

## Syllabus

### Course Overview

Every part of your life is affected by history—the history of you, your family, your community, and your nation. In the United States, for example, the repercussions of slavery are still felt in struggles for civil rights today. We live in a society where every aspect of our culture, religion, beliefs, politics, language, and technologies are inherited from others who came before us. When we better understand our past, we can better react to the present and prepare for our future.

Over the next 10 weeks, you'll practice four essential employability skills that will help you learn from the past and prepare for your future. They are:

- Problem solving to identify issues, weigh evidence, and make well-informed decisions.
- Communication to articulate an argument, use persuasion, and present a conclusion to your audience.
- Technology to access, utilize, and share information; complete tasks; and maintain a competitive advantage.
- Agility to embrace change and effectively adapt to a continually fluctuating environment.

When it comes to the workplace, practicing these skills to understand your past is essential. No matter the role, industry, or career you choose (or even life circumstances you are in), you can take lessons from the past and apply them to solving problems today and in the future. For example, business leaders want to know why products fail; politicians want to win elections; individuals want to invest in stocks that will grow their wealth. In each of these situations, understanding the past informs decisions about how to move forward. It's time to take control of the past so that you can construct your future.

## Assignments

**Week 1:** Complete a reflection journal assignment, reflecting on the four skills you will be applying in this course and the way in which these skills can be used to better understand history – 5% of grade. **Scoring Guide**

**Week 3:** Complete the Evaluating Historical Sources Worksheet, identifying and evaluating the credibility of two primary sources and two secondary sources you chose for your presentation – 15% of grade. **Scoring Guide**

**Week 4:** Complete a reflection journal assignment by reflecting on the value of critical thinking for understanding both historical and contemporary issues – 5% of grade. **Scoring Guide**

**Week 6:** Complete the Historical Analysis Worksheet, working through a five-step critical thinking process for analyzing and synthesizing the evidence you collected for your presentation – 20% of grade. **Scoring Guide**

**Week 7:** Complete a reflection journal assignment by reflecting on how the techniques that historians use, such as finding and synthesizing evidence from reliable sources, can be applied to your academic and professional life – 5% of grade. **Scoring Guide**

**Week 9:** Create and record a presentation for new employees and volunteers to understand better how key historical events in U.S. history are connected to their work and impact society today – 25% of grade. **Scoring Guide**

## Discussions

Participation in discussions will count for 25% of your final grade.

**Week 2:** Describe an historical issue and the solutions that were proposed at the time and apply the problem-solving skill to a similar challenge that people face today.

**Week 5:** Explain how the agility skill can be useful not only for understanding the past and those who lived it but also for making sense of the issues and debates that shape today's society.

**Week 8:** Explore how to use your technological and communication skills to convey a strong message about the roots of economic change or civil rights issues.

**Week 10:** Reflect on what you have learned about history in the context of the four employability skills.

## Essential Undergraduate Learning Outcomes

All general education courses reflect our Essential Undergraduate Learning Outcomes (EULOS). Review the [Essential Undergraduate Learning Outcomes](#) interactive media piece to learn more about these learning outcomes. HIS1100 supports these outcomes: Communication, Intercultural Competence: Social Responsibility, and Problem Solving: Critical Thinking, Creative Thinking, Scientific and Evidence-Based Inquiry, Information Literacy.

## General Education Information Research Skills Library Guide

A Capella University library guide has been created for your use in general education courses. The [General Education Information Research Skills Library Guide](#) contains tips on how to use the Capella University Library to find resources for your courses. You are encouraged to refer to the resources in this library guide to direct your research in this course.

## Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Analyze historical resources to determine credibility and validity.
- 2 Determine the causes and long-term impacts of a historical event.
- 3 Explain lessons learned from U.S. historical events and their potential influence on a current problem or situation.
- 4 Address assignment purpose in a well-organized manner, incorporating appropriate evidence and tone in grammatically sound sentences.

### **Course Prerequisites**

*There are no prerequisites for this course.*

## Syllabus >> Course Materials

### Required

The materials listed below are required to complete the learning activities in this course.

### Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

#### Book

Montoya, M., Belmonte, L. A., Guarneri, C. J., Hackel, S., Hartigan-O'Connor, E., & Kurashige, L. (2018). *Global Americans: A history of the United States*. Boston, MA: Cengage Learning. ISBN: 9780618833108

### Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Burke, M. (2016). [The American dream is alive and well...on the Forbes 400](#). *Forbes*, 198(5), 58–74.
- Simon, C. (2018, July 16). [Black lives matter has shown hashtags matter, too](#). *USA Today*.
- Wadler, J. (2009, April 2). [And still, they prospered](#). *The New York Times*.
- Wilkerson, I. (2016). [The road to freedom](#). *Smithsonian*, 47(5), 38–49, 102.

### External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL.

Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Feminist Majority Foundation. (2014). [National Organization for Women: Statement of purpose](http://www.feminist.org/research/chronicles/early1.html). Retrieved from <http://www.feminist.org/research/chronicles/early1.html>
- History.com. (2020). [Trail of Tears](https://www.history.com/topics/native-american-history/trail-of-tears). Retrieved from <https://www.history.com/topics/native-american-history/trail-of-tears>
- Michals, D. (Ed.). (2015). [Alice Paul \(1885–1977\)](https://www.womenshistory.org/education-resources/biographies/alice-paul). National Women's History Museum. Retrieved from <https://www.womenshistory.org/education-resources/biographies/alice-paul>
- NBC News. (n.d.). [Immigration & the border](https://www.nbcnews.com/immigration-border-crisis). Retrieved from <https://www.nbcnews.com/immigration-border-crisis>
- United States House of Representatives, History, Art & Archives. (n.d.). [The civil rights movement and the second reconstruction, 1945–1968](https://history.house.gov/Exhibitions-and-Publications/BAIC/Historical-Essays/Keeping-the-Faith/Civil-Rights-Movement/). Retrieved from <https://history.house.gov/Exhibitions-and-Publications/BAIC/Historical-Essays/Keeping-the-Faith/Civil-Rights-Movement/>
- Yale Law School, Lillian Goldman Law Library, the Avalon Project. (2008). [Treaties between the United States and Native Americans](https://avalon.law.yale.edu/subject_menus/ntreaty.asp). Retrieved from [https://avalon.law.yale.edu/subject\\_menus/ntreaty.asp](https://avalon.law.yale.edu/subject_menus/ntreaty.asp)

## Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

## Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

## Unit 1 >> The Historian's Toolkit

### Introduction

#### History: Past and Present

Imagine you work for a futuristic tech company that specializes in time travel. The company's engineering team has converted old Mustang Shelby GT-500s into vehicles that will transport people back in time with the shift of a few gears. Your manager has assigned you to

transport Dianne and Jake, two history teachers who are working on a documentary about momentous events in American history, on a time-traveling journey. Dianne and Jake, with your guidance, will not only learn about American history, they will also be using several key skills—problem solving, technology, agility, and communication—to better understand how the past informs present-day social, political, and economic issues.

Your first stop? The year is 1822, and your team is visiting a cotton mill in Lowell, Massachusetts. Owned by the Boston Manufacturing Company, the mill has implemented what came to be known as the Waltham-Lowell system, where all aspects of fabric production occur within a single mill. Dianne asks you, "How did workers react to this new mode of production?"

Based on your knowledge of the Industrial Revolution and the expansion of wage labor at the expense of artisan workshops, how would you respond? Can you use your problem-solving skills to trace the roots of current concerns about automation or other economic or technological changes that affect what jobs are available and how people work? During this first week of the course, you will begin learning how the problem-solving skill can help you understand the past and make connections between past and present.

### To-Do List:

- **Assignment:** Complete a reflection journal assignment, reflecting on the four skills you will be applying in this course and the way in which these skills can be used to better understand history.
- **What You Need to Know:** Review information about the four skills you will be learning in this course and read about transformations in work and labor in the 19th century.
- **Interactive Learning Module:** Complete the History Primary Source Analysis Tutorial.
- **Interactive Learning Module:** Complete the Chapter 9 Setting the Scene Video Activity.
- **Plan:** Choose the topic you will base your assignments on in this course.

## Learning Activities

### u01s1 - Activity Overview

## Assignment Overview

Write the first of three journal assignments. Reflect on the four skills you will be applying in this course and the way in which these skills can be used to better understand history.

## u01s2 - What You Need to Know

*"You don't hate history; you hate the way it was taught to you in high school."*

**- Stephen Ambrose, Historian**

## Essential Skills

This is not your average history class. You aren't going to be asked to recite the Gettysburg Address. You will not be quizzed on dates and names and battle configurations. This course is about developing the knowledge and skills you need to face your personal and professional life in an ever-changing world. It's about coming to the best conclusion about the present by first going back to the past.

Over the next 10 weeks, you'll practice four essential employability skills that will help you learn from the past and prepare for your future. They are:

- Problem solving to identify issues, weigh evidence, and make well-informed decisions.
- Communication to articulate an argument, use persuasion, and present a conclusion to your audience.
- Technology to access, utilize, and share information; complete tasks; and maintain a competitive advantage.
- Agility to embrace change and effectively adapt to a continually fluctuating environment.

Together, these four skills will help you look at the past to gather and analyze evidence, articulate ideas, and present your findings to others. Throughout history, you can also see how our ancestors have overcome similar challenges using the same skills you are learning today.

## Skill Application

When it comes to the news these days, it can be hard to know just who to trust. That's where Rod Hicks, the "journalist on call" for the Society of Professional Journalists, comes in. He's made it his mission to help journalists regain the public's trust in an era of fake news. In this week's Capella Stories, you'll discover how Rod is working to facilitate understanding between journalists and their audiences by learning how reporters source information for their stories.

- [Capella Stories: Fake News? Check the Source!](#)

## Back to the 19th Century: Technology and the Transformation of Work and Labor

This week's reading focuses on a period of dramatic change in American history: a time when technological advances transformed the nature of work, fueling social and political changes that would profoundly shape the trajectory of this nation.

- Montoya, M., Belmonte, L. A., Guarneri, C. J., Hackel, S., Hartigan-O'Connor, E., & Kurashige, L. (2018). *Global Americans: A history of the United States*. Boston, MA: Cengage Learning.
  - Chapter 9, "Markets and Democracy, 1790–1840," pages 248–277.
    - One of the themes of this chapter connects to one of the topics you can choose for the course assignments: economic change and its impact. This chapter has several examples of economic changes that affected people's lives and the structure of society, including the expansion of industrialization and transportation networks. It also explores the growing rift between states that practiced slavery and those that did not, setting the stage for the Civil War.

## Primary and Secondary Sources

For the assignments in this course, you are required to choose a topic related to economic change or civil rights and find primary and secondary resources related to that topic. A sample of possible resources are listed below by topic. Review these resources to help you understand the difference between primary and secondary sources and to generate ideas for your topic.

### Primary

Facing Economic Change:

- Wadler, J. (2009, April 2). [And still, they prospered](#). *The New York Times*.

Civil Rights: Women's History:

- Feminist Majority Foundation. (2014). [National Organization for Women: Statement of purpose](#). Retrieved from <http://www.feminist.org/research/chronicles/early1.html>

Civil Rights: Native American History:

- Yale Law School, Lillian Goldman Law Library, the Avalon Project. (2008). [Treaties between the United States and Native Americans](#). Retrieved from [https://avalon.law.yale.edu/subject\\_menus/ntreaty.asp](https://avalon.law.yale.edu/subject_menus/ntreaty.asp)

Civil Rights: African American History:

- United States House of Representatives, History, Art & Archives. (n.d.). [The civil rights movement and the second reconstruction, 1945–1968](#). Retrieved from <https://history.house.gov/Exhibitions-and-Publications/BAIC/Historical-Essays/Keeping-the-Faith/Civil-Rights-Movement/>

Civil Rights: Immigrant History:

- Burke, M. (2016). [The American dream is alive and well...on the Forbes 400](#). *Forbes*, 198(5), 58–74.

### Secondary

Facing Economic Change:

- Wilkerson, I. (2016). [The road to freedom](#). *Smithsonian*, 47(5), 38–49, 102.



#### Civil Rights: Women's History:

- Michals, D. (Ed.). (2015). [Alice Paul \(1885–1977\)](https://www.womenshistory.org/education-resources/biographies/alice-paul). National Women's History Museum. Retrieved from <https://www.womenshistory.org/education-resources/biographies/alice-paul>

#### Civil Rights: Native American History:

- History.com. (2020). [Trail of Tears](https://www.history.com/topics/native-american-history/trail-of-tears). Retrieved from <https://www.history.com/topics/native-american-history/trail-of-tears>

#### Civil Rights: African-American History:

- Simon, C. (2018, July 16). [Black lives matter has shown hashtags matter, too](#). *USA Today*.

#### Civil Rights: Immigrant History:

- NBC News. (n.d.). [Immigration & the border](https://www.nbcnews.com/immigration-border-crisis). Retrieved from <https://www.nbcnews.com/immigration-border-crisis>

### u01v1 - Interactive Learning Module: MindTap: History Primary Source Analysis Tutorial

The History Primary Source Analysis Tutorial associated with your *Global Americans: A History of the United States* textbook will introduce you to primary sources and how to analyze them, a skill you will need for the Evaluating Historical Sources assignment in Week 3 and the Historical Analysis assignment in Week 6.

To access the MindTap activities in this course for the first time:

- Accept a standard service agreement.
- Select **ENTER** when the personalized HIS1100 MindTap landing page appears.
- Be advised that Mozilla FireFox or Google Chrome are optimum for accessing this virtual content.

The per-learner cost for access to assigned videos is arranged with the publisher of your *Global Americans: A History of the United States* textbook. Learners enrolled in this course are prohibited from sharing this proprietary ancillary media content outside of this courseroom.

### u01v2 - Interactive Learning Module: MindTap: Chapter 9 Setting the Scene Video Activity

Complete the Chapter 9 Setting the Scene Video Activity associated with your *Global Americans: A History of the United States* textbook. This activity introduces you to the key themes and issues in Chapter 9 of the text and examines the personal impact of major historical developments in the 19th century. You will use the information from this activity in your Reflection Journal assignment due this week.

Learners enrolled in this course are prohibited from sharing this proprietary textbook publisher media content outside of this courseroom.

## u01a1 - Reflection Journal

### Overview

This course features three journal assignments in Weeks 1, 4, and 7. The purpose of these journal assignments is to share your thoughts and reflections on the topics and readings in the course. Citing sources is not necessary, as the focus here should be on your personal journey toward developing an understanding of how history informs contemporary life. While this activity is more informal than a paper, you are encouraged to write in an organized manner and observe grammar and spelling conventions.

### Preparation

Review the learning materials in What You Need to Know in Week 1.

### Instructions

For each journal assignment, you will be asked to focus your reflections on a few topics. Complete your journal entry in a Word document and submit it in the assignment area. You can copy and paste the steps (1–3 below) into a Word document as well. Your submission should accomplish the following:

**Step 1:** Describe your current understanding of the four employability skills in the context of your personal or professional life.

- The four skills that apply to the study of history are problem solving, technology, communication, and agility.

**Step 2:** Describe the connection between studying history and these four skills.

**Step 3:** Provide an example that illustrates the connection between history and the four skills.

- You can find examples in the MindTap: Chapter 9 Setting the Scene Video Activity you completed this week.

**Step 4:** Write in an organized manner using appropriate grammar and spelling conventions.

- Include one paragraph for each step above (three paragraphs total).

## Additional Requirements

Your journal entry should meet the following requirements:

- **Written communication:** Written communication should be free of errors that detract from the overall message.
- **Font and font size:** Times New Roman, 12 point.

Review the Reflection Journal Scoring Guide for details on how your assignment will be graded.

## Competencies Measured

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- **Competency 3: Explain lessons learned from U.S. historical events and their potential influence on a current problem or situation.**
  - Describe your current understanding of the four employability skills in the context of your personal or professional life.
  - Describe the connection between studying history and these skills.
  - Provide an example that illustrates that connection.
- **Competency 4: Address assignment purpose in a well-organized manner, incorporating appropriate evidence and tone in grammatically sound sentences.**
  - Write in an organized manner using appropriate grammar and spelling conventions.

## u01s3 - Plan: Choose Your Topic

In addition to the Reflection Journal assignments, you will complete three assignments that build on each other and culminate in a presentation.

- Week 3: Evaluating Historical Sources.
- Week 6: Historical Analysis.
- Week 9: Lessons From History Presentation.

This course includes several Plan activities that are designed to help you prepare for these assignments. This week, begin preparation for the Week 3 assignment by choosing one of two general topics below. Note: You do not have to submit this work in an assignment this week; rather this is an opportunity to begin thinking about and

choosing your topic now so that you are prepared for the assignment work coming up in the course. Next week, you will further narrow your topic. Review the topics and ideas below to get started.

## Topic Choice 1: Facing Economic Change

The pace of economic change and workplace change is faster than ever. How have people been impacted by such changes in the past, and how have they adapted? Based on these historical shifts, what lessons can we learn for success in the modern workplace and for adapting to changes that might occur down the road?

Your focus—choose one of these economic aspects of our history and social life:

1. What if the bottom falls out? (Think about major economic events, such as the Great Depression, and the examples and lessons those events have taught.)
2. What happens when the workplace changes? (Think about examples and lessons from the past, such as the shift from artisan workshops to wage labor.)

## Topic Choice 2: Engaging Civil Rights

The nation was established with a foundation of principles of freedom, rights, and equality. But these principles were created in a society that included slavery and unequal rights. The historical struggle has been to expand and apply these principles more inclusively for particular groups, such as African Americans, women, and immigrant groups. What were the key barriers these groups faced, and how were they affected? How have those groups overcome those obstacles? What are current issues facing these groups, and how might these issues be successfully addressed now and in the future?

Your focus—choose to study the historical experiences and current issues of one of these groups:

- Women.
- Native Americans.
- African Americans.
- Immigrants.

### Unit 2 >> A Nation at War

#### Introduction

### On the Underground Railroad

The next stop on your journey in time is Guilford County, North Carolina, in 1854. You, Dianne, and Jake suddenly find yourselves at

an Underground Railroad stop operated by a county abolitionist group. You learn about the essential role abolitionists like Harriet Tubman (pictured in the photo with former slaves she freed) and the Underground Railroad played in helping slaves escape slavery. Imagine what it must have been like for those running the Railroad and the slaves who were on the journey to freedom, especially given the heightened risk of being a runaway slave or assisting runaways after the 1850 Fugitive Slave Act.

Consider how the abolitionists identified a problem—the scourge of slavery, which they saw as a destructive and immoral force—and worked to solve it through their actions. This ability to see the world through another person's eyes is part of the agility skill, and it can help you more effectively solve problems.

### To-Do List:

- **Discussion:** Describe an historical issue and the solutions that were proposed at the time and apply the problem-solving skill to a similar challenge that people face today.
- **What You Need to Know:** Review the problem-solving and agility skills and read about the expansion of slavery, sectionalism and conflict, and the Civil War.
- **Interactive Learning Module:** Complete the Chapter 12 Setting the Scene Video Activity.
- **Interactive Learning Module:** Complete the Lives of the Enslaved activity.
- **Plan:** Narrow your focus for your assignment due next week.

## Learning Activities

### u02s1 - Activity Overview

## Discussion Overview

Describe an historical issue and the solutions that were proposed at the time, and apply the problem-solving skill to a similar challenge that people face today.

### u02s2 - What You Need to Know

*“If you do not know how to ask the right question, you discover nothing.”*

**- W. Edwards Deming, Statistician**

# Essential Skills

This week you have the opportunity to practice your problem-solving skill by examining economic and social challenges in the past and using that information to explore how these same challenges can be addressed today. You'll also practice your agility skill as you recognize how you can use the information you discover (both primary and secondary sources) to adapt to the present and plan for the future.

## Skill Application

Have you ever been confronted with two versions of the same story? It can be hard to know which to believe, right? Historians and students of history (like you!) often face the same challenge. In this week's Capella Stories, biographer and historian Kate Clifford Larson walks us through important moments in Harriet Tubman's life and reveals the critical thinking steps she took to determine their historical accuracy. How will these same steps strengthen your problem-solving skill and help you think critically in your own life? Learn how Harriet Tubman's biographer used the six steps of critical thinking to discover the real story of this fascinating American hero.

- [Capella Stories: History and Mystery with Harriet Tubman](#).

## Back to the 19th Century: Economic and Territorial Expansion and the Fracturing of a Nation

In the 1850s, national expansion westward and the growth of slavery fueled sectional rivalries and political divisions, eventually leading to the eruption of the Civil War in 1861. This conflict profoundly affected Americans living at the time, even dividing families whose members lived on both sides of the line dividing North and South. But many of the issues raised by slavery and political and military conflict at the time—questions about civil rights, regional differences, and the scope of state's rights within a nation with centralized government—continue to shape the United States in the 21st century. By understanding where these changes come from and by examining the bigger picture, we are better equipped to make decisions about how to proceed in the future. In fact, whatever we face in our life and career, it's important to get to the *root* of the problem by looking at the past and ensuring we have all of the information.

This week's reading focuses on the American struggle over slavery in the midst of economic expansion and nationalism and the politics of sectionalism that led to the Civil War.

- Montoya, M., Belmonte, L. A., Guarneri, C. J., Hackel, S., Hartigan-O'Connor, E., & Kurashige, L. (2018). *Global Americans: A history of the United States*. Boston, MA: Cengage Learning.
  - Chapter 12, "Expansion, Slavery, and the Coming of the Civil War, 1848–1861," pages 340–369.
    - This chapter explains more about the slavery debate in the context of a growing political and regional divide.
  - Chapter 13, "The American Civil War, 1861–1865," pages 370–401.
    - Note how these readings relate to the course themes, addressing the trajectory and impact of economic change and analyzing key civil rights issues. Also consider how the issues people were debating in the 1850s and 1860s influence our society today.

## u02v1 - Interactive Learning Module: Chapter 12 Setting the Scene Video Activity

The Chapter 12 Setting the Scene Video Activity associated with your *Global Americans: A History of the United States* textbook examines the conflict that emerged between anti-slavery and pro-slavery forces. You can use what you learn from this activity in this week's discussion. This video also relates directly to African American civil rights, one of the two topics you can choose to focus on in the course assignments.

## u02v2 - Interactive Learning Module: MindTap: Primary Source Activity: Lives of the Enslaved

The Primary Source Activity: Lives of the Enslaved associated with your *Global Americans: A History of the United States* textbook gives you the opportunity to practice your primary source analysis skills, which you will use in next week's Evaluating Historical Sources assignment. You can also use what you learn from this activity in this week's discussion.

## u02d1 - Write Your Discussion Post

### Problem Solving

For this discussion, apply the problem-solving skill to understand the challenges and impact of economic, social, and political changes in the early 19th century. Using one of the historical issues covered in the readings or the MindTap activities you completed, explore a problem that emerged from that issue. For example, consider the problems workers and families experienced as a result of industrialization and the expansion of wage labor or the way in which slavery created a deep national divide. In your initial post, address the following:

- Identify one of the historical issues that interested you in this week's readings or MindTap activities and that continues to remain an issue in some way today (for instance, concerns about automation and downsizing and their impact on American workers are not all that different from concerns about the shifting nature of work in the 19th century). What do you see as one of the key problems that emerged as a result of that event or issue? What solutions, if any, were proposed or enacted at the time?

- How would you use your problem-solving skills to address the issue today? Keep in mind that part of problem solving involves finding the right information so you can make an informed decision, so be sure to address how you would gather trustworthy information to address the problem.

## Response Guidelines

After completing your initial post, reply to two of your classmates, sharing your thoughts on historical and contemporary solutions to the problem your classmate has identified.

### Course Resources

Undergraduate Discussion Participation Scoring Guide

## u02s3 - Plan: Narrow Your Focus

### Overview

Before you can address any kind of challenge in your personal or professional life, gathering accurate information is a must. In a world of fake news, instant communication, and dubious online sources, the quest for reliable facts has become increasingly difficult. In our information-rich society (we're creating 2.5 quintillion bytes of data each day!), it is becoming more and more essential to identify and rely on trustworthy information.

The first step in gathering reliable information? Narrow your focus. What question are you really trying to answer? Are the sources of information you have relevant to your topic? What types of information do you need? As you take a look at some of the pivotal economic, political, and social challenges throughout American history, you'll learn from historians about the kinds of information they gather as they answer important questions about our past. And you'll get to play historian yourself as you begin your own process of gathering and evaluating evidence, including both primary and secondary sources.

Primary sources are firsthand accounts from people living in a particular time period, such as Frederick Douglass's autobiography or Abraham Lincoln's Emancipation Proclamation. Primary sources can also include statistical information about the era being studied (for example, census data from the 19th century). Secondary sources, on the other hand, are analyses and interpretations of historical events or issues based on primary sources. For example, a secondary source might be a journal article in which an historian compares the experiences of slaves in North and South Carolina in the first half of the 19th century.

### Instructions

This week you're going to narrow the focus of your presentation so you can begin your search for primary and secondary sources on your topic. Note: This work is preparation for the first assignment due in Week 3



(Evaluating Historical Sources). You are not required to turn in your work this week, but you will use it for your Week 3 assignment. It's a good idea to record this information and save it now in a Word document so that you have it handy when you work on and submit the Week 3 assignment.

## Step 1: Narrow Your Focus

Review the questions related to the topic you chose in Week 1. Think about **who** you want to focus on and **what** event or challenge you want to focus on.

### **Economic Change:**

1. What if the bottom falls out?
  - How can you prepare and protect yourself for bad times based on lessons learned from the Great Recession of 2008 or the Great Depression?
2. What happens when the workplace changes?
  - How can people adjust when the workplace changes? What lessons can we learn from America's Industrial Revolution, the new economy of the 1950s, or the Information Age?

### **Civil Rights:**

1. Women.
  - What strategies were used and what lessons can we learn from the struggles women faced in the late 1800s—early 1900s or the 1960s and 1970s for engaging and understanding current and future women's rights issues?
2. African Americans.
  - Considering past struggles such as Reconstruction and the Jim Crow era or the civil rights movement of the 1950s and 1960s for African American civil rights, what lessons can we learn about the best strategies for protecting civil rights now and in the future?
3. Native Americans.
  - How can lessons learned from events or policies such as the Trail of Tears, the Indian Removal Act, or the Dawes Act be used to address the challenges Native Americans face today?
4. Immigrant Groups.
  - Based on lessons learned from immigration policies in the late 1800s and early 1900s, how can present-day immigration issues be addressed?

## Step 2: Find Resources from the List

Review the [History Presentation Resource List \[DOCX\]](#), which provides a starting point for primary and secondary sources. For next week's Evaluating Historical Sources assignment, you will need a total of four sources: two primary and two secondary. Up to two of these sources can come from the History Presentation Resource List.

## Step 3: Search on Your Own

Identify the key words and concepts that you will use to focus your search. You will need to locate two additional sources from the Capella library or from credible websites. For help finding sources on the Internet and in the Capella library, review the [Finding Primary and Secondary Sources](#) page on the [General Education Information Research Skills Library Guide](#). To ensure you are finding quality sources, refer to the Capella library's [Think Critically About Source Quality](#) resource.

## Unit 3 >> Straight to the Source

### Introduction

#### Wounded Knee

Suddenly you are catapulted to the year 1890. First you meet Wovoka, a Paiute leader who popularized a Native American movement called the Ghost Dance, which included ceremonies that acknowledged the suffering Native Americans had experienced and ritual dances that would spark a return to the traditional way of life.

Then you encounter a federal government official who insists that the Ghost Dance is advocating war against whites. Jake notes that the tension between whites and Native Americans at this time soon results in the massacre at Wounded Knee, but he also wonders whether the presumption that Ghost Dances were war ceremonies was accurate.

How would you use your agility and problem-solving skills to evaluate the government official's claim? What sources would you rely on to obtain accurate information? This week you will use your problem-solving and agility skills to evaluate sources for credibility and validity and develop a more accurate assessment of historical events like Wounded Knee.

Discovering how to evaluate the credibility and validity of the information around you is essential for navigating today's world of misinformation and fake news. You'll be able to draw accurate conclusions about what's real... or not real. Knowing the facts will also help you make stronger arguments and decisions—not only in this course but throughout your life and career. You will also practice your agility skill to learn how you can use the information you discover to pivot, or change direction, in the present while you prepare for your future.

To-Do List:

- **Assignment:** Complete the Evaluating Historical Sources Worksheet, identifying and evaluating the credibility of two primary sources and two secondary sources you chose for your presentation.
- **What You Need to Know:** Review the problem-solving and agility skills and read about Reconstruction and Westward expansion.
- **Interactive Learning Module:** Complete the Evaluating Sources activity.
- **Interactive Learning Module:** Complete the Incorporation of the U.S. West activity.

## Learning Activities

### u03s1 - Activity Overview

## Assignment Overview

Complete the Evaluating Historical Sources Worksheet, identifying and evaluating the credibility of two primary sources and two secondary sources you chose in the Week 2 Plan activity, Narrow Your Focus.

### u03s2 - What You Need to Know

*"Don't believe everything you see. Even salt looks like sugar."*

**- Unknown**

## Essential Skills

Unpacked and unlabeled, salt and sugar look quite similar. While one will help you achieve sweet baking success, the other is sure to ruin your grandma's famous cookie recipe. So, it's important to know what you have before you start.

The same is true when it comes to understanding history. Throughout this course, you're learning how understanding our past can help us make connections and draw conclusions for our present and future. But, just like adding the wrong ingredient to your batter can destroy your batch of cookies, utilizing the wrong information can also destroy a winning argument or solution.

That's why understanding where our information comes from—and whether it is valid and credible—is so important. When we take the time to evaluate the information we use before drawing conclusions, we are practicing effective problem solving and preparing ourselves to make informed decisions about our future.

This week, you will continue to improve your problem-solving skill by discovering how to evaluate sources of evidence to determine validity and credibility. You will also discover how carefully choosing the information you

use to make decisions can set you up for success in your personal and professional life. Studying historical moments of change and honing your ability to weather such changes in your life are also part of practicing your agility skill.

## Skill Application

Learn how one test can help you ensure your sources are reliable no matter what type of information you're looking for.

- [Top 4 Ways to Vet Your Sources \[PDF\]](#).

## Back to the Late 19th and Early 20th Century: Reconstruction and Westward Expansion

This week, we'll do a deeper dive into economic and social change in American history by examining Reconstruction and its legacy, the continued extension of rail transportation, and the Native American resistance to Westward expansion and resettlement.

- Montoya, M., Belmonte, L. A., Guarneri, C. J., Hackel, S., Hartigan-O'Connor, E., & Kurashige, L. (2018). *Global Americans: A history of the United States*. Boston, MA: Cengage Learning.
  - Chapter 14, "Reunion and Retreat: Reconstruction, 1865–1877," pages 402–431.
    - This chapter delves into Reconstruction, the period after slavery ended, and explains more about the profound, long-term impact that Reconstruction-era policies had on American life.
  - Chapter 15, "Incorporation of the U.S. West, 1862–1917," pages 432–461.
    - This chapter provides a deeper understanding of the challenges and effects of Westward expansion, including the treatment of Native Americans and their response to violence and resettlement.

## Primary and Secondary Sources

If you are still looking for resources for your Evaluating Historical Sources assignment, review the [History Presentation Resource List \[DOCX\]](#), which provides a starting point for primary and secondary sources. You will need a total of four sources: two primary and two secondary. Up to two of these sources can come from the History Presentation Resource List. For help searching the library or the Internet, review the [Finding Primary and Secondary Sources](#) page on the [General Education Information Research Skills Library Guide](#).

Complete the Research and Writing Skills Tutorial: Evaluating Sources activity associated with your *Global Americans: A History of the United States* textbook. In this activity, you will continue to practice using your critical thinking skills to evaluate primary and secondary sources. You will be demonstrating these skills in this week's assignment.

### **u03v2 - Interactive Learning Module: MindTap: Chapter 15 Interactive Timeline Activity: Incorporation of the U.S. West**

Complete the Chapter 15 Interactive Timeline Activity: Incorporation of the U.S. West associated with your *Global Americans: A History of the United States* textbook. This activity helps you visualize and understand some of the important events associated with U.S. expansion westward. You can include reflection on one or more of these events in your Reflection Journal assignment next week.

### **u03a1 - Evaluating Historical Sources**

## **Overview**

Imagine you represent your company at a service organization dealing with one of these two issues: facing economic change or engaging civil rights. Your supervisor has asked you to research information related to the history of this issue for your organization to help new employees and volunteers understand it better. For this assignment, choose one of these issues, and put together a list of four credible sources (two primary and two secondary) and evaluate them. Your predecessor already started a list of sample primary and secondary sources and collections of sources.

## **Preparation**

Complete the following if you haven't done so already. Refer to the Plan activities in Weeks 1 and 2 for more information.

1. **Choose Topic:** Choose a topic (facing economic change or engaging civil rights) and narrow its focus.
2. **Identify Resources:** Review the [History Presentation Resource List \[DOCX\]](#). Choose two sources from the list that correspond to your topic.

3. **Research:** Conduct your own research to locate two additional sources relevant to your topic. The additional sources should be resources from the Capella library or credible websites. For help finding sources on the Internet and in the Capella Library, review the [Finding Primary and Secondary Sources](#) page on the [General Education Information Research Skills Library Guide](#). To ensure you are finding quality sources, refer to the Capella library's [Think Critically About Source Quality](#) resource page.

## Instructions

Use the [Evaluating Historical Sources Worksheet \[DOCX\]](#) to complete the following steps. Be sure to answer each question in the worksheet for each source.

**Step 1:** Identify quality primary and secondary sources related to a historical topic.

- Find four sources (two primary and two secondary). Two of these sources can come from the resource list, and two must come from your own research. Some of the items in the resource list are collections, so you'll have to dig a little deeper to find a specific source that matches your topic.

**Step 2:** Identify key elements of each source, including the author, date, and main idea.

**Step 3:** Describe the biases and perspectives of the authors of each source.

**Step 4:** Explain why each source is or is not credible.

**Step 5:** Write in a well-organized and concise manner that adheres to the rules of grammar, usage, and mechanics.

## Additional Requirements

Your paper should meet the following requirements:

- **Written communication:** Written communication should be free of errors that detract from the overall message.
- **Citations:** Include a complete citation for each source. Review [Evidence and APA](#) for more information on how to cite your sources.
- **Number of References:** Your paper should include at least four cited sources, two primary and two secondary.
- **Font and font size:** Times New Roman, 12 point.

Review the assignment scoring guide for details on how your assignment will be graded.

## Competencies Measured

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- **Competency 1: Analyze historical records to determine credibility and validity.**
  - Identify quality primary and secondary sources related to a historical topic.

- Identify key elements of each source, including the author, date, and main idea.
  - Describe the biases and perspectives of the authors of each source.
  - Describe key facts presented in each source.
  - Explain why each source is or is not credible.
- **Competency 4: Address assignment purpose in a well-organized manner, incorporating appropriate evidence and tone in grammatically sound sentences.**
    - Write in a well-organized and concise manner that adheres to the rules of grammar, usage, and mechanics.

## Unit 4 >> The Impact of Economic and Technological Change

### Introduction

#### Progressivism

Your Mustang time transporter's next stop is a meeting of national progressive race reformers in New York City in 1909. Buoyed by the message of leaders like W.E.B. DuBois and Ida Wells, who advocated for racial equality for African Americans, these reformers created the National Association for the Advancement of Colored People (NAACP). The NAACP pushed for civil rights and educational opportunities for African Americans and the end of Jim Crow laws. Its leader, DuBois, is depicted in the photo with others preparing the NAACP publication for print.

You discuss with Dianne and Jake how this is one example of a broader progressive movement that developed in the early 20th century and that tackled various issues, including promoting racial and gender equality as well as helping immigrants adjust to American life.

This week you'll refine your critical thinking strategy, an important part of the problem-solving skill, to better understand why these kinds of social movements emerged and their short-term and long-term impact on American society. As people continue their journey toward gaining new rights in the modern world, our ability to think critically about where we've come from, where we are now, and where we hope to be in the future is more important than ever. This week, you'll explore how the fight for rights in our past continues to have a powerful impact on our present and future.

## To-Do List:

- **Assignment:** Complete a reflection journal assignment by reflecting on the value of critical thinking for understanding both historical and contemporary issues.
- **What You Need to Know:** Learn about industrialization, the growth of U.S. cities, and the rise of progressive politics while continuing to develop your problem-solving skill.
- **Interactive Learning Module:** Complete the Progressivism and Social Justice activity.
- **Plan:** Practice your critical thinking skills to prepare for your next assignment.

## Learning Activities

### u04s1 - Activity Overview

## Assignment Overview

Write the second of three journal assignments. Reflect on the value of critical thinking for understanding both historical and contemporary issues.

### u04s2 - What You Need to Know

*"America did not invent human rights. In a very real sense human rights invented America."*

**- Jimmy Carter,  
39th President of the United States**

## Essential Skills

You are planning a special dinner and want to add the perfect seasonings. But your spice drawer is a jumbled mess. You comb through the jars of spices, getting increasingly more annoyed. Where's the salt? The cilantro? That container of garlic? Frustrating, right? But if you line up the spices neatly on the counter in front of you, you can suddenly see all your options...and calmly choose the best flavoring for your meal.

That's what critical thinking is—the ability to step back from a problem, assess what you have to work with, and rationally decide the best way forward toward a solution. It's a key component of practicing your problem-solving skill in this course and beyond. By improving your critical thinking so you can solve problems in the present and future, you'll take a positive step toward achieving both your personal and professional goals.

Not only do historians use problem solving to better understand the past, but key historical figures—from the suffragettes to members of the #MeToo movement and from the Knights of Labor to today's labor and business



leaders—continue to use it today to change the course of history. Using critical thinking to solve problems outside of this course could help you, for example, propose a solution to address nursing mothers' rights at work, decide how to put a positive spin on an employment gap at a job interview, or even consider how skills you've learned in past Capella courses have impacted your current success. Understanding how to apply critical thinking to solve problems in any personal or professional situation you encounter will help you take control of your own life to achieve the future you want!

## Skill Application

In this week's Capella Stories, you'll learn how decorated Thunderbird pilot Nicole Malachowski used critical thinking to achieve her long-held dream—the conferment of the Congressional Medal of Honor on WWII's Women Airforce Service Pilots (WASP).

- [Capella Stories: Bringing the WASP to New Heights](#).

## Back to the 19th and 20th Centuries: Industrialization

Last week you studied Reconstruction and its effects on American life, the rise of the women's suffrage movement, and the consequences of Westward expansion. This week you will learn why critical thinking is important for determining the causes of historical events and their long-term impacts, including the making of industrial America in the late 19th and early 20th centuries, the continued transformation of work as a result of industrialization, the growth of cities, and the rise of progressivism. You will also continue to practice how you can best assess evidence to draw conclusions in your own life.

- Montoya, M., Belmonte, L. A., Guarneri, C. J., Hackel, S., Hartigan-O'Connor, E., & Kurashige, L. (2018). *Global Americans: A history of the United States*. Boston, MA: Cengage Learning.
  - Chapters 16, "The Making of Industrial America, 1877–1917," pages 462–491.
    - Learn about the continued growth of manufacturing and new business practices like vertical integration, the impacts of these changes on workers and families, and the growing diversity of urban life.
  - Chapter 17, "Politics of Reforms, 1877–1917," pages 502–519.
    - In this section of Chapter 17, read about political shifts in the early 1900s and the growth of populism and progressivism.

## u04v1 - Interactive Learning Module: MindTap: Primary Source Activity: Progressivism and Social Justice

In the Primary Source Activity: Progressivism and Social Justice associated with your *Global Americans: A history of the United States* textbook, you will review primary source materials that reflect Americans' responses to injustices caused by economic and social change during the early 20th century. You can include reflection on

one or more of these events in your Reflection Journal assignment this week. This activity also relates directly to the topic of facing economic change, one of the two topics you may have chosen to focus on in the course assignments.

## u04a1 - Reflection Journal

### Overview

This course features three journal assignments in Weeks 1, 4, and 7. The purpose of these journal assignments is to share your thoughts and reflections on the topics and readings in the course. Citing sources is not necessary, as the focus here should be on your personal journey toward developing an understanding of how history informs contemporary life. While this activity is more informal than a paper, you are encouraged to write in an organized manner and observe grammar and spelling conventions.

### Preparation

Review the learning materials in the Interactive Learning Modules and What You Need to Know in Weeks 2–4 as needed.

### Instructions

Complete your journal entry in a Word document and submit it in the assignment area. You can copy and paste the steps (1–3 below) into a Word document as well. Your submission should accomplish the following:

**Step 1:** Explain why you found a particular topic interesting or useful.

- What was the most interesting or useful thing you learned this week or in previous weeks of the course? What made it interesting or useful?

**Step 2:** Explain how critical thinking can be used to inform people's solutions to historical problems.

- Critical thinking is an essential part of solving problems in all aspects of life. How has critical thinking informed people's solutions to historical problems?

**Step 3:** Provide an example from the course material that shows how critical thinking has been used to address a particular social or economic issue.

- Based on what you've learned, give an example that illustrates the connection between history and critical thinking.

**Step 4:** Explain how you can use critical thinking to solve a problem at school, in your job, or in your personal life.

**Step 5:** Write in an organized manner using appropriate grammar and spelling conventions.

- Include one paragraph for each step above (four paragraphs total).

## Additional Requirements

Your journal entry should meet the following requirements:

- **Written communication:** Written communication should be free of errors that detract from the overall message.
- **Font and font size:** Times New Roman, 12 point.

Review the Reflection Journal Scoring Guide for details on how your assignment will be graded.

## Competencies Measured

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- **Competency 2: Determine the causes and long-term impacts of a historical event.**
  - Explain why you found a particular topic interesting or useful.
  - Explain how critical thinking can be used to inform people's solutions to historical problems.
  - Provide an example of how critical thinking has been used to address a particular social or economic issue.
- **Competency 3: Explain lessons learned from U.S. historical events and their potential influence on a current problem or situation.**
  - Explain how you can use critical thinking to solve a problem at school, in your job, or in your personal life.
- **Competency 4: Address assignment purpose in a well-organized manner, incorporating appropriate evidence and tone in grammatically sound sentences.**
  - Write in an organized manner using appropriate grammar and spelling convention

### u04s3 - Plan: Practice Critical Thinking

This week you will continue to build on the work you completed for the Week 3 assignment and prepare for the next assignment due in Week 6: Historical Analysis. This activity gives you the opportunity to begin working on

the Historical Analysis Worksheet that you will submit in Week 6. Note: You do not need to turn in your work this week; the idea is to get started so that you will be ready once we get to Week 6. To get started on the next assignment, complete the first three steps of the critical thinking process in the Week 6 [Historical Analysis Worksheet \[DOCX\]](#).

**Step 1 KNOWLEDGE:** Identify the argument or the problem that needs to be solved, based on the topic you selected for the Week 3 assignment. Questions should be asked to acquire a deep understanding about the problem. Answer the following questions:

1. What is the primary question you need to answer in your presentation? (Look back to the Narrow Your Focus activity in Week 2).
2. What are some additional focused questions you can ask to have a deeper understanding of the topic? These questions are sub-questions relevant to your topic.

**Step 2 COMPREHENSION:** Understand the situation and the facts aligned with it using the sources collected for the Week 3 Evaluating Historical Sources assignment and the course material. If needed, locate additional sources that align with your topic.

1. What have you learned about your topic in present-day America so far?
  - What have you learned about your historical issues and the context in which they occurred that can help you better understand the same issues today?
2. What are some facts or evidence you will use to help inform your presentation to your nonprofit group?
  - What evidence is missing? Where might you find it?

**Step 3 APPLICATION:** Build a linkage between the information and resources. Using the information you have collected, answer the following questions:

1. Are there any links or similarities you see in your sources of information? Are there any discrepancies? What are they?

## Unit 5 >> A Walk in Their Shoes

### Introduction

#### Suffragists March

Moving forward in time a few years to 1913, your time machine lands at the suffragist parade in Washington, DC. You and your group find yourselves among thousands of women marching to achieve the right to vote and receiving taunts and jostling from the crowd of mostly

male spectators. Dianne remarks, “Until now I never fully understood the struggle to obtain a right that many take for granted today.”

Can you imagine what it would have been like to be a woman marching or one of the spectators who ridiculed the marchers? How does this particular march connect to other events in the women’s movement and to the broader economic and political changes happening in the early decades of the 20th century? Using your agility skill requires examining the world through the lens of multiple personal perspectives while also placing those individual viewpoints in their larger social and historical contexts. Like the women who succeeded in their quest to secure voting rights, access to birth control, and workplace rights, when you are agile you are better able to understand multiple sides of an issue and thus develop a uniquely tailored solution.

This week you’ll continue sharpening your critical thinking by delving into the notion of historical context—the idea that moments in history should be considered from the reference point of that time, not from our current perspective. As you think critically about different perspectives, you’ll hone your problem-solving and agility skills, which will help you draw accurate conclusions and adapt your perspective to see the world through someone else’s eyes. You will continue to use these skills together to understand others’ perspectives and make decisions throughout your personal and professional journey.

### To-Do List:

- **Discussion:** Explain how the agility skill can be useful not only for understanding the past and those who lived it but also for making sense of the issues and debates that shape today’s society.
- **What You Need to Know:** Learn about events in the first few decades of the twentieth century, such as Prohibition, the Great Depression, and the New Deal.
- **Interactive Learning Module:** Complete the Westward Expansion and the Trail of Tears activity.
- **Interactive Learning Module:** Complete the Immigration activity.
- **Plan:** Practice evaluating evidence in a short scenario.

## Learning Activities

### u05s1 - Activity Overview

## Discussion Overview

Explain how the agility skill can be useful not only for understanding the past and those who lived it but also for making sense of the issues and debates that shape today’s society.

## u05s2 - What You Need to Know

*"Pray, don't find fault with the man that limps, / Or stumbles along the road. / Unless you have worn the  
moccasins he wears, / Or stumbled beneath the same load."*

**Mary Lathrap, poet, 1895**

## Essential Skills

Old pictures are a joy to look at, aren't they? A trip down memory lane just isn't complete without a glance at those moments of smiling faces, silly candid shots, and priceless memories captured at weddings, births, and holidays. When we examine the past of our own lives, we do so with all of the knowledge and experience we have now. In other words, we're looking at the past from a future perspective.

When it comes to the study of history, considering historical events from our own, current perspective can be dangerous, as doing so can lead us to make erroneous decisions and assumptions about the world. By thinking critically about the past and adopting the perspective of those who experienced it, you will be practicing your problem-solving and agility skills, which will help you make better decisions in this course and your future.

In your professional life, you will encounter many situations where you'll need to evaluate historical context and cause and impact before you make a decision. That might mean trying to decipher why a past business decision was ineffective, considering a patient's medical history, or looking at the professional successes in your own life so you can replicate your accomplishments in the future. Whatever the situation, your ability to step outside yourself and consider other perspectives is critical to staying agile every day and solving problems personally and professionally.

### Skill Application

In this tip sheet, journalists reveal their top tips for sourcing so you can get to the who, what, when, and why of any topic.

- [Top 10 Tips for Sourcing Success \[PDF\]](#).

## Back to the 20th Century: Expansion and Collapse

This week's reading focuses on the period during the first decades of the 20th century, a time marked by dramatic economic expansion, immigration and an increasingly diverse population, and the Great Depression. As you read, try to imagine what it may have been like to be one of the people living during that time. For example, put yourself in the shoes of a prohibitionist; a worker in the Ford factory in Dearborn, Michigan; an Eastern European immigrant; or a family suffering through the Great Depression.

- Montoya, M., Belmonte, L. A., Guarneri, C. J., Hackel, S., Hartigan-O'Connor, E., & Kurashige, L. (2018). *Global Americans: A history of the United States*. Boston, MA: Cengage Learning.
  - Chapter 19, "Managing Modernity, 1919–1929," pages 554–585.
    - In this chapter, read about Prohibition, Fordism, and market expansion.
  - Chapter 20, "Great Depression, New Deal, and Impending War, 1929–1939," pages 586–617.
    - Learn about the effects of economic collapse and the attempts at recovery.

### **u05v1 - Interactive Learning Module: MindTap: Primary Source Activity: Westward Expansion and the Trail of Tears**

The Primary Source Activity: Westward Expansion and the Trail of Tears associated with your *Global Americans: A History of the United States* textbook gives you the opportunity to take a walk in their shoes (the theme for this week) by studying historical sources that reveal the impact of Westward expansion on Native Americans. Completing this activity will prepare you for this week's discussion, where you will practice the agility skill, or your ability to see the world through the lens of other people. This activity also relates directly to Native American civil rights, one of the two topics you may have chosen to focus on in the course assignments.

### **u05v2 - Interactive Learning Module: MindTap: Primary Source Activity: Immigration**

Understand what the immigrant experience was like in the early 20th century by completing the Primary Source Activity: Immigration associated with your *Global Americans: A History of the United States* textbook. Reviewing these sources about immigration during this time will prepare you for this week's discussion, where you will demonstrate the agility skill, or your ability to see the world through the lens of other people. This activity also relates directly to immigrant civil rights, one of the two topics you may have chosen to focus on in the course assignments.

### **u05d1 - Write Your Discussion Post**

## Agility and Problem Solving

For this discussion, you will practice your agility, or your ability to adapt your thinking to understand other people's perspectives and experiences and to relate the past to the present, as well as your problem-solving skills. In your initial post, address the following:

- In her 1895 poem titled "Judge Softly," suffragist and reformer Mary T. Lathrap wrote, "Take the time to walk a mile in his moccasins." Review what you've learned about the experiences of two key groups in American history: immigrants and Native Americans. Discuss what it means to walk in the shoes of an immigrant, a factory worker (many of whom were also immigrants), or a Native American in the early 20th century. Note any parallels between the historical treatment of these groups and how they are perceived today. For example, immigrants in the first few decades of the 20th century were often viewed as a "problem" that needed to be handled. Consider whether this perspective of immigrants has changed since that time. Then reflect on how adapting an agile mindset might help you better understand the challenges the members of one of these groups face today.

## Response Guidelines

After completing your initial post, reply to two of your classmates, sharing your thoughts on what you can learn from each classmate's perspective.

### Course Resources

Undergraduate Discussion Participation Scoring Guide

## u05s3 - Plan: Organize Evidence

When we gather evidence to better understand a topic, we are often faced with sources of information that conflict. Even scholars disagree; actually, they often disagree. Let's start the process of corroborating sources by reading a scenario below and answering the questions that follow. Completing this activity will prepare you for the Historical Analysis assignment in Week 6 as well as the Lessons From History Presentation in Week 9. You are not required to submit your answers, but you may find it helpful to type or write your responses as you practice analyzing sources.

Scenario:

You're a manager at a local coffee shop. It's a busy time of day, and you have to make a run to the bank. When you return, you find the coffee shop in chaos. Orders are backed up, no one has restocked the food cases, and



none of the tables have been cleaned off. You take a look around and try to figure out how you can get to the bottom of this. You start by asking the people who are there what happened.

- **Employee 1:** Sandra, the newest hire, says that she was left to run the store on her own and couldn't keep up with all the orders and her normal tasks of restocking and cleaning the cases in the front of the store.
- **Employee 2:** Jax, the best friend of Kate (the third person on duty today), says the crowd just got too large and they simply fell behind.
- **Customer:** Jim, a regular at your coffee shop, says he came in to find the place in disarray. Only Sandra was at the front but didn't seem to know what to do with the growing number of dissatisfied customers.

Questions:

- What is each person's perspective or bias?
- Do any of these statements corroborate each other?
- Which is the strongest piece of evidence?
- What other evidence could you use to figure out what happened?

## Unit 6 >> Modern Problems

### Introduction

## The Atomic Bomb

The date is August 9, 1945, and your group now finds itself in the home of the Campbell family living in Columbus, Ohio. The Campbells huddle around a radio listening to the broadcast of President Harry Truman's announcement that an atomic bomb was dropped on Hiroshima and sharing the commitment to continue using additional bombs to put an end to World War II. "We won the race of discovery against the Germans," President Truman said. "We have used it in order to shorten the agony of war in order to save the lives of thousands and thousands of young Americans. We shall continue to use it until we completely destroy Japan's power to make war."

The Campbell family responds to this news with excitement, concern, patriotic pride, and confusion. You and Dianne and Jake understand that these bombs and the decision to deploy them will do much more than end the war. They will forever transform both the nature of war and the global political landscape.

Based on this understanding, you can see how the agility and technology skill has been crucial to historical developments in the United States. How can you use these skills to your advantage to better adapt to and understand social, technological, economic, and political issues in society today? This week you will continue to explore the agility skill by seeing the world through the lenses of historical figures who demonstrated their agility in the face of tremendous upheaval, violence, and fear. You will also make connections between the changing technologies that shaped the outcome of World War II and the technologies that have transformed our world in the 21st century.

### To-Do List:

- **Assignment:** Complete the Historical Analysis Worksheet, working through a five-step critical thinking process for analyzing and synthesizing the evidence you collected for your presentation.
- **What You Need to Know:** Learn about the war mobilization effort during World War II and the debate over issues that would lead to the Cold War.
- **Interactive Learning Module:** Complete the Setting the Scene Video Activity for Chapter 21.

## Learning Activities

### u06s1 - Activity Overview

## Assignment Overview

Complete the Historical Analysis Worksheet, working through a five-step critical thinking process for analyzing and synthesizing the evidence you collected.

### u06s2 - What You Need to Know

*“We knew the world would not be the same.”*

**- J. Robert Oppenheimer,  
Father of the Atomic Bomb**

## Essential Skills

When the United States detonated atomic bombs over the Japanese cities of Hiroshima and Nagasaki in August of 1945, our world saw the tremendous power of nuclear technology—a technology that could be used for both destruction and invention. The discovery of nuclear fission paved the way for creating weapons of unparalleled destructive force, but, ironically, it also allowed for the creation of nuclear power—one of our

cleanest and most cost-effective energy sources. In fact, many of the innovations we enjoy today, from canned food to the Internet, originated from military technology.

If you've ever seen a YouTube video of a kid trying to figure out how to work a rotary-dial telephone or a typewriter, you already understand how quickly technology has changed the ways we live, learn, and work. The technologies of today quickly become the technologies of our past. One of the fastest ways technology is changing our world is in how we communicate with others. In the modern workplace, staying agile and practicing your technology skill, alongside your communication skill, will not only help you more effectively generate and share your ideas with the modern world, but will also ensure you have a voice in your own future.

This week, you will continue to practice your agility skill by putting yourself in the shoes of the leaders whose decisions shaped the course of World War II and the everyday people who were affected by the war. Consider the agility that those who were involved in the war effort—the women and men who worked in the factories at home, the members of the military fighting abroad, or the political and scientific leaders making decisions about war strategies—needed in order to adapt to the changes to their everyday lives and the confusion and fear that the war generated.

As new technologies arise in your lifetime, you must use your technology skill alongside your agility skill to adopt these technologies as your own. The importance of not “fighting the last war” is so clear that this phrase has also become a saying in the world of business and finance, as entrepreneurs and investors must be skilled at adapting to new technologies and situations.

## Skill Application

How does practicing your agility skill set you up for success? In this document, you'll travel through time to discover why agility is an essential skill for leaders. And, you'll evaluate situations where a lack of agility has contributed to failure.

- [History's Agile All-Stars! \[PDF\]](#).

## Back to the 20th Century: World War II

This week's reading focuses on the causes of World War II, the war mobilization effort, the defeat of Nazi Germany and Imperial Japan, and the plan for postwar peace and prosperity.

- Montoya, M., Belmonte, L. A., Guarneri, C. J., Hackel, S., Hartigan-O'Connor, E., & Kurashige, L. (2018). *Global Americans: A history of the United States*. Boston, MA: Cengage Learning.
  - Chapter 21, "The World at War, 1939–1945," pages 618–649.
    - Learn about the U.S. support for its allies, the economic and technological advances that characterized the war effort, and the defeat of Germany and Japan. Also explore the impact of the use of the world's first atomic bomb.

Complete the Chapter 21 Setting the Scene Video Activity associated with your *Global Americans: A History of the United States* textbook. This video examines the connections between political and racial thinking and the outbreak of World War II. As you watch, consider not only the way in which racial ideologies shaped political and military actions but also the extent to which the racial and political thinking of the 1930s and 1940s is evident in today's world. Making these kind of connections between past and present is also something you will do in this week's Historical Analysis assignment.

### u06a1 - Historical Analysis

## Overview

In this week's assignment, you will practice each of the four skills in this course—agility, technology, communication, and problem solving—as you analyze historical sources about economic change and its impact or about the struggle for civil rights. You will continue to focus on the issue you chose for your Week 3 assignment, digging deeper into your sources, using a critical thinking process to evaluate evidence as you explore the causes and long-term impacts related to your issue. You will analyze how those in the past have successfully and unsuccessfully tackled the same issues while also considering how these same issues might now be addressed by your organization.

## Preparation

Review the evidence you compiled and compared for the Evaluating Historical Sources assignment in Week 3 and the preparation you did in the Plan activities in Weeks 4 and 5. Then begin to formulate your explanation or main arguments about your chosen issue. Consider the historical context of the issue, its challenges, and the strategies and approaches people used to deal with those challenges.

## Instructions

For this assignment, use the [Historical Analysis Worksheet \[DOCX\]](#) to complete the following steps. You will use this worksheet to further examine the sources you've collected for your topic (facing economic change or engaging civil rights).

**Step 1:** Identify questions that need to be answered to understand an historical event and its long-term impact.

**Step 2:** Describe information learned from historical sources that can be used to inform a current understanding of an historical issue.

**Step 3:** Explain similarities and differences in sources of historical information.

**Step 4:** Analyze the strengths and weaknesses of historical evidence, including the challenges of using such evidence to make an argument about an historical issue.

**Step 5:** Use critical thinking to relate past challenges and strategies to a current organizational issue.

**Step 6:** Write in a well-organized and concise manner that adheres to the rules of grammar, usage, and mechanics.

## Additional Requirements

Your submission should meet the following requirements:

- **Written communication:** Written communication should be free of errors that detract from the overall message.
- **Citations:** Include a complete citation for each source. When you refer to evidence (in Step 2 of the worksheet), be sure to include in-text references to your sources. Review [Evidence and APA](#) for more information on how to cite your sources.
- **Number of references:** Your assignment should include a reference page with at least four sources cited: two primary and two secondary sources, with up to two sources selected from the [History Presentation Resource List \[DOCX\]](#).
- **Font and font size:** Times New Roman, 12 point.

Review the assignment scoring guide for details on how your paper will be graded.

## Competencies Measured

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- **Competency 2: Determine the causes and long-term impacts of an historical event.**
  - Identify questions that need to be answered to understand an historical event and its long-term impact.
  - Explain similarities and differences in sources of historical information.
- **Competency 3: Explain lessons learned from U.S. historical events and their potential influence on a current problem or situation.**
  - Describe information learned from historical sources that can be used to inform a current understanding of an historical issue.
  - Explain the strengths and weaknesses of historical evidence, including the challenges of using such evidence to make an argument about an historical issue.
  - Use critical thinking to relate past challenges and strategies to a current organizational issue.
- **Competency 4: Address assignment purpose in a well-organized manner, incorporating appropriate evidence and tone in grammatically sound sentences.**

- Write in a well-organized and concise manner that adheres to the rules of grammar, usage, and mechanics.

## Unit 7 >> Legacy of Cold War

### Introduction

#### Growth of Suburbia

It's 1951, and Rosemary Clooney is singing "Come On-a My House" on the Mustang's radio. You've landed in Levittown, a tract of homes in Long Island, New York, and part of the rise of American suburbia. The growth of look-alike suburban homes has occurred as a result of a post-war economic boom and World War II veterans using home loan benefits as part of the G.I. Bill. You look around and notice what looks like endless rows of homes, which don't seem all that different from other old suburban neighborhoods you have visited.

You explain to Dianne and Jake the appeal of this kind of affordable home in the growing age of consumerism that characterized the 1950s. You note, too, that while these homes symbolized the American dream for many, many neighborhoods like Levittown were also a symbol of racism and racial segregation. Not only did Levittown not allow non-whites to live there, black and other minority veterans were systematically denied their right to a home loan via the G.I. Bill during this time period. How would you combine your historical knowledge and your communication skill to inform a 21st century audience about the growth of suburbia and the persistence of racial segregation during this time period?

This week you will learn about American culture following World War II, the development of the Cold War, and the impact of the Cold War on American life, including the way in which technologies and economic advancements transformed the United States and the globe during the 20th century. As you start working on your presentation, you'll discover how your technology skill can help you enhance your communication skill and allow you to stay agile in the face of change. Using what you've learned about critical thinking and problem solving over the last seven weeks, you'll apply your communication and technology skills to share your ideas about the way in which historical events shape contemporary life.

## To-Do List:

- **Assignment:** Complete a reflection journal assignment by reflecting on how the techniques that historians use, such as finding and synthesizing evidence from reliable sources, can be applied to your academic and professional life.
- **What You Need to Know:** Review resources that examine the causes and consequences of the Cold War.
- **Interactive Learning Module:** Complete the Cultural Cold War activity.
- **Plan:** Begin working on your Lessons From History Presentation assignment due in Week 9.

## Learning Activities

### u07s1 - Activity Overview

## Assignment Overview

Write the third of three journal assignments. Reflect on how the techniques that historians use, such as finding and synthesizing evidence from reliable sources, can be applied to your academic and professional life. Explore how you can use your communication skill to make an effective argument about how the past informs the present.

### u07s2 - What You Need to Know

## Essential Skills

Consider the many different ways you use technology right now under different circumstances at school, home, and work. You may use Microsoft Excel at home, for example, to create your household budget and track your child's schedule, or you may use it at work to plan group projects. Similarly, you probably use a mobile or web-based calendar application to plan both your personal and professional events. In this course, you're learning the technology of PowerPoint to communicate a clear, effective, and powerful message. By practicing your technology skill in new ways, you'll be better prepared to stay agile to new technologies and new uses for old technologies in the future.

This week, you will continue to practice your technology and communication skill. Over the last seven weeks, you've learned how to think critically about the past to solve problems in the present and stay agile in the future. Now it's time to start gathering the conclusions you've drawn so you can share your arguments with others using your communication skill. By completing this week's Presentation Setup activity, you'll begin formulating your PowerPoint presentation to present your verbal argument to your class. No matter what career you pursue, there

will be opportunities for you to share your ideas with others. That might mean using PowerPoint to communicate a new plan for patient care or demonstrating your exemplary sales record to your boss through a sales tracking app. Perhaps you will use these same skills to trace (and share) your family genealogy, create a strong argument for wildlife conservation in your town, or take on another passion project. Whatever your future holds, learning to explain your ideas and arguments to others through strong communication and technology skills will give you the power to make your mark in history.

## Skill Application

Get inspired to change the world—and meet your own academic and professional goals—by harnessing the power of effective oral communication! In this week's media piece, you'll explore examples of speeches throughout history and learn why they continue to stand the test of time. And you'll discover how you can apply the same principles to forging your professional future.

- [Four Speeches That Shaped History](#).

## Back to the 20th Century: Cold War Culture

The readings this week focus on the immediate decades following World War II and the economic, political, technological, and social changes that characterized that time period. You will study the development of the Cold War and its impact on American life as well as the technological advancements that led to the nuclear arms race, growth in consumerism, and space exploration.

- Montoya, M., Belmonte, L. A., Guarneri, C. J., Hackel, S., Hartigan-O'Connor, E., & Kurashige, L. (2018). *Global Americans: A history of the United States*. Boston, MA: Cengage Learning.
  - Chapter 22, "The Cold War, 1945–1965," pages 650–679.
    - Learn about the factors that led to the Cold War and the fears generated by the nuclear arms race.
  - Chapter 23, "Prosperity and the Cold War Economy, 1945–1965," pages 680–709.
    - Examine the prosperity and economic growth that fueled social and cultural trends in the 1950s and 1960s.

### u07v1 - Interactive Learning Module: MindTap: Primary Source Activity: Cultural Cold War

Complete the Primary Source Activity: Cultural Cold War associated with your *Global Americans: A History of the United States* textbook. In this activity you will review sources that depict some of the cultural concerns associated with the Cold War, including fears about the rise of communism and nuclear war. You can include reflection on one or more of these sources in this week's journal assignment.



## u07a1 - Reflection Journal

### Overview

This is the last of the three journal assignments in this course. The purpose of these journal assignments is to share your thoughts and reflections on the topics and readings in the course. Citing sources is not necessary, as the focus here should be on your personal journey toward developing an understanding of how history informs contemporary life. While this activity is more informal than a paper, you are encouraged to write in an organized manner and observe grammar and spelling conventions.

### Preparation

Review the learning materials in the Interactive Learning Modules and What You Need to Know in Weeks 5–7 as needed.

### Instructions

Complete your journal entry in a Word document and submit it in the assignment area. You can copy and paste the steps (1–3 below) into a Word document as well. Your submission should accomplish the following:

**Step 1:** Explain how using reliable evidence can be applied to your career.

- What was the most interesting or useful thing you learned this week or in previous weeks of the course? What made it interesting or useful?

**Step 2:** Explain how the ability to communicate an argument clearly and concisely can help you in your everyday life.

**Step 3:** Explain how you will communicate clearly and concisely in your Lessons From History Presentation assignment.

**Step 4:** Write in an organized manner using appropriate grammar and spelling conventions.

- Include one paragraph for each step above (three paragraphs total).

### Additional Requirements

Your paper should meet the following requirements:

- **Written communication:** Written communication should be free of errors that detract from the overall message.
- **Font and font size:** Times New Roman, 12 point.

## Competencies Measured

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- **Competency 1: Analyze historical resources to determine credibility and validity.**
  - Explain how using reliable evidence can be applied to your career.
- **Competency 4: Address assignment purpose in a well-organized manner, incorporating appropriate evidence and tone in grammatically sound sentences.**
  - Explain how the ability to communicate an argument clearly and concisely can help you in your everyday life.
  - Explain how you will communicate clearly and concisely in your presentation.
  - Write in an organized manner using appropriate grammar and spelling convention.

### u07s3 - Plan: Presentation Setup

In the next few week you will create and begin formatting your PowerPoint and form your argument for your oral and written presentation due in Week 9. The first step, this week, is to open and save a PowerPoint file, add a title page, and create a topic sentence. Note you do not need to turn in your presentation work this week, but you are encouraged to get started now so that you are prepared for the final assignment. You may also want to practice recording audio along with your PowerPoint.

**Note:** If you need help with creating a PowerPoint in either Windows or Mac, visit the PowerPoint section of the Tools and Resources. To learn more about recording audio or video, visit the Audio and Video in this Course section of the Tools and Resources.

## Unit 8 >> Inequality and Civil Rights

### Introduction

Lunch Counter Sit-In

The Mustang next transports you and your passengers to downtown Winston-Salem, North Carolina, on February 23, 1960. Walking side by side are a group of black and white university students who sit down together at the Woolworth's lunch counter to protest segregation. You, Dianne, and Jack recall having read about the sit-ins in the 1960s, but witnessing the students arrested for simply sitting together to have lunch is a powerful moment, one that you know led to a desegregation agreement in the city signed a few months later on May 23.

If you are analyzing the desegregation efforts during the civil rights movement from today's lens and without the benefit of a time machine to take you back to those events, what kind of sources would you look for? How would you corroborate your sources to ensure that your analysis accurately captures what happened? Practicing your problem-solving skill helps you assess a situation from multiple angles and use corroborating sources to develop a convincing and compelling argument.

This week's focus is on the struggle for civil and human rights in the midst of post-World War II prosperity and the Vietnam War. You will examine the expansion of the quest for equality as part of the broad social, political, and economic changes of the period from the 1940s to the 1970s, while also assessing the impact of those changes and struggles on contemporary society. As you continue to work on your presentation, you will practice both your technology and communication skills and learn how to use those skills to make an effective historical argument that can enhance your understanding of the social and economic issues that dominate today's headlines.

### To-Do List:

- **Discussion:** Explore how to use your technological and communication skills to convey a strong message about the roots of economic change or civil rights issues.
- **What You Need to Know:** Explore the causes and consequences of movements for equality and the Vietnam War.
- **Interactive Learning Module:** Complete the Chapter 24 Setting the Scene Video Activity.
- **Interactive Learning Module:** Complete the Women, Minorities, and the Civil Rights Movement activity.
- **Plan:** Develop an outline for your Lessons From History Presentation assignment.

## Learning Activities

### u08s1 - Activity Overview

## Discussion Overview

Explore how to use your technological and communication skills to convey a strong message about the roots of economic change or civil rights issues. This discussion will help prepare you for the Lessons From History Presentation assignment due next week.

## u08s2 - What You Need to Know

### Essential Skills

Squealing tires and the metallic screech of cars colliding. You whirl around to find two cars crumpled into each other in the intersection. Moments later, the police arrive. As they question you and the other witnesses, you are surprised that everyone has a slightly different story. The red car was speeding. No, the gray one ran the red light. But wait, you are sure you saw a dog run through the road, and that's why both cars swerved.

Who should the police officer believe? And how can the police officer confirm what really happened?

Much like our police officer faced with a variety of different versions of an accident, historians (and history learners like you) also often face conflicting information in their research of important events. Throughout history, there are numerous examples of how experts disagree on exactly what happened, when, and where. In short, not all sources of information are created equal. So claims need to be taken with a grain of salt and should be carefully verified. When faced with conflicting information, historians understand the importance of corroborating, or confirming their research, by finding additional sources of supporting evidence—like interviewing multiple witnesses at the scene of an accident.

By practicing strong problem solving, you not only can ensure that you are looking at all sides of an issue (and that even marginalized groups have a say), but you can also better understand and bolster your sources to make a compelling argument. Outside of this course, corroborating information (before you act) in the workplace or even in your family life can help you solve problems faster and more effectively. It can also help you avoid making a decision based on subjective or misleading information.

This week you will continue developing your communication and technology skills as you build your argument in PowerPoint and learn how to use organization and pacing to refine your presentation. Outside of this course, you can utilize your technology skill to improve your communication skill by finding new tech tools that will help you communicate well in any situation (for example, instant messaging for your remote team at work). As you are practicing your communication and technology skills together, consider how you could practice other combinations of skills simultaneously in the future so you can stay agile and reach your goals.

### Skill Application

Are you comfortable getting a medical diagnosis that was determined by a computer? How about talking to Siri? Or allowing your kids to share the streets with self-driving cars? Staying ahead of the curve at work and in life

means being able to adapt to changing technology, even though it can cause stress and even fear. In the following media piece, discover how your agility skill can help you approach technological changes in your own life and career. And learn how technologies we take for granted today—like radio, TV, phones, medical devices, planes, the Internet, and cars—were received in their time.

- [Tackling Technophobia Through Time](#).

In this week's Capella Stories, Justin Seeby and Ryan Graham, co-founders of a successful real estate firm, explain how they built their business by embracing new technology and using it to maximize their sales potential.

- [Capella Stories: Presenting to Win](#).

## Back to the 20th Century: Civil Rights and the Vietnam War

In this week's reading, you will explore key moments in the 20th century civil rights movement and its impact on American society. You'll use your problem-solving skill to consider how civil rights activists successfully navigated a climate of systemic racism in order to strive for equality. As you note the impact that decades of struggle have had on current issues surrounding equal rights, it is important to keep in mind how socially marginalized groups are often underrepresented as sources throughout history. In addition to studying the quest for civil rights, you will also learn about the escalation of the Vietnam War and the rise of the anti-war movement. You will demonstrate your problem-solving ability by explaining how political and military decisions made during the Vietnam War transformed American history and culture.

This week's reading focuses on the mid-20th century struggle for civil and human rights in the context of a period marked by economic changes, political shifts, and military conflict.

- Montoya, M., Belmonte, L. A., Guarneri, C. J., Hackel, S., Hartigan-O'Connor, E., & Kurashige, L. (2018). *Global Americans: A history of the United States*. Boston, MA: Cengage Learning.
  - Chapters 24, "Civil Rights and Human Rights, 1945–1965," pages 710–739.
    - Learn about the international context for human rights expansion, the enactment of rights-focused liberalism, and the struggle for equality.
  - Chapter 25, "The Vietnam War Era, 1965–1975," pages 740–771.
    - Read about the escalation of war in Vietnam and its political, economic, and social consequences.

### u08v1 - Interactive Learning Module: MindTap: Chapter 24 Setting the Scene Video Activity

Complete the Chapter 24 Setting the Scene Video Activity associated with your *Global Americans: A History of the United States* textbook. This video features Pauli Murray, who was active in the civil rights and women's movements of the mid-20th century. Some of the issues Murray fought to address remain a part of American

culture today. Her story illustrates how past and present are connected, a key theme you will incorporate into your Lessons From History Presentation assignment due next week.

## **u08v2 - Interactive Learning Module: MindTap: Primary Source Activity: Women, Minorities, and the Civil Rights Movement**

Complete the Primary Source Activity: Women, Minorities, and the Civil Rights Movement associated with your *Global Americans: A History of the United States* textbook. This activity includes several primary sources that are relevant to the civil rights topic for the Lessons From History Presentation assignment due next week. Review these sources to get a sense of what people thought about civil and human rights issues in the 1960s and 1970s and how the concerns they expressed may continue to shape our political and social world.

## **u08d1 - Write Your Discussion Post**

### **Communication and Technology**

Next week you will submit a presentation that provides historical context for current issues surrounding civil rights or the effects of economic change. In your presentation you will make an argument that explains the historical causes and consequences of your topic while also examining how that history can shape our current understanding of civil rights or economic issues. For this discussion, explore how you can use technological tools like PowerPoint to effectively communicate your message. In your initial post, address the following:

- Part of creating a strong presentation is communicating a clear main idea and sharing credible evidence that supports that idea. After identifying your presentation topic, describe the main idea of your presentation and the kind of historical evidence you found to support your idea. How can you use a voice recording tool in conjunction with your written slides to convey your message in a clear, organized, and powerful way? Keep in mind, too, how your presentation might integrate the agility and problem-solving skills you have explored in this course.

### **Response Guidelines**

Respond to two of your classmates, providing feedback on how each classmate can clearly and effectively communicate their message.

## Undergraduate Discussion Participation Scoring Guide

**u08s3 - Plan: Presentation Outline**

This week continue formatting your PowerPoint and forming your argument for your oral presentation. This is a good time to review the work you did in the previous assignments in Week 3 and Week 6 as well as the Plan activities throughout the course. You do not need to turn in your presentation work this week, but you are encouraged to complete these tasks so that you are ready for the final assignment.

- Create an outline for your presentation, organize your slide titles or topics, and add a slide that lists all the sources you used.
- Using the assignment instructions and scoring rubric in Week 9, list the content you are expected to cover and then develop an outline that incorporates these required elements.
  - For example, your outline might begin with a title, followed by the information you will cover on your topic slides (an overview of your issue, your primary research question, and any additional sub-questions you identified in Step 1 in your Week 6 Historical Analysis Worksheet).

Below are some resources to assist with writing an outline and citing your sources:

- Review Capella's [Stages of Writing](#) page for an overview of the writing process. Following each of these stages will help you write a strong, clear, and organized presentation.
- For more on outlining, see the [Writing Strategies](#) information in the Capella Writing Center.
- To learn about using APA style guidelines to properly cite your sources and format your work, see the [Evidence and APA](#) page in the Writing Center. This page links you to Academic Writer, a comprehensive resource for APA formatting and citations.

**Unit 9 >>> Global Perspectives****Introduction****Economic Stress**

On your last stop in your time travels you are watching a local meeting of the United Auto Workers union in Detroit, Michigan, in 1980. These auto workers are expressing frustration about the recent energy crisis and the high price of gas as well as growing competition from the Japanese auto industry, which has been contributing to the decline in U.S. manufacturing and the decline of union membership. “What’s going to happen to the American dream and the working class?” one worker asks.

If you could talk to workers living in the late 1970s and early 1980s, what would you tell them about the changing U.S. economy and its long-term impact on the American dream for the average person? Could you alleviate these workers’ fears? As you evaluate the technological, economic, and political changes that happened during this time period and continue to impact the U.S. and the globe today, consider how average Janes and Joes were affected and how using skills like problem solving and agility can help you navigate these changes on the job, in the classroom, or in your personal life.

This week we’ll continue to look at the ways technology and economic transformations have affected American life, specifically the impacts on our relationship to politics and the news. You will learn about the effects of global events on American life in the 1970s and 1980s, the mobilization of right-wing politics, and the social changes that accompanied these events. You will continue to use your communication, technology, problem-solving, and agility skills to adapt and deliver your own explanation of how historical events shape current social and economic issues.

### To-Do List:

- **Assignment:** Create and record a presentation for new employees and volunteers to understand better how key historical events in U.S. history are connected to their work and impact society today.
- **What You Need to Know:** Learn about the global dynamics that characterized life in the 1970s and 80s and shaped political and social change.
- **Interactive Learning Module:** Complete the Analyzing Recent Events in a Historical Context activity to prepare for this week's assignment.

## Learning Activities

### u09s1 - Activity Overview

## Assignment Overview



Building on the coursework you have done throughout the course, create and record a presentation for new employees and volunteers to understand better how key historical events in U.S. history are connected to their work and impact society today.

## u09s2 - What You Need to Know

*“The Internet is becoming the town square for the global village of tomorrow.”*

**- Bill Gates, Microsoft Cofounder**

## Essential Skills

If you are getting a group of close friends together for lunch, you probably wouldn't type up a formal invitation and mail it to them. If you are throwing a fancy wedding, you most likely wouldn't tell your guests about it through a hasty text message with lots of misspelled words. If you decide to run for office, you probably would not announce your candidacy through a shaky video on a private Instagram account. You wouldn't do these things because they would not send the right message (what you're saying) to your audience, nor would they deliver that message through the best medium (how you're saying it).

Being able to share relevant information in a way that is easily accessible and appropriate requires a combination of your technology, problem-solving, and communication skills as well as your agility skill to help you understand when and how to pivot to reach your goals. You will continue learning to create and deliver a message (through your presentation) using your communication skill, and you will practice how to deliver that message using your technology skill.

As you complete the final assignment—your Lessons From History Presentation—you will combine all of the four skills you have practiced in this course to create and present a report about a specific issue based on historical events and sources. Just as if you were running for political office, you will need to understand the key principles of your presentation and maximize the capabilities of the medium you are using. And while this assignment focuses on one medium, a presentation in PowerPoint, your agility skill gives you the ability to choose other mediums (such as email, an academic paper, a video recording, or a public speech) in the future. No matter if you are presenting at an industry event, welcoming a group of donors to an appreciation brunch, fighting a traffic ticket in court, speaking at your child's career day, or petitioning your local town board, these same skills can help you continue to drive your message home in your life and career.

## Skill Application

In this media piece, we'll check back in with Rod Hicks from the Society of Professional Journalists to learn the critical role that technology plays in modern politics. Rod will demonstrate how the skill of technology is giving groups like politicians the upper hand. How will your technology skill do the same in your own career?

- [Real Talk: The Tech Advantage](#).

## Back to the 20th Century: Global and Domestic Shifts in the 1970s and 1980s

In this week's reading, you will explore the economic, political, and social trends that developed in the 1970s and 1980s, including economic and political trends that continue to affect the United States and the globe today. One thing to consider is how technology has transformed the delivery and accessibility of information. For example, politicians in the United States have used various techniques to communicate with people throughout the country's history. In the 18th and 19th centuries, that often meant relying on public speeches, which would then be covered in the newspapers. With the advent of radio and television, politicians could more easily be seen and heard. Now with social media and the Internet, they can speak to the entire world in a matter of moments. All of these different mediums have their own advantages and disadvantages, and they each require politicians to deliver their messages in unique ways and to adapt when necessary. By understanding how technology affects our communication, you will be more agile in your own communication in the future.

This week's reading focuses on the aftermath of the Vietnam War era, including global dynamics that affected people in all parts of the globe, economic stagnation and resurgence, and political and social transformations.

- Montoya, M., Belmonte, L. A., Guarneri, C. J., Hackel, S., Hartigan-O'Connor, E., & Kurashige, L. (2018). *Global Americans: A history of the United States*. Boston, MA: Cengage Learning.
  - Chapter 26, "The Global Conservative Shift, 1975–1988," pages 772–803.
    - Learn about Americans' loss of faith in government and the growing cynicism associated with economic instability and rising foreign competition, as well as the social and political trends that accompanied these changes.

### u09v1 - Interactive Learning Module: MindTap: Analyzing Recent Events in a Historical Context

Complete the Analyzing Recent Events in a Historical Context activity associated with your *Global Americans: A History of the United States* textbook. Complete this activity to test your ability to understand how current events and issues are shaped by the past. This activity will help you prepare for the Lessons From History Presentation assignment due this week and give you ideas to consider as you present an historical explanation focused on the causes and consequences of economic change or the struggle for civil rights.

### u09a1 - Lessons From History Presentation

# Overview

In this final assignment, you'll build on the work you completed for the Week 3 and 6 assignments, continuing your focus on the issue you chose to examine in those assignments. You will create and record a presentation for new employees and volunteers to understand better how key historical events in U.S. history are connected to their work and impact society today.

## Preparation

If you haven't already, complete the following:

- Review the Evaluating Historical Sources Worksheet you completed in Week 3 and the Historical Analysis Worksheet you completed in Week 6.
- Complete the Plan activities in Weeks 7 and 8.

**Note:** If you need help with creating a PowerPoint in either Windows or Mac, visit the PowerPoint section of the Tools and Resources. To learn more about recording audio or video, visit the Audio and Video in this Course section of the Tools and Resources.

## Instructions

Complete your PowerPoint presentation (8–12 slides total) that you've been building the last few weeks by incorporating your evidence and arguments from earlier in the course.

**Step 1:** Provide an overview of a chosen issue, including research questions and sub-questions that need to be answered to understand an historical event and its long-term impact.

- Include a title slide with the title of your presentation and your name.
- Include 1–2 topic slides that provide:
  - Your primary research question from Step 1 in the Historical Analysis Worksheet you completed for the Week 6 assignment.
  - Any additional sub-questions you identified in Step 1 of the Historical Analysis Worksheet you completed for the Week 6 assignment.
  - An overview of your issue.

**Step 2:** Explain why each of your sources is or is not credible.

- Include 1–2 slides that describe the credibility and validity of your sources (based on the work you did for the Week 3 Evaluating Historical Sources assignment).

**Step 3:** Explain the causes and long-term impacts of an historical event.

- Include a minimum of three evidence slides that provide evidence and visuals that support your explanation.

**Step 4:** Use critical thinking to relate past challenges and strategies to a current organizational issue.

- Include at least one slide that connects past events to the current state of your issue. Explain how your historical research can be used to better understand your issue today.

**Step 5:** Communicate clearly with appropriate purpose, organization, tone, and sentence structure.

- Prepare notes for your oral presentation and add them to the presenter notes in PowerPoint. You can type or copy and paste your notes into the Notes box below each of your slides.
- Record a short (3–5) minute presentation on your topic. Keep in mind that your audience is new employees and volunteers where you work.

**Step 6:** Cite sources using author and year, and provide some reference information required in APA style.

- Include a reference slide with your list of sources.

## Additional Requirements

Your presentation should meet the following requirements:

- **Written communication:** Written communication should be free of errors that detract from the overall message.
- **Citations:** Include a complete citation for each source. When you refer to evidence within your presentation, be sure to include in-text references to your sources. Review [Evidence and APA](#) for more information on how to cite your sources.
- **Number of references:** Your presentation should include a reference page with at least four sources cited: two primary and two secondary sources, with up to two sources selected from the [History Presentation Resource List \[DOCX\]](#).
- **Length:** 8–12 slides.

Review the assignment scoring guide for details on how your presentation will be graded.

## Competencies Measured

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- **Competency 1: Analyze historical resources to determine credibility and validity.**
  - Explain why each source is or is not credible.
- **Competency 2: Determine the causes and long-term impacts of an historical event.**
  - Provide an overview of a chosen issue, including research questions and sub-questions that need to be answered to understand an historical event and its long-term impact.
  - Explain the causes and long-term impacts of an historical event.
- **Competency 3: Explain lessons learned from U.S. historical events and their potential influence on a current problem or situation.**

- Use critical thinking to relate past challenges and strategies to a current organizational issue.
- **Competency 4: Address assignment purpose in a well-organized manner, incorporating appropriate evidence and tone in grammatically sound sentences.**
  - Communicate clearly with appropriate purpose, organization, tone, and sentence structure.
  - Cite sources using author and year, and provide some reference information required.

## Unit 10 >> Past Is Present

### Introduction

#### Documenting History

“That was quite a journey,” you say as your Mustang returns to the time-travel launch pad. You are looking forward to returning to the past to see more of history from the perspective of those who lived it. Meanwhile, Dianne and Jake will be using their video recordings and notes to create a documentary of the people and places they encountered. You are excited to see how it comes together. You know it will take not only an understanding of history but also application of the four skills—problem solving, agility, technology, and communication—to create an informative, historically accurate, and visually appealing film. You are confident that their film will help their students gain a deeper appreciation for the historical events that continue to shape the lives of individuals, communities, the nation, and the world today and the way in which their futures will be influenced by the past.

*“Study the past if you would define the future.”*

**- Confucius, Chinese Philosopher**

Congratulations on reaching your final week of HIS1100. Throughout this course, you’ve explored United States history from economic challenges to civil rights to technological changes, and you have seen how the threads of the past are tied directly to our present and play a role in weaving our future. No matter your career path, understanding the connections between your own past, present, and future experiences is a critical part of reaching your personal and professional dreams.

Over the past 10 weeks, you’ve practiced four skills that will help you think critically about your past and analyze information so you can solve problems, communicate your ideas to others, use technology to stay on the cusp of

change, and remain agile as those changes occur. This week, we'll take a look at how far you have come and discuss how you can continue using these same skills to define the future you want and to contribute meaningfully to the world around you.

## To-Do List:

- **Discussion:** Reflect on what you have learned about history in the context of the four employability skills.
- **What You Need to Know:** Learn about the end of the Cold War, the polarization of politics, and demographic shifts that continue to shape American life in the 21st century.

## Learning Activities

### u10s1 - Activity Overview

## Discussion Overview

Reflect on what you've learned about history and the value of applying skills like problem solving, agility, communication, and technology to the study of history.

### u10s2 - What You Need to Know

*"History cannot give us a program for the future, but it can give us a fuller understanding of ourselves, and of our common humanity, so that we can better face the future."*

**- Robert Penn Warren, Pulitzer Prize winning poet and novelist**

## Essential Skills

As you have learned throughout this course, our ability to understand the past helps us to prepare for a successful future. This is not just crucial for studying history. Being able to think like a historian is critical in your own life as well. It can help you understand the cause and impact of a new policy at your job, know which resources you should trust when you are researching online, and adapt to changes in your home life, such as a big move or a new baby. It can even help you use the knowledge you gain to make decisions, like who to vote for in the next election, and help you share the reasoning behind those decisions with others in a convincing way.

Over the last 10 weeks, this course has given you the skills you need to succeed both inside and outside of school!

You have practiced:

- Problem solving to identify issues, weigh evidence, and make well-informed decisions.
- Communication to articulate an argument based on evidence and research and present that argument to your audience.
- Technology to access, utilize, and share information; complete tasks; and maintain a competitive advantage.
- Agility to embrace change and effectively adapt in a continually changing environment.

Honing these four skills in this course has helped you think about history and your world in a new way. You've learned how to accurately gather and analyze information, compare and contrast sources, make evidence-based decisions, present arguments, and persuade your audience. And you can use those same skills outside of this course to solve problems, communicate your thoughts effectively, utilize new technology, and adapt in any situation. Just like anything else, you will need to keep practicing the skills you've learned to help you perform your best. The more you practice, the more confident you will be.

## Back to the 1990s and early 2000s: The Global Village

This week's reading focuses on the end of the Cold War, the rise of regional conflicts, and changing population demographics that characterized the period from the 1990s to the present.

- Montoya, M., Belmonte, L. A., Guarneri, C. J., Hackel, S., Hartigan-O'Connor, E., & Kurashige, L. (2018). *Global Americans: A history of the United States*. Boston, MA: Cengage Learning.
  - Chapter 27, "Closer Together, Further Apart, 1988–2000," pages 803–837.
    - Learn about the polarization of politics and regional conflicts that led to debates about the global village and the value of multiculturalism.
  - Chapter 28, "Global Americans Today, 2000–2016," pages 838–868.
    - Read about national security concerns that have shaped American life since 2001, as well as reactions to shifts in the nature of global capitalism.

### u10d1 - Write Your Discussion Post

## Learning Reflections

In this final discussion, you will reflect on what you have learned in this course. Feel free to share examples of historical topics, issues, or events that you enjoyed studying. In your initial post, address the following:

1. Throughout the course you learned about the following skills: problem solving, agility, technology, and communication. What do these skills mean to you now, and did you accomplish what you hoped to in terms of developing these skills throughout the course?

2. In your Week 1 journal, you considered the value of studying history. Now that you've finished the course, what do you find most valuable about studying history? What topic have you found most helpful for understanding current domestic or global issues?

## Response Guidelines

Respond to two of your classmate's posts, sharing your thoughts about using history to learn practical skills like problem solving and agility.

### Course Resources

[Undergraduate Discussion Participation Scoring Guide](#)