

NCPACE

HIST 1302 Syllabus

Transforming America: History of the United States Since 1877

Course Description

Prerequisite: Developmental Reading 0093 or English as a Second Language (ESOL) 0444 or have met the Texas Success Initiative (TSI) standard in Reading.

A survey of the social, political, economic, cultural, and intellectual history of the United States from the Civil War/Reconstruction era to the present. United States History II examines industrialization, immigration, world wars, the Great Depression, Cold War and post-Cold War eras. Themes that may be addressed in United States History II include: American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and the study of U.S. foreign policy.

Coordinating Board Academic Approval Number: 54.0102.51 25

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|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Textbook: | Roark, Johnson, et al. <i>The American Promise: A History of the United States, Volume II: From 1865</i> . 6th Edition. Bedford/St. Martin's, 2015. ISBN (10): 1-4576-6839-4; ISBN (13): 978-1-4576-6839-5 |
| Student Course Guide: | Alfers, Kenneth G. <i>Student Course Guide for Transforming America: U.S. History Since 1877</i> . 5th Edition. |
| Video Programs: | "Transforming America," is a set of four CDs that contain the video lessons from Dallas County Community College District, Dallas Colleges Online |

Table of Contents

| | |
|------------------------------------------------------------------|----|
| Course Description..... | 1 |
| Welcome to <i>History of the United States Since 1877!</i> | 3 |
| Educational Objectives | 4 |
| History 1302 Core Objectives:..... | 4 |
| History 1302 Student Learning Outcomes (SLOs):..... | 4 |
| What You Need to Do..... | 4 |
| Grades | 5 |
| Completing the Writing Assignments..... | 6 |
| Formatting Your Type-Written Essays | 6 |
| Composing Your Type-Written Essays | 6 |
| Critiquing Your Type-Written Essays | 8 |
| Type-Written Essay Writing Instructions | 9 |
| Type-written Extra Credit Essays (Optional) | 9 |
| Study Tips | 10 |
| Plagiarism | 10 |
| Academic Honesty | 10 |
| Assignment Calendar | 11 |
| Video Lessons Index..... | 13 |

Welcome to *History of the United States Since 1877!*

The study of history provides an opportunity to better understand ourselves as individuals, families, citizens, and members of a global community. In learning our individual and collective pasts, we not only celebrate our uniqueness but recognize what philosopher David Hume remarked as one of the greatest values of historical inquiry: “the discovering of the constant and universal principles of human nature.” Consequently, regardless of when or where we look, the past is not as “foreign” or “unimportant” to us living in the present as we often think.

History 1302 surveys the history of the United States from the Reconstruction era to the modern era. Through your reading of the textbook, viewing of the associated video lessons, and completion of the various course assignments, you will study and analyze four units of study established in the Student Course Guide. You will begin with “Industrializing America, 1877-1900 – ‘Rags to Riches?’” which details the economic, political, social, and cultural changes that swept through America in the last quarter of the nineteenth century. While the “Gilded Age” promised an era of unprecedented progress, American society strained under the weight westward expansion, industrialization, urbanization, immigration, labor unrest, and an imperial foreign policy placed upon a society still very much struggling with the legacies of the Civil War. As the nation strove to reform itself from the problems of industrialization and modernity in the first half of the twentieth century, Americans would find themselves caught in historical forces beyond their control in the second unit of this course. “Modernizing America, 1900-1945 – ‘Freedom From Fear?’” traces the profound societal impacts of progressive reform and two world wars that were separated by some of the highest peaks and lowest valleys of a modern capitalist economy. With an exalted position on the world’s stage following the Second World War, “Redefining America, 1945-1976 – ‘The New Frontiers?’” finds the nation beset by a host of external and internal challenges. As the United States attempted to sell the benefits of its democratic and capitalist institutions across the globe in its efforts to contain the spread of communism, the modern Civil Rights Movement and the quagmire of Vietnam forced society to begin truly confronting its glaring shortcomings. “Reshaping America, 1976-Present – ‘Still The Promised Land?’” concludes the course by introducing the rise of conservatism and continual efforts in both the domestic and global arenas to fulfill the lofty, “self-evident” ideals expressed since the country’s founding.

To do well in this course, you must read the textbook, watch the corresponding video lessons, utilize the student course guide, and complete all assignments. You must submit **two essays** (worth 50 points each) and **four exams** (worth 100 points each) to complete the course. You also have the opportunity to complete two additional essays and complete a course survey for extra credit.

IMPORTANT: Keep this syllabus handy and use it as a guide throughout the semester.

Sincerely,

Dallas Colleges Online Military Support Team

NCPACE@dccd.edu

888-468-4268

<http://military.dccd.edu>

Educational Objectives

History 1302 Core Objectives:

1. Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. Communication Skills - to include effective development, interpretation and expression of ideas through written, oral and visual communication
3. Social Responsibility - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
4. Personal Responsibility - to include the ability to connect choices, actions and consequences to ethical decision-making

History 1302 Student Learning Outcomes (SLOs):

Upon successful completion of this course, students will:

1. Create an argument through the use of historical evidence.
2. Analyze and interpret primary and secondary sources.
3. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

What You Need to Do

To be successful in this course, use the following strategies to learn the content and fulfill the course requirements:

- Plan to spend *at least* two hours each week carefully reading the textbook, watching the video programs, and working on the assignments. Cramming is not an effective way to learn new content.
- Review the guidelines for studying the material listed on page ix of the *Student Course Guide for Transforming America: U.S. History Since 1877*.
- Refer to the *Student Course Guide for Transforming America: U.S. History Since 1877* for:
 - Learning objectives that state what you should be able to do after completing the assignments, readings, etc.
 - Required textbook readings and video clips (listed in *Lesson Assignments*)
 - Critical content to know (listed in *Lesson Focus Points*)
 - Practice tests
- Practice answering the questions listed in Lesson Focus Points and Practice Test sections in the Student Course Guide.
- Prepare and complete the two required essays.
- Review the objectives for each lesson. Can you meet the objectives?
- Complete the four exams.

Grades

Your semester grade is based on the following elements.

- **Type-written essays (REQUIRED)**
 You will write two (2) type-written essays (worth up to 50 points each). Topics for these essays are based on the *Documenting the American Promise* sections in your textbook. The *Completing the Writing Assignments* section of this syllabus provides the specific writing guidelines for these assignments.
- **Exams (REQUIRED)**
 You will complete four (4) examinations (worth 100 points each). Each exam consists of thirty-five multiple-choice questions (worth 2 points each) and two essay questions (worth up to 15 points each). Both the multiple-choice and essay questions are based on the textbook readings, videos, lesson focus points, and practice tests in each lesson of the *Student Course Guide for Transforming America: U.S. History Since 1877*. Your Educational Services Officer (ESO) will administer the exams.
- **Type-written extra credit essays (OPTIONAL)**
 You may earn extra credit by submitting up to two type-written optional essays (worth up to 20 points each). Topics for the optional essays are based on the activities listed in the *Enrichment Ideas* section in the Student Course Guide. The *Completing the Writing Assignments* section of this syllabus provides the specific writing guidelines for these assignments.
- **Course Survey for extra credit (OPTIONAL)**
 At the conclusion of this course you will be offered the opportunity to complete a NCPACE Distance Learning Survey. For completing and submitting this survey, ten (10) Extra Credit points will be added to your final point total.

The following tables summarize the total points available for the type-written essays, exams, and extra credit essays/survey.

| Type-written Essays | Total Possible Points |
|------------------------------|-----------------------|
| Type-written Essay #1 | 50 |
| Type-written Essay #2 | 50 |
| Total Possible Points | 100 |

| Proctored Exams | Multiple-Choice Questions | Essay Questions | Total Possible Points |
|------------------------------|---------------------------------|---------------------------------|-----------------------|
| Proctored Exam 1 | 35 questions (2 points each) | 2 questions (15 points each) | 100 |
| Proctored Exam 2 | 35 questions (2 points each) | 2 questions (15 points each) | 100 |
| Proctored Exam 3 | 35 questions (2 points each) | 2 questions (15 points each) | 100 |
| Proctored Exam 4 | 35 questions (2 points each) | 2 questions (15 points each) | 100 |
| Total Possible Points | | | 400 |

| Extra Credit Opportunities | Total Possible Points |
|------------------------------------------------------------------------------------------------------------------|-----------------------|
| Type-written Extra Credit Essay #1 | 20 |
| Type-written Extra Credit Essay #2 | 20 |
| NCPACE DL Survey | 10 |
| Total Extra Credit Points Available | 50 |
| Note: Any Extra Credit points will be added to your final point total when calculating your course grade. | |

Letter grades for each element are assigned according to the following scales:

| Type-written Essays | |
|---------------------|----------|
| 45 – 50 | A |
| 40 – 44 | B |
| 35 – 39 | C |
| 30 – 34 | D |
| 29 and below | F |

| Exams | |
|--------------|----------|
| 90 – 100 | A |
| 80 – 89 | B |
| 70 – 79 | C |
| 60 – 69 | D |
| 59 and below | F |

| Semester Grades | |
|-----------------|----------|
| 450 – 500 | A |
| 400 – 449 | B |
| 350 – 399 | C |
| 300 – 349 | D |
| 299 and below | F |

Completing the Writing Assignments

Formatting Your Type-Written Essays

Use these guidelines for formatting your writing assignments.

- All writing assignments must be typed. The only exception to this is when your ship does not have a computer or printer. Please note that equipment was not available if you are turning in handwritten papers.
- Use a standard font (Arial, Courier, Helvetica, or Times New Roman) and font size of 12 pt.
- Double-space all writing assignments.
- Be sure to put your name on all pages of your assignments.
- **Submit your papers to your NCPACE Point of Contact (POC).** Refer to the Assignment Calendar in this syllabus for the due dates.

Composing Your Type-Written Essays

Follow these guidelines when **composing** your writing assignments.

- **Preparation.** Good history papers begin with effective reading. Your understanding of the sources you chose will provide the basis of your essays. One way to begin to organize your source material is to summarize the main points of your sources. If you cannot restate the points, you may need to re-read the material.
- **Thesis.** Your essay should be organized around a clear, comprehensible, and sustained proposition that you want to discuss or prove. Your first paragraph should state your thesis and indicate how you plan to support it.
- **Organization.** Every paragraph should clarify, explain and build on your thesis statement. You may want to use an outline to ensure the coherence of your essay.
- **Evidence.** Any generalization you use should be supported with specific evidence.
- **Chronology.** Dates are important as they help establish change over time. Be sure to keep your chronology clear when you are using dates to structure your arguments.

- **Conclusion.** A good essay has a beginning, middle, and an end. Your ending should not just circle around to restate the opening statement. Your conclusion should summarize your arguments and leave the reader with a sense of the significance of your efforts.
- **Editing.** Good writers rewrite. Proof read your essay and rewrite if you find flaws in your content, logic, or style. Spell checking on the computer will not always catch your mistakes, but it is a good place to start. Have someone else read your paper aloud to check for grammar and logic problems.
- **Style.** The key to good writing is clarity. Keep your words active whenever possible, and avoid using the passive voice. For example: *Virginia was settled by Englishmen* uses passive voice. *English noblemen settled Virginia* is active. When you use words like *these* and *this*, always follow with a noun so that your reader will know who or what you are talking about.
- **References.** All quotations must have some form of citation. For these essays, parenthetical notations using the Modern Language Association (MLA) style format are sufficient. Within the parenthesis, include the author's last name and a page number where the information can be found. *Example: (Roark 23).*

Full reference citations should be included at the end of the essay.

Example: Roark, James, et al. *The American Promise, A History of the United States*. 6th ed. Vol. II. Boston: Bedford/St. Martin's.

These citations should allow your reader to find your sources easily. Any time you use words, ideas or phrasing from a source, you must give the author credit with a citation. (Review the *Plagiarism* section in this syllabus.)

Critiquing Your Type-Written Essays

Before submitting your writing assignment, take a moment to determine if your assignment makes the grade. Follow these guidelines when **critiquing** your writing assignments.

| To receive this letter grade... | Your essay... |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A | <ul style="list-style-type: none"> • Is based on a clear, well-defined original concept that goes beyond the assigned readings. • Contains persuasive analysis that demonstrates a command of the subject matter. • Includes examples of convincing reasoning consistently applied with solid evidence directly applicable to the thesis. • Moves from one point to the next with smooth transitions, coherent organization, and well-developed paragraphs. • Uses well-constructed sentences, with well-chosen words and follows all the conventions of English grammar. |
| B | <ul style="list-style-type: none"> • Has a clear, specific thesis. • Demonstrates an understanding of the material covered in the text and the assignment. • Pursues the thesis and develops a core argument with clear ideas and supportive details. • Includes clear transitions, connected ideas in unified paragraphs. • Demonstrates good command of English with some occasional style or grammatical problems (usually awkward syntax or passive voice). |
| C | <ul style="list-style-type: none"> • Has a general thesis, but lacks any specificity. • Shows an understanding of the basic ideas and information of the assignment with minimal factual errors. • Indicates a tendency toward generalizations, incomplete development of core arguments, weak organization, shallow analysis with unsupported generalizations, etc. • Includes some awkward transitions with weak or undeveloped paragraphs not clearly connected to one another. • Indicates a tendency toward wordiness, unclear or awkward sentences, grammatical errors and excessive use of passive voice. |
| D | <ul style="list-style-type: none"> • Has a vague or irrelevant thesis. • Indicates an inadequate command of the course material with several factual errors. • Fails to respond to the assignment prompt. Essay is a mere narration that moves from one topic to another. Simplistic with a tendency toward vague summarization. • Possesses major grammatical errors such as subject-verb agreement, obscure pronouns, and sentence fragments. • Includes an excessive use of clichés and gross spelling errors. |
| F | <ul style="list-style-type: none"> • Shows little or no development; merely a listing of vague generalizations or misinformation. • Fails to respond to the assignment. No detectable thesis. • No transitions and use of incoherent paragraphs. Unreadable because of multiple grammatical errors. |

Type-Written Essay Writing Instructions

You are required to complete two (2) type-written essays. Topics for these essays come from the *Documenting the American Promise* sections in your textbook.

| Essay #1 | Essay #2 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Choose one set of documents from the list below (Textbook pages listed)</i> | <i>Choose one set of documents from the list below (Textbook pages in bold)</i> |
| <ul style="list-style-type: none"> • <i>Young Women Homesteaders and the Promise of the West</i> (Text, pp. 484–485) • <i>Ida B. Wells and Her Campaign to Stop Lynching</i> (Text, pp. 510–511) • <i>The Songs of the Knights of Labor</i> (Text, pp. 540–541) • <i>The Press and the Pullman Strike: Framing Class Conflict</i> (Text, pp. 562–563) • <i>The Final Push for Woman Suffrage</i> (Text, pp. 630–631) • <i>Americans Encounter the New Deal</i> (Text, pp. 694–695) • <i>Japanese Internment</i> (Text, pp. 720–721) | <ul style="list-style-type: none"> • <i>The Emerging Cold War</i> (Text, pp. 746–747) • <i>The Brown Decision</i> (Text, pp. 788–789) • <i>Student Protest</i> (Text, pp. 812–813) • <i>Ending the War in Vietnam</i> (Text, pp. 848–849) • <i>Protecting Gay and Lesbian Rights</i> (Text, pp. 880–881) |

Your essay will consist of you answering ALL of the “Questions for Analysis and Debate” at the conclusion of the chosen *Documenting the American Promise* section, utilizing the appropriate documents, textbook readings, and video lessons as your sources.

Your responses to ALL associated questions must result in a submission with a MINIMUM length of TWO FULL pages.

Please refer to the formatting requirements listed previously in this syllabus.

Type-written Extra Credit Essays (Optional)

You may complete two additional type-written essays for extra credit. Topics for the optional essays are based on the activities listed in the *Enrichment Ideas* section in the Student Course Guide.

| Type-written Extra Credit Essay 1 | Type-written Extra Credit Essay 2 |
|----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Choose one activity from the list below.</i> | <i>Choose one activity from the list below.</i> |
| Select one activity from the <i>Enrichment Ideas</i> section in the Student Course Guide. You may select an enrichment activity from Lessons 1–14. | Select one activity from the <i>Enrichment Ideas</i> section in the Student Course Guide. You may select an enrichment activity from Lessons 15–26. |

Follow these guidelines when writing the optional essays:

- Indicate which “Enrichment Idea” you are addressing in your paper by citing the lesson number and idea number listed in the Student Course Guide.
- Follow the formatting requirements listed previously in this syllabus.
- Your response must be a minimum length of two full pages.
- Pay attention to grammar and spelling as they will be considered when your submission is graded.

Study Tips

The *Student Course Guide for Transforming America: U.S. History Since 1877* is essential for successful completion of this course. Each “Lesson” in the Student Course Guide includes an overview of the major lesson themes as well as the corresponding textbook chapters to read and videos to watch. The Student Course Guide also supplies “focus points” to direct you to the most critical content. The practice tests in each lesson will help you prepare for your exams. Refer to this book often.

The textbook, *The American Promise: A History of the United States, Vol. II: From 1865*, describes the significant developments in American history. To do well in this course, you must read the appropriate textbook pages listed in the Student Course Guide.

The video programs presented in a documentary format, provide you an opportunity to view prominent historical experts explain the issues discussed in the textbook. You will develop a deeper appreciation of the present by understanding how events, ideologies, and actions in the past still influence our daily lives. Information from the video programs will also be included in the exams.

In summary, there are three parts of the learning system in this course:

1. *Student Course Guide for Transforming America: U.S. History Since 1877*
2. Textbook: *The American Promise: A History of the United States, Vol. II: From 1865*
3. Video Programs: Contained on four CD-ROM discs

Plagiarism

In any written paper, you are guilty of the academic offense known as plagiarism if you half-copy or copy the author’s words. This results in an automatic “F” for the course. You cannot mix the author’s words with your own or “plug” your synonyms into the author’s sentence structure. To prevent unintentional borrowing, resist the temptation to look at the source as you write. The author’s words, phrases, sentences must be put in your words, in your way of writing. When you paraphrase your sources, you are demonstrating the ability to comprehend.

Academic Honesty

The purpose of the Student Code of Conduct is to provide guidelines for the educational environment of the college. Such an environment presupposes both rights and responsibilities. Disciplinary regulations at the college are set forth in writing in order to give students general notice of prohibited conduct. Students should be aware of disciplinary actions for all forms of academic dishonesty, including cheating, fabrication, facilitating academic dishonesty, plagiarism, and collusion. Your college catalog and the DCCCD catalog contain the entire Student Code of Conduct, which is also on the Internet at <http://www.dccd.edu>. Click on Student Services, Code of Student Conduct.

Assignment Calendar

It is crucial to plan out the time you have to complete your NCPACE course so that you have ample time to do all the required assignments for the course. When you attend a course on a campus, the professor usually supplies each student with a copy of a course syllabus that outlines what material will be covered in the class and what the student is expected to do to complete the course successfully. The *Student Course Guide for Transforming America: United States History Since 1877* and this NCPACE Student Materials are your syllabus. They will take you step-by-step through the course for which you enrolled.

In class, professors provide students with due dates for each assignment and exam. Because each command determines its own NCPACE term dates, it is impossible to give due dates. In addition, NCPACE courses are designed to be self-paced because each sailor knows his/her schedule best and is expected to complete the course at his/her personal comfort level so long as it falls between the term dates set by the command.

Please contact your NCPACE Point of Contact (POC) on board for your current semester dates.

Note: The following terms are used in the assignment calendar:

- Student Course Guide: *Student Course Guide for Transforming America: U.S. History Since 1877*
- Textbook: *The American Promise: A History of the United States, Vol. II: From 1865*
- CDs: video programs

| Weeks | | Topics Covered | Your Responsibility |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| 1, 2, 3 | Student Course Guide | Lessons 1–7 | Read Lessons 1–7; complete the activities |
| | Textbook | Lessons 1–7 in the Student Course Guide list corresponding chapters or pages in the Textbook. Be sure to read these chapters. | Read |
| | CDs | Lesson 1: The Gilded Age Lesson 2: The American West Lesson 3: Moving to the City Lesson 4: A Dream Deferred Lesson 5: Labor’s Struggle Lesson 6: The Populist Challenge Lesson 7: The Question of Empire | View |
| Exam #1 | Covers Lessons 1–7 of the Student Course Guide, the corresponding textbook pages, and video programs. Schedule exam with NCPACE POC a few days before taking the exam | | |

| Weeks | Topics Covered | | Your Responsibility |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
| 4, 5, 6 | Student Course Guide | Lessons 8–14. | Read Lessons 8–14; complete the activities |
| | Textbook | Lessons 8–14 in the Student Course Guide list corresponding chapters or pages in the Textbook. Be sure to read these chapters. | Read |
| | CDs | Lesson 8: The Progressive Paradox Lesson 9: A War to End All Wars Lesson 10: Modern Times Lesson 11: The Great Depression Lesson 12: A New Deal Lesson 13: Road to War Lesson 14: World at War | View |
| | Type-written Essay #1 | Read a “Documenting the American Promise” section in the Textbook (see the possible list provided above in the Writing Instructions section of the syllabus) and answer <u>ALL</u> of the associated “Questions for Analysis and Debate.” | Submit the type-written essay when you take Exam #2. |
| | Type-Written Extra Credit Essay #1 | Select one essay topic from the <i>Enrichment Ideas</i> sections in the Student Course Guide found in Lessons 1–14. | Submit the extra credit essay when you take Exam #2 |
| Exam #2 | Covers Lessons 8–14 of the Student Course Guide, the corresponding textbook pages, and video programs. Schedule exam with NCPACE POC a few days before taking the exam | | |
| 7, 8, 9 | Student Course Guide | Lessons 15–20 | Read Lessons 15–20; complete activities |
| | Textbook | Lessons 15–20 in the Student Course Guide list corresponding chapters or pages in the Textbook. Be sure to read these chapters. | Read |
| | CDs | Lesson 15: Cold War Lesson 16: Pursuit of Happiness Lesson 17: All God’s Children Lesson 18: Times Are A-Changin’ Lesson 19: The Vietnam Dilemma Lesson 20: The Decline of Liberalism | View |
| Exam #3 | Covers Lessons 15–20 of the Student Course Guide, the corresponding textbook pages, and video programs. Schedule exam with NCPACE POC a few days before taking the exam. | | |

| Weeks | | Topics Covered | Your Responsibility |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
| 10, 11, 12 | Student Course Guide | Lessons 21–26 | Read Lessons 21–26; complete the activities |
| | Textbook | Lessons 21–26 in the Student Course Guide list corresponding chapters or pages in the Textbook. Be sure to read these chapters. | Read |
| | CDs | Lesson 21: Conservative Resurgence Lesson 22: A New Economy Lesson 23: Life in the Fast Lane Lesson 24: A Different World Lesson 25: Globalizing America Lesson 26: A More Perfect Union | View |
| | Type-written Essay #2 | Read a “Documenting the American Promise” section in the Textbook (see the possible list provided above in the Writing Instructions section of the syllabus) and answer <u>ALL</u> of the associated “Questions for Analysis and Debate.” | Submit the type-written essay when you take Exam #4. |
| | Type-written Extra Credit Essay #2 | Select one essay topic from the <i>Enrichment Ideas</i> sections in the Student Course Guide found in Lessons 21–26. | Submit the extra credit essay when you take Exam #4. |
| Exam #4 | Covers Lessons 21–26 of the Student Course Guide, the corresponding Textbook pages, and video programs. Schedule exam with NCPACE POC a few days before taking the exam. | | |

Video Lessons Index

1. The Gilded Age

Establishes the course themes of American identity, freedom, and equality at the end of Reconstruction. It then examines the reasons behind the large-scale industrialization in the late nineteenth century. In addition, this video analyzes how the culture of the era reflected the emerging dominance of business in America.

2. The American West

An integral part of the changing American landscape in the late nineteenth century was the transformation of the West. This video explores the causes of the changes occurring in the West and assesses the consequences for people living and moving there.

3. Moving to the City

Millions of immigrants, as well as thousands already in America, moved to the city in the decades following Reconstruction. This video examines the living and social conditions of the huddled masses during this era, using the cities of New York, Chicago, and San Francisco.

4. A Dream Deferred

While millions pursued the American Dream in the late nineteenth century, African Americans and women of all ethnicities encountered special obstacles in their paths. Why did this happen? How did they respond? What did it mean?

5. Labor's Struggle

Industrialization changed the nature of work, working conditions, and the composition of America's workforce. This video analyzes labor's struggle to organize, management's fierce resistance to their efforts, and the status of the American worker at this time.

6. The Populist Challenge

Farmers became more productive and marginalized in American economic and political life, responding by organizing a significant challenge to the established political powers of the era. This video assesses the meaning and legacy of the Populists.

7. The Question of Empire

The nineteenth century ends with the internal transformations of the United States propelling the nation to look outward. Causes and consequences of the Spanish American War, the decision for empire, the resulting war in the Philippines, and the use of the "big stick" in Latin America are discussed and analyzed.

8. The Progressive Paradox

After examining how and why American identity, freedom, and equality had changed since 1876, the progressives and the causes they pursued are profiled. This video assesses the meaning of progressive reform including the paradox of segregation.

9. A War to End All Wars

Although the United States tried to stay out, America entered the World War I on the side of the Allies in 1917. This video analyzes why this happened and the effects of the war on the home and military fronts. In addition, it examines President Wilson's plans for a peaceful world and why the Senate's refusal to go along with his vision.

10. Modern Times

By the early 1920s, America was changing into a society that begins to look quite familiar to us. Radios, automobiles, sports, and consumerism often overshadowed the cultural tensions surrounding race, religion, and immigration. This video examines this new era and assesses its meaning.

11. The Great Depression

The stock market crash in 1929 alarmed investors, and signaled hard times spreading beyond the farms. This video analyzes the causes and effects on Americans and why Hoover's administration seemed unable to deal effectively with the crisis.

12. A New Deal

Roosevelt's "new deal" to Americans delivered some of the most important political and economic reforms in the twentieth century. This video examines how FDR and the New Deal transformed America in the 1930s and assesses the legacy of these changes.

13. Road to War

Japan's attack on Pearl Harbor in late 1941 brought the United States into the most devastating war of the twentieth century. This video analyzes America's diplomatic road to war and the wartime mobilization including the internment of Japanese Americans.

14. World at War

Turning to the diplomacy and military operations, the reasons for Allied success are assessed. In this video, the holocaust, the use of atomic bombs, and how the war transformed the world and the place of the United States in it are examined.

15. Cold War

After considering the status of American identity, freedom, and equality in 1945, we turn our attention to the emerging Cold War. This video assesses the development and application of the containment policy in Europe and Asia, and it examines the fear of communism at home.

16. Pursuit of Happiness

Although the cold war tensions persisted, most Americans were pursuing their versions of happiness in the late 1940s and 1950s. This video explores the expanding economy, the changing nature of work, suburban life, and the important strides toward ending segregation in America.

17. All God's Children

The dreams of freedom and equality for all Americans moved toward a greater degree of reality during the dynamic civil rights movement of the 1960s. This video analyzes the leadership and tactics of the movement, how it changed America, and why the movement eventually stalled.

18. Times Are A-Changin'

The winds of change sweeping across America in the 1960s and early 1970s seemed to be blowing everywhere. This video examines the counterculture, American Indian protest movements, Latino movements, and the second wave of feminism. What did it all mean?

19. The Vietnam Dilemma

Amidst the excitement swirling within America in the 60s, the United States continued to grapple with dangerous issues in the world arena. After reflecting upon the Cuban Missile Crisis, this video examines the complex story of American involvement in Vietnam, and how that affected the American people.

20. The Decline of Liberalism

Liberal policies brought great change in America from FDR's New Deal to LBJ's Great Society. This video analyzes why liberalism came under attack from all sides in late 1960s and early 1970s and how the Watergate Affair, coming on the heels of the Vietnam War, confirmed public mistrust of politicians and government.

21. Conservative Resurgence

After reflecting upon the status of American identity, freedom, and equality at the time of the nation's bicentennial, this video examines the resurging conservative politics that prevailed for the last quarter of the twentieth century. Was government really the problem? Was the era of big government really over?

22. A New Economy

The American economy headed in a different direction in the late twentieth century. Why did this happen? What did it mean? This video analyzes public policy, the effects of technology, the changing nature of work and the workforce, and the decline of organized labor.

23. Life in the Fast Lane

As Americans adjusted to emerging economic realities, the pace of their lives quickened. How did they cope with new freedoms and opportunities? This video analyzes recent social history, including immigration and affirmative action.

24. A Different World

America had to adjust its role in the world in the late twentieth century. This video analyzes the end of the Cold War, America’s continued involvement in the Middle East, and how American policymakers defined U.S. interests in a complicated and often violent world.

25. Globalizing America

At the turn of the twenty-first century, American culture seemed to be everywhere, and global trade accelerated. Then foreign terrorists attacked America on September 11, 2001. Why did this happen? This video analyzes the many dimensions of globalization, including the “war on terrorism.”

26. A More Perfect Union

This final lesson reflects upon American identity, freedom, and equality from the perspective of our recurring experts, as well as from our featured family members. Looking forward, this video examines how we might secure a more perfect union for our posterity.

A DCCCD distance learning course adapted exclusively for delivery to the Navy College Program for Afloat College Education (NCPACE)
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