Empire—note its locations. In a 1-page paper, discuss what conclusions you can draw from the map about where Americans were concentrating their efforts and why. Also include your thoughts on how these areas of the world view the United States today. Does the United States still maintain influence?

Learning Outcome 2: American Ideals vs. American Power

Learning Outcome: Students can assess the tension between American ideals and the exercise of American power in the modern world.

In this learning outcome, you study, discuss, and evaluate the debate over American imperialism in the late-nineteenth century. You also learn how American ideals of independence were used by other colonial peoples in their quest for independence at a time when the United States was being asked to help maintain the existing order of certain nations, especially in Asia and Africa. By becoming a nation in search of an empire, did the United States forego some of its basic principles? Or did this quest hope to institute those values in other peoples and cultures?

Content Item	Description	Notes
Reading 2.1	<p><i>A Global Power: The United States in the Era of the Great War, 1901-1920; World War II, 1941-1945; The Cold War Begins, 1945-1952</i> from Faragher, J. M., Buhle, M. J., Czitrom, D., & Armitage, S. H. (2012). <i>Out of many: A history of the American people, combined volume</i> (7th ed., pp. 623-628, 723, 725, 777). Boston, MA: Pearson.</p> <p><i>Creating an Empire, 1865-1917</i> from Goldfield, D., Abbott, C., Anderson, V. D., Argersinger, J. E., Argersinger, P. H., Barney, W. L., & Weir, R. M. (2012). <i>The American journey: A history of the United States, combined volume</i> (2nd ed., pp. 670-680). Boston, MA: Pearson.</p>	By 1898, the United States had embarked on a new course of action—building an empire. American imperialism has been the subject of much historical attention. After all, the American Revolution was fought in part to break free of British imperialism. For many nations, the United States stood as a symbol of freedom and democracy. How could a nation be both democratic and imperialist? But Americans believed that they were engaged in a kind of "informal colonialism," which meant that they were not only promoting financial and business interests in other lands, but democracy and other

		<p>American institutions too. Rather than politics, the emphasis was on economics, specifically markets and raw materials. It is a legacy that still permeates much of American business and diplomatic efforts today. During the course of the readings you learn how American imperialism evolved and how it helped contribute to a more expansive American presence on the stage of world affairs.</p>
Exercise 2.1	"Roosevelt and Stalin Discuss the Future of French Rule in Indochina, Teheran Conference" and "Vietnamese Declaration of Independence"	<p>French Indochina was one area of great concern to the United States and other free nations. With the escalating tensions of the Cold War and the quest for independence by the Vietnamese people from the French, the United States was faced with a difficult decision: support the imperialist power to prevent Communism or let matters take their course. Search the Internet for two documents: the "Declaration of Independence of the Democratic Republic of Vietnam" (September 2, 1945) and "Roosevelt and Stalin Discuss the Future of French Rule in Indochina, Teheran Conference, November 28, 1943." Were these the only two choices the United States had? How do the events in Vietnam reflect early American imperialistic beliefs?</p>
Presentation 2.1	A New World Power	<p>Review this presentation for a better understanding of American imperialism. As you are watching, think about the following: What are the assumptions about other cultures and peoples inherent in the move towards imperialism? Was the United States wrong in pursuing such</p>

		a policy?
Exercise 2.2	Political Cartoon: "I Rather Like that Imported Affair"	Search the Internet for the political cartoon "I Rather Like that Imported Affair." In a 1-page essay, explain what the artist is stating about American imperialism. Do you see themes here that pop up later in American foreign affairs?
Assignment 2.1	The American Anti-Imperialist League	In a newspaper editorial, explain the reasons why you do or do not support the American Anti-Imperialist League. Support your piece with specifics explaining your views on American imperialism.

Learning Outcome 3: American Involvement in WWI

Learning Outcome: Students can describe the pathway to American involvement in World War I. Students understand the global importance of that conflict and how it led to future conflicts.

The path to World War I was a treacherous one. Historians continue to debate what caused "The Great War." Was it the push for empire, wealth, and territory? Was it a case of nationalism carried too far? Were the treaties that once maintained an uneasy truce no longer capable of dealing with new territorial rivalries or long-simmering resentments over land and power? Clearly there is no one easy answer. In this learning outcome, you are asked to describe, debate, identify, and appraise the reasons leading up to the conflict, the role of the United States during the war, and how the League of Nations and the Treaty of Versailles helped set the stage for a new conflict only two decades later.

Content Item	Description	Notes
Reading 3.1	<p><i>A Global Power: The United States in the Era of the Great War, 1901-1920; The Twenties, 1920-1929</i> from Faragher, J. M., Buhle, M. J., Czitrom, D., & Armitage, S. H. (2012). <i>Out of many: A history of the American people, combined volume</i> (7th ed., pp. 628-635, 647-748). Boston, MA: Pearson.</p> <p><i>America and the Great War, 1914-1920; Toward a Modern America, 1920s</i> from Goldfield, D., Abbott, C., Anderson, V.D., Argersinger, J. E., Argersinger, P. H., Barney, W. L., & Weir, R. M. (2012). <i>The American journey: A history of the United States, combined volume</i> (2nd ed., pp. 685-708). Boston, MA: Pearson.</p>	<p>The complex alliance system of European nations and the growing militarism and nationalist stances of certain nations helped set the stage for World War I. It would be a war unlike any other. Throughout the conflict the United States would be forced to confront its place in world affairs, especially those of Europe. Throughout the war and in the aftermath of an unsteady peace, Americans continued to debate over the wisdom of trying to maintain a peace among nations or whether to try and move back into the safety of isolationism. Is this debate still relevant in</p>

		<p>view of the role of the United States in world affairs today? As you read through the material you will learn about the impact of World War I on Europe and the United States and how the after effects helped set the stage for a future conflict.</p>
Multimedia 3.1	Sinking of the <i>Lusitania</i>	<p>Despite published newspaper articles warning against travel on Allied ships, the RMS <i>Lusitania</i> departed from New York on May 1, 1915, sailing for Liverpool, England. As the ship neared the coast of Ireland on May 7, it was torpedoed by a German U-boat. The incident was one of many that would eventually lead the United States into the war. As a member of a group that believes the United States should maintain its isolationist policy, you have been asked to prepare a speech. Using this incident as a basis, consider the reasons the United States should still stay out of the war.</p>
Presentation 3.1	The War	<p>Review this presentation for an overview of events leading up to American involvement in World War I. Do you believe that the United States had a duty to go to war? Do you believe that the decision forced the United States into a role that it reluctantly (or not) still is expected to carry today?</p>
Exercise 3.1	First-Hand Account: The Fighting Front	<p>In a 2-page essay, describe why Americans would have been so horrified to read this account. What images stand out? Why do you think people reacted so to the idea of trench warfare? How have people's reactions to graphic descriptions of war changed over time? Why?</p>
Assignment 3.1	The Fourteen Points	<p>As you are reviewing these</p>

		<p>materials, consider this idea: Over the next two decades, the United States would sit on the world's sidelines as the Treaty of Versailles and an ineffective League of Nations set the stage for an even deadlier conflict. In a 2- to 3-page essay, discuss whether you agree with this statement or not. Be sure to cite specific reasons using the sources as a basis.</p>
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Learning Outcome 4: Developments during the 1920s & 1930s

Learning Outcome: Students can discuss developments during the 1920s and 1930s that contributed to the rise of totalitarianism in Europe. Students can describe the rise of Hitler and Nazism in Germany. Students recognize the centrality of anti-Semitism to the Nazi worldview and motivation. Students can explain how WWII started. Students can identify the factors that pulled the United States into WWII. Students can describe the contribution of the US to Allied victory in WWII.

In this learning outcome you evaluate, describe, and determine the causes and events leading to World War II. With the world plunged into a Great Economic Depression and the rise of "isms"—specifically Communism and Fascism—Europe, the United States, and Asia were set on a collision course. The Treaty of Versailles lay in tatters; the League of Nations—once hoped to be a beacon of peace and harmony—had in reality proved to be weak and ineffectual. Nations wishing to avoid another conflict both ignored and capitulated to the new threats. Even though democracy proved victorious in the end, the world would now be engaged in a different kind of war, and key alliances would continue to struggle well into the twenty-first century over a changing world order.

Content Item	Description	Notes
Reading 4.1	<p><i>The Twenties, 1920-1929; World War II, 1941-1945</i> from Faragher, J. M., Buhle, M. J., Czitrom, D., & Armitage, S. H. (2012). <i>Out of many: A history of the American people, combined volume</i> (7th ed., pp. 635, 662, 723-724). Boston, MA: Pearson.</p> <p><i>The Great Depression and the New Deal, 1929-1939; World War II, 1939-1945</i> from Goldfield, D., Abbott, C., Anderson, V. D., Argersinger, J. E., Argersinger, P. H., Barney, W. L., & Weir, R. M. (2012). <i>The American journey: A history of the United States, combined volume</i> (2nd ed., pp. 767-769, 772-785). Boston, MA: Pearson.</p>	<p>As you will see from the readings, there was no single defining event that served as the catalyst for World War II. With long-simmering tensions left over from World War I, the stage was set for a new ordeal as the specter of Fascism loomed large throughout Europe and the United States during the 1920s and 1930s. Some groups saw Communism as the antidote to Fascism. These beliefs were also influenced by the Great Depression, which was seen by some as a failure of democracy and capitalism. Both the rise of Fascism and the Great Depression contributed to a growing</p>

		distrust and frustration by Germany to reclaim former lands and glory. In doing so the stage was set for a new world conflict. As you are reading about these events, think about the following: What factors push people to adopt a new political system that stresses persecution and hate?
Multimedia 4.1	The Nazi-Soviet Pact	You are the political cartoonist who drew this image. Consider your thoughts on why you chose this subject and the point you hope to make with the imagery. Why would this cartoon be relevant to an American audience?
Presentation 4.1	"Retreat, Reversal and Rivalry" and "American Involvement in the War"	Review this presentation for an overview of the events leading to World War II and the eventual involvement of the United States. As you are watching, think about how world events have challenged the United States. Does the nation still have a responsibility to oversee other nations' affairs? Why or why not?
Exercise 4.1	The Spanish Civil War	These are two letters written by two of the many thousands of volunteers who fought in the Spanish Civil War. In a brief reflective essay, describe your thoughts as you read the letters. What do the two letters have in common? What can you infer from the letters about the current state of the world during this period?
Discussion 4.1	NSC 68-VII Atomic Armaments	Participate in this discussion topic in order to better your understanding of American attitudes towards nuclear war. How is this document reflective of Cold War attitudes in the United States?
Assignment 4.1	The Voyage of the St. Louis	The voyage of the St. Louis is one of the many tragic episodes of European Jews

		<p>during the early years of World War II. Using this encyclopedia article as a basis, you will be designing an exhibit illustrating the story. Draw on primary documents and images to tell your story. In your exhibit, also explain how the responses by the various governments illustrate their attitudes to the plight of the Jews on the ship. You might consider these questions as well: What is the responsibility of a nation towards the persecution of a group? Can you draw any other parallels with this incident and more modern-day occurrences?</p>
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Learning Outcome 5: Cold War

Learning Outcome: Students can explain the origins of the Cold War. Students can identify the domestic and international consequences of Cold War policies.

In this learning outcome you analyze, describe, and study the impact of the Cold War on the United States both abroad and at home. With the collapse of the Allied relationship after World War II, the world saw the emergence of a new kind of war—a Cold War—a conflict marked by sustained tensions between free and communist nations. Two superpowers had emerged out of the ashes of World War II—the United States and Soviet Russia—and for over the next four decades the two nations would be locked in an ideological battle of wills. Even after the formal ending of the Cold War its impact remains strong in American culture and society. As you read and write, think of the ways this event continues to affect the United States both in foreign and domestic policy.

Content Item	Description	Notes
Reading 5.1	<p><i>World War II, 1941-1945; The Cold War Begins, 1945-1952; America at Mid-Century, 1952-1963</i> from Faragher, J. M., Buhle, M. J., Czitrom, D., & Armitage, S. H. (2012). <i>Out of many: A history of the American people, combined volume</i> (7th ed., pp. 724, 757-778, 789-794). Boston, MA: Pearson.</p> <p><i>The Cold War at Home and Abroad, 1946-1952</i> from Goldfield, D., Abbott, C., Anderson, V. D., Argersinger, J. E., Argersinger, P. H., Barney, W. L., & Weir, R. M. (2012). <i>The American journey: A history of the United States, combined volume</i> (2nd ed., pp. 818-835). Boston, MA: Pearson.</p>	<p>As you will see from the readings, the Cold War invaded every aspect of American life. It was not just a political idea, but a cultural mind-set. The fear of communism permeated ideas and institutions both abroad and at home. As you are reading the material about the Cold War think about the following: Was the Cold War an inevitable outcome of World War II? What was the purpose of the Korean War? Was the policy of containment a viable one? How has the world changed in the aftermath of the Cold War? Does the United</p>

		States still see containment as a viable policy to pursue? How does a Cold War serve as an economic policy—did the ending of the Cold War hurt the American economy?
Multimedia 5.1	Europe, 1950	Study this map to understand the geographic boundaries of the Cold War. What did the United States and its allies fear most? Are those fears still relevant today?
Presentation 5.1	Cold War Politics	Review this presentation for an overview of the Cold War. As you are watching, ask yourself: Is a Cold War an anachronism? What elements are needed for this state of affairs? Is another Cold War possible today given the state of the world with regard to hot spots of potential trouble?
Exercise 5.1	The Marshall Plan	In a 1-page essay, summarize the key points of Marshall's speech. How does economic recovery play a role in helping prevent government instability? How important is economic recovery to a nation's stability? Is this an extension of American imperialism?
Discussion 5.1	The Second Red Scare	Participate in this discussion topic in order to better your understanding of the McCarthy era. To some extent McCarthy found believers for his crusade. What factors helped him? Why do you think the American people responded like they did? Can you draw parallels with current events now and McCarthyism? Why is someone like Joseph McCarthy dangerous to a democracy?
Assignment 5.1	The Truman Doctrine	You are serving as President Truman's political advisor. You have been asked to speak to the media about the Truman Doctrine and what it means for Americans and for American foreign policy. In an outline,

		list the key points you hope to make and why they are important. Address, too, concerns and predictions about how this doctrine will help future presidents shape their foreign policy.
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Dropbox Instructions

Please submit your Assignments to the Dropbox in order to receive faculty feedback. To submit to the Dropbox, click on the Dropbox tab at the top of the course content frame. Click on the Submit an Assignment link. Choose the designated Dropbox Basket title for the assignment. Click the Add Attachments button to browse for the assignment document on your computer that you would like to submit. After attaching the document, you may add comments to your instructor in the Comments field if you wish, then click the Submit button.

Discussions

You are expected to participate/post in each discussion thread/activity in the module. Responses are not merely a restatement of information or ideas already presented. You are expected to present new ideas for consideration, pose questions to explore a topic deeper, and/or add to perspectives presented.

To respond to the discussion topic: If you're the first to enter the Discussion, there will only be a **Respond** button. Otherwise, you will see other's postings below. Click on the **+ Expand All** button to view all of the entries made by your fellow learner or click each one, one at a time. Please pose your response and then return later, or tomorrow, to read and respond to your classmates.

Posttest

The Posttest for this US History course assesses your knowledge of American Industrialization, American Ideals vs. American Power, American involvement in WWI, Developments during the 1920s and 1930s, and the Cold War.

The Posttest is an assessment of your knowledge of the material required for the competency. A score of 80 points or higher is required to demonstrate competency.

If you score less than 80 points on any competency you will have an opportunity to review the material and re-take the competency Posttest. You may take the Posttest assessment up to three times. If you have not passed the competency in three attempts, you will work with an Academic Coach to determine another method of fulfilling the program requirements in this subject. In order to demonstrate competency, a score of 80 points or higher is required.

If the term ends prior to you being able to demonstrate competency you will receive a grade of "I" and be required to complete the remaining competencies in the next term.

Content	Description	Time	Value	Notes
Posttest	Measures your competency of learning outcomes through essay, short answer, and multiple choice questions.	180 minutes	100 points	

Click [here](#) to view crediting information for this course.

US History 2: Competency 2

Purpose

This syllabus provides course information, which includes materials required for the course, the course description, and student learning outcomes (LOs) to help you navigate the course and complete requirements.

Policies

Technology Requirements

This is an online course and the following technological resources are required:

- Computer/Internet access and connection: high-speed preferred (not dial up)
- Speakers so you can hear audio enhanced assignments throughout the semester
- Headset/Microphone
- Webcam
- Microsoft Word, Excel, and PowerPoint

This course may also require the following:

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via myLeo - all my emails sent from eCollege (and all other university emails) will go to this account, so please be sure to check it regularly. Conversely, you are to email me via the eCollege email system or your myLeo email as our spam filters will catch Yahoo, Hotmail, etc.

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

Access and Navigation

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamu-commerce.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuccommerce.edu.

eCollege Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

- Chat Support: Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.

- Phone: 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- Email: helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
- Help: Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e. How to submit to Dropbox, How to post to discussions, etc.)

Course Concerns

If you have questions pertaining to the content of this course (e.g., questions about an exam, about course due dates, etc.), please contact your instructor via email, through the "Virtual Office," or during office hours.

Other Questions/Concerns

Contact the appropriate TAMU-C department related to your questions/concerns. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00 a.m.- 5:00 p.m., Monday through Friday.)

Communication and Support

Email is the best way to communicate as it is checked throughout the day. However, in order to avoid duplication of questions and answers I prefer that you post all class related questions in the Virtual Office course tab. It is likely that your peers will have the same question. Emails of a personal nature should be sent to my email address via eCollege.

Course and University Procedures/Policies

Academic Honesty Policy

Texas A&M University-Commerce does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. Violation of these academic standards may result in removal or failure. Please see the TAMU Catalog.

Dropping the Class

If you need to adjust your schedule by dropping this course, please contact your Academic Coach. Please be aware that dropping your course may impact your financial aid, veterans and military benefits, three year, 45-hour, and 30-hour rules. It is the student's responsibility to drop the course. If you fail to officially drop the class, a failing grade shall be assigned.

Incompletes

If you receive a grade of "I" or Incomplete you have one full term to complete the items that remain incomplete. If you have not submitted the necessary assignments by the end of the next full term your grade automatically converts to an "F."

Student Withdrawal

A student wishing to withdraw from all courses before the end of a term for which he/she is registered must clear his or her record by filing an application for voluntary withdrawal. Please contact your Academic Coach.

This action must be taken by the date stated in the Academic Calendar as the last day to drop a class or withdraw. Any student who withdraws from the university is subject to the conditions outlined in the section regarding Scholastic Probation or Suspension in the university catalog. It is the student's responsibility to withdraw from classes if he or she does not plan to attend during the semester in

he/she has enrolled. A student has one year from the first day of a semester to appeal a withdrawal refund. Courses withdrawn are counted as attempted hours and count towards the three-peat, 45-hour and 30-hour rules and financial aid and veterans and military benefits.

Instructor Withdrawal

Your instructor of record reserves the right to withdraw a student from his or her course based on inadequate access to and progress in the online course materials.

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
 Gee Library 132
 Phone (903) 886-5150 or (903) 886-5835
 Fax (903) 468-8148
 StudentDisabilityServices@tamuc.edu
[Student Disability Resources and Services](#)

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See '[Code of Student Conduct](#)' from Student Guide Handbook)

Course Home

Course Objective: Students can identify and explain the importance of critical events and eras of United States history.

The 150 years since the end of the American Civil War have seen the nation's rapid ascension to global superpower. Decades of war, innovation, industrial growth, political change, and social upheaval form the contours of modern American history. In this course, you bear witness to pivotal moments from the 1870s to the 1980s. "History" is not simply the memorization of names and dates. Rather, as a student of history, you learn to interpret these pivotal moments as a complex web of decisions, experiences, and interactions between the individuals who have lived, worked, and dreamed on American soil. Millions of voices form this narrative, from famous presidents and captains of industry to anonymous wage workers and Civil Rights marchers. In completing this course, you develop your own detailed vision of American history and, hopefully, your place within it. You learn to confidently explain relationships between political, economic, and social change. Above all, you learn that "what's past is prologue"; to be a confident leader in the America of tomorrow, you must understand the consequences of all its yesterdays.

Content	Description	Notes
Syllabus	<p>For the first learning outcome on Social Darwinism and Laissez-Faire Capitalism, you will complete one reading, review one presentation, and write one response.</p> <p>For the second learning outcome on Late 19th Century Business, you will complete one reading, review one presentation, watch</p>	<p>You have maximum responsibility for your learning and involvement in the course.</p> <p>It is important that you review the syllabus and keep up with the course materials and deadlines.</p>

two videos, participate in one discussion, and write two responses.

For the third learning outcome on U.S. Government–Native American Interactions in the Late 19th Century, you will complete one reading, review one presentation, complete one exercise, participate in one discussion, and write two essays.

For the fourth learning outcome on Immigration and Urbanization, you will complete one reading, review one presentation, review two multimedia activities, participate in one discussion, and write one essay.

For the fifth learning outcome on the Agrarian South and West, you will complete two readings, complete four quizzes, review one presentation, and write one response.

For the sixth learning outcome on Progressive Approaches, you will complete one reading, review one interactive map, complete two exercises, review one presentation, participate in one discussion, and write one paper.

For the seventh learning outcome on Economic Patterns of the 1920s, you will complete one reading, review two presentations, watch one video, and write one essay.

For the eighth learning outcome on Social and Cultural Change in the 1920s, you will complete one reading, review one presentation, watch one video, review one multimedia activity, listen to one song, and write one response.

For the ninth learning outcome on Major Causes of the Great Depression, you will complete one reading, watch two videos, complete one exercise, complete one quiz, participate in one discussion, and write one paper.

For the tenth learning outcome on Segregation and Civil Rights, you will complete one reading, review one presentation, watch two videos, and write one paper.

	<p>For the eleventh learning outcome on the Great Society, War on Poverty, and Counterculture, you will complete one reading, review one presentation, watch one video, review one interactive map, participate in one discussion, and write one response.</p> <p>For the twelfth learning outcome on Political Crisis in the 1970s, you will complete one reading, review two presentations, participate in one discussion, and write one essay.</p> <p>For the thirteenth learning outcome on Key Events in Ending the Cold War, you will complete one reading, review two presentations, complete one quiz, and write one response.</p>	
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Pretest

The Pretest for this History course assesses your knowledge of Social Darwinism and Laissez-Faire Capitalism, Late Nineteenth Century Business, US Government–Native American Interactions in the Late Nineteenth Century, Immigration and Urbanization, the Agrarian South and West, Progressive Approaches, Economic Patterns of the 1920s, Social and Cultural Change in the 1920s, Major Causes of the Great Depression, Segregation and Civil Rights, the Great Society, War on Poverty, and Counterculture, Political Crisis in the 1970s, and Key Events in Ending the Cold War.

The purpose of the pretest is to provide a baseline understanding of your knowledge in this competency. The pretest is required for the course. Passing grades for all competencies and assignments for this course are a score of 80 points or higher.

Content	Description	Time	Value	Notes
Pretest	Measures your competency of learning outcomes through essay, short answer, and multiple-choice questions.	120 minutes	100 points	

Learning Outcome 1: Laissez-Faire Capitalism and Social Darwinism

Learning Outcome: Students can define both laissez-faire capitalism and Social Darwinism, and explain their relevance to nineteenth-century American society.

In the nineteenth century, numerous theories emerged about how the government should interact with businesses and why certain individuals succeed and others fail economically. Two such theories are known as "laissez-faire capitalism" and "Social Darwinism." The former term comes from the French words for "let them do as they will" and describes a set of policies that limits taxes,

regulations, subsidies, and other forms of government interference in the corporate world. The latter term adapts Social Darwinists' idea of "survival of the fittest" to the social sphere. In their discourse on both race and class, Social Darwinists expressed the idea that individual freedom and government intervention were at odds with one another. Individuals should prosper or fail based on their own merits, initiatives, and genetics, rather than through the work of government regulations. In this brief introductory learning outcome, you read about how these ideas originated from and impacted nineteenth-century American society, and complete assignments based on primary source texts: Mark Twain's satire *The Gilded Age* and Herbert Spencer's pivotal socioeconomic exposé, *The Data of Ethics*.

Content	Description	Notes
Reading 1.1	Jones, J., Wood, P. H., Borstelmann, T., May, E. T., & Ruiz, V. L. (2011). <i>Created equal: A history of the United States, combined volume</i> (3rd ed., pp. 403-408). Upper Saddle River, NJ: Pearson.	Satirists called it "The Gilded Age." The late nineteenth century saw the increasing concentration of wealth and the emergence of theories designed to justify the superiority of the economic elite at the expense of the poor, downtrodden, and unsuccessful. In this selection from <i>Created Equal</i> , learn about how the "new industrial order" was rationalized and strengthened through the implementation of new government policies.
Presentation 1.1	Defending the New Industrial Order	You have now learned about a social policy and a cultural theory that were used to rationalize and solidify the ascendancy of a white, Protestant economic elite. You now recognize the shortcomings of laissez-faire, Social Darwinism, and the often malicious and racist intents of their promoters. This presentation reiterates and distills the themes and topics from the <i>Created Equal</i> reading. As you engage the presentation, review and refine notes you took during the reading.
Assignment 1.1	Herbert Spencer: Social Darwinism	Herbert Spencer was one of the leading proponents of Social Darwinist theory and coined the phrase "survival of the fittest." Read this excerpt from <i>The Data of Ethics</i> and respond to the question with a 1-page answer.

Learning Outcome 2: Late Nineteenth Century Business

Learning Outcome: Students can explain what distinguished the larger businesses that emerged in the late 19th century from those that existed before.

As the United States emerged from the Civil War, its economic structure changed dramatically. Once almost exclusively an agricultural nation, America in the late nineteenth century saw the emergence of major industries, corporations, and charismatic monopolists. In this learning outcome, you explore the rail, steel, and petroleum industries and determine what exactly made late nineteenth century capitalism fundamentally different from the commerce of earlier years. In an excerpt and presentation from *Created Equal*, you learn about the new fortunes of figures such as Andrew Carnegie and the way new industries impacted the American economic and environmental landscapes. In subsequent multimedia experiences, a discussion, and an assignment, you learn about how industrial innovations and new wealth brought about a glittery—and much-maligned—era of commerce and consumption. At the end of the learning outcome, you read the Interstate Commerce Act and assess the effectiveness of state and federal efforts to regulate these large enterprises.

Content	Description	Notes
Reading 2.1	Jones, J., Wood, P. H., Borstelmann, T., May, E. T., & Ruiz, V. L. (2011). <i>Created equal: A history of the United States, combined volume</i> (3rd ed., pp. 388-397). Upper Saddle River, NJ: Pearson.	Andrew Carnegie, John D. Rockefeller, J. P. Morgan, and Cornelius Vanderbilt—some called them geniuses, others called them "robber barons." How did these famous industrialists become the wealthiest men in America? Read this selection from <i>Created Equal</i> to learn about the "new shape of business" in the late nineteenth century.
Presentation 2.1	Standardizing the Nation	You have now learned about the free enterprise system of the late nineteenth century and about the businessmen, engineers, machines, and workers that populated it. You understand how the railroads, in particular, drove American economic growth and how trusts formed to consolidate businesses across multiple industries. This presentation reiterates and distills the themes and topics from Reading 2.1. As you engage with the presentation, review and refine notes you took during the reading.
Multimedia 2.1	"The Gilded Age: The Rise of Capitalism, Industrialism, and Poverty" and "Testing Clark's O.N.T. Spool Cotton"	The industrial boom and economic policies of the Gilded Age deepened divisions between upper-

		<p>and lower-class societies in America—between industrialists and wage workers. Capitalism, industrialism, and poverty commingled to form the cultural landscape of the late nineteenth century. Lax business policies ensured the ascendance of the economic elite, while impoverished communities languished in crowded, grimy urban environments.</p> <p>As thousands of new products were being mass-produced for use in American homes, the advertising industry developed creative new ways to sell them. As the nineteenth century gave way to the twentieth, America saw the rise of a mass consumer economy, where new systems of distributing, marketing, and communication were harnessed by businesses to entice and maintain customer bases. As consumer experiences became more standardized, "brand" names became a popular form of social currency.</p>
Discussion 2.1	The Industrial Society	<p>Respond to the discussion prompt with a 10- to 15-sentence post. Read other students' posts and respond to at least two of them. Use your personal experience, if it's relevant, to support or debate other students' posts. If differences of opinion occur, debate the issues professionally and provide examples to support opinions.</p> <ul style="list-style-type: none"> • Which late nineteenth-century invention most significantly changed the quality of life for

		<p>Americans?</p> <ul style="list-style-type: none"> • Who benefited most from industrialization? Explain. • Who benefited least? Explain.
Assignment 2.1	Mark Twain, from <i>The Gilded Age</i> (1873)	<p>You may have read one of Mark Twain's many novels in high school or college: <i>The Adventures of Tom Sawyer</i>, <i>The Adventures of Huckleberry Finn</i>, or <i>A Connecticut Yankee in King Arthur's Court</i>. Twain was one of the most potent and prolific satirists of his age, and in <i>The Gilded Age</i> he lampooned big business and laissez-faire policies. In this assignment, you demonstrate your ability to interpret history through a novel. Read this excerpt from his book, respond to each quiz question with a 1-page answer for each, and submit for grading.</p>
Assignment 2.2	Interstate Commerce Act (1887)	<p>Though President Grover Cleveland was considered a proponent of laissez-faire economic policies, he did sign into law the Interstate Commerce Act, which regulated the railroad industry. Completing this assignment demonstrates your ability to interpret the text of a US law within its historic context. Read the Interstate Commerce Act and respond to the quiz question with a 1- to 2-page answer.</p>

Learning Outcome 3: US Government–Native American Interactions in the Late Nineteenth Century

Learning Outcome: Students can explain underlying assumptions that guided US government interactions with Native Americans during the late nineteenth century.

For both the United States government and the flourishing industrial sector, rapid economic expansion and population growth entailed the opening of the West to new forms of exploitation. In this learning outcome, you learn how and why the enlargement of the American empire resulted in the decimation

of Native American tribes and cultures. In the reading, you learn about the incompatibility of white and Native cultures and the brutal wars that destroyed natural resources and dispossessed Natives from their lands. You also learn about the tragic process of "Americanization" and the construction of the reservation system, both of which eradicated longstanding Native values and traditions. A presentation and quiz reinforce knowledge that you gain from the reading, and in a discussion with your peers, you develop and defend an opinion on whether the economic benefit of white westward expansion justified Native American exploitation. Finally, in two primary source assignments, you examine firsthand accounts from the Wounded Knee massacre and historian Helen Hunt Jackson's uncompromising 1881 invective against white-on-Native violence.

Content	Description	Notes
Reading 3.1	Goldfield, D., Abbott, C., Anderson, V. D., Argersinger, J. E., Argersinger, P. H., Barney, W. L., & Weir, R. M. (2012). <i>The American journey: A history of the United States, combined volume</i> (2nd ed., pp. 565-573). Upper Saddle River, NJ: Pearson.	Interactions between the US government and Native American tribes during the late nineteenth century were inflected with antagonism, mistrust, and extreme violence. In this reading, you gain an understanding of why white and Indian cultural values were incompatible. You also confront the caprice and cruelty of federal policy toward and military action against tribal populations, in particular the Comanche, Sioux, Navajo, and Cheyenne.
Presentation 3.1	Collapse of Native American Society	You have now read an overview of US government–Native American interactions in the late nineteenth century, and you have gained understanding of how warfare, dispossession, and the enactment of the reservation system disrupted and in many cases destroyed tribal sovereignty. This presentation reiterates and distills the themes and topics from Reading 3.1. As you engage with the presentation, review and refine notes you took during the reading and complete the "Check Your Understanding" activity.
Exercise 3.1	Subjugating Native Americans: Quick Review Quiz	In Reading 3.1 and Presentation 3.1, you

		<p>learned about how ongoing white campaigns against Native populations—including occupation of their lands, aggressive construction projects, the introduction of disease, discriminatory government policies, and brutal warfare—disrupted and/or destroyed tribal sovereignty. Review the reading, presentation, and notes before taking this brief quiz.</p>
Discussion 3.1	The West: Exploiting an Empire	<p>In this discussion, employ your knowledge and critical thinking skills to formulate an opinion on the expansion of American settlements in the West and the exploitation of Native populations. Respond to the discussion prompt with a 10- to 15-sentence post. Read other students' posts and respond to at least two of them. Use your personal experience, if it's relevant, to support or debate other students' posts. If differences of opinion occur, debate the issues professionally and provide examples to support opinions.</p> <ul style="list-style-type: none"> • In what ways did the settlers contribute to the exploitation of Native Americans? • Did the economic benefit of white westward expansion justify Native American exploitation? Justify your answer.
Assignment 3.1	Accounts of the Wounded Knee Massacre	<p>The last battle of the American Indian Wars took place near Wounded</p>

		Knee Creek in South Dakota. It is estimated that 300 Lakota men, women, and children were massacred by the US 7th Cavalry Regiment there. Read three accounts of the massacre. In a 1-2 page essay, answer the quiz question and submit for grading.
Assignment 3.2	Helen Hunt Jackson, from <i>A Century of Dishonor</i> (1881)	Helen Hunt Jackson was one of the first prominent female historians in the United States. She lived and worked primarily in the West. <i>A Century of Dishonor</i> was her 1881 masterpiece, a book she wrote with the intention of influencing US government policies toward Native Americans. Read this selection from the book. Then, write a 1- to 2-page essay responding to the quiz question.

Learning Outcome 4: Immigration and Urbanization

Learning Outcome: Students recognize the interrelationship of both immigration and urbanization during the late 19th century.

It has been said that immigrants were the fuel that powered the machine of the Second Industrial Revolution. In this learning outcome, you gain an appreciation of the impact of industrial growth on the increase in immigration to the United States and the technological innovations that shaped urban development during the late nineteenth century. You examine photos and charts that illustrate the dramatic spike in arrivals on American shores and learn about the lively, dynamic melting pot of cultures that defined the early twentieth-century city. In an interactive presentation and a dialogue with your peers, you deepen your knowledge of immigration and urbanization patterns and explore the racial and social tensions that accompanied the growth of the city. Finally, in your assignment, you read an excerpt from Jacob Riis's classic "muckraking" photojournalism publication, *How the Other Half Lives*, and explore in vivid detail the squalid lives of New York City slum dwellers. In this assignment, you demonstrate your comprehensive knowledge of social, political, and economic realities faced by the urban immigrant and working classes during the late nineteenth century.

Content	Description	Notes
Reading 4.1	Goldfield, D., Abbott, C., Anderson, V. D., Argersinger, J. E., Argersinger, P. H., Barney, W. L., & Weir, R. M. (2012). <i>The American journey: A history of the United States, combined volume</i> (2nd ed., pp. 545-560). Upper Saddle River, NJ: Pearson.	With America quickly becoming a beacon of industrial growth, 20 million immigrants arrived on American shores in the 40 years following the Civil War in search of new lives

		and opportunities. Read this selection from <i>The American Journey</i> to gain an understanding of trends in immigration and urbanization during those years.
Multimedia 4.1	"Immigration to the US 1870-1915" and "Group of Emigrants (Women and Children) from Eastern Europe on Deck of the S.S. Amsterdam"	<p>Personal narratives and photographic evidence of the immigration waves relay the visceral experiences of the nation's new residents and are a crucial tool for historians who wish to portray the drama and intensity of immigration and its resultant social unrest. However, numbers also tell an important story; it is through the macroscopic lens of data that we may grasp the enormity of immigration, past and present. To interpret the tremendous waves of immigration that shaped US population growth in the late nineteenth and early twentieth centuries, it will be helpful to look at maps and charts.</p> <p>The technological innovations of the Eastman Kodak Company and the widespread availability of cameras allowed photographers to capture in vivid detail the lives and experiences of new immigrants. In stark black and white, photographers powerfully relayed the sadness, excitement, fear, and uncertainty of arriving on unknown shores for the first time.</p>
Presentation 4.1	Toward an Urban Society and Political Realignments	Many of the qualities that define the modern American city, including sharp economic and ethnic divisions, have their origins in the early

		<p>twentieth century. During that era, poor rural residents and European and Asian immigrants converged in cities in record numbers, producing an urban culture at once vibrant, bleak, energizing, and punishing. This presentation reiterates and distills many of the themes and topics from Reading 4.1. As you engage with the presentation, review and refine notes you took during the reading. Complete the "Check Your Understanding" activities along the way.</p>
Discussion 4.1	Tolerance in Urban America	<p>Thus far in this learning outcome, you have gained an appreciation of the hardships faced by America's 20 million turn-of-the-century immigrants. Now, demonstrate your ability to describe and explain the course material in a discussion with your peers. Respond to the discussion prompt with a 10- to 15-sentence post. Read other students' posts and respond to at least two of them. Use your personal experience, if it's relevant, to support or debate other students' posts. If differences of opinion occur, debate the issues professionally and provide examples to support opinions.</p>
Assignment 4.1	Jacob Riis, <i>How the Other Half Lives</i> (1890)	<p>Photographer and writer Jacob Riis was one of the nation's first and most prolific "muckrakers"—the nickname given to journalists who encouraged social change through the exposure of their era's widespread injustices. Complete this</p>

		<p>assignment to demonstrate your comprehension of the socioeconomic circumstances of the late nineteenth and early twentieth centuries. Read this excerpt from Riis's <i>How the Other Half Lives</i> and respond to the quiz question with a 2- to 3-page essay.</p>
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Learning Outcome 5: Agrarian South and West

Learning Outcome: Students can contrast the problems and concerns of the agrarian South and West with those of the industrialized regions of the United States. Students can explain the culture of protest that emerged in response to economic conditions facing farmers in the late nineteenth century.

Though the late nineteenth century is frequently cited as the Second Industrial Revolution and the Gilded Age, agricultural production continued to define the economies and cultures of many regions of the United States, particularly the South and West. In this learning outcome, you learn about both the "New South" and industrial growth in the Mountain West. You begin with a reading and exercise from *The American Journey* focused on the rise of farmers' political alliances, the role of women in the New South, tensions over race and urbanization, and the ascendancy of the urban Southern black middle class. Shifting westward, you learn to identify the characteristics that defined the new Western economy—specifically, its colonial, extractive nature. An interactive presentation deepens your understanding of Western settlers' ambitions and the challenges and triumphs of their undertaking. In particular, you explore the various government policies that encouraged Western settlement and have a chance to read Frederick Jackson Turner's famous theory: that the settlement of the frontier represented the uniqueness of the American character. Finally, returning to the South, you demonstrate your knowledge of agrarian activism with an assignment about the "Grange."

Content	Description	Notes
Reading 5.1	Goldfield, D., Abbott, C., Anderson, V. D., Argersinger, J. E., Argersinger, P. H., Barney, W. L., & Weir, R. M. (2012). <i>The American journey: A history of the United States, combined volume</i> (2nd ed., pp. 503-527). Upper Saddle River, NJ: Pearson.	After Reconstruction, new industry and infrastructure were put to use in the South, yielding socioeconomic changes that made the former Confederate states increasingly urban and industrial. Many of the rural South's most talented and ambitious people moved from the country to the city, creating cultural divisions in communities and families. In the "New South," urban expansionists and the agrarian class had significant ideological differences, and tensions over the region's changing

		economy boiled over into protest.
Exercise 5.1	The Southern Agrarian Revolt: Quick Review Quiz	In Reading 5.1, you learned how and why deteriorating economic conditions fomented revolt among Southern farmers. You gained an understanding of how farmers' organizations joined church and home as an important social venue for agricultural workers and how the Alliances fought for more equitable income in the increasingly challenging cotton economy. Review the reading, presentation, and notes before taking this brief quiz.
Reading 5.2	Goldfield, D., Abbott, C., Anderson, V. D., Argersinger, J. E., Argersinger, P. H., Barney, W. L., & Weir, R. M. (2012). <i>The American journey: A history of the United States, combined volume</i> (2nd ed., pp. 573-588). Upper Saddle River, NJ: Pearson.	As cities on the Eastern Seaboard grew at unprecedented rates, many individuals, families, and corporations headed west in search of new industrial and economic opportunities. Read this selection from <i>The American Journey</i> to learn about the dynamic—and frequently brutal—conditions of the expanding West, a largely untamed region where miners, hustlers, immigrants, and outlaws lived, worked, and fought in dangerously close quarters.
Exercise 5.2	The Mining Bonanza, Using the Grass, and Working the Earth Quick Review Quizzes	You have now read about the transformation of the West during and after Reconstruction and have gained an understanding of the appeals and challenges of settling the West. You have also learned about the political and economic tensions that shaped the mining and homesteading experience. Complete three quizzes to demonstrate your mastery of the material in Reading 5.2. Review the reading and your notes before taking these brief quizzes.

Presentation 5.1	Moving Westward and Living in the West	You have now learned about the scope and consequences of migration to and industrial development in the West. Now, deepen your knowledge of government policy toward Western settlers, economic opportunities in the West, and the perils and privileges of the open range. This presentation reiterates and distills the themes and topics from the <i>American Journey</i> reading. As you engage with the presentation, review and refine notes you took during the reading. Complete the "Check Your Understanding" activities along the way.
Assignment 5.1	The Purposes of the Grange	As you learned in the reading, the "Grange" was one of the most important political organizations of the New South. Complete this assignment to demonstrate your ability to interpret and contextualize grassroots labor movements. Review the photo, answer each quiz question with a 1-page answer for each, and submit for grading.

Learning Outcome 6: Progressive Approaches

Learning Outcome: Students can describe varied Progressive approaches to the problems presented by monopoly, social change/upheaval.

Thus far in this course, you have investigated the tumultuous national state of affairs in the years directly following the American Civil War: the rapid growth of economic inequality during the Second Industrial Revolution, the subjugation of Native American populations, the grim lives of the "tired, the poor, the huddled masses yearning to breathe free," and the political unrest of the agrarian South. As the nineteenth century gave way to the twentieth, the American people empowered a new wave of political visionaries and social activists to address many of these problems, both at the ballot boxes and in the streets. In a preliminary reading, you explore influential ideas, trends, individuals, and organizations that contributed to the emergence of reform efforts at the close of the nineteenth century: labor unions, socialists, Suffragettes, moral crusaders, and lawmakers. A brief quiz reinforces your understanding of the multifaceted early twentieth century political scene. Thomas Edison's incredible streak of technological innovation at the end of the twentieth century enabled a new form of documentation—the motion picture—and the video you watch of Theodore Roosevelt's 1912 campaign speech is one of the best and most exciting examples of early political video journalism. In an interactive presentation and a discussion with your peers, you strengthen your knowledge of the Progressive era and demonstrate your analytical skills in a comparison of Theodore Roosevelt's and

Woodrow Wilson's policy accomplishments. Finally, in a short essay assignment, you show your mastery of the subject material by reading several primary source texts from the 1910s and answering questions about each author's vision of the American future.

Content	Description	Notes
Reading 6.1	Goldfield, D., Abbott, C., Anderson, V. D., Argersinger, J. E., Argersinger, P. H., Barney, W. L., & Weir, R. M. (2012). <i>The American journey: A history of the United States, combined volume</i> (2nd ed., pp. 621-652). Upper Saddle River, NJ: Pearson.	The rapid industrialization and urbanization of America produced a number of social and political tensions; calls for reform grew louder, and a new breed of politicians and organizations answered the call. Read this selection from <i>The American Journey</i> to learn about the context of reform, the individuals and groups who embodied the Progressive spirit, and the outcomes of those reforms.
Exercise 6.1	The Progressive Era: Quick Review Quizzes	You have now read about the origins, purpose, and outcomes of Progressive-era reforms. You have developed an appreciation of how nearly every component of American social, political, and economic life was touched by the Progressive impulse: education, business, voting, vice, religion, and domesticity. Complete three quizzes to demonstrate your mastery of the material in Reading 6.1. Review the reading and your notes before taking these brief quizzes.
Exercise 6.2	The Progressive Era: Bull Moose Speech	Theodore Roosevelt was one of the most popular and charismatic politicians of the early twentieth century. He served as president from 1901 to 1909 and ran again in 1912 as a "Bull Moose"—a nickname for the Progressive Party—after a schism in the Republican ranks. Roosevelt was also one of the first politicians to be captured in a motion picture. Film was a relatively new technology, having been refined in Thomas Edison's lab just two decades prior to Roosevelt's

		historic campaign.
Multimedia 6.1	Women's Suffrage Before the 19th Amendment	The 19th Amendment to the US Constitution reads, "The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex." In this interactive map activity, learn about the slow but steady progress American women made in the fight for universal suffrage. You do not need to complete the related quiz.
Presentation 6.1	From Roosevelt to Wilson in the Age of Progressivism	You have learned in great detail about the organizations and individuals who brought about reform during the Progressive Era. Now, review political, social, and economic touchstones of the era—the increasing power of labor, the women's suffrage movement, and the Roosevelt presidency—that set the course of twentieth-century American history. This presentation reiterates and distills the themes and topics from the <i>American Journey</i> reading. As you engage with the presentation, review and refine notes you took during the reading. Complete the "Check Your Understanding" activities throughout.
Discussion 6.1	T. Roosevelt versus Wilson	Theodore Roosevelt and Woodrow Wilson were the two most prominent reformers in early twentieth century politics. In this discussion, you develop and share your opinion on their differing ideologies and agendas. Respond to the discussion prompt with a 10- to 15-sentence post. Read other students' posts and respond to at least two of them. Use your personal experience, if it's relevant, to support or debate other students' posts. If

		<p>differences of opinion occur, debate the issues professionally and provide examples to support opinions.</p> <ul style="list-style-type: none"> • Wilson's administration revolutionized the role of the federal government in regulating banking, business, and trade. To what extent were the reforms of the New Freedom permanent? Do they still affect American society today? • In what ways did T. Roosevelt's New Nationalism anticipate later reforms, if at all? Be specific in your response.
Assignment 6.1	Progressivism in Politics	<p>Now that you have strengthened your understanding of the Progressive era and discussed its politicians with your peers, you will read four primary source texts from different American political visionaries: Herbert Croly, Eugene Debs, Woodrow Wilson, and Theodore Roosevelt. Complete this assignment to demonstrate your ability to interpret and critique political rhetoric. In a 2- to 3-page essay, analyze the texts and respond to the essay prompts.</p>

Learning Outcome 7: Economic Patterns of the 1920s

Learning Outcome: Students can explain the economic patterns of the 1920s, contrasting apparent prosperity in some sectors with persistence of poverty elsewhere. Students can describe the policy approaches of Republican administrations during the period.

Though the years immediately following the end of World War I were defined by a severe national economic depression, the explosive growth of labor productivity in the mid-to-late 1920s marked an

era of unprecedented prosperity for some and the deepening of poverty and injustice for others, including the agricultural depression that began in 1919 and continued into World War II. In the preliminary reading and presentation for this learning outcome, you develop and solidify your knowledge of the 1920s economic milieu: boom industries, "scientific management," and "open shop" labor policies in particular. You also research the rise of pro-business Republican lawmakers who fought business regulation and unions with equal fervor and investigate the continuing growth of the American city, including new economic hubs in Southern California and the Pacific Northwest. Two engaging multimedia experiences help to sharpen your understanding of mass production, mass consumption, and new policies that impacted the viability of immigrating to the United States. In a culminating assignment, you demonstrate your comprehension of the role big businesses play in American culture—not just in the 1920s, but also through the present day.

Content	Description	Notes
Reading 7.1	Goldfield, D., Abbott, C., Anderson, V. D., Argersinger, J. E., Argersinger, P. H., Barney, W. L., & Weir, R. M. (2012). <i>The American journey: A history of the United States, combined volume</i> (2nd ed., pp. 712-723). Upper Saddle River, NJ: Pearson.	In the 1920s, many of the economic patterns that emerged in the late 1800s intensified: mass-production industries grew larger, corporate monopolies turned into "oligopolies," and Republican lawmakers weakened policies regulating businesses. Read this selection from <i>The American Journey</i> to learn more about "The Economy that Roared" and the increasing wealth gap in American cities.
Presentation 7.1	The Economy That Roared	You have now learned about the economic patterns of the 1920s, in particular the growth of boom industries, open-shop labor practices, welfare capitalism, and urban development. This presentation reiterates and distills the themes and topics from the <i>American Journey</i> reading. As you engage the presentation, review and refine notes you took during the reading.
Multimedia 7.1	"The Rise and Fall of the Automobile Economy" and "Immigration Quotas"	One central economic philosophy of the 1920s was "Fordism"—the assembly-line mass production of automobiles, coupled with high wages. With the innovation of the "five dollar day," Henry Ford encouraged his employees to buy the cars they manufactured. The

		<p>automobile economy was deeply tied to American suburbanization as well. As more individuals and families left the close quarters of the city for the sprawl of the suburbs, they often made the move in their new cars; consequently, new highways were built; and shopping centers, department stores, and drive-through restaurants emerged to serve the needs of newly mobile consumers.</p> <p>Dire living conditions in Europe after WWI caused millions of individuals and families to search for better lives on the other side of the Atlantic. Many arrived at Ellis Island, in New York—perhaps including members of your own family. They were met, however, with resistance from nativists and bureaucrats who sought to maintain tight control over the country's demographics.</p>
Assignment 7.1	Big Ideas from Big Business (1921)	<p>You have now learned about several significant trends in the 1920s economy: corporate growth, automobile culture, and immigration. Complete this assignment to demonstrate your ability to interpret and critique economic rhetoric. Read Edward Earle Purinton's "Big Ideas from Big Business." In a 2- to 3-page essay, employ information from the readings and multimedia presentations, as well as your critical thinking skills, to answer the quiz question.</p>

Learning Outcome 8: Social and Cultural Change in the 1920s

Learning Outcome: Students recognize the 1920s as a period of social and cultural change, describing clashes between modernism and traditional or Victorian values.

In the previous learning outcome, you examined the industrial boom of the 1920s and developed an understanding of how the automobile and financial industries fostered a new economic elite. In this learning outcome, the focus shifts to the social and cultural characteristics of the 1920s. In an excerpt from *The American Journey*, you learn about two prominent features of the era's national discourse: extravagant "mass culture" on one end and moral/cultural crusades on the other. This reading captures the complex correlation between the rise of popular media and advertising—big budget films, radio, and black jazz music—and the resurgence of the Ku Klux Klan, the continuing drumbeat of alcohol prohibitionists, and the attempt by biblical fundamentalists to keep Darwin's theory of evolution out of the classroom. A follow-up presentation and a quiz ensure your comprehension of the culture wars of the 1920s. Two multimedia activities and an assignment bring you closer to the action; you investigate the bright, flashy culture of Times Square in New York, listen to a folk song about prohibition, and demonstrate your ability to synthesize this learning outcome's topics in a writing assignment about the Scopes trial.

Content	Description	Notes
Reading 8.1	Goldfield, D., Abbott, C. Anderson, V. D., Argersinger, J. E., Argersinger, P. H., Barney, W. L., & Weir, R. M. (2012). <i>The American journey: A history of the United States, combined volume</i> (2nd ed., pp. 723-736). Upper Saddle River, NJ: Pearson.	While industries boomed and Wall Street profits soared, wars were being waged in American classrooms, dance halls, churches, and city centers—wars between Victorian morals and emerging modern ideals. Read this selection from <i>The American Journey</i> to learn about the conflict between new forms of expression and traditional values, and the cultural touchstones of the era: jazz, prohibition, and religion on trial.
Presentation 8.1	Mass Culture in the Jazz Age	You have now learned about the conflict between new forms of expression and traditional values, and the cultural touchstones of the era: jazz, prohibition, and religion on trial. You understand why and how nativists, anti-vice activists, and biblical fundamentalists attempted to curtail secular cultural expansion. This presentation reiterates and distills the themes and topics from the <i>American Journey</i> reading. As you engage with the presentation, review and refine notes you took during the reading.
Exercise 8.1	Culture Wars: Quick Review Quiz	Through Reading 8.1 and Presentation 8.1, you have developed a thorough

		<p>understanding of mass culture's impact on American society and of the reactive measures taken to prevent its further influence. You understand the similarities and differences between nativist groups, the Ku Klux Klan, and anti-vice activists. Complete this quiz to demonstrate your mastery of the material in Reading 8.1. Review the reading and your notes before taking this brief quiz.</p>
Multimedia 8.1	The Great White Way—Times Square	<p>For more than a century, Times Square—a corridor of Broadway in Midtown Manhattan—has been the epicenter of New York City culture. Explore this immersive multimedia activity to learn more about 1920s prosperity and the growth of the American city.</p>
Exercise 8.2	Prohibition Is a Failure	<p>One of the most significant cultural products of the 1920s was the folk song. Portable recording equipment allowed singers and songwriters to turn their songs into vinyl records for distribution to stores and radio stations. The jaunty, popular tune "Prohibition Is a Failure" documented the weaknesses of the 18th Amendment and exposed prohibition as a cultural fiasco. Listen to the song, and answer the quiz question in 150 to 250 words.</p>
Assignment 8.1	Clarence Darrow at the Scopes Evolution Trial, 1925	<p>Now that you have developed a comprehensive understanding of the social climate of the 1920s, employ your critical thinking skills in this assignment. Review the photograph of the Scopes trial and respond to each of the</p>

		three related quiz questions with a 1-page answer.
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Learning Outcome 9: Major Causes of the Great Depression

Learning Outcome: Students can identify major causes of the Great Depression. Students can explain economic issues and political responses. Students can assess the successes and failures of the New Deal to remedy economic and social consequences of the Great Depression. Explain contributing factors to the ending of the Great Depression.

On October 29, 1929—"Black Tuesday"—a massive stock market crash brought the Roaring Twenties to a screeching halt, and a grueling 10-year financial crisis began; the months and years that followed were defined by bank failures, business closings, and mass unemployment. But the fiscal panic of 1929 was only one of many precipitating events that led to the global Great Depression of the 1930s. In this learning outcome, you explore in rich detail the tragedies and triumphs of the long decade between Black Tuesday and World War II. A reading from *Created Equal* will introduce you to the economic issues that contributed to the stock market crash, the inadequate efforts of President Herbert Hoover to combat the growing economic crisis, and the trials of human dignity that accompanied the widespread poverty and famine of the 1930s. You then learn about the "New Deal" of Franklin D. Roosevelt, with a focus on the myriad federal agencies founded during his first 100 days in office to quickly get the nation back on its feet. Several multimedia experiences improve your understanding of the Great Depression. You learn about the structure and effects of the New Deal and gain insight into the work of one of its agencies, the Tennessee Valley Authority. Then, delving into the lives of individuals who worked and struggled during those years, you research and write about photographer Dorothea Lange's famous "Migrant Mother" photo. In that activity, you must challenge yourself to read the narrative of an image. Finally, a discussion and assignment ensure your mastery of the course material, as you develop and defend your own opinion about the events that led to the Great Depression, the effects of the Depression on American society, and the efficiency of the FDR administration in approaching the challenges of the era.

Content	Description	Notes
Reading 9.1	Jones, J., Wood, P. H., Borstelmann, T., May, E. T., & Ruiz, V. L. (2011). <i>Created equal: A history of the United States, combined volume</i> (3rd ed., pp. 512-533). Upper Saddle River, NJ: Pearson.	The prosperity of the Roaring Twenties gave way to the poverty and uncertainty of the 1930s' depression. However, no one event can be isolated as the single trigger for the economic downturn. Read this selection from <i>Created Equal</i> to learn about the complex origins of the Great Depression, the lives of the people who survived the "hard times," and the competing political approaches taken to solve the crisis.
Multimedia 9.1	Responding to the Great Depression: Whose New Deal?	Franklin Roosevelt was swept into the Oval Office on the promise of a "New Deal" for the American people—the mass establishment of social programs to help citizens get

		<p>back on their feet. While the New Deal did not end the Depression on its own, Roosevelt's "first hundred days" were a turning point for the nation. New policies and commissions were founded to quickly address the roots and effects of the economic crisis; in particular, public works projects such as the Tennessee Valley Authority were founded to both update the nation's weakened infrastructure and provide employment to the masses. Of course, as you now know, the New Deal was met with headwinds of resistance, stemming both from those who thought the efforts went too far and those who thought the efforts didn't go far enough.</p>
Exercise 9.1	Interactive Map: The Tennessee Valley Authority	<p>The Tennessee Valley Authority was one of the most significant agencies created during the New Deal era. Its establishment created thousands of union construction, conservation, and economic development jobs for unemployed Americans. The TVA also represented a departure from the paradigm of corporate- or private-owned utilities; its establishment shifted control of the nation's power supply away from industrial monopolists and toward the government.</p>
Multimedia 9.2	Dorothea Lange and "Migrant Mother"	<p>If you have only seen one photograph from the Great Depression, it is likely the visceral snapshot of the "Migrant Mother." Dorothea Lange took this photo of mother Florence Owen Thompson and her children in early 1936 while documenting migratory farm labor in California for the Resettlement Administration. The photo was distributed to</p>

		<p>newspapers nationwide and quickly became an emblem of human suffering and economic uncertainty during the long middle years of the Depression.</p>
Exercise 9.2	Image Activity: Dorothea Lange, Migrant Mother, Great Depression	<p>The Library of Congress labeled the photo, "Destitute pea pickers in California. Mother of seven children. Age thirty-two. Nipomo, California." In crisp black and white, Dorothea Lange captured the sorrow and insecurity of Florence Owen Thompson and her children. Now that you have learned in greater detail about "Migrant Mother," demonstrate your ability to analyze the photo and its broader social resonance in this exercise.</p>
Discussion 9.1	The Great Depression and Franklin D. Roosevelt	<p>Before you complete the writing assignment for this learning outcome, share your opinion on the FDR presidency in a discussion with your peers. Respond to the discussion prompt with a 10- to 15-sentence post. Read other students' posts and respond to at least two of them. Use your personal experience, if it's relevant, to support or debate other students' posts. If differences of opinion occur, debate the issues professionally and provide examples to support opinions.</p> <ul style="list-style-type: none"> • The Second Industrial Revolution seemed to bring America to the forefront of the world economically, but it had its downsides. What were they? • Did any of these downsides lead to the Great Depression? Explain. • The Second

		<p>Industrial Revolution marked a shift from manufacturing to service-based industries. How did the New Deal affect this shift?</p> <ul style="list-style-type: none"> • Comment on the extent to which F. Roosevelt's personality affected the course of the New Deal.
Assignment 9.1	Great Depression	In this culminating assignment, you demonstrate your comprehension of the events leading up to the Great Depression and the societal turmoil that followed. Write a 1- to 2-page paper addressing the prompts and submit for grading.

Learning Outcome 10: Segregation and Civil Rights

Learning Outcome: Students can identify social and economic circumstances of segregation. Students can contrast the effectiveness of court decisions and laws, and strategies used by African Americans, to address such circumstances.

During the years of relative domestic calm and complacency that followed World War II, the Baby Boom, the rise of the "nuclear family," and a strong consumer economy bolstered the quality of life of many white Americans—while black Americans continued to confront violence, institutional racism, and legal roadblocks to success at nearly every turn. In this learning outcome, you get an in-depth view of the fight for civil rights in the 1950s and 1960s. In a preliminary reading, you learn about the legal battles waged in the 1950s and '60s against "separate but equal" segregation laws enacted throughout the former Confederate states; in particular, you should be able to explain the US Supreme Court decision in *Brown v. Board of Education* (1954) and describe its immediate effects. At the end of the reading, you will be able to explain the decade-long fight for civil rights in the streets, in places of worship, and in the halls of power, including the styles of protest and resistance used by such organizations as the NAACP, SCLC, SNCC, and CORE; non-violent direct action and how both the Montgomery Bus Boycott (1955-1956) and the Birmingham Protests (1963) are representative of it; the provisions and significance of the Civil Rights Act (1964); the Selma to Montgomery March (1965) and how it helped bring about the Voting Rights Act (1965); the impact of the Civil Rights Act and Voting Rights Act upon political party alignment and voting patterns in the South; and the conditions that led to urban rioting during the mid-1960s. In two multimedia assignments, you will witness the Birmingham protests through several iconic and incendiary images and learn more about how the Civil Rights movement changed American schools, checking your comprehension after both videos. Finally, you will demonstrate your analytical and critical thinking skills through a substantive, comprehensive writing assessment on the entirety of the Civil Rights era.

Content	Description	Notes
Reading 10.1	Goldfield, D., Abbott, C. Anderson, V. D.,	The establishment of so-

	Argersinger, J. E., Argersinger, P. H., Barney, W. L., & Weir, R. M. (2012). <i>The American journey: A history of the United States, combined volume</i> (2nd ed., pp. 859-867, 884-888). Upper Saddle River, NJ: Pearson.	called "Jim Crow" laws in the former Confederate South ensured that black Americans were politically, socially, and economically marginalized even a century after the Emancipation Proclamation. Read this selection from <i>The American Journey</i> to learn about the injustices of segregation—and how and why the tide began to turn in the 1950s and '60s.
Presentation 10.1	Righteousness Like a Mighty Stream: The Struggle for Civil Rights	You have now learned about the tactics, successes, and failures of the early 1960s civil rights activists. You have gained an understanding of how the various agendas of organizations such as the Southern Christian Leadership Conference, the Student Nonviolent Coordinating Committee, and the Congress of Racial Equality coalesced into a national cause. This presentation reiterates and distills the themes and topics from Reading 10.1. As you engage with the presentation, review and refine notes you took during the reading.
Multimedia 10.1	"Birmingham, 1963" and "How Did the Civil Rights Movement Change American Schools?"	In 1963, Martin Luther King Jr. and the Southern Christian Leadership Conference led a nonviolent direct action campaign to bring national attention to segregation and discrimination in Birmingham, Alabama. Watch this video featuring historian Jennifer Keene to learn how photojournalism tells the story of the campaign.
Assignment 10.1	Civil Rights Movement Writing Assignment	Now that you have explored many of the key moments in the Civil Rights era, compose a substantive, 500- to 1,000-word essay

		synthesizing what you have learned. Watch the "Justice For All: Civil Protest and Civil Rights" video and complete the writing assignment.
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Learning Outcome 11: Great Society, War on Poverty, and Counterculture

Learning Outcome: Students can identify significant aspects of the Great Society and War on Poverty. Students can describe Cold War developments during the 1960s, particularly the Vietnam War. Students can explain the issues and ideas used by the Counterculture. Students can identify conservative reactions to social and political developments during the 1960s.

Just as the stock market crash brought the Roaring Twenties to an end, the November 1963 assassination of President John F. Kennedy jolted the nation out of the "confident years." War, social unrest, and political upheaval escalated for the next decade through the presidencies of Lyndon B. Johnson and Richard Nixon. In a preliminary reading, you gain an understanding of LBJ's key accomplishments—and pitfalls—as president: his "War on Poverty" and major civil rights policies, as well as his overshadowing decision to wage a fruitless war in Vietnam. You learn about and explain the Gulf of Tonkin resolution, as well as student reactions to the Vietnam War, both before and after the Tet Offensive. An interactive presentation allows you to place LBJ's '60s within the broader context of the era; in completing the presentation, you will be able to effectively compare the 1950s and 1960s, and understand the connections between the bitter rhetoric of the Cold War and the tragic realities of the Vietnam War. A sequence of videos, maps, and a discussion with your peers allows you to cement your knowledge of the tumultuous '60s. Finally, you complete an assignment based on a Martin Luther King Jr. essay, in which you integrate information from Learning Outcomes 10 and 11 and explain the connections between civil rights and the antiwar movement.

Content	Description	Notes
Reading 11.1	Jones, J., Wood, P. H., Borstelmann, T., May, E. T., & Ruiz, V. L. (2011). <i>Created equal: A history of the United States, combined volume</i> (3rd ed., pp. 597-615). Upper Saddle River, NJ: Pearson.	After the death of President John F. Kennedy, Lyndon Johnson entered the Oval Office with a determination to both continue the Kennedy legacy and make his own mark on history. Read this selection from <i>Created Equal</i> to learn about LBJ's domestic and foreign policy achievements and failures: the Great Society, the War on Poverty, the Civil Rights Act, and the war in Vietnam.
Presentation 11.1	Affluence and Anxiety in the 1960s	You have now learned about Lyndon Johnson's ambitious domestic and foreign policy involvements. You have gained an understanding of the Great Society's reformist scope, the impact of the Warren Court on everyday American life, and the

		<p>imbroglio of American involvement in Vietnam. This presentation reiterates and distills the themes and topics from the <i>Created Equal</i> reading. As you engage with the presentation, review and refine notes you took during the reading.</p>
Multimedia 11.1	Protest, Counterculture, and the Antiwar Movement during the Vietnam Era	<p>The escalation of the Vietnam War was answered by massive protests and the emergence of a national "counterculture." Many young adults, stirred by the successes of the Civil Rights movement, became antiwar activists, while others waged campaigns in support of women's liberation, black power, and environmental causes. You have learned that the agendas and even participants of these causes often overlapped, earning them the moniker of a unified "Movement"—in many cases, however, each fought for reform and national attention on its own terms.</p>
Discussion 11.1	Social Movements in the 1960s	<p>Though you may not have lived through the tumultuous 1960s, you almost certainly know someone who did. Before you post a response to the Social Movements in the 1960s discussion board, conduct a brief in-person or online interview with a '60s eyewitness. Integrate your conversation with what you have read so far, and formulate your discussion responses based in part on your interview. Respond to the discussion prompt with a 10- to 15-sentence post. Read other students' posts and respond to at least two of them. Use your personal experience, if it's relevant, to support or debate other students' posts. If differences of opinion occur,</p>

		<p>debate the issues professionally and provide examples to support opinions.</p> <ul style="list-style-type: none"> • Numerous social movements rose up during the 1960s. What about this decade enabled social movements to gain momentum? • What led to the increased number and size of protests and other demonstrations? Were they effective? What did they achieve? • The movement for black equality was a major movement that gained momentum during the 1960s. What effects of this movement can still be seen today? What challenges did the black equality movement have in the 1960s that can still be seen today?
Exercise 11.1	Interactive Map: The Vietnam War	<p>While some American youth protested against the war at home, others fought it in the fields and jungles of southern Asia. In some of the major battles, superior firepower put Americans at an advantage against the North Vietnamese army. However, much of the fighting was against guerrillas on unfamiliar terrain. Disillusionment, disorganization, and acts of unspeakable violence followed. Explore this interactive map to familiarize yourself with the challenges of fighting in southern Asia.</p>
Assignment 11.1	Martin Luther King Jr., "Conscience and the	While Martin Luther King Jr.

	Vietnam War" (1967)	is best known for his work as a Nobel Prize-winning civil rights leader, he also spoke out passionately against the Vietnam War. Complete this assignment to demonstrate your ability to interpret the connections between the Civil Rights movement and the antiwar movement. Read this influential sermon and respond to each quiz question with a 1-page answer.
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Learning Outcome 12: Political Crisis in the 1970s

Learning Outcome: Students can explain the causes and effects of economic change, developments in the Cold War, the emergence of a conservative political majority, and the rise of public skepticism towards government during the 1970s and 1980s.

Though the Vietnam War ended with the fall of Saigon in April 1975, the effects of the United States' long war against global communism continued to manifest themselves at home. Corruption at the highest level of elected office took its toll on the American psyche as well. Richard Nixon's fall from grace during the Watergate scandal, ending with his resignation in 1974, quickly eroded trust in the government—a trend that continues, in many regards, to the present day. In this learning outcome, you learn about the wave of political crises and revolutions that defined the 1970s: the normalization of relations with China, stagflation, the Arab Oil Embargo, and Watergate. After completing readings from *Created Equal*, you will be able to recognize the role of increased political activism among evangelical Christians, the advocacy of supply-side economics, and a white middle-class backlash against social policies of the 1960s in contributing to a conservative resurgence in the 1970s and 1980s; contrast the approaches of Ford, Carter, and Reagan to the economic challenges of 1974-1985; recognize the role of the Iranian Hostage Crisis in undermining the presidency of Jimmy Carter; explain the impact of the Soviet Invasion of Afghanistan and the Carter Doctrine upon the tone of the Cold War after 1979; describe how the Reagan approach to the Cold War evolved from 1981-1989; and recognize the role of American policy and changes in Soviet leadership in bringing about the end of the Cold War. (In the next learning outcome, you will explore how the end of the Cold War played out on both domestic and global stages.) Through two presentations and a discussion with your peers, you cement your knowledge of the political climate of the 1970s and '80s, and defend your opinion of the efficacy of the Reagan presidency. Finally, in an assignment, you demonstrate your ability to analyze and critique economic policies, and explore the positive and negative outcomes of "Reaganomics" for the working and middle classes.

Content	Description	Notes
Reading 12.1	Jones, J., Wood, P. H., Borstelmann, T., May, E. T., & Ruiz, V. L. (2011). <i>Created equal: A history of the United States, combined volume</i> (3rd ed., pp. 616-627, 636-644). Upper Saddle River, NJ: Pearson.	As the Vietnam War arrived at a tenuous conclusion, the American people's trust in their elected leaders sunk to new lows. Read this selection from <i>Created Equal</i> to learn about the Watergate controversy, changing social mores, calamitous foreign economic affairs, and

		growing cultural malaise in the mid-to-late 1970s.
Presentation 12.1	"A Crisis in Confidence" and "The Republican Resurgence"	<p>You have now learned about the systemic crises that plagued the American government and public during the 1970s. Despite Jimmy Carter's efforts to restore trust after Watergate and the brief presidency of Gerald Ford, the headwinds of economic crisis and widespread skepticism proved a formidable adversary for the reformist peanut farmer from Georgia.</p> <p>With confidence in the future shaken by broad systemic crises, desire grew for reliable, trustworthy, and effective government leaders. Ronald Reagan and other conservative politicians reassured the nation that its best years lay ahead of it. Bolstered by public belief in the private sector, free markets, and the notion that "government was the problem, not the solution," the early 1980s saw a wave of Republican successes at the ballot box.</p>
Discussion 12.1	The Republican Resurgence	<p>Formulate an opinion about the Republican resurgence and the Reagan presidency, and respond to the discussion prompt. Respond to the discussion prompt with a 10- to 15-sentence post. Read other students' posts and respond to at least two of them. Use your personal experience, if it's relevant, to support or debate other students' posts. If differences of opinion occur, debate the issues professionally and provide examples to support opinions.</p>

Assignment 12.1	Exploring America: Growing Inequality	In this assignment, you engage with and synthesize data, primary sources, and historical analysis of Ronald Reagan's economic principles. Read the activity document thoroughly and respond to the questions on p. 64 in a 2- to 3-page paper.
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Learning Outcome 13: Key Events in Ending the Cold War

Learning Outcome: Students can identify key events in ending the Cold War, and can describe the implications domestically and internationally for the United States.

"Mr. Gorbachev—tear down this wall!" Ronald Reagan's 1987 challenge to Soviet leader Mikhail Gorbachev is one of the most iconic moments in American foreign policy. In this learning outcome, you study the story behind the challenge and learn about its consequences. What was the Berlin Wall? Who built it? Why did it stand for so long, and why was its destruction so important to Reagan and others in the global community? In your final reading and slide presentation for this course, you examine the "Reagan Doctrine," *perestroika*, and the push for democracy in Eastern Europe during the final years of Reagan's presidency. A quiz ensures your comprehension of this material. In a multimedia presentation, you see a stunning image of the crumbling Berlin Wall and learn about its fall. Finally, in a video assignment, you will apply your analytical and critical thinking skills and explore how the Cold War influenced domestic life in the United States.

Content	Description	Notes
Reading 13.1	Goldfield, D., Abbott, C., Anderson, V. D., Argersinger, J. E., Argersinger, P. H., Barney, W. L., & Weir, R. M. (2012). <i>The American journey: A history of the United States, combined volume</i> (2nd ed., pp. 921-927). Upper Saddle River, NJ: Pearson.	You have now read about the major political realignment of the early 1980s and Ronald Reagan's accomplishments and failures on the domestic front. Read this selection from <i>The American Journey</i> to learn about the role Reagan and other political leaders played in ending the Cold War.
Presentation 13.1	The Climax of the Cold War	You have now read about Ronald Reagan's evolving approach to ending the Cold War, including the development of the Strategic Defense Initiative and the embrace of <i>perestroika</i> . You have gained an understanding of Mikhail Gorbachev and the Soviet government's dwindling options in the face of aggressive and effective American

		<p>diplomacy, as well as the international controversies that nearly derailed Reagan's anticommunist campaign. This presentation reiterates and distills the themes and topics from the <i>American Journey</i> reading. As you engage with the presentation, review and refine notes you took during the reading.</p>
Exercise 13.1	The Climax of the Cold War: Quick Review Quiz	<p>In Reading 13.1 and Presentation 13.1, you read about and gained an understanding of Ronald Reagan's complex approach to dismantling the Soviet state. You now understand the revolutionary impulse that spurred the collapse of communism in Eastern Europe. Review the reading, presentation, and notes before taking this brief quiz.</p>
Multimedia 13.1	Opening the Wall, Berlin	<p>The fall of the Berlin Wall was one of the most dramatic political spectacles of the last century. Televised widely and displayed above the fold of every major world newspaper, the image of young men and women crowding around and destroying a spray-painted wall—which had, in its heyday, maintained the stark separation between communist and democratic societies in East and West Germany—became a powerful symbol of political triumph and cultural reunification.</p>
Assignment 13.1	Creating "Domestic Bliss" During the Cold War	<p>The Cold War was not merely a political battle between cautious world leaders; it was also a fact of life for millions of Americans for nearly four decades. Complete this assignment to demonstrate your ability to contextualize the lives of</p>

		<p>everyday Americans within the politics of an era. Watch this video to learn about how the Cold War impacted domestic routines. Analyze the facts and opinions presented by Elaine Tyler May. Then, compose a 2- to 3-page answer to the quiz question.</p>
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Dropbox Instructions

Please submit your Assignments to the Dropbox in order to receive faculty feedback. To submit to the Dropbox, click on the Dropbox tab at the top of the course content frame. Click on the Submit an Assignment link. Choose the designated Dropbox Basket title for the assignment. Click the Add Attachments button to browse for the assignment document on your computer that you would like to submit. After attaching the document, you may add comments to your instructor in the Comments field if you wish, then click the Submit button.

Discussions

You are expected to participate/post in each discussion thread/activity in the module. Responses are not merely a restatement of information or ideas already presented. You are expected to present new ideas for consideration, pose questions to explore a topic deeper, and/or add to perspectives presented.

To respond to the discussion topic: If you're the first to enter the Discussion, there will only be a **Respond** button. Otherwise, you will see other's postings below. Click on the **+ Expand All** button to view all of the entries made by your fellow learner or click each one, one at a time. Please pose your response and then return later, or tomorrow, to read and respond to your classmates.

Posttest

The Posttest for this History course assesses your knowledge of Social Darwinism and Laissez-Faire Capitalism, Late Nineteenth Century Business, US Government–Native American Interactions in the Late Nineteenth Century, Immigration and Urbanization, the Agrarian South and West, Progressive Approaches, Economic Patterns of the 1920s, Social and Cultural Change in the 1920s, Major Causes of the Great Depression, Segregation and Civil Rights, the Great Society, War on Poverty, and Counterculture, Political Crisis in the 1970s, and Key Events in Ending the Cold War.

The Posttest is an assessment of your knowledge of the material required for the competency. A score of 80 points or higher is required to demonstrate competency.

If you score less than 80 points on any competency you will have an opportunity to review the material and re-take the competency Posttest. You may take the Posttest assessment up to three times. If you have not passed the competency in three attempts, you will work with an Academic Coach to determine another method of fulfilling the program requirements in this subject. In order to demonstrate competency, a score of 80 points or higher is required.

If the term ends prior to you being able to demonstrate competency you will receive a grade of "I" and be required to complete the remaining competencies in the next term.

Content	Description	Time	Value	Notes
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Posttest	Measures your competency of learning outcomes through essay, short answer, and multiple-choice questions.	180 minutes	100 points	
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US History 2: Competency 3

Purpose

This syllabus provides course information, which includes materials required for the course, the course description, and student learning outcomes (LOs) to help you navigate the course and complete requirements.

Policies

Technology Requirements

This is an online course and the following technological resources are required:

- Computer/Internet access and connection: high-speed preferred (not dial up)
- Speakers so you can hear audio enhanced assignments throughout the semester
- Headset/Microphone
- Webcam
- Microsoft Word, Excel, and PowerPoint

This course may also require the following:

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via myLeo - all my emails sent from eCollege (and all other university emails) will go to this account, so please be sure to check it regularly. Conversely, you are to email me via the eCollege email system or your myLeo email as our spam filters will catch Yahoo, Hotmail, etc.

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

Access and Navigation

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- Phone: 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- Email: helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
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If you have questions pertaining to the content of this course (e.g., questions about an exam, about course due dates, etc.), please contact your instructor via email, through the "Virtual Office," or during office hours.

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Contact the appropriate TAMU-C department related to your questions/concerns. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00 a.m.- 5:00 p.m., Monday through Friday.)

Communication and Support

Email is the best way to communicate as it is checked throughout the day. However, in order to avoid duplication of questions and answers I prefer that you post all class related questions in the Virtual Office course tab. It is likely that your peers will have the same question. Emails of a personal nature should be sent to my email address via eCollege.

Course and University Procedures/Policies

Academic Honesty Policy

Texas A&M University-Commerce does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. Violation of these academic standards may result in removal or failure. Please see the TAMU Catalog.

Dropping the Class

If you need to adjust your schedule by dropping this course, please contact your Academic Coach. Please be aware that dropping your course may impact your financial aid, veterans and military benefits, three year, 45-hour, and 30-hour rules. It is the student's responsibility to drop the course. If you fail to officially drop the class, a failing grade shall be assigned.

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If you receive a grade of "I" or Incomplete you have one full term to complete the items that remain incomplete. If you have not submitted the necessary assignments by the end of the next full term your grade automatically converts to an "F."

Student Withdrawal

A student wishing to withdraw from all courses before the end of a term for which he/she is registered must clear his or her record by filing an application for voluntary withdrawal. Please contact your Academic Coach.

This action must be taken by the date stated in the Academic Calendar as the last day to drop a class or withdraw. Any student who withdraws from the university is subject to the conditions outlined in the section regarding Scholastic Probation or Suspension in the university catalog. It is the student's responsibility to withdraw from classes if he or she does not plan to attend during the semester in

he/she has enrolled. A student has one year from the first day of a semester to appeal a withdrawal refund. Courses withdrawn are counted as attempted hours and count towards the three-peat, 45-hour and 30-hour rules and financial aid and veterans and military benefits.

Instructor Withdrawal

Your instructor of record reserves the right to withdraw a student from his or her course based on inadequate access to and progress in the online course materials.

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu
[Student Disability Resources & Services](#)

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See '[Code of Student Conduct](#)' from Student Guide Handbook)

Course Home

Course Objective: Students can employ historical knowledge and analytical skills to identify origins of problems and suggest solutions.

Spanish-American philosopher George Santayana wrote in 1905, "Progress, far from consisting in change, depends on retentiveness. When change is absolute there remains no being to improve and no direction is set for possible improvement: and when experience is not retained, as among savages, infancy is perpetual. Those who cannot remember the past are condemned to repeat it." In this course, you evaluate Santayana's famous words through the study of historical events whose implications still register in modern discourse and policy. In particular, you learn about key moments in the history of American commerce, and gain understanding of the nation's shift from an agricultural economy to an industrial economy to what is commonly known as a "service" economy. Through readings, multimedia, and exercises, you review how social and political trends related to labor and industry echo across time, and discover how individual and collective American identities have been forged in the places we work, and by the corporations, organizations, or individuals we work for. This course culminates in a substantive writing assignment, in which you examine a contemporary social, political, economic, or environmental challenge; situate it within a historical context; and present compelling a compelling solution to that challenge based on lessons from the past.

Content	Description	Notes
Syllabus	The study of history consists of much more than simply memorizing dates and names. It is, most importantly, the analysis of how individuals interact with each other within the context of their era. To effectively present solutions to complex social, political,	You have maximum responsibility for your learning and involvement in the course. It is important that you review the syllabus and keep up with the course materials and deadlines.

	<p>or economic challenges faced today, you must be able to see those challenges within the broader narrative of national history. As you retrace the evolution of those challenges, you will recognize how seemingly inconsequential decisions, personal agendas, and political missteps yield profound consequences. You will also discover how individuals in the past have united in pursuit of the greater good, and infer from their example how similar challenges can be approached and solved in the present day.</p>	
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Pretest

The Pretest for this US History: Competency course assesses your knowledge on the evolution of social issues/problems.

The purpose of the pretest is to provide a baseline understanding of your knowledge in this competency. The pretest is required for the course. Passing grades for all competencies and assignments for this course are a score of 80 points or higher.

Content	Description	Time	Value	Notes
Pretest	Measures your competency of learning outcomes through essay, short answer, and multiple choice questions.	120 minutes	100 points	

Learning Outcome 1: Evolution of Social Issues/Problems

Learning Outcome: Students can explain the evolution of modern social issues/problems by reference to past events and policies.

In order to understand the economic, environmental, social, and political climate of the early twenty-first century, you must understand that American history is not a mere chronology of isolated "major" events. Rather, it is a complex web of individual and collective histories, in which every fragment of the American experience plays an equal part. For example, the everyday life of a transcontinental railroad worker is of as much importance to a historian as the lives of the entrepreneurs who profited from the railroads. In this learning outcome, you learn that the study of history about recognizing patterns, and determining how modern social dilemmas originate from initiatives or decisions made decades or even centuries ago. Using the Second Industrial Revolution and the Gilded Age as case studies, you synthesize individual, political, and corporate narratives from an era of rapid transformation, and formulate your own impression of how the modern American economy came into being. You develop and defend your own opinion of the roles technology and consumerism play in American culture. As you engage with each component of this learning outcome, you work to identify similarities and differences between the early 1900s and the early 2000s, remaining aware of how your own life story, personal ambitions, and political preconceptions shape the way you interpret history.

Content	Description	Notes
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<p>Reading 1.1</p>	<p>Gilderhus, M. (2010). <i>History and Historians: A Historiographical Introduction</i> (7th ed., pp. 46-47, 87-90). Upper Saddle River, NJ: Pearson.</p> <p>Goldfield, D., et al. <i>The American journey: A history of the United States, combined volume</i> (2nd ed., pp. 530-544). Upper Saddle River, NJ: Pearson.</p> <p>Faragher, J. M., et. Al. <i>Out of many: A history of the American people</i> (7th ed., pp. 543-546). Upper Saddle River, NJ: Pearson.</p>	<p>As numerous philosophers and theorists have argued over the last several centuries, the responsible study of history demands that we do not look at historical incidents in a vacuum. The Civil War, the Great Depression, and the bombing of Pearl Harbor—to name a few milestones in American history—far from being moments isolated in time, are undeniably the consequences of countless events and the foreshadowers of countless events to come. Understanding history entails a thorough understanding of cause and effect. In the case study to follow, you learn about patterns that emerge and reemerge in the history of American capitalism and industry. First, study German philosopher Karl Marx’s ideas about class struggles and economic hierarchies in modern capitalist societies, and consider his distinction between interpreting the world and changing it. Then, read about how the First and Second Industrial Revolutions changed Western historians’ conceptions of historical continuity. Consider throughout the reading how these philosophers and historians disrupt or displace your preconceived notions of historical progress and change. What can be gained by studying history not as a series of events but as a broader and perhaps more abstract arc of civilizational changes? How might you apply the ideas espoused by Marx and others to a specific historical case study? In a second reading, from <i>The American Journey</i>, learn about how the technological innovations of the late nineteenth century spurred industrial growth, and how early corporations harnessed those innovations. This reading sheds light on how changes in technology and working</p>
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		<p>conditions shaped the lives of everyday Americans, and will inspire you to think about the continuously evolving, complex relationship between corporations, the government, and individual workers. In a third reading, from <i>Out of Many</i>, you examine the interrelated phenomena of mass production and commercial consumption, and learn how the lives of the working class and middle class changed—for better and for worse—due to the rapid growth of the American economy.</p>
Presentation 1.1	Economic Growth During the Second Industrial Revolution	<p>The late nineteenth century was a time of rapid industrial development in America. Innovations in manufacturing and transportation irreversibly changed the way Americans worked and interacted with each other. Yet incredible technological and economic progress has often come at a steep price for marginal social groups with little political or cultural power, and the "Gilded Age" was no exception. Explore this interactive presentation to learn more about the complexities of economic growth during the Second Industrial Revolution. As you engage with each topic—Industrial Development, America's Industrial Empire, and Growth of Society and Business—consider how the early twenty-first century economy resembles the economy of a century ago. What contemporary innovations drive American</p>
Multimedia 1.1	The Industrial Revolution (1) The Industrial Revolution (2)	<p>Watch both videos about the Industrial Revolution to solidify your knowledge of the era's history. Pay attention as the historians discuss both the origins of the revolution and its consequences for both workers and entrepreneurs. Listen closely as they discuss "great paradox of the Industrial Revolution" and consider how a</p>

		<p>historical event can simultaneously impact individuals or organizations in both positive and negative ways. If you wish, take notes on the video, which directly relates to the first assignment in this section.</p>
Discussion 1.1	The Railroad and Other Industrial Innovations in American Society	<p>Now that you have developed a substantive understanding of trends in labor, resource management, and corporate growth in the late nineteenth century, discuss what you have learned with your peers. This discussion forum explains the role of the railroad and other industrial innovations in American society. Respond to the following statement and, if it's relevant, include your own personal experience:</p> <ul style="list-style-type: none"> • Which late nineteenth century invention most significantly changed the quality of life for Americans? • Who benefited most from industrialization? Explain. • Who benefited least? Explain. <p>Read other students' posts and respond to at least two of them. Use your personal experience, if it's relevant, to support or debate other students' posts. If differences of opinion occur, debate the issues professionally and provide examples to support opinions.</p>
Assignment 1.1	Industrial Revolution Paper	<p>It is tempting to look at history in "black and white," or as a linear series of events with winners and losers, but the historians in the video successfully demonstrate that America's era of industrial development was highly nuanced. As you interpret historical events, analyze the evidence objectively to determine why an event</p>

		<p>happened and infer its short- and long-term consequences. To successfully do this, you must resist the urge to decide which historical figures were "right" and which were "wrong." After you have watched both videos on the Industrial Revolution, answer the questions in Step 3 in a 1- to 2-page paper.</p>
Reading 1.2	<p>Goldfield, D., et al. <i>The American journey: A history of the United States, combined volume</i> (2nd ed., pp. 952-955). Upper Saddle River, NJ: Pearson.</p>	<p>The ultimate goal of this learning outcome is to recognize patterns or similarities between present-day events and their historical precursors. Read this section of <i>The American Journey</i> to learn about the American economy at the turn of the twenty-first century. You will read about the factors that contributed to economic prosperity in the 1990s, and discover how "services" and the high-tech industry rose to dominate the American economy. You will also learn about how the innovation of the World Wide Web changed the way Americans worked and interact</p>
Exercise 1.1	Venn Diagram	<p>You have now learned about how the spread of new technologies and the expansion of labor sectors, from the factories of the early 1900s to the service industry of the early 2000s, have shaped America's economic and social climate. In this exercise, synthesize what you have learned about two eras of rapid change by making a Venn Diagram. Create a three-column document in your word processor. Use the left and right columns to document economic and social differences between the early 1900s and the early 2000s, respectively, and use the middle column to document similarities. This exercise will prepare you for the culminating assignment.</p>
Assignment 1.2	Applying Lessons From the Past to Solve Modern Challenges	Apply your knowledge of the Second Industrial Revolution

		<p>and the "New Economy" by writing a 4- to 5-page paper about a contemporary political, social, environmental, or economic challenge of your choice. Compare and contrast that challenge to one faced by the American people a century ago. Next, use evidence from the texts you have read or videos you have watched to persuade your readers that understanding the historical origin of that problem is essential to solving it in the present day. Finally, imagine that you have assumed a national leadership position with the task of solving the problem. Present one possible solution to the problem, and describe how the lessons of the past inform your proposal.</p>
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Dropbox Instructions

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Discussions

You are expected to participate/post in each discussion thread/activity in the module. Responses are not merely a restatement of information or ideas already presented. You are expected to present new ideas for consideration, pose questions to explore a topic deeper, and/or add to perspectives presented.

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Posttest

The Posttest for this US History: Competency course assesses your knowledge on the evolution of social issues/problems.

The Posttest is an assessment of your knowledge of the material required for the competency. A score of 80 points or higher is required to demonstrate competency.

If you score less than 80 points on any competency you will have an opportunity to review the material and re-take the competency Posttest. You may take the Posttest assessment up to three times. If you have not passed the competency in three attempts, you will work with an Academic

Coach to determine another method of fulfilling the program requirements in this subject. In order to demonstrate competency, a score of 80 points or higher is required.

If the term ends prior to you being able to demonstrate competency you will receive a grade of "I" and be required to complete the remaining competencies in the next term.

Content	Description	Time	Value	Notes
Posttest	Measures your competency of learning outcomes through essay, short answer, and multiple choice questions.	180 minutes	100 points	

Click [here](#) to view crediting information for this course.

US History 2: Competency 4

Purpose

This syllabus provides course information, which includes materials required for the course, the course description, and student learning outcomes (LOs) to help you navigate the course and complete requirements.

Policies

Technology Requirements

This is an online course and the following technological resources are required:

- Computer/Internet access and connection: high-speed preferred (not dial up)
- Speakers so you can hear audio enhanced assignments throughout the semester
- Headset/Microphone
- Webcam
- Microsoft Word, Excel, and PowerPoint

This course may also require the following:

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via myLeo - all my emails sent from eCollege (and all other university emails) will go to this account, so please be sure to check it regularly. Conversely, you are to email me via the eCollege email system or your myLeo email as our spam filters will catch Yahoo, Hotmail, etc.

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Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu
[Student Disability Resources & Services](#)

Student Conduct

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Course Home

Course Objective: Students can identify and distinguish between various types of historical sources and evidence, comparing and contrasting their veracity and value.

Weighing the credibility of sources is essential for all types of decision-making, whether you are a lawyer assessing a legal case, an editor evaluating a journalist's article, or a business leader evaluating the merits of a merger. With the advent of the digital age, new opportunities and new challenges have arisen regarding the use of primary sources (created at the time of an event) versus secondary sources (interpretations of past events). In this course, you practice the analytical skills used by historians to evaluate the veracity and value of various pieces of evidence within the context of the modern era.

Technological change has resulted in new types of primary sources, including audio recordings, film footage, and electronic sources. The greater access to primary sources online has also presented researchers with new problems of evaluation (for example, if material placed on a website has been altered or manipulated in some way to change its meaning). The greater access is also sometimes illusory. Is it possible to put all valid sources online? What if modern information technology and retention policies lead to the disappearance of significant source material? You learn to ask the key questions about the source's author, intended audience, the circumstances of its creation, and its online presentation. In this course, your exploration of various perspectives also deepens your understanding of recent episodes in American history.

Content	Description	Notes
Syllabus	For the first learning outcome on Primary and Secondary Source, you will complete three readings, complete an exercise, and write a	You have maximum responsibility for your learning and involvement in the course. It is important that you review the

	<p>paper.</p> <p>For the second learning outcome on Primary Source in Its Historical Context, you will complete a reading, view a multimedia presentation, complete an exercise, and write a paper.</p> <p>For the third learning outcome on Types of Primary Sources, you will complete a reading, view a multimedia presentation, complete an exercise, create a primary sources list, and write a paper.</p> <p>For the fourth learning outcome on Content of a Primary Source, you will complete a reading, view a multimedia presentation, complete an exercise, participate in a discussion, and write a paper.</p> <p>For the fifth learning outcome on Document as a Source of Historical Information, you will complete a reading, view an interactive presentation, complete an exercise, and write two papers.</p>	<p>syllabus and keep up with the course materials and deadlines.</p>
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Pretest

The pretest for this US History course assesses your knowledge of primary and secondary source, primary source in its historical context, types of primary sources, content of a primary source, and document as a source of historical information. The purpose of the pretest is to provide a baseline understanding of your knowledge in this competency. The pretest is required for the course. Passing grades for all competencies and assignments for this course are a score of 80 points or higher.

Content	Description	Time	Value	Notes
Pretest	Measures your competency of learning outcomes through essay, short answer, and multiple choice questions.	120 minutes	100 points	

Learning Outcome 1: Primary and Secondary Source

Learning Outcome: Students can accurately define the terms “primary source” and “secondary source.”

The first distinction you need to make in assessing the value of a source is whether it is a primary source (an account created at the time an event occurred) or a secondary source (information that was created by someone who did not have firsthand experience of the event). In this learning outcome, you learn about some of the twentieth and twenty-first century modes of analysis, such as applying quantitative methods to historical topics, and evaluate the challenges regarding the use of primary sources that have resulted from technological change.

Content Item	Description & URL/Click Path	Notes
Reading 1.1	<p>Gilderhus, M. T. (2010). <i>History and historians: A historiographical introduction</i> (7th ed., pp. 38-45). Boston, MA: Pearson Education.</p> <p>Using Primary Sources on the Web</p>	<p>First, read a passage to gain an understanding of primary and secondary sources and their historical importance.</p> <p>Then, read an American Library Association reference tool on the internet to expand your knowledge of primary sources and how the proliferation of electronic resources in the digital age requires new evaluative questions.</p>
Exercise 1.1	Unwelcome Mat	Review the Exploring America file "Unwelcome Mat." Based on your understanding of the definition of primary and secondary sources, identify which sources used in this presentation are primary and which are secondary (include links, downloads, and embedded material).
Reading 1.2	Wilson, N. J. (2014). <i>History in crisis? Recent directions in historiography</i> (3rd ed., pp. 44-47). Boston, MA: Pearson Education.	Read this excerpt from Chapter 4 to examine how the application of quantitative methods (and the development of the computer) allowed the experiences of large numbers of "ordinary people" to be examined instead of the impressionistic evidence of individual accounts.
Assignment 1.1	Immigration to the United States 1870-1915	Explore the Closer Look: Immigration to the United States 1870-1915. Write a 2-page paper examining how traditional primary sources can be utilized in new ways because of technological change. For example, how did the development of the computer affect this presentation on immigration to the United States? Were patterns revealed that would otherwise have remained hidden? What primary

		sources were likely used to create this secondary source? What other information could have been used to tell the same story? Is this use of sources more reliable than the alternatives? Why or why not?
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Learning Outcome 2: Primary Source in Its Historical Context

Learning Outcome: Students can place a primary source in its historical context by explaining the relationship among its author(s), audience(s) and the circumstances of its creation.

In this learning outcome, you learn how to place a primary source in its context by explaining the relationship between its author(s), audience(s), and the circumstances of its creation. In addition to expanding your understanding of the source's perspective, this critical thinking skill enables you to use multiple perspectives to create a more complete picture of a situation (or events). Every period in American history has a variety of primary sources to tell the "story" of that period. Although linearity remains the standard in historical scholarship, innovations in our digital age, such as hypertext, have made possible the nonlinear unfolding of ideas. In this learning outcome, you ask the key contextual questions of different sources related to World War I.

Content Item	Description & URL/Click Path	Notes
Reading 2.1	Wilson, N. J. (2014). <i>History in crisis? Recent directions in historiography</i> (3rd ed., pp. 152-165). Boston, MA: Pearson Education.	Read the selections from Chapter 10 for an understanding of the historical context of primary sources. Has technological change contributed to the "democratization of information"? What are the intellectual limitations of what some are calling "democratization of information"? How has it contributed to a shift away from chronological analysis toward synchronic analysis (a jump from an idea to a related idea)?
Multimedia 2.1	Mobilizing the Home Front	Review the presentation, "Mobilizing the Home Front," and listen to the explanation of the poster used in this resource and what the imagery represented. What institution created it and what was its intended audience?
Exercise 2.1	Recruiting Poster	View the image: African-American Recruiting

		Poster. Write down your thoughts on why this makes a good primary source for this era.
Assignment 2.1	Historical Bias	<p>According to Wilson, "The rise of digital resources has accentuated the importance of evaluating archival bias as historians now have an overabundance of possible sources that were collected for radically different reasons. As such, historians need to be more aware of potential bias." Write a 2-page paper about potential bias document-creators might have in choosing what documents to save or archivists might have in determining which collections to preserve. Discuss this quote from the assigned reading: "[A]rchives are the products of cultural, political, and economic decisions." Answer these questions: What primary sources from WWI would be important for archivists from the US, Germany, and France to keep? Would an archivist from each country choose differently? Should they choose differently? Do an Internet search to locate and read the Archivist's Code developed by the National Archives.</p>

Learning Outcome 3: Types of Primary Sources

Learning Outcome: Students can classify different types of primary sources.

Technological change in the twentieth and twenty-first centuries has created new types of primary sources, including audio recordings, film footage, and electronic resources. Each type of primary source reveals a different aspect of history. How do we decide what is useful and what can tell us the story of our history? A painting? A diary? A piece of sheet music? In this learning outcome, you explore material regarding the World War II period in order to broaden your awareness of primary source types. Researching different source types and applying more than one source to your interpretation of any situation generates a more comprehensive analysis of events.

Content Item	Description & URL/Click Path	Notes
Reading 3.1	Gilderhus, M. T. (2010). <i>History and historians: A historiographical introduction</i> (7th ed., pp. 29-37). Boston, MA: Pearson Education.	Read these pages about the process of gathering artifacts and the classification of different types of primary sources.
Multimedia 3.1	Propaganda	Review the Exploring America presentation on propaganda to view a modern (twentieth-century) type of primary source: the war propaganda poster.
Exercise 3.1	Women at Work	Watch the Closer Look presentation, "The More Women at Work, the Sooner We Win," and answer the critical thinking question.
Assignment 3.1	Types of Twentieth-Century Primary Sources	Create a list of types of primary sources from the WWII era that would not have existed before 1877 in the US. Indicate which types you think are the most important to enlarge our understanding of the 1940s.
Assignment 3.2	Analysis of Propaganda Posters Goldfield, D., Anderson, V. D., Weir, R. M., Abbott, C., Argersinger, J. E., Argersinger, P. H., & Barney, W. M. (2012). <i>The American journey: A history of the United States</i> (combined vol., 2nd ed., p. 790). Boston, MA: Pearson Education.	Compare and contrast the WWII government poster on page 790 of <i>The American Journey</i> with the WWII propaganda posters on pages 5 and 9 in Multimedia 3.1. Write a 2-page paper analyzing the similarities and differences in the posters. Do you think the "Americans All" poster was effective in combating discrimination? Why or why not? What ethnicities and races were represented in the "Americans All" poster? Were there any ethnicities and races noticeably excluded? How were Germans and Japanese characterized in the posters warning about the enemy? How do you think propaganda sponsored by the US government affected the stereotyping of ethnicities and races?

Learning Outcome 4: Content of a Primary Source

Learning Outcome: Students can demonstrate their comprehension of the content of a primary source, for example, by accurately paraphrasing it.

Careful reading is the first step toward the critical analysis of a source. Although recent theorists have challenged traditional assumptions about text, the ability to accurately paraphrase material demonstrates comprehension of a primary source. In this learning outcome, you hone your skill of paraphrasing primary sources and explore how your own biases can influence your translations by examining resources from the Cold War era.

Content Item	Description & URL/Click Path	Notes
Reading 4.1	Wilson, N. J. (2014). <i>History in crisis? Recent directions in historiography</i> (3rd ed., pp. 33-40). Boston, MA: Pearson Education.	Read this passage for a look at the implications for historians of recent theories about the role of language in mediating knowledge and determining reality.
Multimedia 4.1	The Truman Doctrine	Watch the Exploring America presentation on the Truman Doctrine and paraphrase the material in order to answer the Reflect and Respond questions at the end.
Exercise 4.1	Berlin Airlift	Review the Closer Look: Berlin Airlift and answer the Critical Thinking question.
Discussion 4.1	Joseph R. McCarthy, Wheeling, West Virginia Speech (1950)	Read Joseph R. McCarthy's Wheeling, West Virginia Speech (1950). Attempt to accurately paraphrase McCarthy's message. Present your paraphrase of the message to the rest of the class for feedback. Were there metaphors or imagery that were difficult to paraphrase? Discuss why this speech might be more difficult to paraphrase and how your views of McCarthyism and the Cold War influenced the way you paraphrased the content.
Assignment 4.1	Paraphrase with Historical Context	Watch the video "President Truman and the Threat of Communism." In a 2-page paper, first accurately paraphrase the message from President Truman. In the second part of the paper, supply the historical context for his message.

Learning Outcome 5: Document as a Source of Historical Information

Learning Outcome: Students can evaluate a document as a source of historical information.

The ability to evaluate a document as a source of historical information will enhance your ability to make judgments about information presented to you regardless of the situation. It is important to analyze documents as sources of historical information in terms of their validity (Is this document a forgery?), their reliability (Was the person writing it an accurate reporter?), and their relevance (Does the document have significant omissions?). In this learning outcome, you examine resources from the Civil Rights era to improve your critical analysis skills.

Content Item	Description & URL/Click Path	Notes
Reading 5.1	Wilson, Norman J. (2014). <i>History in Crisis? Recent Directions in Historiography</i> (3 rd ed., pp. 112, 116-	Read these excerpts to further your understanding of the

	118). Boston, MA: Pearson Education.	postmodern challenges facing historians.
Presentation 5.1	Television Shows	Watch the Closer Look presentation, "A 1950s Family Watching Television," for a view of the historical context of television shows.
Exercise 5.1	Consumer Society	Watch the Exploring America presentation, "Consumer Society: 1950-1960," and answer the Reflect and Respond questions.
Assignment 5.1	Historical Viewpoints <i>Brown v. Board of Education</i> , Topeka, Kansas (1954) Executive Order 10730: Desegregation of Central High School	Historian Georg G. Iggers wrote, "The historian is always the prisoner of the world within which he thinks, and his thoughts and perceptions are conditioned by the categories of the language in which he operates." Using the two documents regarding the Civil Rights Movement, you will argue on one page that the historical materials we have shown that minimal progress toward integration had been made even three years after the <i>Brown</i> ruling. On a second page, you will argue that the materials show significant progress. This assignment will help you to understand the various lenses through which we view history.
Assignment 5.2	The Teenage Consumer, <i>Life</i> (1959)	Using the document "The Teenage Consumer" from <i>Life</i> (1959), write a 2- to 3-page paper providing different interpretations of this resource. What does it tell us about progress, race relations, and financial stability?

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Discussions

You are expected to participate/post in each discussion thread/activity in the module. Responses are not merely a restatement of information or ideas already presented. You are expected to present new ideas for consideration, pose questions to explore a topic deeper, and/or add to perspectives presented.

To respond to the discussion topic: If you're the first to enter the Discussion, there will only be a **Respond** button. Otherwise, you will see other's postings below. Click on the + **Expand All** button to view all of the entries made by your fellow learner or click each one, one at a time. Please pose your response and then return later, or tomorrow, to read and respond to your classmates.

Posttest

The Posttest for this US History course assesses your knowledge of primary and secondary source, primary source in its historical context, types of primary sources, content of a primary source, and document as a source of historical information. The Posttest is an assessment of your knowledge of the material required for the competency. A score of 80 points or higher is required to demonstrate competency.

If you score less than 80 points on any competency you will have an opportunity to review the material and re-take the competency Posttest. You may take the Posttest assessment up to three times. If you have not passed the competency in three attempts, you will work with an Academic Coach to determine another method of fulfilling the program requirements in this subject. In order to demonstrate competency, a score of 80 points or higher is required.

If the term ends prior to you being able to demonstrate competency you will receive a grade of "I" and be required to complete the remaining competencies in the next term.

Content	Description	Time	Value	Notes
Posttest	Measures your competency of learning outcomes through essay, short answer, and multiple choice questions.	180 minutes	100 points	

Click [here](#) to view crediting information for this course.

US History 2: Competency 5

Purpose

This syllabus provides course information, which includes materials required for the course, the course description, and student learning outcomes (LOs) to help you navigate the course and complete requirements.

Policies

Technology Requirements

This is an online course and the following technological resources are required:

- Computer/Internet access and connection: high-speed preferred (not dial up)
- Speakers so you can hear audio enhanced assignments throughout the semester
- Headset/Microphone
- Webcam
- Microsoft Word, Excel, and PowerPoint

This course may also require the following:

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via myLeo - all my emails sent from eCollege (and all other university emails) will go to this account, so please be sure to check it regularly. Conversely, you are to email me via the eCollege email system or your myLeo email as our spam filters will catch Yahoo, Hotmail, etc.

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

Access and Navigation

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamu-commerce.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuccommerce.edu.

eCollege Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

- Chat Support: Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.
- Phone: 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.

- Email: helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
- Help: Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e. How to submit to Dropbox, How to post to discussions, etc.)

Course Concerns

If you have questions pertaining to the content of this course (e.g., questions about an exam, about course due dates, etc.), please contact your instructor via email, through the "Virtual Office," or during office hours.

Other Questions/Concerns

Contact the appropriate TAMU-C department related to your questions/concerns. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00 a.m.- 5:00 p.m., Monday through Friday.

Communication and Support

Email is the best way to communicate as it is checked throughout the day. However, in order to avoid duplication of questions and answers I prefer that you post all class related questions in the Virtual Office course tab. It is likely that your peers will have the same question. Emails of a personal nature should be sent to my email address via eCollege.

Course and University Procedures/Policies

Academic Honesty Policy

Texas A&M University-Commerce does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. Violation of these academic standards may result in removal or failure. Please see the TAMU Catalog.

Dropping the Class

If you need to adjust your schedule by dropping this course, please contact your Academic Coach. Please be aware that dropping your course may impact your financial aid, veterans and military benefits, three-peat, 45-hour, and 30-hour rules. It is the student's responsibility to drop the course. If you fail to officially drop the class, a failing grade shall be assigned.

Incompletes

If you receive a grade of "I" or Incomplete you have one full term to complete the items that remain incomplete. If you have not submitted the necessary assignments by the end of the next full term your grade automatically converts to an "F."

Student Withdrawal

A student wishing to withdraw from all courses before the end of a term for which he/she is registered must clear his or her record by filing an application for voluntary withdrawal. Please contact your Academic Coach.

This action must be taken by the date stated in the Academic Calendar as the last day to drop a class or withdraw. Any student who withdraws from the university is subject to the conditions outlined in the section regarding Scholastic Probation or Suspension in the university catalog. It is the student's responsibility to withdraw from classes if he or she does not plan to attend during the semester in he/she has enrolled. A student has one year from the first day of a semester to appeal a withdrawal refund. Courses withdrawn are counted as attempted hours and count towards the three-peat, 45-hour and 30-hour rules and financial aid and veterans and military benefits.

Instructor Withdrawal

Your instructor of record reserves the right to withdraw a student from his or her course based on inadequate access to and progress in the online course materials.

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu
[Student Disability Resources & Services](#)

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See '[Code of Student Conduct](#)' from Student Guide Handbook)

Course Home

Course Objective: Students will communicate their mastery of course material through effective oral, visual, and written communication suitable to audience and purpose.

The Great Depression stemmed from a complex set of causes stretching around the globe and reaching back to World War I and beyond. In response to this national emergency, the United States government expanded as never before, with numerous new agencies created to focus on different aspects of the crisis. To this day, scholars in multiple disciplines continue to debate the efficacy of these new agencies—were they successful in alleviating the disastrous effects of the Depression, or did they only make the situation worse? In this course, you join in this debate by conducting an autonomous project that focuses on one of the numerous “Alphabet Agencies” created by the Roosevelt Administration. In doing so, you will not only develop your understanding of a critical point in American history, but will also gain practical insights that will inform your own organizational leadership efforts.

Content	Description	Notes
Syllabus	For the first learning outcome, Completion of Historical Project, you complete a reading, complete a writer’s checklist exercise, complete another reading, complete an assignment, explore types of sources in an exercise, and submit a list of sources. For the second learning outcome, Draft Identifiable Argument, you complete a reading, complete a writer’s checklist exercise, participate in a discussion, complete another reading, and submit a final paper. For the third learning outcome, Relevant	It is the responsibility of the student to review the syllabus and use it as a guide for progressing through materials during the term.

	and Irrelevant Information, you complete a reading, complete a writer's checklist exercise, and complete an assignment.	
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Pretest

The Pretest for this US History course assesses your knowledge of Completion of Historical Project, Drafting an Identifiable Argument, and Relevant and Irrelevant Information.

The purpose of the pretest is to provide a baseline understanding of your knowledge in this competency. The pretest is required for the course. Passing grades for all competencies and assignments for this course are a score of 80 points or higher.

Content	Description	Time	Value	Notes
Pretest	Measures your competency of learning outcomes through essay, short answer, and multiple choice questions.	120 minutes	100 points	

Learning Outcome 1: Completion of Historical Project

Learning Outcome: Students can demonstrate effective communication through the autonomous completion of a historical project.

Though it may be somewhat daunting at the outset, the challenge of completing an autonomous historical research project provides you with a unique opportunity to hone many of the skills necessary for effective organizational leadership. By choosing a focus and purpose for your project, you learn to develop organized and original approaches to confronting often complex and multi-layered problems. Since the Alphabet Agencies created during the Great Depression touched upon numerous facets of American life, this project allows you to find a focus that is more closely aligned with your personal interests or organizational goals. Gathering relevant information allows for honest consideration of the evidence and the development of a thesis. The thesis starts you toward integrating large quantities of information from various sources into a cohesive and coherent whole. In an increasingly interconnected and complicated world increasingly dependent on a fast-flowing current of information, the value of this ability cannot be overstated.

Content	Description	Notes
Reading 1.1	Gilderhus, M. T. (2007). <i>History and historians: A historiographical introduction</i> (6th ed.). Boston, MA: Pearson. Marius, R. A. & Page, M. E. (2012). <i>A short guide to writing about history</i> (8th ed., pp. 29-39, 164-180). New York, NY: Longman.	Read these pages to review the different steps involved in designing and executing a historical research project: selecting a topic; gathering and organizing sources and notes; and drafting, editing, and finalizing your writing. Also, review a sample of what your finished product should look

		like.
Exercise 1.1	The Elements of a Historical Research Paper	Using the sample checklist at the end of Appendix A, record your thoughts and observations on the sample student paper. As you continue your research and begin writing your paper, you can use this list as a reference to help you get through some of the more difficult phases of the process.
Reading 1.2	Gilderhus, M. T. (2007). <i>History and historians: A historiographical introduction</i> (6th ed.). Boston, MA: Pearson. Marius, R. A. & Page, M. E. (2012). <i>A short guide to writing about history</i> (8th ed., pp. 54-87). New York, NY: Longman. New Deal Programs: Selected Library of Congress Resources from New Deal Web Guide	Long before you actually start typing, it's important to make sure you've carefully selected your subject and gathered the appropriate information. These readings review this essential part of the process and help provide a workable framework for your research. Examine digital versions of material created by New Deal programs at the Library of Congress as examples of available sources.
Assignment 1.1	Selecting Your Research Paper Topic	Following the guidelines set forth in Reading 1.2, select a topic for a 10-page research project. To tie your research to your broader organizational leadership work, your focus should be on one of the numerous New Deal "Alphabet Agencies" created in response to the Great Depression. Choose one of the following agencies: AAA, WPA, CCC, NRA, NYA, TVA, SEC, NLRB, or Social Security. Describe its role in the recovery. What was the stated purpose of the agency you chose? How was it organized? What methods did it employ to achieve its ends? Was it successful? If yes, did this success bring with it unintended negative consequences? How does this agency (or, if it no longer exists, its legacy) continue to affect American domestic policy? From answers to these questions, you will eventually produce an argument or thesis to guide your work.
Exercise 1.2	Methods of Note-Taking	Now that you have selected

		your topic, it's time to start exploring the types of sources available on the topic in order to collect relevant material. Keep in mind that this research process might lead you to change the focus of your paper or your position on the topic. To gather information, follow the guidelines in Chapter 4 of <i>A Short Guide to Writing about History</i> and track your progress by using the writer's checklist on page 87. Review the selected pages in <i>History and Historians</i> for the note-taking process. You should use a minimum of six sources for your project, including at least three primary sources.
Assignment 1.2	Submit List of Sources for Approval	Once you have gathered a list of at least six preliminary sources (you should add more later), submit a list of these sources to your faculty advisor for approval.

Learning Outcome 2: Draft Identifiable Argument

Learning Outcome: Students will conceive, draft and communicate an identifiable argument supported by evidence.

By joining the great debate on the Great Depression, you are entering an arena that has featured some of the greatest scholarly minds of the twentieth and twenty-first centuries. In order for your ideas to find traction in such an environment, you have to make sure that the language you use is appropriate to the task. As the great eighteenth-century literary scholar Samuel Johnson once wrote, "Language is the dress of thought; and as the noblest mien or most graceful action would be degraded and obscured by a garb appropriated to the gross employments of rustics or mechanics, so the most heroic sentiments will lose their efficacy, and the most splendid ideas drop their magnificence, if they are conveyed by words used commonly upon low and trivial occasions, debased by vulgar mouths, and contaminated by inelegant applications." Learning to properly organize your arguments and frame them in language that is appropriate to the task is a skill that is essential for any type of intellectual endeavor and is especially useful in the realm of organizational leadership.

Content	Description	Notes
Reading 2.1	Marius, R. A. & Page, M. E. (2012). <i>A short guide to writing about history</i> (8th ed., pp. 100-131). New York, NY: Longman. Gilderhus, M. T. (2007). <i>History and historians: A historiographical introduction</i> (6th ed.).	Now that you've gathered all of the information you need to support your argument, it's time to start putting that argument into words. This reading assignment reviews the available modes of historical

	Boston, MA: Pearson.	writing to again help you choose the one that works best for your topic, and also guides you through the process of organizing and drafting your ideas. Make sure to follow the list of stylistic do's and don'ts in both texts so you can articulate your argument in a manner that is appropriate for a scholarly audience.
Exercise 2.1	How to Self-Edit Your Draft	Using these writer's checklists in <i>A Short Guide to Writing about History</i> , complete a rough draft of your project and self-edit your work. Once again, you can use the sample essay in Appendix A of <i>A Short Guide to Writing about History</i> as a model (though you should, of course, write in your own voice using the mode you selected).
Discussion 2.1	Exchanging Essay Drafts for Peer Review	In many fields, the process of peer review is an essential step in the research and publishing process. Peer review improves the overall quality of published work and acts as a "seal of approval" that a research project has met certain standards within a field of inquiry. In your class discussion, you "trade" drafts with one or more of your fellow students. Gaining the perspective of another reader will help you filter out unnecessary material and clarify areas of your argument that might be vague. At the same time, reading and evaluating the work of others helps strengthen your self-editing skills and will provide you with insights and approaches you might not have considered previously. Once you have reviewed someone else's draft using the writer's checklist in <i>A Short Guide to Writing about History</i> , post your comments to the discussion group.
Reading 2.2	Marius, R. A. & Page, M. E. (2012). <i>A short guide to writing about history</i> (8th ed., pp. 23-	This reading reviews the process of citing your sources,

	28, 144-163). New York, NY: Longman.	as well as the citation models for the various types of source materials you'll be using.
Assignment 2.1	Submit Final Paper	Once you have applied your peer feedback and finalized your bibliography, submit your paper to a faculty advisor for final review and grading.

Learning Outcome 3: Relevant and Irrelevant Information

Learning Outcome: Students will recognize the difference between relevant and irrelevant information.

Within the last century, the number of media outlets for the dissemination of information has increased exponentially. The act of communicating an opinion to a mass audience, which once involved a time-consuming process with numerous steps and intermediaries, can now be done almost instantaneously. Just as fast food often sacrifices quality for convenience, so too does “fast media” often sacrifice accuracy, relevance, and impartiality for speed. In this era, then, it is becoming ever more important to be able to evaluate sources of information and check them for relevance, objectivity, and logical consistency. This learning outcome takes you through the process of evaluating your materials and trains you to avoid the inclusion of irrelevant claims or logical fallacies in your own work.

Content	Description	Notes
Reading 3.1	Marius, R. A. & Page, M. E. (2012). <i>A short guide to writing about history</i> (8th ed., pp. 39-53). New York, NY: Longman.	This reading assignment reviews the strengths and weaknesses of available sources, as well as the subtle logical fallacies that you should be on guard against. Since even one unreliable source or irrelevant argument can undermine an entire project, this is not a step that can be overlooked.
Exercise 3.1	Evaluating Sources	Use the writer’s checklist to help you determine the reliability and relevance of the source you choose for Assignment 3.1.
Assignment 3.1	Analyzing New Deal Criticism	Almost eight decades after it was first enacted, the New Deal remains one of the most controversial government initiatives in American history. It has been subject to criticism from commentators across the political spectrum—from those on the left who feel it did not go far enough in distributing the

		country's wealth, to those on the right who feel it went too far in consolidating government power. For this assignment, find a primary-source criticism of the New Deal and, in a 2-page response, analyze the author's argument. Does it contain any irrelevant claims or information? Does it include any of the logical fallacies described in your reading?
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The Posttest for this US History course assesses your knowledge of Completion of Historical Project, Drafting an Identifiable Argument, and Relevant and Irrelevant Information.

The Posttest is an assessment of your knowledge of the material required for the competency. A score of 80 points or higher is required to demonstrate competency.

If you score less than 80 points on any competency you will have an opportunity to review the material and re-take the competency Posttest. You may take the Posttest assessment up to three times. If you have not passed the competency in three attempts, you will work with an Academic Coach to determine another method of fulfilling the program requirements in this subject. In order to demonstrate competency, a score of 80 points or higher is required.

If the term ends prior to you being able to demonstrate competency you will receive a grade of "I" and be required to complete the remaining competencies in the next term.

Content	Description	Time	Value	Notes
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Posttest	Measures your competency of learning outcomes through essay, short answer, and multiple choice questions.	180 minutes	100 points	
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Crediting information: Click [here](#) to view crediting information for this course.

US History 2: Competency 6

Purpose

This syllabus provides course information, which includes materials required for the course, the course description, and student learning outcomes (LOs) to help you navigate the course and complete requirements.

Policies

Technology Requirements

This is an online course and the following technological resources are required:

- Computer/Internet access and connection: high-speed preferred (not dial up)
- Speakers so you can hear audio enhanced assignments throughout the semester
- Headset/Microphone
- Webcam
- Microsoft Word, Excel, and PowerPoint

This course may also require the following:

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via myLeo - all my emails sent from eCollege (and all other university emails) will go to this account, so please be sure to check it regularly. Conversely, you are to email me via the eCollege email system or your myLeo email as our spam filters will catch Yahoo, Hotmail, etc.

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

Access and Navigation

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamu-commerce.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuccommerce.edu.

eCollege Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

- Chat Support: Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.

- Phone: 1-866-656-5511 (Toll Free) to speak with an eCollege Technical Support Representative.
- Email: helpdesk@online.tamuc.org to initiate a support request with an eCollege Technical Support Representative.
- Help: Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e. How to submit to Dropbox, How to post to discussions, etc.)

Course Concerns

If you have questions pertaining to the content of this course (e.g., questions about an exam, about course due dates, etc.), please contact your instructor via email, through the "Virtual Office," or during office hours.

Other Questions/Concerns

Contact the appropriate TAMU-C department related to your questions/concerns. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00 a.m.- 5:00 p.m., Monday through Friday.)

Communication and Support

Email is the best way to communicate as it is checked throughout the day. However, in order to avoid duplication of questions and answers I prefer that you post all class related questions in the Virtual Office course tab. It is likely that your peers will have the same question. Emails of a personal nature should be sent to my email address via eCollege.

Course and University Procedures/Policies

Academic Honesty Policy

Texas A&M University-Commerce does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. Violation of these academic standards may result in removal or failure. Please see the TAMU Catalog.

Dropping the Class

If you need to adjust your schedule by dropping this course, please contact your Academic Coach. Please be aware that dropping your course may impact your financial aid, veterans and military benefits, three year, 45-hour, and 30-hour rules. It is the student's responsibility to drop the course. If you fail to officially drop the class, a failing grade shall be assigned.

Incompletes

If you receive a grade of "I" or Incomplete you have one full term to complete the items that remain incomplete. If you have not submitted the necessary assignments by the end of the next full term your grade automatically converts to an "F."

Student Withdrawal

A student wishing to withdraw from all courses before the end of a term for which he/she is registered must clear his or her record by filing an application for voluntary withdrawal. Please contact your Academic Coach.

This action must be taken by the date stated in the as the last day to drop a class or withdraw. Any student who withdraws from the university is subject to the conditions outlined in the section regarding Scholastic Probation or Suspension in the university catalog. It is the student's responsibility to withdraw from classes if he or she does not plan to attend during the semester in he/she has

enrolled. A student has one year from the first day of a semester to appeal a withdrawal refund. Courses withdrawn are counted as attempted hours and count towards the three-peat, 45-hour and 30-hour rules and financial aid and veterans and military benefits.

Instructor Withdrawal

Your instructor of record reserves the right to withdraw a student from his or her course based on inadequate access to and progress in the online course materials.

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu
[Student Disability Resources & Services](#)

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See ['Code of Student Conduct'](#) from Student Guide Handbook)

Course Home

Course Objective: Students can explain ethical issues present in the conduct of historical research and the limits of historical knowledge and method.

In any organizational leadership role, you need to be able to assess interpretations of events as more or less accurate. Historians grapple with the difficulties of interpretation and the evaluation of sources in their search for meaning in the past. Doing historical scholarship well requires practice and knowledge of methodology as well as mindfulness of ethical obligations in the presentation of events. In this course, you learn about the changing nature of interpretation as a result of discovering new evidence or by taking a new look at old evidence. You evaluate the merits and limitations of the historicist and presentist positions, as well as practice your own interpretation of source material. While recognizing the open-ended process of historical interpretation, you learn that not all viewpoints are equally valid. Since historical experience shapes the identity of people in important ways, you also examine the misuse of history—for example, the intentional distortion or falsification of the factual record in order to justify the domination of one group over another. You complete an analytical essay on the institutionalization of a mythical history and its effects on the development of the New South in the United States.

Content	Description	Notes
Syllabus	For the first learning outcome on Virtues/Vices in Historical Scholarship, you complete three readings, view three interactive presentations, complete three exercises, and complete one assignment to demonstrate an awareness of the intellectual virtues and vices in historical scholarship.	You have maximum responsibility for your learning and involvement in the course. It is important that you review the syllabus and keep up with the course materials and deadlines.

	For the second learning outcome on Use of Ethics in Historical Knowledge, you complete one reading, view three interactive presentations, complete two exercises, and complete one assignment to articulate examples of the ethical and unethical use of historical knowledge.	
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Pretest

The Pretest for this US History course assesses your knowledge of standard virtues/vices in historical scholarship and use of ethics in historical knowledge.

The purpose of the pretest is to provide a baseline understanding of your knowledge in this competency. The pretest is required for the course. Passing grades for all competencies and assignments for this course are a score of 80 points or higher.

Content	Description	Time	Value	Notes
Pretest	Measures your competency of learning outcomes through essay, short answer, and multiple choice questions.	120 minutes	100 points	

Learning Outcome 1: Virtues/Vices in Historical Scholarship

Learning Outcome: Students will demonstrate an awareness of the intellectual virtues and vices in historical scholarship.

In order to advance towards the goal of achieving accurate interpretation, you need to have appropriate methods of analysis and standards of evaluation. In this learning outcome, you learn how historians grapple with the problems of evidence and rules for fairness while constructing interpretations of the past. In the twentieth century, new controversies arose about the nature of historical interpretation in response to changes in the political context, the inclusion of previously unconsidered points of view, and new theories regarding text. You evaluate the intellectual virtues and vices in recent historiographical debates, as well as test your skills of interpretation by applying historical methods to primary sources. You refine your understanding of the problems of historical knowledge by writing a short paper on the strengths and limitations of historicist and presentist positions.

Content	Description	Notes
Reading 1.1	Gilderhus, M. T. (2010). <i>History and historians: A historiographical introduction</i> (7th ed., pp. 111-118). Boston, MA: Pearson Education.	Read this excerpt from Chapter 7 in <i>History and Historians</i> for an overview of the controversies in historiography (the writing of history) that arose in the 1990s. One focus of conflict was the Smithsonian Institution's planned World War II exhibit featuring the Enola Gay, the B-29 airplane that dropped the atomic bomb on Hiroshima on August 6, 1945. Pay particular attention to the interpretive arguments put forth by the various sides in the Enola Gay debate. This reading

		provides the necessary foundation for the rest of this section.
Exercise 1.1	Examining the Intellectual Virtues and Vices in Recent Historiographical Debates	Write brief answers to the following questions to help you consider the points presented in the <i>History and Historians</i> reading about the recent historiographical debates. What did the Smithsonian exhibit scholars consider to be intellectual virtues? What did the Smithsonian exhibit historians deem as intellectual vices? What did the Smithsonian advisory committee caution against? What intellectual vices did the critics of the Smithsonian exhibit historians accuse them of committing? How does the <i>History and Historians</i> author characterize the Enola Gay debate and what is his conclusion? What is the postmodern critique of the work of historians? What is the historians' general rebuttal to the postmodern challenge?
Exercise 1.2	Einstein's Letter and the Manhattan Project Notebook	Practice the historian's craft by analyzing two primary sources related to the Enola Gay exhibit controversy. Test your interpretive skills by reading Einstein's 1939 letter to President Roosevelt and answering the two questions following it. How does reading this source affect your opinion regarding the hypothesis that the US would have only employed the bomb against Japan and not Germany? Which country do you think Einstein believed was a threat in his recommendations to Roosevelt? Read the Manhattan Project Notebook and answer the one question pertaining to it. How would you characterize the rationales given for the selection of bombing targets?
Exercise 1.3	Japanese-American Internment During WWII US Government Orders Japanese Relocation (February 19, 1942) Against Japanese Relocation: <i>Korematsu v. United States</i> (1944)	Engage in the complexity of historical assessment by analyzing two other primary sources that provide additional context to the Enola Gay exhibit controversy. Read the 1942 US Government's Japanese Relocation Order and answer the

		two questions following it. Why do you think that German-Americans and Italian-Americans were not similarly relocated to internment camps given that the US was at war with Germany, Italy, and Japan? Read the US Supreme Court ruling and dissenting opinion in <i>Korematsu v. United States</i> (1944) and answer the one question pertaining to it. Are you more convinced by the Court's majority or dissenting opinion? Why?
Reading 1.2	Goldfield, D., Anderson, V. D., Weir, R. M., Abbott, C. E., Argersinger, J. E., Argersinger, P. H., & Barney, W. L. (2012). <i>The American journey: A history of the United States</i> (Combined vol., 2nd ed., pp. 802-803). Upper Saddle River, NJ: Pearson Education.	Read this excerpt from Chapter 26 in <i>The American Journey</i> for an overview of President Truman's decision to use the atomic bomb in 1945. Pay particular attention to the recent research by historians regarding Japanese politics and military necessity, as well as historians' arguments about US beliefs in 1945.
Multimedia 1.1	Video: Atomic Bomb at Hiroshima	Watch this documentary portrayal of the Enola Gay mission in 1945. How would you characterize the attitude of the documentary makers towards the Enola Gay crew, the mission, and the Japanese? Consider the narrator's voice, the music, and the choice of words such as "gallant."
Multimedia 1.2	Closer Look: The Japanese Raid on Pearl Harbor, December 7, 1941	Explore this closer look at the Japanese raid on Pearl Harbor in 1941. How does it affect your understanding of the 1945 documentary portrayal of the Enola Gay mission?
Multimedia 1.3	Exploring America: Propaganda	Learn from this examination of World War II propaganda. How do you think propaganda sponsored by the governments at war affected the stereotyping of ethnicities and races? Do you think the decision to use the atomic bomb against Japan might have been easier than a decision to use it against Germany? Why or why not?
Reading 1.3	Wilson, N. J. (2014). <i>History in crisis? Recent directions in historiography</i> (3rd ed., pp. 1-8, 12-14, 25-32). Boston, MA: Pearson Education.	Read these excerpts from Chapter 1 and Chapter 3 in <i>History in Crisis?</i> for an overview of the historicism-presentism debate. Note particularly how the interpretations of Christopher

		Columbus's 1492 voyage have changed over time, the teleology in historians' speculations about the Pearl Harbor bombing, and historian Paul Fussell's argument about the dropping of the atomic bomb on Hiroshima.
Assignment 1.1	Analyzing the Enola Gay Controversy in Terms of the Historicist-Presentist Debate	Using information from the Gilderhus and Wilson readings, the primary sources, and the textbook reading, write a 4-page paper analyzing the controversy surrounding the proposed Enola Gay exhibit in terms of the historicist-presentist debate. Identify the neohistoricist and presentist approaches to historical knowledge according to <i>History in Crisis</i> ? In which of these categories would you classify the various groups contending over the Enola Gay Smithsonian exhibit? Explain on what basis you placed each group in either the historicist or presentist category. What are the strengths and weaknesses of neohistoricist or presentist approaches according to <i>History in Crisis</i> ? What is Wilson's solution to the historicist-presentist debate? Which approach do you believe offers more validity in historical interpretation? Explain your answer citing evidence from the readings and/or primary sources.

Learning Outcome 2: Use of Ethics in Historical Knowledge

Learning Outcome: Students can articulate examples of the ethical and unethical use of historical knowledge.

Ethical considerations in interpretations of history extend beyond the need to avoid plagiarism. In this learning outcome, while recognizing the open-ended process of historical interpretation, you learn that not all viewpoints are equally valid. The changing nature of historical interpretation as a result of the emergence of new evidence or new lines of inquiry includes the discarding of some clearly erroneous interpretations because of moral concerns. Since the constructions of historical narrative assign meanings to the past that shape the relations of the present, the unethical use of history poses a considerable threat to cultural integrity. Intentional distortion or falsification of the factual record, such as the denial of the Holocaust by pro-Nazi sympathizers, needs to be combated by historians' evidence and truth-telling. In this learning outcome, you examine a primary source that contradicts the majority cultural view of the period and assess its reliability. You write a short paper on the institutionalization of a mythical history and its effects on the development of the post-Reconstruction South.

Content	Description	Notes
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Multimedia 2.1	Video: Moonlight and Magnolias: Creating the Old South	Watch this video on the construction of a mythical Old South of moonlight and magnolias. Note particularly what types of issues were omitted from this mythic version.
Exercise 2.1	Responding to Questions Regarding the Video Presentation	Write brief answers to the following questions to help you consider the points presented in the video about the construction of a mythical Old South. What purposes did this conception of the Old South serve for the North in pre-Civil War America? What purposes did it serve the North in late nineteenth- and early twentieth-century America? What were some of the corporate and entertainment uses of this image? What altered this image?
Exercise 2.2	Ida B. Wells-Barnett, African American Face Discrimination: False Accusations, from <i>A Red Record</i> (1900s)	Read the Ida B. Wells-Barnett document and answer the question following it. What were the arguments Wells-Barnett used to counter the charges made by white Southern males against black males? On what basis does she defend the black man's reputation? On what basis does she accuse white Southern males of only pretending to be chivalrous towards women? How does she fault white Southern males' treatment of white women? How does Wells-Barnett use quantitative evidence? Since her arguments conflicted with the view held by the majority in her region, on what basis can you assess whether her arguments had validity?
Multimedia 2.2	Video: The Lives of Southern Women	Watch this video on the lives of Southern women before the Civil War. How does this video support Ida B. Wells-Barnett's argument in the previous document? What did Southern white women have in common with Southern black women, according to the video? What other evidence besides a slave woman's journal could corroborate her account of rape by her master?
Reading 2.1	Goldfield, D., Anderson, V. D., Weir, R. M., Abbott, C. E., Argersinger, J. E., Argersinger, P.	Read this excerpt from Chapter 17 in <i>The American Journey</i> for

	H., & Barney, W. L. (2012). <i>The American journey: A history of the United States</i> (Combined vol., 2nd ed., pp. 512-523). Upper Saddle River, NJ: Pearson Education.	an overview of the mythical idea of the Lost Cause and its effects on the post-Reconstruction South.
Multimedia 2.3	From Then to Now: The Confederate Battle Flag	Examine this analysis of the Confederate Battle Flag. Read the 1863 description of what the flag was intended to symbolize and read the comments in reaction to the flag's removal from the South Carolina state capitol in 2000. Do you think the symbols of the Lost Cause belong in the public square or the museum? Is there a social responsibility to not pass unethical or distorted historical understandings on to new generations? What about the preservation of one's heritage with all of its imperfections? How would you resolve this dilemma?
Assignment 2.1	The Unethical Use of History: The Institutionalization of the Lost Cause Idea in the Post-Reconstruction South	Using information from the textbook reading, the video presentations, and the Ida B. Wells-Barnett document, write a 4-page paper analyzing the social and political impacts of the Lost Cause myth in the post-Reconstruction South. Identify the ideas of the Lost Cause and why it is considered a revisionist narrative about the Civil War and Reconstruction. What were the major symbols of the Lost Cause? How did the Lost Cause idea affect gender roles among the white Southerners? What indicated the conservative nature of white women reformers in the South? How was the Lost Cause myth used to justify violence? What exacerbated the tensions between the races in the South in the 1880s and 1890s? How were the Lost Cause ideas institutionalized in the 1890s? How were Southern black males completely disfranchised without violating the letter of the Fifteenth Amendment? What factors contributed to the North's assent to southern policy? What does this case illustrate about the importance of accurate historical representation?

Dropbox Instructions

Please submit your Assignments to the Dropbox in order to receive faculty feedback. To submit to the Dropbox, click on the Dropbox tab at the top of the course content frame. Click on the Submit an Assignment link. Choose the designated Dropbox Basket title for the assignment. Click the Add Attachments button to browse for the assignment document on your computer that you would like to submit. After attaching the document, you may add comments to your instructor in the Comments field if you wish, then click the Submit button.

Discussions

You are expected to participate/post in each discussion thread/activity in the module. Responses are not merely a restatement of information or ideas already presented. You are expected to present new ideas for consideration, pose questions to explore a topic deeper, and/or add to perspectives presented.

To respond to the discussion topic: If you're the first to enter the Discussion, there will only be a **Respond** button. Otherwise, you will see other's postings below. Click on the **+ Expand All** button to view all of the entries made by your fellow learner or click each one, one at a time. Please pose your response and then return later, or tomorrow, to read and respond to your classmates.

Posttest

The Posttest for this US History course assesses your knowledge of standard virtues/vices in historical scholarship and use of ethics in historical knowledge.

The Posttest is an assessment of your knowledge of the material required for the competency. A score of 80 points or higher is required to demonstrate competency.

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Content	Description	Time	Value	Notes
Posttest	Measures your competency of learning outcomes through essay, short answer, and multiple choice questions.	180 minutes	100 points	

Click [here](#) to view crediting information for this course.