
**HIST 180 – SURVEY IN AMERICAN HISTORY
COURSE SYLLABUS****Fall 2016****Instructor: Professor Volker Janssen, Ph.D.**

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Location: CSUF Titanium: <https://moodle-2015-2016.fullerton.edu/>

I. Course Objective:

This survey course introduces American history from prehistoric times (before 1492) to the present. Broad in scope and fast in pace, this course covers not just a considerable range of chronological time periods; it also addresses a variety of different topics and dimensions of history. We explore the economic foundations and developments in the colonies and the nation's history and address international and national politics as well local political struggles. We will discuss a variety of social dynamics that shaped the lives of all colonists and Americans, just as we will look into the specific experiences and cultures of Euro- and African-Americans, and of immigrants from Asia, Latin America, and Europe. Continuities and changes in the relationships between men and women, workplace, family and community life are just as important, as are the nation's intellectual and cultural legacies.

ii. General Education Requirement

This course meets General Education Requirement D3 (formerly IIB1).

This course will meet the General Education Writing Requirements with the completion of regular smaller (twice a week) written assignments focused on the content but specifically geared towards building skills in effective written communication that include but are not limited to crafting a thesis sentence, composing topic sentences, composing paragraphs, developing paragraph coherence, integrating and citing appropriate evidence, and crafting introductions, conclusions, and titles. In your final essay, you will demonstrate all of these skills and evaluate, select, synthesize, organize, cite, and present information for a coherent argument. In addition, discussion boards will

present you with the opportunity to review and comment on the written communication of others and learn how to do so effectively.

III. Misconceptions about GE

The “general” in the GE requirement does NOT mean easy, light, or an effortless ‘A’. A GE course conveys basic but very essential skills, concepts, and information.

IV. Required Course Materials:

1. This textbook is available at Little Professors’ Bookstore and the Titan Bookstore.
Eric Foner, Give Me Liberty! An American History. W.W. Norton & Company 4th Seagull Edition. ISBN: 978-0-393-92029-1

This book is available at Titan bookstores and at Little Professor’s bookstore on Placentia Ave..

V. Learning Goals, Activities, and Assessment Methods - Alignment

Your learning goals go beyond the mastery of “the facts” of American history - although this will be important. You will also learn to evaluate and weigh these facts, and form coherent arguments about the past and its relevance for today, a useful skill that will serve you well beyond this course. At the end of the semester you may be surprised to find that history brings not just the past to life, but the present as well. The CSUF Department of History outlines the learning goal for this course as follows. Note that this course will assess your progress on these goals with specific assignments.

KEY

SLO = Student Learning Outcome. The department of history prescribes the *Course* Learning Outcomes that make up the column headers. The *Module* Learning Outcomes describe how specifically you will fulfill these outcomes step by step over the course of class.

Activity (ACT): These are module components that help you strengthen your competency in the specified Learning Outcome.

Assessment (ASMT): These are questions, quizzes, writing activities, or discussion forms that measure your competency in a specific Learning Outcome. In other words, these Assessments are graded.

L = Lesson

MCQ = Multiple Choice Quiz

WA = Writing Activity

DR = Document Reading

DQ = Document Quiz

Discussion = Discussion Forum

Module / SLO	1. Recognize the significance of cultural, intellectual, ethical, economic, and political struggles that have shaped American society over time.	2. Understand critically how government under the Constitution of the United States has shaped American society.	3. Recognize the significance of the interaction of ethnic and other social groups to the historical development of American society, institutions, and values within contexts of accommodation and resistance.	4. Critically situate changes in American society within the context of global events.	5. Analyze primary source materials.
1. Worlds Collide: Invasion and Settlement of North America	Assessment: MCQ 1	Activity: L1: 1a 1b Assessment: MCQ 1	Activity: L1: 2, 2a, 3a Assessment: L1	Activity: L1: 1a and 1b Assessment: MCQ 1	Activity: DR Module 1 Assessment: DQ 1
2. Colonial Expansion 1660-1763	Activity: L2: 2a Assessment: Discussion	Activity: L2: 2a Assessment: MCQ 2	Activity: L2: 1, 2b Assessment: L2: 2c	Activity: L2: 2a Assessment: MCQ 2	Activity: DR Module 2 Assessment: DQ 2
3. Crisis, and Revolution, 1763-1788	Activity: L3: 1 Assessment: MCQ 3	Activity: L3: 2, 3 Assessment: WA A	Activity: L3: 2, 4 Assessment: L3: 4b	Activity: L3: 1 Assessment: MCQ 2	Activity: DR Module 3 Assessment: DQ 3
4. Building a Nation, 1775-1791	Activity: L4: 2b Assessment: Discussion L4: 2c	Activity: L4: 1 and 1b Assessment: MCQ 4	Activity: L4: 2a Assessment: MCQ 4	Activity: L4: 1b Assessment: MCQ 4	Activity: DR Module 4 Assessment: DQ 4
5. The Market Economy	Activity: L5: 1c Assessment: L5: 1e	Activity: L5: 1b Assessment: MCQ 5	Activity: L5: 1d Assessment: WAB	Activity: L5: 1a Assessment: MCQ 5	Activity: DR Module 5 Assessment: DQ 5
6. Democracy and Slavery	Activity: L6: 1a, 2a Assessment: MCQ 6	Activity: L6: 1a Assessment: Discussion	Activity: L6: 1b, 2b Assessment: L6: 1c, 2c	Activity: DR Module 6-1 Assessment: MCQ 6	Activity: DR Module 6 Assessment: DQ 6
7. The Origins of Secession	Activity: L7: 2b Assessment: WA C	Activity: L7: 2c Assessment: WAC	Activity: L7: 1a, 1b Assessment: L7: 1c	Activity: L7: 2a Assessment: MCQ 7	Activity: DR Module 7 Assessment: DQ 7
8. Civil War and Reconstruction	Activity: L8: 1a, 2a-b Assessment: MCQ 8	Activity: L8: 2a, 2c-f Assessment: MCQ 8	Activity: L8: 1b-c Assessment: MCQ 8	Activity: L8: 1a, 1b Assessment: MCQ 8	Activity: DR Module 8 Assessment: DQ 8
9. Industrialization and the Making of Modern America	Activity: L9: 1d, 2d-e Assessment: L9.1e, 2f	Activity: L9: 2a, 2c, 3a Assessment: MCQ 9	Activity: L9: 1b-c, 2a-b Assessment: MCQ 9	Activity: L9: 2.a, 3b-c Assessment: MCQ 9	Activity: DR Module 9 Assessment: DQ 9
10. Progressivism and World War I	Activity: L10: 1a, 2a-c Assessment: MCQ 10	Activity: L10: 1b-f Assessment: MCQ 10, L1h	Activity: L10: 1g Assessment: WAD	Activity: L10: 2d-e Assessment: MCQ 10, L2f	Activity: DR Module 10 Assessment: DQ 10
11. America in the Interwar Years	Activity: L11: 1a, 1d, 2a-d Assessment: MCQ 11; L11: 1e	Activity: L11: 1c Assessment: Discussion	Activity: L11: 1b, 2e-g Assessment: MCQ 11; L11: 2h	Activity: L11: 1 Assessment: MCQ 11; Final	Activity: DR Module 11 Assessment: DQ 11
12. America and the World at War	Activity: L12: 3c Assessment: MCQ 12; Final	Activity: L12: 3d Assessment: MCQ 12; Final	Activity: L12: 1d Assessment: MCQ 12; Final	Activity: L12: 1a, c-d, 2, 3b&e Assessment: MCQ ; Final	Activity: DR Module 12 Assessment: DQ 12
13. The American Century	Activity: L13: 1.a-d, 2d Assessment: MCQ 13	Activity: L13: 1e-f, 2.e Assessment: L13: 1.g, 2f	Activity: L13: 3d Assessment: WAE	Activity: L13: 2a-c, 2f Assessment: MCQ 13	Activity: DR Module 13 Assessment: DQ 13
14. A New Domestic and World Order, 1969-1988	Activity: L14: 1c, 1, e, 1h Assessment: MCQ 14	Activity: L14: 1b Assessment: Discussion	Activity: L14: 1f-g Assessment: MCQ 14	Activity: L14: 1d, 1i Assessment: MCQ 14, 1j	Activity: DR Module 14 Assessment: DQ 14
15. America Since the End of the Cold War	Activity: L15: 1c, 2b-c Assessment: MCQ 15	Activity: L15: 1b, 2a Assessment: MCQ 15	Activity: L15: 1a, 2a Assessment: MCQ 15	Activity: L15: 2d Assessment: L15: 2e	Activity: DR Module 15 Assessment: DQ 15

VI. The Online Course

Course Web Base

The CSUF learning management system (LMS) *Titanium* will be our place to meet, communicate, and learn together. All course materials (required textbook aside), assessments, activities, and links will be located here, organized by lesson. All communication with me and amongst you will take place on the *Titanium* course site. All writing assignments, projects, and discussions are due here, and this will also be the site where you will receive your feedback and grades.

Hardware Requirements - Although handheld devices can easily access *Titanium*, it is highly recommended that you conduct all coursework on a PC or Mac. If do not have access to a PC or Mac, you may use one in the CSUF Pollack Library.

Software Requirements - You need to have access to, and be able to operate, a regular web browser (MS Explorer, Google Chrome, Firefox), a word processing software (Microsoft Word, for example).

You need to be able to view pdf files, online videos (stream, flash, or MP4) and sound files (wav or MP3).

VII. Technical Skills, Student Technical Support, Library Assistance, and Academic Support Services

Technical Skill Requirements - This course does not require computer skills that exceed those usually required for on-campus courses that use *Titanium*. You should be able use all standard functions of a browser, know how to download and upload files, navigate a chat-room, discussion board, and the LMS, *Titanium*. For occasional real-time meetings online, you need to be able to operate a headset and activate/adjust your audio and microphone.

Technical Support – If you have technical problems, e-mail helpdesk@fullerton.edu, call (657) 278-7777, or visit the CSUF [Student Genius Corner](#):

http://www.fullerton.edu/IT/services/computer_labs/GeniusCorner.asp

If technical difficulties prevent you from participating in an activity or submitting an assignment on time, contact me immediately via e-mail or phone (657-278-2360), find an alternative computer and online connection as soon as possible (at the CSUF library, for example), and enlist technical assistance to resolve your hardware or software problem.

Library Assistance - You may occasionally require assistance with documents, articles, or other components of your reading requirements. The Pollack Library has particular policies for online students that you can access [here](#): <https://www.library.fullerton.edu/services/ask.php>

Academic Support Services:

1. Writing Tutoring online is available [here](http://www.fullerton.edu/ulc/writing_tutor.php): http://www.fullerton.edu/ulc/writing_tutor.php

2. To get support from the English Department Writing Center, see [here](http://english.fullerton.edu/writing_center/): http://english.fullerton.edu/writing_center/
3. For advice on learning strategies, go [here](http://studygs.net/): <http://studygs.net/>

VIII. Special Needs, Disasters, and Emergency Procedures

Special Needs

Prior or during the first week of class, inform me of any disabilities or special needs that may require special arrangements related to attending class sessions, carrying out writing assignments, or taking exams in class. Students need to document the disability at [Office of Disability Support Services](http://www.fullerton.edu/dss): (<http://www.fullerton.edu/dss>) (UH101) (657) 278-3117, dsservices@fullerton.edu.

You may visit the university accessibility policy and standards [here](http://www.fullerton.edu/ati/): <http://www.fullerton.edu/ati/>

On tips for using YouTube with a screenreader, go [here](https://support.google.com/youtube/answer/189278?hl=en): <https://support.google.com/youtube/answer/189278?hl=en>

Disaster and Emergency Procedure

We tend to think disasters happen elsewhere and to other people, but we live in a region and a society in which various types of emergencies can strike us unexpectedly. Whether you take this course from home, the campus library, or another location, do take advantage of the extensive resources CSUF provides at <http://prepare.fullerton.edu/> for personal and campus awareness and preparation in the case of an earthquake, fire, or an active shooter. If you are on campus, follow the emergency procedures provided on the intercom and by building tenders.

IX. Netiquette and Privacy Rights

The University is committed to civility (UPS 100.006). both in the classroom and online, where we need to be especially careful to guard everybody's right to privacy without allowing the reckless exchanges that can occur in anonymous online exchanges (on news sites and chatrooms, for example). Therefore, we will adhere to the following rules of conduct:

Engage Each Other - Discussions are essential to a healthy learning environment. Whenever possible, share your thoughts and findings with each other in discussion board and chat assignments, *especially* if they diverge from the views of others. That means that you will also specifically disagree with each other. Critiques of each others' work is part of the learning experience, and it is as important to learn how to criticize constructively as it is to receive and embrace such criticism.

Be Respectful – Do not write anything you would not say to each other or the group in person. Initiate and close any correspondence (to individuals or groups) with the same courtesies common in conventional correspondence (for example, “Dear...,” and

“Sincerely/Best / Regards, ...”). It indicates your good intentions and respect, even if briefer follow-up exchanges can be more informal.

Stay Professional - The exchanges in this course environment should relate to the course materials and subjects. Personal comments (social plans, insults, flattery) have no place here. And be careful with jokes – your readers’ may not catch the “tone” in which you wrote your post.

Communicate Effectively - Make active use of the subject header in e-mails and discussion boards. Summarizing your message in a few words in the subject line helps everyone maintain a grasp of the discussion. And make it a habit to re-read your post/message before you hit the “send” button to catch typos, missing words, or awkward phrases.

Privacy - There are no anonymous postings in this course – you will need to own what you write. However, this also means that copying the words of others is a form of academic dishonesty (see “Academic Dishonesty” below). Live chats and conversations may only be recorded if this is a requirement for the lesson or for assessment. No live communication will be recorded by the instructor without notification. Students may only record live online lectures (if provided) with the instructor’s prior written consent.

External Sites: YouTube Privacy Policy - You will frequently use YouTube to view videos I have created or collected online. You may access the YouTube privacy policy here: https://www.youtube.com/static?template=privacy_guidelines

X. Academic Dishonesty

Academic dishonesty includes such things as cheating (i.e. obtaining or attempting to obtain credit for work by the use of dishonest, fraudulent, or unauthorized means), inventing false information or citations, plagiarism (the act of taking the specific substance of another and offering it as one’s own without giving credit to the source), and helping someone else commit an act of academic dishonesty. Cases of academic dishonesty will result in an F for the course and a report to the Judicial Officer on campus.

XI. Course Requirements

Your work in this course will be assessed in the following way:

Tracking of Online Activities (UPS 411.104, section B. 8)

Most assignments and features in this course are embedded within Titanium Lessons that guide you from one activity to the next. In the interest of better assessing your use and involvement with the material, your visits to these Titanium Lessons will be tracked electronically.

A. Introduction

Introduce yourself to the professor and class via the intro forum on top of the page with a text and image or video and you earn **1 percent** of your course grade.

B. Learning Modules

There are 15 modules in this semester, and your completion of all these modules is essential for your success and that of the class. For that reason, I ask that you take the time to review the chapters via the posted text outlines, study the maps, graphics, and video clips included in the modules, and answer all comprehension questions (some multiple choice, some brief paragraph) conscientiously. Your performance in these modules only makes up **15 percent**, but failure to complete them will lead to an **F** as a course grade.

C. Writing Activities

Every week, you will receive writing activities of varying size that will train you in communicating more effectively in writing. The due dates will be stated clearly in every module. The assignments vary in size, and therefore carry different weight in your total grade (see chart below). Together with the mandatory introduction, writing will amount to **40 percent** of your course grade. **Note that you need to complete all writing assignments.**

D. Discussion Forums

Five of your online modules include a question that you will address in writing on discussion boards, all of which are due to be completed by the end of the week for which they are assigned. You will receive grades for every module discussion board based on the length, clarity of argument, use of historical evidence, and application of historical questions to the present, but also on your frequency and interaction with the responses of fellow students. (Further instructions are provided with the discussion board prompts.) The aggregate of your forum board postings will make up **15 percent** of your course grade.

E. Document Interpretations

Your textbook includes two original documents in every chapter. Every module will test you on the comprehension of these original documents with a total of 16 multiple choice questions (four each). Your total score on these document readings will make up **15 percent** of your total course grade.

F. Online Multiple Choice Test

Every module is accompanied by a timed 40 minutes online multiple choice test that consists of forty questions. The questions will show individually in random order without the possibility of back-tracking. These 15 quizzes will make up **15 percent** of your course grade. Quizzes will be open for the week to which they are assigned.

<u>Learning Modules (15)</u>	15 %
<i>Introduction</i>	1 %
<i>Writing Activity A</i>	1%
<i>Writing Activity B</i>	1%
<i>Writing Activity C</i>	1%
<i>Writing Activity D (Midterm)</i>	10%
<i>Writing Activity E</i>	1%
<i>Writing Activity F (Final)</i>	25%
<u>Writing Activities Total</u>	40%
<u>Forum Discussions (3)</u>	15%
<u>Document Readings</u>	15%
<u>Online MC Quizzes</u>	15%
Total	100 %

XII. Grading Standards and Instructor's Feedback

Grading Standards

- No pass/fail option is available.
- This course will use the +/- grading option, as outlined below.

100-97%	A+	79-77	C+
96-93	A	76-73	C
90-92	A-	72-70	C-
89-87	B+	69-60	D
86-83	B		
82-80	B-	59 or lower	F

For history majors, the minimum grade necessary for receiving credit in this class is a C.

Instructor's Feedback:

Writing Assignments and Written Lesson Comprehension Questions:

I grade your assignments and offer constructive comments within four days after the deadline.

Discussion Forums:

I may engage in the discussion prior to the deadline but generally do not interject in your conversations. I do offer additional perspectives and reflections along with grades on your posts within four days after the deadline.

XIII. Missed Exams and Lessons, Late Assignments, and Bonus Points

Extensions will not be offered unless there are extraordinary circumstances such as family emergencies or medical difficulties which you may need to document. I expect you to **notify me well in advance** (if possible) of any potential conflict in your schedule. There are no bonus point assignments in this course. However, should you miss an

assignment or lesson for a legitimate reason, I will offer you up to two alternative make-up assignment.

XIV. Student Services and Resources

For assistance with registration, advisement, financial aid, tips on campus life, support in the form of counselling, career services, online workshops, and a list of student organizations, please visit **CSUF Student Affairs** here: <http://www.fullerton.edu/sa/>

SCHEDULE

Introduction: What is History

1. Worlds Collide: Invasion and Settlement of North America, 1550-1680

Chapter 1: A New World

Chapter 2: Beginnings of English America, 1607–1660

<i>Module Components</i>	<i>Lesson Content</i>	<i>Assessment</i>
Titanium Lesson Document Reading:	<ul style="list-style-type: none"> • Outline • Population Map • Guest Lecture: C. Mann • Video: European Explorers 	<ul style="list-style-type: none"> a) Chapter Quiz b) Document Quiz

Deadline: Sunday August 28th, 2016, 11:59pm

2. Colonial Expansion 1660-1750

Chapter 3: Creating Anglo-America, 1660–1750

<i>Module Components</i>	<i>Lesson Content</i>	<i>Assessment</i>
Titanium Lesson Document Reading:	<ul style="list-style-type: none"> • Outline • Video: Slavery and the Making of America • Animation: English Colonization • Animation: The Slave Trade 	<ul style="list-style-type: none"> a) Chapter Quiz b) Document Quiz c.) Forum Posts

Deadline: Sunday September 4th, 2016, 11:59pm

3. Crisis, and Revolution, 1700-1782

Chapter 4: Slavery, Freedom, and the Struggle for Empire, to 1763

Chapter 5: The American Revolution, 1763–1783

<i>Module Components</i>	<i>Lesson Content</i>	<i>Assessment</i>
Titanium Lesson Document Reading:	<ul style="list-style-type: none"> • Outline • Guest Lecture: Carol Berkin • Video: The American Revolution 	<ul style="list-style-type: none"> a) Chapter Quiz b) Document Quiz c) Writing Activity A: Understanding the Prompt

Deadline: Sunday September 11th, 2016, 11:59pm

4. Building a Nation, 1775-1791

Chapter 6: The Revolution Within
Chapter 7: Founding a Nation, 1783–1791

<i>Module Components</i>	<i>Lesson Content</i>	<i>Assessment</i>
Titanium Lesson Document Reading	<ul style="list-style-type: none"> • Outline • Video: Are we to be a Nation? • Video: Shays' Rebellion 	a) Forum Posts b) Chapter Quiz c) Document Quiz

Deadline: Sunday September 18th, 2016, 11:59pm

5. The Market Economy

Chapter 8: Securing the Republic, 1791–1815
Chapter 9: The Market Revolution, 1800–1840

<i>Module Components</i>	<i>Lesson Content</i>	<i>Assessment</i>
Titanium Lesson Document Reading	<ul style="list-style-type: none"> • Outline • Video: New York; Women in the Market Economy 	a) Writing Activity B: Generating, selecting, and dropping ideas for an essay b) Chapter Quiz c) Document Quiz

Deadline: Sunday September 25th, 2016, 11:59pm

6. Democracy and Slavery

Chapter 10: Democracy in America, 1815–1840
Chapter 11: The Peculiar Institution

<i>Module Components</i>	<i>Lesson Content</i>	<i>Assessment</i>
Titanium Lesson Document Reading	<ul style="list-style-type: none"> • Outline • Animation: The Trail of Tears • Video: Antebellum Slavery 	a) Chapter Quiz b) Document Quiz c) Forum Posts

Deadline: Sunday October 2nd, 2016, 11:59pm

7. The Origins of Secession

Chapter 12: An Age of Reform, 1820–1840
Chapter 13: A House Divided, 1840–1861

<i>Module Components</i>	<i>Lesson Content</i>	<i>Assessment</i>
Titanium Lesson Document Reading	<ul style="list-style-type: none"> • Outline • Guest Lecture: Catherine Clinton • Animation: The Mexican American War • Video: The U.S. in 1850 	a) Chapter Quiz b) Document Quiz c) Writing Activity C: Planning the Body of your Essay and Crafting Topic Sentences

Deadline: Sunday October 9th, 2016, 11:59pm

8. Civil War and Reconstruction

Chapter 14: A New Birth of Freedom: The Civil War, 1861–1865
Chapter 15: "What Is Freedom?": Reconstruction, 1865–1877

<i>Module Components</i>	<i>Lesson Content</i>	<i>Assessment</i>
Titanium Lesson Document Reading	<ul style="list-style-type: none"> • Outline • Animations: Civil War; Reconstruction • Video: Emancipation • Video: Sharecropping • Video: The End of Reconstruction 	a) Chapter Quiz b) Document Quiz

Deadline: October 16th, 2016, 11:59pm

9. Industrialization and the Making of Modern America

Chapter 16: America's Gilded Age, 1870–1890

Chapter 17: Freedom's Boundaries, at Home and Abroad, 1890–1900

<i>Module Components</i>	<i>Lesson Content</i>	<i>Assessment</i>
Titanium Lesson Document Reading	<ul style="list-style-type: none"> • Outline • Animation: New Economies of the West • Videos: Rapid Growth and Consumption; Custer's Last Stand; The Dawes Act of 1887; The Rise of the City; The Homestead Strike of 1892; The People's Party; The Boxer Rebellion; The Treaty of Paris • Infographic: Horizontal vs. Vertical Integration 	a) Chapter Quiz b) Document Quiz c) Forum Posts

Deadline: Sunday October 23rd, 2016, 11:59pm

10. Progressivism and World War I

Chapter 18: The Progressive Era, 1900–1916

Chapter 19: Safe for Democracy: The United States and World War I, 1916–1920

<i>Module Components</i>	<i>Lesson Content</i>	<i>Assessment</i>
Titanium Lesson Document Reading	<ul style="list-style-type: none"> • Outline • Videos: Chinese Immigrants and Nativists; Immigrants and Machine Politics; Jacob Riis and the New York Tenements; The Shirtwaist Triangle Fire; Progressives and Race; World War I summary; Reform in World War I; Crusade for 	a) Chapter Quiz b) Document Quiz c) Writing Activity D (Midterm: Writing Body Paragraphs and Integrating Evidence)

	Democracy; Wilson and Versailles <ul style="list-style-type: none"> • Infographic: Progressives and Government • Animation: The Sinking of the Lusitania 	
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Deadline: Sunday October 30th, 2016, 11:59pm

11. America in the Interwar Years

Chapter 20: From Business Culture to Great Depression: The Twenties, 1920–1932

Chapter 21: The New Deal, 1932–1940

<i>Module Components</i>	<i>Lesson Content</i>	<i>Assessment</i>
Titanium Lesson Document Reading	<ul style="list-style-type: none"> • Outline • Videos: Radio and Mass Advertising; The Harlem Renaissance; The Tribal Twenties; The Great Crash of 1929; Hard Time Blues; The Bonus Marchers; New Deal Labor Legislation; Making Life More Secure • Infographic: The Economy of the 1920s; Hoover and the Great Depression • Animation: The Great Depression 	a) Forum Posts b) Chapter Quiz c) Document Quiz

Deadline: Sunday November 6th, 2016, 11:59pm

12. America and the World at War

Chapter 22: Fighting for the Four Freedoms: World War II, 1941–1945

Chapter 23: The United States and the Cold War, 1945–1953

<i>Module Components</i>	<i>Lesson Content</i>	<i>Assessment</i>
Titanium Lesson Document Reading	<ul style="list-style-type: none"> • Outline • Infographic: The U.S. Entry into World War II • Animation: World War II in Europe; World War II in the Pacific; The Korean War • Videos: WWII in Europe; WWII in the Pacific; Why the Bomb was dropped; The Berlin Airlift; The G.I. Bill; The HUAC 	a) Chapter Quiz b) Document Quiz

Deadline: Sunday November 13th, 2016, 11:59pm

13. The American Century

Chapter 24: An Affluent Society, 1953–1960

Chapter 25: The Sixties, 1960–1968

<i>Module Components</i>	<i>Lesson Content</i>	<i>Assessment</i>
Titanium Lesson Document Reading	<ul style="list-style-type: none"> • Outline • Infographic: Postwar Prosperity • Animation: The Freedom Rides • Videos: “A Word to the Wives”; Race Relations and Pop Culture; Civil Rights in Birmingham; New Left Student Movements; The Antiwar Movement; The Black Panthers • Audio Feature: Hair and the Counterculture • Video Special: PBS My Lai 	a) Chapter Quiz b) Document Quiz c) Writing Activity E: Building Body Paragraphs: Paragraph Coherence

Deadline: Sunday November 20th, 2016, 11:59pm

14. A New Domestic and World Order, 1969-1988

Chapter 26: The Triumph of Conservatism, 1969–1988

<i>Module Components</i>	<i>Lesson Content</i>	<i>Assessment</i>
Titanium Lesson Document Reading	<ul style="list-style-type: none"> • Outline • Infographic: The Watergate Crisis; Stagflation • Videos: Watergate; Oil and the Iranian Revolution; Reaganomics; The Collapse of the Soviet Union • Images: Advertising in the 1970s; Race and Gender in the 1970s • Music: M*A*S*H, Bruce Springsteen, and the Bee Gees 	a) Chapter Quiz b) Document Quiz c) Forum Posts

Deadline: December 4th, 2016, 11:59pm

15. America Since the End of the Cold War

Chapter 27: Globalization and Its Discontents, 1989–2000

Chapter 28: A New Century and New Crises

<i>Module Components</i>	<i>Lesson Content</i>	<i>Assessment</i>
Titanium Lesson Document	<ul style="list-style-type: none"> • Outline • Internet Document: The 	a) Final: Writing a Full Essay (due December 19th, 5am)

Reading	Clinton Impeachment • Infographic: The Great Recession • Videos: Enron: The Smartest Guys in the Room (excerpts); LOT 354 – A Story of the Housing Crisis; The Secret War on Terror	b) Forum Posts c) Chapter Quiz d) Document Quiz
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Deadline: December 11th, 2016, 11:59pm