



Credit Hours: 3

Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

COURSE DESCRIPTION AND OUTCOMES

COURSE DESCRIPTION:

This course is a survey from the end of Reconstruction in 1877 until the recent past. It addresses economic, political, and social issues. Topics include industrialization; urbanization; population changes, the U.S. rise to global power, the Great Depression and the New Deal, the world wars, the Great Society, the counterculture, technology implications, and the Cold War. This course fulfills a general education History requirement. This is an approved Colorado gtPathways course.

COURSE OVERVIEW:

This course examines major themes and turning points in the history of the United States after 1877. It analyzes the transformations in American political, economic, and social history within a global context. Major themes include the impact of war and the spread of democracy and the spread of civil rights and the growth of individual welfare. It focuses on understanding American involvement in major wars, including World War I, World War II, and Vietnam. It also considers domestic change caused by progressivism, the New Deal legislation, and the Cold War at home. The course ends with final thoughts on new directions for the nation.

COURSE LEARNING OUTCOMES:

1. Examine the structure of U.S. history since 1877.
2. Evaluate the sources used for historical research, including government documents, memoirs, diaries and letters, periodicals of the time, and other sources.
3. Evaluate the process that historians practice in their interpretation of the past.
4. Analyze the integration of historical information into the process of critical thinking.
5. Assess the role of the United States as a world power.
6. Discuss the social, political, technological, and economic changes that have shaped the United States since 1877.

PARTICIPATION & ATTENDANCE

Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

COURSE MATERIALS

Textbook Information is located in the CSU-Global Booklist on the Student Portal.

COURSE SCHEDULE

Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- **Discussion Boards:** The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- **Opening Exercises:** Take the opening exercise before reading each week's content to see which areas you will need to focus on. You may take these exercises as many times as you need. The opening exercises will not affect your final grade.
- **Mastery Exercises:** Students may access and retake mastery exercises through the last day of class until they achieve the scores they desire.
- **Critical Thinking:** Assignments are due Sunday at 11:59 p.m. MT.

WEEKLY READING AND ASSIGNMENT DETAILS

MODULE 1

Readings

- Chapter 17 in *America: A Narrative History*.
- Ernsberger Jr., R. (2013). The army vs. the mob. *American History*, 48(5), 56-63.
- Rana, A. (2010). Introduction: Liberty and empire in the American experience. In *The Two Faces of American Freedom*. Cambridge, Mass: Harvard University Press.
- Rose, J.K. (1996). The world's Columbian exposition: Idea, experience, aftermath. University of Virginia. Retrieved from <http://xroads.virginia.edu/~MA96/WCE/title.html>

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

MODULE 2

Readings

- Chapter 18 and 19 in *America: A Narrative History*.
- Connolly, S. (Spring 2010). *The Greatest strike ever*. Pennsylvania Center for the Book, Pennsylvania State University. Retrieved from <http://pabook.libraries.psu.edu/palitmap/Coal1902.html>

- Wuerthner, G. (2009). *Commentary on William Cronon's 'The trouble with wilderness'*. [community blog]. Newwest. Retrieved from http://newwest.net/topic/article/commentary_on_william_cronons_the_trouble_with_wilderness_essay/C564/L564/

Opening Exercise (0 points)

Discussion (25 points)

Critical Thinking: Title (70 points)

Choose one of the following two assignments to complete this week. Do *not* complete both assignments. Identify your assignment choice in the title of your submission.

Note that while there are two options for the Critical Thinking assignment, there is only one grading rubric. Review the rubric to see how you will be graded and confirm you are meeting the assignment requirements.

Assignment Option #1: The Great Migration

Write an essay on the Great Migration of the black population to the northern United States.

- What were the reasons for the Great Migration?
- What were some of the risks involved for the African Americans who undertook the move?

Describe and evaluate the impact of the Great Migration on three different aspects of American life. Use at least three different resources found at the CSU-Global Library or from the African-American Migration Experience site.

The paper should be three to five pages (not including title or reference pages), double-spaced, according to *CSU-Global Guide to Writing and APA*, and include a minimum of three sources (at least two peer-reviewed references besides the textbook). The introductory paragraph should include a thesis statement.

Assignment Option #2: Reform in the Progressive Era

Tindall and Shi (2012) note that reform in the Progressive Era was full of ironies. Some of these ironies include:

- The counter forces of democracy and the disenfranchisement of minorities
- A growing dependence on elite knowledge alongside efforts to empower people
- An expansion of government yet a decline in voter participation (see *America: A Narrative History*, Ch. 23, "Limits of Progressivism").

Create a five- to seven-slide exhibit on reform in the Progressive era. Select images to provide a broad overview of the Progressive movement and what it achieved or failed to achieve. Include with each image a short (200-word) description of what it captures about reform efforts in the progressive era

(1890-1914). Include the source information in parentheses below the image. Example – (Source: <http://www.website.com>)

End your slide show with a final paragraph of conclusions that includes a thesis statement and highlights the themes of your visual interpretation.

The presentation should be five to seven slides, not including title or reference slides, and should follow the *CSU-Global Guide to Writing and APA*. A minimum of three sources (at least two peer-reviewed references besides the textbook) should be cited and referenced.

Mastery Exercise (10 points)

Portfolio Milestone (10 points)

Options 1 & 2: Portfolio Project Selection

This week, you should review the project instructions under Week 8's module and begin thinking about a topic for your work. You should identify which Portfolio Option you will choose. Then, describe your project and post a reply to the Portfolio Project Milestone instructions in Week 2.

MODULE 3

Readings

- Chapter 20, 21, and 22 in *America: A Narrative History*.
- Clemenceau, G. (1919). *Letter of reply to the objections of the German peace delegation*. Retrieved from http://www.firstworldwar.com/source/parispeaceconf_germanprotest2.htm
- Tucker, R. W. (1993). The triumph of Wilsonianism? *World Policy Journal*, 10(4), 83.
- *Woodrow Wilson's War Message*. (1917, April 2). World War I Document Archive, Brigham Young University. Retrieved from https://wwi.lib.byu.edu/index.php/Wilson's_War_Message_to_Congress

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Critical Thinking: Title (75 points)

Choose one of the following two assignments to complete this week. Do *not* complete both assignments. Identify your assignment choice in the title of your submission.

Note that, while there are two options for the Critical Thinking assignment, there is only one rubric. Review the rubric to confirm you are meeting the assignment requirements.

Assignment Option #1: Views of WWI

Discuss the U.S. view of WWI vs. the view from abroad. Compare and contrast the views of American President Woodrow Wilson and French President Georges Clemenceau at the Versailles Peace Conference in 1919. Wilson wanted to end war and re-shape diplomacy in the years to come with the creation of the League of Nations. Clemenceau wanted revenge for the terrible toil taken on France.

Consider these questions:

- What characterized their vision of peace and rebuilding after the war?
- Wilson tended not to blame the German people, while Clemenceau wanted them to take full responsibility for their “war guilt” and pay large sums of reparations. Why did they have such different perspectives on peace with Germany?
- What impact did Wilson’s decision regarding WWI have at home and abroad?

The paper should be three to five pages long (not including title or reference pages), double-spaced, written according to *CSU-Global Guide to Writing and APA*, and should include a minimum of three sources (at least two peer-reviewed references besides the textbook). The introductory paragraph should include a thesis statement.

Assignment Option #2: Role of Women During WWI

Discuss the role of women during WWI. Using information from the documents, write an essay in which you discuss the following:

- What new opportunities and challenges did women face during World War I?
- Where did women work before, during, and after World War I?
- In what three ways was society changed by women’s role in the First World War?

The paper should be three to five pages long (not including title or reference pages), double-spaced, written according to *CSU-Global Guide to Writing and APA*, and should include a minimum of three sources (at least two peer-reviewed references besides the textbook). The introductory paragraph should include a thesis statement.

MODULE 4

Readings

- Chapters 23, 24, and 25 in *America: A Narrative History*.
- Leuchtenburg, W. E. (2017). Franklin D. Roosevelt: Campaigns and elections. Miller Center. Retrieved from <https://millercenter.org/president/fdroosevelt/campaigns-and-elections>
- Rose, P. (2010). Getting to know Herbert Hoover, enigmatic humanitarian. *Society*, 47(6), 529-533. doi:10.1007/s12115-010-9374-7

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Critical Thinking: Title (75 points)

Choose one of the following two assignments to complete this week. Do *not* complete both assignments. Identify your assignment choice in the title of your submission.

Note that, while there are two options for the Critical Thinking assignment, there is only one grading rubric. Review the rubric to see how you will be graded and to confirm you are meeting the assignment requirements.

Assignment Option #1: The New Deal

Create a presentation illustrating the full impact of the New Deal on American life. Your portrayal of the New Deal should be comprehensive and include the impact on ordinary people, the economy, the government (and people's relationship with government), on art and culture. Be sure to include a variety of media (photos, maps, diagrams, etc.). Each image should include a 200-word caption explaining its importance in understanding the New Deal.

End your slide show with a final paragraph of conclusions that includes a thesis statement and highlights the themes of your visual interpretation.

The presentation should contain five to seven slides, not including title or reference slides, and should follow the *CSU-Global Guide to Writing and APA*. A minimum of three sources (at least two peer-reviewed references besides the textbook) should be cited and referenced.

Assignment Option #2: Contradictions of the 1920s

The 1920s was a decade full of contradiction. It was a time of optimism, youth, and prosperity. However, it also saw a growing conservative trend, isolation, and intolerance.

In a three- to five-page essay, explain two of these contradictions and how they contributed to the development of America in the 1920s and beyond. Use at least three sources, including one referenced journal article.

The paper should be three to five pages long (not including title or reference pages), double-spaced, written according to *CSU-Global Guide to Writing and APA*, and should include a minimum of three sources (at least two peer-reviewed references besides the textbook). The introductory paragraph should include a thesis statement.

MODULE 5

Readings

- Chapter 26 and 27 in *America: A Narrative History*.
- African American Odyssey. (2008). *The depression, new deal and World War II*. Library of Congress. Retrieved from <http://memory.loc.gov/ammem/aahtml/exhibit/aopart8.html>.
- Gruver, E. (2005). FDR at Yalta. *American History*, 40(1), 44-50.
- National World War II Museum. (n.d.) *Take a closer look: America goes to war*. Retrieved from <http://www.nationalww2museum.org/learn/education/for-students/ww2-history/america-goes-to-war.html>
- Richmond, Y. (2009). The 1959 kitchen debate. *Russian Life*, 52(4), 42.

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Critical Thinking: Title (75 points)

Choose one of the following two assignments to complete this week. Do *not* complete both assignments. Identify your assignment choice in the title of your submission.

Note that, while there are two options for the Critical Thinking assignment, there is only one grading rubric. Review the rubric to confirm you are meeting the assignment requirements.

Assignment Option #1: The Decision to Drop the Bomb

Write an essay that discusses the reasons why President Truman decided to drop the atomic bomb on Japan. Consider the culture at that time and the following questions as you write your essay:

- What were some of the arguments for and against the decision?
- How have historians differed on their interpretation of the decision?
- How might the culture of the U.S. have affected the decision to drop the bomb?
- In your view, what eventually led Truman to make up his mind?

The paper should be three to five pages long (not including title or reference pages), double-spaced, written according to *CSU-Global Guide to Writing and APA*, and should include a minimum of three sources (at least two peer-reviewed references besides the textbook). The introductory paragraph should include a thesis statement.

Assignment Option #2: The 1959 Kitchen Debate

Read The 1959 Kitchen Debate and write an essay to explain the debate. Consider the following questions:

- What brought Chairman Nikita Khrushchev and Vice President Richard Nixon together?
- What was their debate about?
- What can it tell us about the scope and nature of the Cold War?

The paper should be three to five pages long (not including title or reference pages), double-spaced, written according to *CSU-Global Guide to Writing and APA*, and should include a minimum of three sources (at least two peer-reviewed references besides the textbook). The introductory paragraph should include a thesis statement.

Portfolio Milestone (20 points)

Preliminary Bibliography

This week, you will:

- Identify the protest movement you have selected to write about
- The students should upload their assignment in Schoology. Submit a preliminary bibliography of FOUR level appropriate secondary sources (beyond encyclopedias and biographies, etc.,) at least one of which should be a peer reviewed journal article. All sources should be listed in APA format, according to *CSU-Global Guide to Writing and APA*.

In addition to drafting a bibliography, you should also include a paragraph on how you found your sources (primary and secondary). Can you foresee any problems or challenges as you work to finish your Portfolio? What work is left to be completed?

MODULE 6

Readings

- Chapter 28 and 29 in *America: A Narrative History*.
- Kennedy, J.F. (January 20, 1961). Inaugural address, 20 January 1961. [motion picture]. 9WO#30806, RG274). Records of the White House Signal Agency. John F. Kennedy Presidential Library and Museum, Boston, MA. Retrieved from <http://www.jfklibrary.org/Asset-Viewer/BqXIEM9F4024ntFI7SVAjA.aspx>
- Kreis, S. (2012). Lecture 15: 1968, The year of the barricades. *The History Guide*. Retrieved from <http://www.historyguide.org/europe/lecture15.html>

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Critical Thinking: Title (75 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Assignment Option #1: Why We Lost in Vietnam

Why did the United States lose the Vietnam War? Prepare a presentation that explains at least three different reasons why the United States lost. Which interpretation is the most persuasive and what lessons are to be learned?

End your slide show with a final paragraph of conclusions that includes a thesis statement and highlights the themes of your visual interpretation.

The presentation should contain five to seven slides, not including title or reference slides, and should follow the *CSU-Global Guide to Writing and APA*. A minimum of three sources (at least two peer-reviewed references in addition to the textbook) should be cited and referenced.

Assignment Option #2: Social Revolutions in 1968

The year 1968 was the most turbulent year of the 1960s, both at home and abroad. Within the context of 1968, prepare a presentation that explains what was happening in the civil rights and other social revolutions. How were changes in society and at home connected to what was happening in the world?

End your slide show with a final paragraph of conclusions that includes a thesis statement and highlights the themes of your visual interpretation.

The presentation should contain five to seven slides, not including title or reference slides, and should follow the *CSU-Global Guide to Writing and APA*. A minimum of three sources (at least two peer-reviewed references besides the textbook) should be cited and referenced.

MODULE 7

Readings

- Chapter 30 and 31 in *America: A Narrative History*.
- Bernstein, C., & Woodward, B. (2012, June 8). 40 years after Watergate Nixon was far worse than we thought. *Washington Post*. Retrieved from http://www.washingtonpost.com/opinions/woodward-and-bernstein-40-years-after-watergate-nixon-was-far-worse-than-we-thought/2012/06/08/gJQAls0NV_story.html
- Brands, H. W. (2013). Reagan Reborn. *American History*, 48(3), 46-51.

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Portfolio Milestone (20 points)

Portfolio Outline

Submit an outline of your Portfolio project. The outline should be at least a page long and include a basic guide for each section of your portfolio.

Your outline should seek to identify the topic (thesis statement), categories and sub-categories. Don't worry: these can be changed as you write, but it is a good idea to be as complete in your outline as you can. The better your outline, usually, the better your paper. See How to Write an Outline for a good example of an outline.

MODULE 8

Readings

- Chapter 32 in *America: A Narrative*.
- McEnaney, L. (2011). American home fronts: Reflections on domestic politics after 9/11. *OA Magazine of History*, 25(3), 21.

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Portfolio Project (300 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Submit an outline of your Portfolio project. The outline should be at least a page long and include a basic guide for each section of your portfolio.

Your outline should seek to identify the topic (thesis statement), categories and sub-categories. Don't worry, these can be changed as you write, but it is a good idea to be as complete in your outline as you can. The better your outline, usually, the better your paper. See [How to Write an Outline](#) for a good example of an outline.

Go to the week's assignments page for full details of the Portfolio Milestones.

- Week 2: Portfolio Topic (10 Points)
- Week 5: Preliminary Bibliography (20 Points)
- Week 7: Portfolio Outline (20 Points)

Portfolio Project Option #1: A Protest that Changed America

Part I:

Protest movements are as old as the American Revolution itself. Write an essay about a protest movement that changed America between 1877 and today. Your paper should examine the protest movement thoroughly.

Be sure to consider:

- The discontent that inspired the movement in the first place.
- The main goals and objectives of the movement.
- Important individuals and leaders who were involved.
- How those objectives were achieved or not achieved and the legacy of the movement itself.
- The global connections of the protest movement. Were individuals inspired by world personalities? Or trends?
- What can this protest movement tell us about American history and its people?

Some ideas you might consider are: the civil rights movement, the women's movement, anti-war protests, LGBT or labor movements, anti-Wall Street protests, the Tea Party movement, the pipeline standoff, etc. The paper might also be related more specifically to your field, or area of interest, as long as it remains within the framework of the class.

The paper is due at the end of Week 8 and must adhere to the following requirements:

- Must contain a clear thesis statement, or claim, about the nature of change, America's reaction to change, etc. Be creative.
- Adhere to *CSU-Global Guide to Writing and APA*

- Must be double spaced, 12-point Times New Roman
- Include six to eight pages in length (not including cover and reference pages; approximately 3,000-3,500 words)
- Include headings, per APA guidelines
- Your Portfolio should incorporate FOUR level appropriate secondary sources (beyond encyclopedias and biographies, etc.,) at least one of which should be a peer reviewed journal article. Be sure to use these sources as key pieces of evidence and quote them in your paper.
- In addition, the entire written Portfolio should include FOUR academic quality sources.
- Sources should be adequately chosen to provide substance and perspectives on the issue.

Portfolio Project Option #2: Presenting a Protest that Changed America

Please see the description of the Portfolio topic above. Instead of a written paper, create a visual presentation of the protest movement that you have chosen to research. Please read over the instructions carefully.

Your presentation is due at the end of week 8 and must adhere to the following requirements:

- It should illustrate the significance of the protest movement and its impact on history.
- Include at least 10 slides, not including title or reference slides. Your presentation should begin with an “introductory” slide with a thesis and include background material. It should end with a “conclusion” slide that draws meaning from your ideas and findings. Please remember: this is an important part of your presentation.
- Instead of bullet points, each of your 10 substantive slides should include at least one full paragraph of text that connects the slide to your topic and explains the images you have included. Please submit the paragraph of text as a transcript.
- Include a final reference page with primary and secondary sources used. Your presentation should use at least FOUR level appropriate secondary sources (beyond encyclopedias and biographies, etc.,) at least one of which should be a peer reviewed journal article. Be sure to use these sources as key pieces of evidence and quote them in your paper.
- Use the *CSU-Global Guide to Writing and APA*.
- Your slide show should offer at least two different types of media (e.g., maps, photos, paintings, audio clips, etc.).
- Each image should include a caption and source. Images should be carefully chosen to represent your topic. Consider an audio track to accompany your presentation (optional).

COURSE POLICIES

Course Grading

20% Discussion Participation
0% Opening Exercises
8% Mastery Exercises
37% Critical Thinking Assignments
35% Final Portfolio Project

Grading Scale	
A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

IN-CLASSROOM POLICIES

For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work (see *CSU-Global Guide to Writing and APA Requirements* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style

All students are expected to follow the *CSU-Global Guide to Writing and APA Requirements* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions in your course.

Disability Services Statement

CSU–Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom. If you have concerns about something that has been said, please let your instructor know.