

## History 121 - United States History: Reconstruction to the Present

**Spring 2020, CRN 21593, 3 Units**

**Class Dates: February 18 to June 12, 2020, Online Class**

**All students should log into Canvas and click on this course shell on February 18 and start reviewing the course and get started on Module 1 so you can complete Module 1 by the first due date. If you do not complete Module 1 by the due date and do not contact me by email with a very good reason, you will be dropped, unless you are a late add. Late adds have until March 2 to finish Module 1 & 2.**

**Canvas website: <https://imperial.instructure.com>. Please bookmark this site.**

**Logging On to Canvas:** Use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. A 24/7 Canvas Support Hotline is available for students to use: **877-893-9853**

### Contact Information

Instructor Name: Mary-Jo Wainwright  
Email: [maryjo.wainwright@imperial.edu](mailto:maryjo.wainwright@imperial.edu)

**Note: expect a response to questions within 24-48 hours except on weekends.**

Class Dates/Times: Starts February 18, ends June 9, Online only

On-campus office hours: Building 1700, **Room 1710**

**Office Hours in Room 1710:** Tues: 1:00 to 2:00 p.m.

**Online Office Hours:** Mon, Wed and Thurs: 10:00 to 11:00 a.m.

These times might periodically change, and an announcement will be posted.

**The fastest way to reach me is by email.** If you email me, please put "**History 121 Online**" in the **subject line** of the email. **Don't forget to put your name inside the email.** If you would like to talk with me over the phone, email me your phone number and a good time to call you. Also, make sure to **check for new announcements often.**

**If you are adding the course,** you must use the add authorization number I gave you and **add immediately to have access to Canvas.** It should take no more than 4 hours for you to be able to log in to Canvas after you have successfully registered through Webstar. You cannot afford to get behind in this class, so the sooner the better. **The first module is due on February 24 at 11:59 p.m.**

**No adds accepted after February 29, 2020. Please print out this document.**

## COURSE DESCRIPTION AND OBJECTIVES

History 121 is a survey of American history from Reconstruction to the present. This course will cover the major political, economic, social, gender, racial, cultural, and intellectual transformations of the modern American eras. Of special note will be an examination of America's rise to global power. At the completion of this course, students will have a broad understanding of the most important ideas, personalities, movements, and events in the modern period. Students will gain skills in analytical thinking, reading, and writing, and learn to analyze and interpret primary and secondary sources of history.

**Course Prerequisite(s) and/or Corequisite(s):** None.

### Expected Student Learning Outcomes:

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

- (1) Identify and recall key information from a historical text and/or documentary film; (ILO1)
- (2) Describe the causes and/or impact of a historical event; (ILO1, ILO2) and
- (3) Explain and analyze the key information contained in a primary source document. (ILO1, ILO2)

### Specific Course Objectives:

1. Describe the major events and key political, economic, foreign policy, intellectual, cultural, social, scientific and technological trends in United States history from the Reconstruction era to the present. Identify and understand the significance of important personalities and ideas in modern American history. Comprehend and describe how the development of the modern United States occurred within a global context in which American society was influenced by and influenced events, ideas, people, and cultures throughout the world. Describe the differences between primary and secondary sources, understanding their use in the development of historical interpretation, and appropriately utilize primary and secondary historical sources to expand comprehension of American history. Understand how the acquisition of historical knowledge about the United States is critical to the development of an educated individual and a responsible American citizen. Specifically:
2. Describe the movement of migrants into the trans-Mississippi west after 1865, the development of western railroads and industries and its impact on Native peoples;
3. Describe the causes and consequences of the second industrial revolution, the scientific and technological innovations that helped fuel it, and the rise of American corporations;
4. Discuss the main trends in American politics during the post-Civil War period including issues of labor, immigration, and urbanization;
5. Explain changing attitudes and policies with regard to race, gender, ethnicity, nationality, and class in the late-19th century;
6. Describe the role of the United States in emerging globalism during the late 19th and early 20th centuries, including American ideas and policies regarding imperialism and the specific events of U.S. involvement in the Asia, the Pacific, the Caribbean and Latin America;
7. Discuss the rise of the new political ideas of Populism and Progressivism and explain the changes they brought to American political, economic and social life;
8. Explain the causes of World War I, the changing response of the United States to the war and the evolution of American involvement, and the global consequences of World War I and the Versailles Peace Treaty;
9. Discuss the main political, social, intellectual, and cultural trends of the 1920s, including the

growth of modernism and the concurrent conservatism in the United States;

10. Explain the economic situation of the 1920s and the causes of the Great Depression in the United States;

11. Discuss the major social and political events of the Great Depression, including the programs and policies of the New Deal, its successes and failures, and the global impact of the Great Depression;

12. Describe the causes of World War II in both Europe and Asia, the evolution of American involvement in the war, the key events of the war, including the development of the atomic bomb, the response of the American public to World War II and its effects on the home front;

13. Discuss the global consequences of World War II, including the emergence of the United States as a permanent player on the global stage;

14. Discuss the causes of the Cold War, the events, attitudes, and policies that led to tension between the United States and the Soviet Union after 1945 and the impact of the emerging Cold War on the rest of the world;

15. Discuss the culture, society, policies and events of the 1950s and early 1960s, including the effects of the Cold War both internationally and domestically, particularly regarding the increasing involvement of the U.S. in global affairs, and the increasing importance of science and technology to American society, both in military and civilian contexts during the 1950s;

16. Describe the causes, key events, personalities, and success of the African American civil rights movement in the United States;

17. Describe the spread of civil rights activism among other groups, such as Chicanos, women, gays, Native Americans and to other areas of American life, such as personal freedom, environmentalism, and political action.

18. Discuss the causes, key events, and consequences of the Vietnam War, including the global context for American involvement in Vietnam, the effect of the war on domestic life in the United States, and the long-term impact of the war on American society and culture both domestically and abroad;

19. Describe the major political, economic, social, and cultural developments in the United States during the 1970s, including domestic and foreign policy successes and failures, the changing U.S. relationship with the Soviet Union and China, and the rising importance of the Middle East in American and global affairs due to events such as the emergence of OPEC and the Iranian revolution;

20. Discuss the rise of domestic conservatism and the "Reagan Revolution" of the 1980s and 1990s, including the computer revolution and the increasing importance of technological innovation to American life, and the challenges and opportunities of the post-Cold War world;

21. Describe the major trends in the United States in the 21st century, including the global war on terror and the changing nature of American engagement with the rest of the world, and the economic, social, and political challenges facing Americans today.

### WARNING:

If this is your first online course, please understand that this class will not be easier than if you took an on-campus course. You will be earning the same number of units as an on-campus course and you will be required to complete the same amount of work.

Specifically, this class will require from 7 to 10 hours of your time each week, including the reading, writing, and online activities required. If you are not prepared to spend the proper amount of time on the course, you might want to rethink taking this course. I am not trying to scare you away, only prepare you for what lay ahead. You will need to be very disciplined and **keep up on the work because the module assignments will be**

**due on a certain date and you won't be able to submit work after the deadline, and if you get behind, your ability to successfully pass the course will diminish.** In addition, working on your assignments at the last minute will not allow you to do your best work and that will affect your grade.

### **IVC Distance Education Support:**

**CANVAS LMS.** Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853. Use this for any help you need with Canvas.

If you want information about your grades or an explanation about an assignment in the class, contact your instructor.

### **Required Textbook**

***Out of Many***, Vol. Two, Brief 6th Edition, John Mack Faragher, et al., 2012  
ISBN 978-0205010622

You can purchase or rent your book at the IVC bookstore on campus. Be careful if you go to the campus bookstore that you **pick up the correct volume number of the book.** (We are using Volume 2, NOT Volume 1 for this class.) **WARNING: If you order your books online, please do so well in advance of the start of school. You cannot afford to wait for your books. If you are waiting for your books, you can go to the IVC library and read the books there, just ask for Wainwright reserves for History 121 at the front desk.** Late assignments will not be accepted just because you couldn't get your books.

## **Course Requirements & Format**

### **Modules**

This class is divided into **14 modules**. Each module contains various activities and tasks. All of the modules will be accessible from the Course Menu under "**Modules.**" See the **Course Schedule for the date each module opens, the tasks required, and the due dates.** Each module lasts one week. Start each week by reading the material contained in the Modules.

**Assignments, discussions, and quizzes are due on the due date of the module and you do not want to get behind or miss very many of these tasks.** You will still be able to see the information in the modules throughout the semester for review. This strict schedule is necessary to keep you on track in the course. Students who get behind in their coursework often end up failing the course as a result. **There is no make-up work or extra credit available in this course.**

## READING ASSIGNMENTS:

1. ***Out of Many***, John Mack Faragher, et al., Vol. 2, Brief Sixth Edition, 2012 (This textbook will be referred to as ***Out of Many*** in the modules & course schedule.) This is your basic textbook for the course and contains all the information, names, dates, description of events, etc. The multiple-choice questions contained in both the quizzes and the exams will come straight out of this book.
2. Additional Readings, including primary source documents and articles of interest are required and located in the appropriate module in Canvas. (Most documents are in Adobe Acrobat format, so you will need to download the Adobe Acrobat Reader to your computer to open these readings.)

## Class Resources:

Click the Modules menu link in Canvas to find Class Resources: Instructor Contact Information, Grading Rubrics for Assignments and Discussions, Exam Study Guides, and Chapter Study Guides and Lecture Outlines.

Each **Study Guide and Lecture Outline** contains focus questions, key terms you should learn from your reading, and outlines of each of the ***Out of Many*** chapters to help you focus on the important issues. Using the study guides and lecture outlines will increase the efficiency of your reading and hopefully improve your performance on the exams. **The Lecture Outlines in Class Resources contain the same information as the PowerPoint Presentations in the Modules, but contain only text without the pictures and images, so you do not have to review both. Pick the version that best fits your needs.**

## Written Assignments

There is a total of eight written assignments contained throughout the modules. These assignments focus on the most important issues in each module. Each assignment will be worth 20 points except the first assignment. It is the **quality** of what you write versus the quantity that will be graded but each assignment must be as long as necessary to answer the question(s). These questions will appear in the module with lecture material. The best way to proceed through the modules is to **start with reading the Lecture materials contained in the Module folder** before reading your textbook and know what questions you must answer so that you can be looking for material to answer the questions while you are reading the textbook, documents, etc. Then complete the assignment. **The questions asked in Assignments cannot be answered by looking at one paragraph or even one page in the book. You should also use the lecture in the module, the other assigned readings and the PowerPoint presentation or the lecture outline in Class Resources** to make sure you have all the answer. Sometimes, the information necessary to answer the question is not all in the textbook.

### **Course Grading Based on Course Objectives:**

In my experience, the most common problem students experience is not being detailed enough in their answers. Always be as specific as you can and use examples from your readings. Make sure to answer all parts of the question. If you use material from outside sources (like websites), make sure to cite your source in your assignment response. **All assignment questions should be primarily answered using your textbook first, as well as the PowerPoints and module lectures and primary source documents. You will lose points if you only use websites for information.** Points will be deducted for inadequate responses. I have included a grading rubric for assignments in Class Resources. Please use this as a guide to how assignments will be graded.

**I will give you feedback on these assignments when I grade them**, so make sure to review my comments and hopefully you will improve your writing as you proceed through the course.

Click on the Assignment in the Module, then click "Submit Assignment" button in upper righthand corner. Please type directly in the text box after clicking the "text entry" tab, or upload a file by clicking "File Upload." Only certain types of document formats will be accepted. It is recommended that you type all your assignments in a word processing program, save them on your computer, and then copy and paste into Canvas. By keeping a copy on your own computer, you can always prove that you did it and resubmit if there is some technical problem.

**Your Assignment will be completed only when you click on the "Submit Assignment" button at the bottom of the box. If for some reason you are having a problem submitting your assignment through the Canvas assignment tool, you can send it to me by email by the due date. (Only do this in an emergency.)**

### **Discussions:**

There are twelve (12) discussions required in this course. All class discussions will be worth 10 or 15 points each. 15-point discussions require more writing than 10-point discussions. Discussions will center around a question posed by your instructor in the module and is related to the readings. These questions will primarily ask for your opinion and there will not be a "right or wrong" answer.

Your discussion response will be graded on whether it is a well thought out response, that it is clear from your response that you did the reading, and that your opinion is based on evidence from your readings. Don't try to respond to a discussion question if you haven't done the reading, because it will be very obvious and you will not get credit for that discussion. A "good" sentence is longer than a few words and actually says something that answers the questions. Make sure to answer all questions in the discussion or you will lose points. A grading rubric for Discussions is also posted in Class Resources.

Except for Module 1, you will have to post a discussion response before you will be able to read other student responses. Although you shouldn't necessarily trust what another student says, reading other student responses can help expand your knowledge.

You will be writing throughout this class, either through the assignments or in group discussions. You should take care to present polished work. This includes checking your spelling and grammar. (You must proofread because Spell Check cannot catch many different types of errors.) If your assignments contain a lot of grammar and spelling mistakes or I can't understand what you are trying to say, I will deduct points.

### **Late Assignments:**

All tasks for each module are to be completed and submitted by the due date indicated for that module. **Late written assignments or discussions will be accepted once or twice during the semester for one day following the due date, but will lose 5 points. The Quizzes must be completed on time because you won't be able to access these after the due date.** No exceptions will be made on these deadlines, unless you contact me and have a very good, documented reason for needing more time. Don't be late too often because it will hurt your grade.

### **Grading Criteria:**

**The total points available for the course is 560 points.** There is no extra credit available in this course, so don't ask. You need at least 390 points to pass the course.

**Assignments = 150 points** (Each assignment is worth **20 points**, except the first assignment which is worth only 10 points/8 written assignments)

**Discussions = 130 points** (Each discussion is worth **10 or 15 points/12 discussions**)

**Quizzes = 180 points** (Each module contains a multiple-choice quiz (10 or 20 questions each/14 quizzes). These quizzes are intended to help you review the material. **No late quizzes allowed.** You have two attempts on each quiz, but only the highest score will be used in your class grade. I **do not give you the answers** to the quizzes because they are **open book** quizzes, so study the questions carefully. If you want to ask me about a specific question that you are having trouble with, please ask. Don't forget to click the "finish" button when you are done with the quiz, or it will not be graded.

**Mid Term Exam Online = 40 points – Due April 8 by 11:59 p.m.**

**Final Exam Online = 60 points – Due June 9 by 11:59 p.m.**

**Study guides for the Mid-Term and Final Exams will be provided in Class Resources, a week or two before the exams, but you can also use the Study**

**Guides provided for each chapter to start preparing for the exam.** The exams will consist of multiple-choice questions.

**Course Grade:** The course grade is based on total points accumulated during the semester. Grades are determined by dividing the total points you earn by the total points available to get your percentage. You can keep track of your grade by clicking on the "Grades" menu in Canvas. It is also a good idea to keep track of your own grades outside Canvas and let me know if you find any discrepancies in "Grades." If you want to verify your point total at any time during the course, please email me. I keep a hard copy of all grades in Excel. Final grade is based on the following percentages:

**90-100% = A, 80-89% = B, 70-79% = C, 60-69% = D, below 60% = F**

## **ATTENDANCE RULES AND WITHDRAWAL FROM THE CLASS:**

A student who fails to complete all of the first tasks (Module 1) of an online class will be dropped by the instructor. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See the IVC [General Catalog](#) for details.

Regular attendance in all classes is expected of all students. Students who fail to complete all required activities for two consecutive modules may be dropped. **You must be an active participant in the class. You cannot just take quizzes. You must do the written assignments to be considered active in the class.**

**The last day to drop the course with a "W" is May 16, 2020.**

## **Online Netiquette**

Netiquette, as you probably know, is a combination of the words "network" and "etiquette." Basically, it describes things you should and shouldn't do while communicating with other people online. This is especially important in an online classroom environment. Here are some examples: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, no profanity, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!)], Don't forget to Capitalize proper nouns, titles, etc.

Overall, please be courteous to me and to your classmates. Working within a safe, friendly learning environment will be beneficial to everyone. If you see postings that are inappropriate, please bring them to my attention, and I will deal with the situation.



## Academic Honesty:

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the importance of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

**Plagiarism** is taking and presenting as one's own, the writings or ideas of others, without citing the source. This includes copying and pasting from any source on the Internet. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to correctly "cite a source," you must ask for help.

**Cheating** is defined as fraud, deceit, or dishonesty in an academic assignment or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question. Acts of cheating include, but are not limited to the following:

- plagiarism;
- copying or attempting to copy from others during an examination or on an assignment;
- communicating test information with another person during an examination;
- allowing others to do an assignment or portion of an assignment; and
- use of a commercial term paper service.

**Anyone whom I determine to have cheated will receive a zero (0) score on the exam or assignment (no make-up on that assignment will be allowed) and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an "F" in the course and/or disciplinary action. Please refer to the IVC [General Catalog](#) for more information on academic dishonesty or other misconduct.**

## OTHER IMPORTANT INFORMATION:

### Additional Student Services:

I am glad to meet individually with students to discuss any problems, questions, or concerns about the course. You can drop by my office during office hours or you can make an appointment to meet with me. You can also leave a message on my voice mail or send me an email. During the week, I try and respond within 24-48 hours. My complete class and office hour schedule is posted outside Room 1710 and on my website.

Imperial Valley College offers various services in support of student success. The following are some of the services available for students.

- **CANVAS LMS:** Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853
- **Learning Services:** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your Campus Map for the Math Lab; Reading, Writing & Language Labs; and the Study Skills Center.
- **Library Services:** There is more to our library than just books. You have access to tutors in the Study Skills Center, study rooms for small groups, and online access to a wealth of resources.

### **Disabled Student Programs and Services (DSPS)**

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services \(DSP&S\)](#) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact DSPS if you feel you need to be evaluated for educational accommodations.

**If you are a disabled student and need special accommodations, please let me know.** I have made every effort to ensure that this course is accessible to all students, including students with disabilities. If you encounter a problem accessing any portion of this course, please contact me immediately.

### **Student Counseling and Health Services:**

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

**Student Health Center:** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District and El Centro Regional Center provide basic health services for students, such as first aid and care for minor illnesses. Contact the [IVC Student Health Center](#) at 760-355-6128 in Room 1536 for more information.

**Mental Health Counseling Services:** Short term individual, couples, family, and group therapy are provided to currently enrolled students. Contact the IVC Mental Health Counseling Services at 760-355-6310 in Room 1536 for more information.

**Veteran's Center:**

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

**Extended Opportunity Program and Services (EOPS)**

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355-6448, [lourdes.mercado@imperial.edu](mailto:lourdes.mercado@imperial.edu).

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, [alexis.ayala@imperial.edu](mailto:alexis.ayala@imperial.edu).

**Student Equity Program:**

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities

and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760-355-5736 or 760-355-5733 Building 100.

- The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760-355-5736 Building 100.

### **Student Rights and Responsibilities:**

Students have the right to experience a positive learning environment and due process of law. For more information regarding student rights and responsibilities please refer to the IVC [General Catalog](#).

### **Information Literacy:**

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC Library Department provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

### **Downloads**

In order to view certain multimedia elements on the Web, you need multimedia players. The most popular players are QuickTime, RealPlayer, Flash, and Shockwave, and they are all freely downloadable.

- [Get Adobe Acrobat Reader](#)
- [Get the QuickTime player](#)
- [Get RealPlayer](#)
- [Get Flash player](#)
- [Get Shockwave](#)

**This course ends on June 9 at 11:59 p.m. You will not be able to enter the site after this deadline.**

**History 121 Course Schedule – Spring 2020**  
**Reading Assignments and Tasks**

Modules	Assignments	Due Dates
<b>Module 1</b> <b>Opens</b> <b>2/18/20</b>	<b>Working with Canvas- Introductions (30 points)</b> (Accepted until 3/2 for late adds)  <b>Tasks:</b> Assignment, Discussion, Quiz	<b>Due 2/24/20</b> <b>at</b> <b>11:59 p.m.</b>
<b>Module 2</b> <b>Opens</b> <b>2/18/20</b>	<b>Introduction to The Study of History; (40 points)</b> <b>Conquest &amp; Survival: The Trans-Mississippi West</b>  <b>Reading Assignment:</b> <i>Out of Many</i> , Chapter 18 "The Nature of History" lecture, Chief Joseph Primary Sources, Modern American Indians article Chapter 18 PowerPoint/Lecture Outline  <b>Tasks:</b> Assignment, Discussion, Quiz	<b>Due 3/2/20</b> <b>at</b> <b>11:59 p.m.</b>
<b>Module 3</b> <b>Opens</b> <b>2/23/20</b>	<b>Production &amp; Consumption in the Gilded Age (30 points)</b>  <b>Reading Assignment:</b> <i>Out of Many</i> , Chapter 19 Chapter 19 PowerPoint/Lecture Outline  <b>Tasks:</b> Assignment, Quiz	<b>Due 3/9/20</b> <b>at</b> <b>11:59 p.m.</b>
<b>Module 4</b> <b>Opens</b> <b>2/23/20</b>	<b>Democracy and Empire (30 points)</b>  <b>Reading Assignment:</b> <i>Out of Many</i> , Chapter 20 Spanish American War in Motion Pictures Chapter 20 PowerPoint/Lecture Outline  <b>Tasks:</b> Discussion, Quiz	<b>Due 3/16/20</b> <b>at</b> <b>11:59 p.m.</b>
<b>Module 5</b> <b>Opens</b> <b>3/8/20</b>	<b>Urban America and the Progressive Era (40 points)</b>  <b>Reading Assignment:</b> <i>Out of Many</i> , Chapter 21 Margaret Sanger/Two Centuries of US Immigration website Chapter 21 PowerPoint/Lecture Outline  <b>Tasks:</b> Assignment, Discussion, Quiz	<b>Due 3/23/20</b> <b>at</b> <b>11:59 p.m.</b>

<p><b>Module 6 Opens 3/8/20</b></p>	<p><b>A Global Power: The Great War (30 points)</b></p> <p><b>Reading Assignment:</b>  <i>Out of Many</i>, Chapter 22  Wilson's War Message &amp; Opposition Speeches  Chapter 22 PowerPoint/Lecture Outline</p> <p><b>Tasks:</b> Assignment, Quiz</p>	<p><b>Due 3/30/20 at 11:59 p.m.</b></p>
<p><b>Module 7 Opens 3/22/20</b></p>	<p><b>The Twenties (30 points)</b></p> <p><b>Reading Assignment:</b>  <i>Out of Many</i>, Chapter 23,  Chapter 23 PowerPoint/Lecture Outline</p> <p><b>Tasks:</b> Discussion, Quiz</p>	<p><b>Due 4/6/20 at 11:59 p.m.</b></p>
<p><b>Mid Term Exam Online</b></p>	<p><b><i>Out of Many</i>, Chapters 18 to 23 (40 points)</b>  Study Guide Available After 3/25 in Class Resources</p>	<p><b>Opens 4/6/20 Due by 4/8/20 11:59 p.m.</b></p>
<p><b>Spring Break - 4/13 to 4/18–Campus Closed</b></p>		
<p><b>Module 8 Opens 3/22/20</b></p>	<p><b>The Great Depression &amp; The New Deal (25 points)</b></p> <p><b>Reading Assignment:</b>  <i>Out of Many</i>, Chapter 24  FDR First Inaugural Speech (1933) &amp; Second Bill of Rights  Chapter 24 PowerPoint/Lecture Outline</p> <p><b>Tasks:</b> Discussion, Quiz</p>	<p><b>Due 4/21/20 at 11:59 p.m. (1 extra day to turn in work)</b></p>
<p><b>Module 9 Opens 4/5/20</b></p>	<p><b>World War II (30 points)</b></p> <p><b>Reading Assignment:</b>  <i>Out of Many</i>, Chapter 25  Letter from Einstein to FDR (1939)  Decision to Drop the Atomic Bomb PowerPoint  Chapter 25 PowerPoint/Lecture Outline</p> <p><b>Tasks:</b> Discussion, Quiz</p>	<p><b>Due 4/27/20 at 11:59 p.m.</b></p>
<p><b>Module 10 Opens 4/5/20</b></p>	<p><b>The Cold War Begins (40 points)</b></p> <p><b>Reading Assignment:</b>  <i>Out of Many</i>, Chapter 26  George Kennan's Long Telegram &amp; NSC 68  Chapter 26 PowerPoint/Lecture Outline</p> <p><b>Tasks:</b> Assignment, Discussion, Quiz</p>	<p><b>Due 5/4/20 at 11:59 p.m.</b></p>

<b>Module 11 Opens 4/19/20</b>	<b>America at Midcentury (25 points)</b> <b>Reading Assignment:</b> <i>Out of Many</i> , Chapter 27 History of Rock n Roll Chapter 27 PowerPoint/Lecture Outline  <b>Tasks:</b> Discussion, Quiz	<b>Due 5/11/20 at 11:59 p.m.</b>
	<b>Last Day to Withdraw from the Class with a "W"</b>	<b>5/16/20</b>
<b>Module 12 Opens 4/19/20</b>	<b>The Civil Rights Movement (40 points)</b> <b>Reading Assignment:</b> <i>Out of Many</i> , Chapter 28 Letter from Birmingham Jail MLK, Jr. "I Have a Dream" Speech Chapter 28 PowerPoint/Lecture Outline  <b>Tasks:</b> Assignment, Discussion, Quiz	<b>Due 5/18/20 at 11:59 p.m.</b>
	<b>Holiday – Campus Closed - 5/25/20</b>	
<b>Module 13 Opens 5/3/20</b>	<b>War Abroad, War at Home (40 points)</b> <b>Reading Assignment:</b> <i>Out of Many</i> , Chapter 29 Vietnam War Documents & Why Vietnam Matters The Sixties Project & Chicano Movement Stonewall & Beyond and Watergate Chapter 29 PowerPoint/Lecture Outline  <b>Tasks:</b> Assignment, Discussion, Quiz	<b>Due 5/26/20 at 11:59 p.m. (1 extra day to turn in work)</b>
<b>Module 14 Opens 5/3/20</b>	<b>The Conservative Ascendancy/The U.S. in a Global Age (30 points)</b>  <b>Reading Assignment:</b> <i>Out of Many</i> , Chapters 30 and 31 Understanding 911 Chapters 30 & 31 PowerPoints/Lecture Outlines  <b>Tasks:</b> Discussion, Quiz	<b>Due 6/1/20 at 11:59 p.m.</b>
	<b>Final Exam Study Guide available 5/26/20</b>	
<b>Final Exam online</b>	<b><i>Out of Many</i>, Chapters 24-30 (60 points)</b>	<b>Opens 6/8/20 Due by 6/9/20 11:59 p.m.</b>

Tentative schedule, subject to change without prior notice