

Instructor

To contact your instructor, click the Help button to the left side of your course. Choose “Ask Your Instructor a Question” and choose the correct course in the drop down menu.

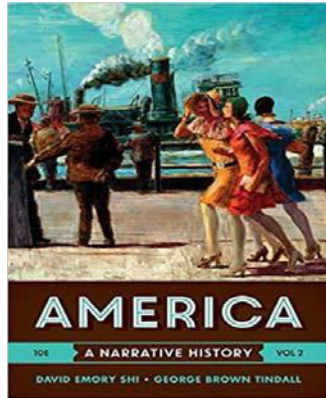
Grading:

| Assignment | Grade |
|--|-------------|
| Five Discussion Boards (25 points each; 125 points possible) | 125 points |
| Five Quizzes (15 points each; 75 points possible) | 75 points |
| Five Primary Source Logs (20 points each; 100 points possible) | 100 points |
| Five Reflection Essays (100 points each; 500 points possible) | 500 points |
| MLK & JFK Analytical Essay (100 points) | 100 points |
| Common Core Outcomes Essay (100 points) | 100 points |
| Total Point Total | 1000 points |

Catalog Course Description

HIST 2162 (S) An American Nation: from 1877 to Present. This course covers the economic and industrial development of modern America, the United States in world affairs, the recent social, cultural and intellectual trends. Also evaluates American involvement in World War I and II, the civil rights movement, and the Cold War. 4 s.h.

Course Resources



Title: *America: A Narrative History, Volume 2*
Authors: Tindall & Shi
ISBN13: 978-0-393-265958
Format: Ebook: Online Version
Pub. Date: 2016

Additional Resources:

- 1) Computer with basic audio/video output equipment (example to be edited by the course writer based upon need)
- 2) Internet access (broadband recommended)
- 3) *Microsoft Word (for required course documents)
- 4) Microsoft Excel (for required course documents)
- 5) *Microsoft PowerPoint (for required course documents)

IDEA Outcomes

| Number | IDEA Outcomes |
|--------|---|
| 1.2 | Students will articulate what it means to be a global citizen in today's world. |
| 3.1 | Students will articulate what it means to be a global citizen in today's world. |
| 3.2 | Students will assess cultural practices in the contexts of place, time and worldview. |

Course Outcomes

| Number | Course Outcomes |
|--------|--|
| 1 | Students will be able to list and describe the major events and key individuals that contributed to the rise and development of the United States from 1877 to the present |

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|---|---|
| 2 | Students will be able to discuss the major intellectual, technological, political, social and cultural advances of the United States during this period |
| 3 | Students will be able to explain the evolution of the United States through the late 19 th century and synthesize major examples from the course into this explanation |
| 4 | Students will be able to analyze primary source material, evaluate this material and interpret this material in the context of the course |
| 5 | Students will be able to synthesize primary and secondary sources dealing with an assigned topic into a thesis-driven research assignment |
| 6 | Students will be able to analyze and discuss key elements of the Christian faith's significance for and influence on the history of the United States from 1877 to the present |

Class and University Policies

Netiquette, or network etiquette, refers to the guidelines for online communication. Students who continue inappropriate behavior will be handled through the existing processes used to address student conduct.

Student guidelines for online participation:

- Use appropriate language.
- Use correct spelling and grammar.
- Be willing to express your opinion and respect the opinion of others.
- Respond to others in a courteous, professional manner.
- Reread and think before you push the *submit* button.
- Do not hesitate to ask for feedback and always ask for clarification when needed.

Instructors have the right to remove inappropriate comments from online posts. Be aware of the University's Academic Dishonesty Policy. To review some detailed guidelines on King's Classroom Civility Policy, see pages 6 and 7 at: <http://students.king.edu/student-handbook/view/>

Online Courses Only: The Course Expectation Agreement is the acknowledgement of the expectations of the course. The CEA will not be available until 12:01 AM EST on the start date of your course. All students must complete and agree to the expectations on the CEA before beginning coursework. In order to view the course materials, you will need to pass the CEA with a grade of 100%. Students have unlimited attempts to complete this test.

Email Policy: King University Faculty and Students are required to use their King University email for all King University business correspondence. This requirement includes electronic correspondence with King University personnel and students in the course room. The use of personal or work email accounts for University related business is not permitted.

Honor Code: On my honor, I pledge to abide by the King University Honor Code. I understand that students of King are to be honest in words and actions, in particular, not to lie, cheat, plagiarize, or steal. I pledge to conduct myself in a

manner based on Christian values and to require the same of fellow students. I understand that a violation of this Honor Code may result in my appearance before the Honor Council.

**Academic Dishonesty and Academic Sanctions are addressed in detail in the King University Student Handbook. These sections are applicable to all King University courses and students.*

Inclement Weather Policy: In the event that any King University campus is closed or classes are cancelled due to weather, all online classes will continue as scheduled.

All classes that normally meet in person are expected to continue via online assignments, web video conferencing, extra assignments, and/or individual conferences. These determinations are made at the discretion of individual faculty members. Students are responsible for checking their King email and/or Blackboard announcements to receive direction from the instructor on how the disruption of instructional time will be addressed.

All students are expected to remain apprised of class status in case of inclement weather by checking their King University email. Students may also sign up for Emergency Notifications via text message by going to www.king.edu/security. Current King University Inclement Weather Policy is available at www.king.edu/security.

Support Information

Accommodation of Special Needs: Students with disabilities who need academic accommodations or other disability-related support services must file timely requests each semester with the Office of Learning and Disability Services for accommodations in course work. The University cannot make retroactive accommodations.

The Office of Learning and Disability Services will issue accommodation letters that student must provide to his or her instructor(s) when seeking accommodations. These letters should be provided as much in advance of the needed accommodation as possible. For more information, please contact the Director of Learning and Disability Services by emailing disability@king.edu or calling (423) 652-4303.

Canvas Support: Within your Canvas course, click the blue “help” button to the left of the page for 24/7 support.

Email or Portal (my.king.edu) Support: Email helpdesk@king.edu or call 423.652.6019

Changes to Syllabus

The instructor will notify students in writing in a timely manner of any changes to this syllabus.

| Module 1 - The New South, The New West, and the Industrializing Northeast, c. 1877 to c. 1900 | |
|---|---|
| | Complete |
| Pre-Course Expectations | Read and review the course syllabus, course expectations, and complete the ‘section’ to acknowledgement of reading and understanding student expectations as it relates to this course |
| Introduction: | The period following the Civil War can best be studied if we view the US as three distinct regions: the industrializing North, the emerging “New” South, and the Agricultural West. During this period, these three regions |

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| | represented the major changes and events that were transforming America from c. 1877 to c. 1900 |
| Outcomes: | <p>By the end of this module the students will be able to:</p> <ul style="list-style-type: none"> • evaluate the significance of the “New South,” the “New West,” and the industrializing Northeast in this period • explain the factors behind and appraise the impact of industrialization on the United States in this period • synthesize the rise of labor unions and the farmers’ protests as efforts to improve working and living conditions • evaluate the significance of immigration for the United States in this period • assess the impact of Plessy v. Ferguson, Jim Crow and segregation on the country during this period • describe the rise of the modern American city and the overall impact of urbanization during this period • explain the reasons for the rise of American imperialism in this period |

Read/View

| Learning Resources: | <p>Textbook: Chapters 17-19 in the textbook & PowerPoint/Video presentations</p> <p>Glossary: review key content and academic terms</p> <table border="1"> <thead> <tr> <th>vocabulary word</th><th>definition</th></tr> </thead> <tbody> <tr> <td>New South</td><td>term coined by Henry W. Grady for the post-Civil War South, emphasizing democracy, industrialization, urbanization and nostalgia for the antebellum South.</td></tr> <tr> <td>redeemers</td><td>in the post-Civil War South, redeemers were supporters of postwar Democratic leaders who sought to save the South from Yankee domination and a rural economy.</td></tr> <tr> <td>Homestead Strike</td><td>1892 labor conflict at the Homestead Steel Works near Pittsburgh that degenerated into violence and held back the progress of unionization.</td></tr> </tbody> </table> | vocabulary word | definition | New South | term coined by Henry W. Grady for the post-Civil War South, emphasizing democracy, industrialization, urbanization and nostalgia for the antebellum South. | redeemers | in the post-Civil War South, redeemers were supporters of postwar Democratic leaders who sought to save the South from Yankee domination and a rural economy. | Homestead Strike | 1892 labor conflict at the Homestead Steel Works near Pittsburgh that degenerated into violence and held back the progress of unionization. |
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| | | <table><tr><td>Gilded Age</td><td>an era of dramatic industrial and urban growth characterized by loose government oversight over corporations, which fostered unfettered capitalism and widespread political corruption.</td></tr><tr><td>Chinese Exclusion Act (1892)</td><td>the first federal law to restrict immigration on the basis of race and class. It halted Chinese immigration for ten years but was periodically renewed and made permanent in 1902. These barriers were removed in 1943.</td></tr><tr><td>William Jennings Bryan</td><td>delivered the “Cross of Gold” speech at the 1896 Democratic Convention and won the party’s nomination for the presidency. He embodied the ideals of the Populist movement and remained a force in national politics until his death. He served as Woodrow Wilson’s Secretary of State and participated in the Scopes “Monkey” Trial</td></tr><tr><td>Nativism</td><td>anti-immigrant and anti-Catholic sentiment that originated in the 19th century and surged in the 1920s as Americans grew to fear immigrants who might be radicals, resulting in strict immigration legislation.</td></tr><tr><td>Populists</td><td>Political movement of the late 19th century that advocated a variety of reform issues such as free coinage of silver, an income tax, postal saving, regulation of railroads and direct election of U.S. Senators.</td></tr><tr><td>“separate but equal”</td><td>principle underlying legal racial segregation, which ws upheld in <i>Plessy v. Ferguson</i> and struck down in <i>Brown v. Board of Education</i>.</td></tr></table> | Gilded Age | an era of dramatic industrial and urban growth characterized by loose government oversight over corporations, which fostered unfettered capitalism and widespread political corruption. | Chinese Exclusion Act (1892) | the first federal law to restrict immigration on the basis of race and class. It halted Chinese immigration for ten years but was periodically renewed and made permanent in 1902. These barriers were removed in 1943. | William Jennings Bryan | delivered the “Cross of Gold” speech at the 1896 Democratic Convention and won the party’s nomination for the presidency. He embodied the ideals of the Populist movement and remained a force in national politics until his death. He served as Woodrow Wilson’s Secretary of State and participated in the Scopes “Monkey” Trial | Nativism | anti-immigrant and anti-Catholic sentiment that originated in the 19th century and surged in the 1920s as Americans grew to fear immigrants who might be radicals, resulting in strict immigration legislation. | Populists | Political movement of the late 19th century that advocated a variety of reform issues such as free coinage of silver, an income tax, postal saving, regulation of railroads and direct election of U.S. Senators. | “separate but equal” | principle underlying legal racial segregation, which ws upheld in <i>Plessy v. Ferguson</i> and struck down in <i>Brown v. Board of Education</i> . |
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| | Additional Readings: none | | | | | | | | | | | | | |
| | Complete | H r s . | M / O | C / O | | | | | | | | | | |
| Assignments (graded) | Reflection Essay 1 | | 1 - 4 | 2 3 | | | | | | | | | | |
| | Primary Source Log 1 | | 1 - 4 | 2 - 7 | | | | | | | | | | |

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| DB 1 | 4 - 7 |
| Quiz 1 | 1 - 4 |
| | C / O P / O |
| Long-Term Project/Paper : | Work on the MLK/JFK Paper |

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| | | Module 2 - The Progressives & Their World, America and the Great War, c. 1900 to c. 1920 |
| | | Complete |
| Introduction | | This module reflects the major political issues and reform movements of the period 1900 to 1920. Pay close attention to the Populists. What motivated the effort for political reform? Why did the US turn its attention to the global arena? Focus next on the Progressives and the world they sought to create. Then you turn your attention to the Great War (World War I). Consider the following: Why did the US seek to stay out of the war at first? Why did the US enter the war? How did the war change the US? And in what ways did this war propel America even more resoundingly onto the world stage? |
| Outcomes: | | <p>By the end of this module the students will be able to:</p> <ul style="list-style-type: none"> • synthesize the major ideas of the Progressive era and appraise Progressivism's contributions to the emergence of modern America • summarize the significance of the presidencies of Theodore Roosevelt and Woodrow Wilson • explain the coming of World War I and America's role in it from 1914 to 1917 • appraise the contributions of the United States to the outcome of World War I, 1917 to 1918 • explain the Paris Peace Conference and evaluate the growing role of the United States on the global stage |

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| | | Read/View | | | | | | | | | | | | | | |
| Learning Resources: | | Textbook: Chapters 20-21 &PowerPoint/Video presentations | | | | | | | | | | | | | | |
| | | Glossary: review key content and academic terms <table><tr><td>vocabulary word</td><td>definition</td></tr><tr><td>Rough Riders</td><td>First U.S. Volunteer Calvary, led by Theodore Roosevelt in the Spanish American War, which one its one battle and served as the spring board for Theodore Roosevelt’s political career.</td></tr><tr><td>social gospel</td><td>preached by liberal Protestants in the late 19th and early 20th centuries; advocated the application of Christian principles to social problems generated by industrialization.</td></tr><tr><td>Progressivism</td><td>the first great, broad-based, reform movement of the 20th century which sought to solve the problems caused by industrialization via the political process.</td></tr><tr><td>Election of 1912</td><td>This pivotal election saw four major candidates: William Howard Taft (Republican), Theodore Roosevelt (Progressive Bull Moose), Eugene Debs (Socialist) and Woodrow Wilson (Democrat). Wilson won, due to the feud between Taft and Roosevelt.</td></tr><tr><td>Zimmerman Telegram</td><td>intercepted communication from Germany to its Mexican embassy asking Mexico to invade the US if the US attacked Germany; it was one of the</td></tr><tr><td>League of Nations</td><td>Woodrow Wilson’s design for an international peace-keeping organization to prevent future wars; the failure of the US to join the League seriously weakened the League’s function.</td></tr></table> | vocabulary word | definition | Rough Riders | First U.S. Volunteer Calvary, led by Theodore Roosevelt in the Spanish American War, which one its one battle and served as the spring board for Theodore Roosevelt’s political career. | social gospel | preached by liberal Protestants in the late 19th and early 20th centuries; advocated the application of Christian principles to social problems generated by industrialization. | Progressivism | the first great, broad-based, reform movement of the 20th century which sought to solve the problems caused by industrialization via the political process. | Election of 1912 | This pivotal election saw four major candidates: William Howard Taft (Republican), Theodore Roosevelt (Progressive Bull Moose), Eugene Debs (Socialist) and Woodrow Wilson (Democrat). Wilson won, due to the feud between Taft and Roosevelt. | Zimmerman Telegram | intercepted communication from Germany to its Mexican embassy asking Mexico to invade the US if the US attacked Germany; it was one of the | League of Nations | Woodrow Wilson’s design for an international peace-keeping organization to prevent future wars; the failure of the US to join the League seriously weakened the League’s function. |
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| | | Additional Readings: none | | | | | | | | | | | | | | |
| | Complete | H M C r / s O O | | | | | | | | | | | | | | |

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| Assignments (graded): | Reflection Essay 2 | | 1 - 5 | 2 - 5 |
| | Primary Source Log 2 | | 3 - 5 | 1 - 5 |
| | DB 2 | | 1 - 5 | 1 - 3 |
| | Quiz 2 | | 1 - 5 | |
| | Continue to Work for Completion | | C / O | P / O |
| Long-Term Project/Paper: | Work on the MLK/JFK Paper | | | |
| | | Module 3 - The Roaring Twenties, the Great Depression and World War II: Global Crisis c. 1920 to 1945 | | |
| | | Complete | | |
| Introduction: | | <p>Consider the 1920s—few decades were as lively, wealthy, and optimistic. The Jazz Age was in full flower. Flappers redefined sexuality. The Great Bull Market seemed eternal. Then delve into the Great Crash and the Depression as the great hangover from the 1920s. Then examine the emergence of one of the greatest presidents in American history: Franklin Delano Roosevelt and his New Deal for the American people. Why were the 1920s so “roaring?” What caused the Great Depression? What did that Man in the White House FDR seek to change?</p> <p>World War II was the most costly, bloodiest war in human history. What role did the US play in this cataclysm? In what ways did the Second World War create the basis for the “American Century” desired by Henry Luce? What was American society like during this period?</p> | | |
| Outcomes: | | By the end of this module the students will be able to: | | |

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| | | <ul style="list-style-type: none"> • explain the Roaring Twenties and the Age of the Flapper • explain the Consumer Age and the Crash of 1929 • summarize the causes of the Great Depression and assess the impact of this event on the nation • discuss the rise of FDR and the coming of the New Deal • discuss the outbreak of World War II in Europe and explain American isolationism • appraise the role of the United States in World War II from 1941 to 1945 • discuss the use of the atomic bomb to end World War II • evaluate the role of the United States on the global stage in terms of the creation of the United Nations and the start of the Cold War |
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Read/View

Learning

Textbook:

Resources:

Chapters 22-26 & PowerPoint/Video presentations

Glossary: review key content and academic terms

| vocabulary word | definition |
|----------------------|---|
| "return to normalcy" | Warren Harding's campaign slogan in the Election of 1920; it referred to a shift away from Wilson's internationalism and toward more conservative, Republican values. |
| nativism | anti-immigrant and anti-Catholic sentiment that originated in the 19th century and surged in the 1920s as Americans grew to fear immigrants who might be radicals, resulting in strict immigration legislation. |
| fundamentalism | anti-modern Protestant movement of the early 20th century that proclaimed the literal truth of the Bible; the name was taken from a conservative publication called <i>The Fundamentals</i> |
| Roaring Twenties | term for the urban, intellectual environment of the 1920s and its accompanying emphasis on new ideas, morals and music, repudiating the more conservative values of rural America |
| Jazz Age | term created by F. Scott Fitzgerald to reflect the rebelliousness and spontaneity of America's youth in the 1920s as reflected by the jazz music and modern dances of the time |

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| | | Teapot Dome | the scandal over oil leases that came to epitomize the corruption and graft of the Harding administration. | | |
| | | Great Depression | the worst economic depression in American history; it was spurred by the stock market crash of 1929 and lasted until World War II. | | |
| | | Dust Bowl | ecological disaster caused by drought and deforestation in the Midwest during the 1930s; characterized by massive dust storms | | |
| | | New Deal | term used to describe the political platform of Franklin Roosevelt in the 1932 presidential campaign | | |
| | | Lend-Lease | 1941 legislation that allowed the US to lend or lease arms and other supplies to the Allies, significantly increasing the likelihood of US involvement in World War II | | |
| | | Yalta Conference | meeting of Franklin Roosevelt, Winston Churchill and Joseph Stalin from February 4-11, 1945; this meeting revealed tensions among the Allies that ultimately led to the Cold War | | |
| | | | Additional Readings: (URL addresses to articles and websites; instructor-created documents) none | | |
| | Complete | H r s . | M / O | C / O | |
| Assignment s (graded): | Reflection Essay 3 | | 5 - 8 | 2 - 4 | |
| | Primary Source Log 3 | | 1 - 4 | 5 - 8 | |
| | DB 3 | | 5 - 8 | | |

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|---|----------------------------------|----------------------------------|
| Quiz 3 | 1 - 8 | |
| Continue to Work for Completion | M / O | C / O |
| Long-Term Project/Paper: Work on the MLK/JFK Paper | | 1 - 4 |

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| | Module 4 - The 'American Century' and the Cold War, 1945-1990 |
| | Complete |
| | <p>What was the Cold War? How did it affect American foreign policy in this period? How did it affect life at home? Overall, how did the Cold War influence 20th century American history?</p> <p>Consider the changes, at home and abroad, the US witnessed, experienced and caused in this twenty-five year period.</p> <p>Consider the events that motivated American political thought in this period and the impact this thought had on American domestic and foreign policy.</p> |
| | <p>By the end of this module the students will be able to:</p> <ul style="list-style-type: none"> • summarize the Cold War and assess its overall significance on US foreign policy for this period • discuss the concept of the "American Century" in the 1950s and 1960s • discuss the Civil Rights Movement of the 1950s and the 1960s • evaluate the Korean Conflict and Vietnam in a Cold War context • discuss the 1960s in the context of the Kennedy and Johnson presidencies, with an emphasis on liberalism and the Great Society • discuss the 1970s using the presidencies of Richard Nixon, Gerald Ford and Jimmy Carter as the focus • discuss the 1980 election and the rise of the New Right • evaluate the end of the Cold War and the role of Ronald Reagan in this |

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|-----------------------------|--|--|-----------------|------------|-------------|--|----------|--|-----------------|--|---------------|---|-----------------------------|---|--------------|---|----------------------|---|----------------|---|---------------|--|
| | Read/View | | | | | | | | | | | | | | | | | | | | | |
| | Textbook: Chapters 27-31 &PowerPoint/Video presentations | | | | | | | | | | | | | | | | | | | | | |
| | Glossary: review key content and academic terms | | | | | | | | | | | | | | | | | | | | | |
| | <table><tr><td>vocabulary word</td><td>definition</td></tr><tr><td>containment</td><td>US strategy in the cold war that called for containing Soviet expansion; originally devised in 1947 by diplomat George F. Kennan</td></tr><tr><td>Cold War</td><td>term used to describe the relations between the USA and it allies and the USSR and its allies from 1945 to c. 1990; the threat of nuclear war made this period especially volatile</td></tr><tr><td>Truman Doctrine</td><td>President Harry S. Truman’s program post-World War II aid to European countries, initially Turkey and Greece, in danger of being undermined by communism</td></tr><tr><td>Marshall Plan</td><td>US plan for the reconstruction of post-World War II Europe through massive economic assistance to both allies and former enemies; named for US Secretary of State George C. Marshall and implemented in 1947.</td></tr><tr><td>Brown v. Board of Education</td><td>1954 Supreme Court decision that struck down racial segregation in public education and declared “separate but equal” unconstitutional.</td></tr><tr><td>New Frontier</td><td>John F. Kennedy’s program, blocked by Republicans in Congress before his assassination and implemented by his successor, Lyndon B. Johnson.</td></tr><tr><td>Cuban Missile Crisis</td><td>October 1962 clash between the USSR and the USA over Soviet missiles in Cuba; this was the closest the two sides came to a full-scale nuclear exchange during the Cold War.</td></tr><tr><td>freedom riders</td><td>Congress of Racial Equality (CORE)’s 1961 effort to draw attention to segregation on bus, train and air lines in the South through peaceful resistance; this brought national attention to the issue of segregation</td></tr><tr><td>Great Society</td><td>term used by Lyndon B. Johnson in his 1965 State of the Union address for his programs to address problems such as voting rights, poverty, diseases, education, immigration and the environment.</td></tr></table> | | vocabulary word | definition | containment | US strategy in the cold war that called for containing Soviet expansion; originally devised in 1947 by diplomat George F. Kennan | Cold War | term used to describe the relations between the USA and it allies and the USSR and its allies from 1945 to c. 1990; the threat of nuclear war made this period especially volatile | Truman Doctrine | President Harry S. Truman’s program post-World War II aid to European countries, initially Turkey and Greece, in danger of being undermined by communism | Marshall Plan | US plan for the reconstruction of post-World War II Europe through massive economic assistance to both allies and former enemies; named for US Secretary of State George C. Marshall and implemented in 1947. | Brown v. Board of Education | 1954 Supreme Court decision that struck down racial segregation in public education and declared “separate but equal” unconstitutional. | New Frontier | John F. Kennedy’s program, blocked by Republicans in Congress before his assassination and implemented by his successor, Lyndon B. Johnson. | Cuban Missile Crisis | October 1962 clash between the USSR and the USA over Soviet missiles in Cuba; this was the closest the two sides came to a full-scale nuclear exchange during the Cold War. | freedom riders | Congress of Racial Equality (CORE)’s 1961 effort to draw attention to segregation on bus, train and air lines in the South through peaceful resistance; this brought national attention to the issue of segregation | Great Society | term used by Lyndon B. Johnson in his 1965 State of the Union address for his programs to address problems such as voting rights, poverty, diseases, education, immigration and the environment. |
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| Truman Doctrine | President Harry S. Truman’s program post-World War II aid to European countries, initially Turkey and Greece, in danger of being undermined by communism | | | | | | | | | | | | | | | | | | | | | |
| Marshall Plan | US plan for the reconstruction of post-World War II Europe through massive economic assistance to both allies and former enemies; named for US Secretary of State George C. Marshall and implemented in 1947. | | | | | | | | | | | | | | | | | | | | | |
| Brown v. Board of Education | 1954 Supreme Court decision that struck down racial segregation in public education and declared “separate but equal” unconstitutional. | | | | | | | | | | | | | | | | | | | | | |
| New Frontier | John F. Kennedy’s program, blocked by Republicans in Congress before his assassination and implemented by his successor, Lyndon B. Johnson. | | | | | | | | | | | | | | | | | | | | | |
| Cuban Missile Crisis | October 1962 clash between the USSR and the USA over Soviet missiles in Cuba; this was the closest the two sides came to a full-scale nuclear exchange during the Cold War. | | | | | | | | | | | | | | | | | | | | | |
| freedom riders | Congress of Racial Equality (CORE)’s 1961 effort to draw attention to segregation on bus, train and air lines in the South through peaceful resistance; this brought national attention to the issue of segregation | | | | | | | | | | | | | | | | | | | | | |
| Great Society | term used by Lyndon B. Johnson in his 1965 State of the Union address for his programs to address problems such as voting rights, poverty, diseases, education, immigration and the environment. | | | | | | | | | | | | | | | | | | | | | |

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| | the counterculture | “Hippie” youth culture of the 1960s, which rejected the values of the dominant culture in favor of illicit drugs, communes, free sex and rock music. | | |
| | détente | term for the 1970s effort by the USSR and the USA to see a thawing of hostilities in the Cold War, hallmarked by a reduction in the number of nuclear weapons | | |
| | Watergate | | | |
| | perestroika | Soviet leader Mikhail Gorbachev instituted these political and economic reforms which included restructuring the state bureaucracy, reducing the privileges of the political elite and moving from a centrally planned economy to a mixed economy | | |
| | glasnost | Soviet leader Mikhail Gorbachev instituted this reform, loosening the rigid censorship of media and political dissent | | |
| | Additional Readings: (URL addresses to articles and websites; instructor-created documents) none | | | |
| Graded Assignments to Complete | | H rs . | M / O | C / O |
| Reflection Essay 4 | | | 1 - 8 | 1 - 3 |
| Primary Source Log 4 | | | 1 - 4 | 1 - 6 |
| DB 4 | | | 1 - 4 | 1 - 6 |
| Quiz 4 | | | 1 - 8 | 1 - 3 |
| REMEMBER: MLK & JFK Paper is due by the Sunday Week 4! | | | 2 - 4 | |

**Module 5 - Into the 21st Century: America, at home and abroad,
1990 to the Present**

Complete

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| Introduction: | | The last 25 years have witnessed the end of the Cold War, the Clinton Era, the Dawn of the 21st Century, the Era of September 11 th , the global war on terror, the transformative presidency of Barack Obama. As you wrap up the course, consider one fundamental question as you complete this material: where is the US at as the new millennium begins and what challenges face the US in the new century? Or, more simply, Whither America? |
| Outcomes: | | By the end of this module the students will be able to: <ul style="list-style-type: none"> • discuss the domestic politics and reforms for this period • discuss the rise of global terrorism and its impact on the US • evaluate the advances in civil rights during this period • appraise the global role of the United States during this period • discuss the telecommunications revolution and the significance of the Internet |

Read/View

| Learning Resources: | | Textbook: Chapter 32 &PowerPoint/Video presentations | | | | | | | | |
|----------------------------|---|--|-----------------|------------|-----------------------|---|--------------|---|--------------|---|
| | | Glossary: review key content and academic terms | | | | | | | | |
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| | | <table><tr><th>vocabulary word</th><th>definition</th></tr><tr><td>Contract with America</td><td>Republican party platform for the 1994 House elections which resulted in a Republican sweep of the House for the first time since World War II.</td></tr><tr><td>September 11</td><td>date of the World Trade Center, Pentagon and Pennsylvania terror attacks, the most serious ever on US soil.</td></tr><tr><td>Barack Obama</td><td>elected President in 2008, becoming the first African-American president. His campaign promises of hope and change reflected long-held policy goals of liberals and progressives.</td></tr></table> | vocabulary word | definition | Contract with America | Republican party platform for the 1994 House elections which resulted in a Republican sweep of the House for the first time since World War II. | September 11 | date of the World Trade Center, Pentagon and Pennsylvania terror attacks, the most serious ever on US soil. | Barack Obama | elected President in 2008, becoming the first African-American president. His campaign promises of hope and change reflected long-held policy goals of liberals and progressives. |
| vocabulary word | definition | | | | | | | | | |
| Contract with America | Republican party platform for the 1994 House elections which resulted in a Republican sweep of the House for the first time since World War II. | | | | | | | | | |
| September 11 | date of the World Trade Center, Pentagon and Pennsylvania terror attacks, the most serious ever on US soil. | | | | | | | | | |
| Barack Obama | elected President in 2008, becoming the first African-American president. His campaign promises of hope and change reflected long-held policy goals of liberals and progressives. | | | | | | | | | |

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|--|-----------------|---|--|-------------|---------------------------------|-----|
| | | Tea Party | a decentralized, nationwide movement of limited government conservatives that emerged during the early twenty-first century. Its name is traceable to the 1773 Boston Tea Party. | | | |
| | | Occupy Wall Street | a grassroots movement protesting a capitalist system that fostered social and economic inequality, especially the issues of income inequality and the government’s bailout of the banks and corporations allegedly responsible for the Great Recession | | | |
| | | Additional Readings: (URL addresses to articles and websites; instructor-created documents) none | | | | |
| | Complete | | | Hrs. | M / O | C/O |
| Reflection Essay 5 | | | | 1 - 5 | 1 - 3 | |
| Primary Source Log 5 | | | | 1 - 4 | 1 - 6 | |
| DB 5 | | | | 1 - 4 | 1 - 6 | |
| Quiz 5 | | | | 1 - 5 | 1 - 3 | |
| Please complete the Common Core Outcomes Essay and submit it by 11:59PM on Sunday of Week 5. | | | | 1 - 5 | 1 . 2 3 . 1 3 | |

A Word on Due Dates, Length of Written Assignments, and Time on Task:

Quizzes are to be completed by the Thursday of each Module week. Each Quiz represents ½ hour of time (2.5 hours total)

Discussion Boards will have initial postings due by 1159pm on the Wednesday of each week, with follow-up postings due by 1159pm on the Sunday each week. Each Discussion Board represents 1 hour of time (5 hours total)

Primary Source Logs are to be 500-750 words in length; they will be based on primary source material covered that week in class. These will be due in Bb by 1159pm on the Friday of each Module week. Each Primary Source Log represents 4.5 hours of time (22.5 hours total)

Reflection Essays are to be 1000 words (4 pages) each; these are due by 1159pm on the Sunday of each Module week. Each Reflection Essay represents 6 hours of time (30 hours total)

The MLK & JFK Paper is to be 1250-1500 words (5-6 pages) in length; this is due at the end of week 4. The MLK & JFK Paper represents 9 hours of time.

The Common Core Outcomes Essay, which serves as the Final Exam, is to be 500 words (2 pages) in length. This is due by the Sunday of Module 5. The Common Core Essay represents 3 hours of time.

The assigned readings represent 50.5 hours of time; the assigned PowerPoint and video presentations represent 27.5 hours of time.

Time on Task per Module (due to distribution of readings, the Module totals vary):

Module 1=28 hours

Module 2=27 hours

Module 3=36 hours

Module 4=38 hours

Module 5=21 hours

150 hours total