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American Public University System

The Ultimate Advantage is an Educated Mind

HST555 The United States in the 20th Century

3 Credit Hours

16 Weeks

Graduate students are encouraged to take required or core courses prior to enrolling in the seminars, concentration courses or electives.

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Instructor Information

Course Description

This course examines the changes in American society at the end of the 19th century as it confronted the issues of industrialization, immigration, and urbanization. It explores the open conflict between the advocates of isolationism and collective security and examines the impact of World War I. It also examines the changing values of the 1920s, the stock market crash of 1929, the Great Depression, and the cultural, social, political, military, and economic growth of the United States from WWII to the present.

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Course Scope

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The United States in the 20th Century is a graduate seminar that examines the nation from the turn of the 20th century to the dawn of the 21st century. It spans one hundred years of change and transformation and was shaped by numerous voices that struggled, fought, and died in the attempt to make America a better place. Most courses that cover this period begin with World War I and struggle to make it to the 1990s. They focus heavily upon the pivotal events in the middle of the century like the Depression, World War II, and the Cold War. While these unquestionably are key moments in our past, I take a different strategy in presenting this course to you. We will spend the first third of the class (Weeks 1 through 5) examining the “pivotal decades” from 1900 to 1920. The final third of the class (Weeks 11 through 15) will focus on recent history from the early 1970s to 2000, when the United States became a “restless giant.” In these eras we will look in detail at the social, political, economic, racial, cultural, and military context of the nation at the start and end of the century. This will give us an analytical framework to analyze the deep changes the United States has made from 1900 to 2000. We will tie these two eras together with the middle third of the class (Weeks 6 through 10) with biographies of the presidents from FDR to LBJ.

Here is where I rely upon you, the student, to round out the story of the 20th century. Because the 20th century is so vast a period, it is impossible to cover all the topics of significance in 16 weeks. So, the main project for the class will be for you to select one major story of the 20th century and trace its evolution, both historically and historiographically, over a one hundred year period. The topics are virtually endless, but your analysis of one of them will bring you to a closer and deeper understand of an important topic of our American past.

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Course Objectives

APUS policy requires that undergraduate courses provide a transition from the basic, recall of facts and information (“knowledge” and “comprehension” categories from *Taxonomy of Educational Objectives*, by Bloom) to the higher orders of cognitive performance.

The policy also infers that graduate courses stress development of the student's ability to research, reason and write in a scholarly way, aiming at the higher order cognitive skills of “analysis,” “synthesis,” “evaluation,” and defense of logic and conclusions. Course learning objectives should be established accordingly, and instructional techniques should be used to achieve them.

For additional background, go to: [University Learning Outcomes Assessment](#)

Upon completion of *The United States in the 20th Century* students will be able to:

CO-1 Compare and contrast the cycles of reform – economic, political, and social – in the United States, their causes and results, from the early 20th century to early 21st centuries, as well as appraise their causes and consequences.

CO-2 Analyze the nexus of foreign and domestic policies in an examination of their interconnectivity and development/evolution in 20th century America.

CO-3 Evaluate the relationship between war and society in an analysis of the nation’s wars and the U.S. military as a reflection of American society at large.

CO-4 Assimilate the principle trends in American history and incorporate, as well as evaluate, them in a detailed and well-researched paper.

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CO-5 Evaluate several of the key Presidential decisions of the 20th century and how they impacted not only the future of America, but that of the world.

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Course Delivery Method

This History and Military Studies course is delivered via distance learning and enables students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system are made available to each student.

Online assignments are usually due by Sunday midnight each week (may vary based on the type of weekly learning activities) and must include Discussion Board questions (accomplished in groups through linear, threaded or roundtable discussion board forums), examinations and quizzes (graded electronically), and individual written assignments (submitted for review to the faculty member).

In online courses we construct knowledge not just by completing readings and assignments. An important part of the process is communicating with classmates and learning from what they have to say. As such, we need to share online conversations about ideas.

Direct interaction between faculty members and students is a key feature of the educational experience. For that reason, faculty members have a responsibility to ensure that students interact with fellow students and the course instructor during the course as specified in the course syllabus, and can contact the instructor during posted office hours. The faculty member should initiate contact if a student is absent from class and makes no attempt to contact the faculty member during the week. This is especially important if the student fails to make contact at the start of the course. Students are dropped from the class if they do not log into the classroom during the first week of class.

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals we understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact the faculty before the due date so you can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

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Course Materials

All students majoring in any field of history should have a mastery of online research methods; these include researching appropriate primary resources through the Web, belonging to relevant professional discussion forums, and understanding the historiographical literature for this course so that they can do required assignments involving research. Faculty must actively encourage students to:

- Demonstrate the proper techniques for conducting advanced online historical research, with initial focus through [The Online Library](#).
- Locate and evaluate online primary and secondary source materials.
- Identify errors and apply corrective measures in online historical research methodologies.

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- Explore existing literature and digital archives in support of research interests.

Historical skills in a possible developmental history curriculum: The example of primary sources involves:

| Analytical Skills | 100 Level | 200 Level | 300 Level | 400 Level |
|---------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| Dealing with evidence: Primary sources | Discriminate between a primary and a secondary source and their uses in research. Learn how to analyze/question a primary source: Who wrote it, when, why, its audience, its historical context, inferences that can be drawn from it, etc. In other words, students will comprehend how to extract information from artifacts and relate it to broader course themes. Recognize the place, time, and human agency behind the production of a primary source. | Interpret human agency in the context of how an artifact from the past was produced and of the times in which it was produced. | Evaluate the trustworthiness of sources. Compare and contrast diverse and potentially conflicting primary sources for a single historical problem. | Develop relationships among multiple sources and synthesize the major connecting issues among them. |
| Bottlenecks and difficulties for students in acquiring those skills | Recognizing the variety of primary sources and interpreting them. Re-creating historical context and connecting it to a document. Beginning to empathize with people from another place and time. | Re-creating historical context and connecting it to a document. •Identifying and empathizing with people from another place and time. | Dealing with ambiguity and contradiction in historical sources. | Recognizing major points in primary and secondary sources. Producing some sense through connecting multiple sources. |

This table shows primary-source analysis skills that history instructors can teach their undergraduate students and the difficulties that students encounter when learning them. Instructors gradually teach students more difficult skills as they progress from introductory to advanced courses. Source: Developmental curriculum created by Arlene Díaz, Joan Middendorf, David Pace, and Leah Shopkow for the Indiana University Department of History, fall 2007, based on Lorin W. Anderson and David R. Krathohl, eds., *A Taxonomy of Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives* (New York, 2001). See: The History Learning Project

As indicated by successful completion of research and writing requirements, students should also demonstrate proficiency in Web navigation, including exploration of the evolving environment of the “Invisible College, primary resources, historical research sites, and such advanced web applications as:

- *Web 2.0:* H-Net offers the most established forum for scholarly communications, but may be augmented by other discussion groups, blogs, wikis, or Second Life-type of experience.
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Graduate students, must explore the research holdings of [The Online Library](#), Department’s Study Portals [History and Military Studies](#), and their ability to support research needs. Each student may be required to write a

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scholarly review of a particular research issue, with specific attention afforded to:

- *Online Scholarly Journals:* Students will identify and monitor the key refereed journals in their research area as part of their ongoing scholarly portfolio; and
- *Electronic Books/Subject Clusters:* Students will identify key texts or clusters or resources (e.g., Praeger Security International) in their research area and explore the electronic researching ability for such genre as a complement to print-based immersion.

University libraries, including the APUS Online Library, national libraries, and college professors have created major sites with information resources, links to other trusted sites, and electronic networking potential. Students will determine appropriate archival repositories and government agencies for their research interests. Students are expected to learn about archival research and the use of government documents, but also advanced Web tools like Encoded Archival Description, finding aids and associated online searching tools for government and academic sites. While certainly not inclusive – as the student is expected to conduct their own independent research – examples and links to relevant sites include:

- *The Valley of the Shadow: Two Communities in the American Civil War* <http://valley.vcdh.virginia.edu>
- *National Geographic: Remembering Pearl Harbor* <http://plasma.nationalgeographic.com/pearlharbor>
- *American Memory: Historical Collections for the National Digital Library, Library of Congress*, <http://lcweb2.loc.gov/amhome.html>
- *H-Net – Humanities and Social Sciences Online* <http://www.h-net.msu.edu/>
- *World History Matters* <http://chnm.gmu.edu/worldhistory>
- [H-Diplo: diplomatic and international history](#) H-Net discussion group dedicated to diplomatic history and international affairs. Features archive, reviews, bibliographies, reading lists, course syllabi etc.

REQUIRED TEXTS

Cooper, John Milton. *Pivotal Decades: The United States, 1900-1920*. New York: Norton, 1990.

Hamby, Alonzo L. *Liberalism and Its Challengers: From F.D.R. to Bush*. New York: Oxford University Press, 1992.

Patterson, James T. *Restless Giant: The United States from Watergate to Bush V. Gore*. The Oxford history of the United States. New York: Oxford University Press, 2005.

RECOMMENDED REFERENCES (For All History Majors)

The Chicago Manual of Style, 15th ed. Chicago: University of Chicago Press, 2003.

Turabian, Kate L. *Manual for Writers of Term Papers*, 6th Edition. Chicago: University of Chicago Press, 1996. *Purchase Optional.*

Marius, Richard, and Melvin E. Page. *A Short Guide to Writing about History*, 6th ed. New York: Longman, 2007.

Accessible through [The Online Library](#).

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IMPORTANT NOTE: The Department of History and Military Studies requires conformity with the traditional University of Chicago Style Manual and its Turabian offshoot. Citations will follow traditional footnote attribution. Do not use endnotes or parenthetical (MLA) variation.

WEB-BASED VIDEOS

Note to students: If your internet connection does not have enough bandwidth to view videos use the American Public University library, search for an article related to the week's topic, and use this as supplementary input for discussion posts or writing assignments.

Week 1: 1900, The Century Begins

A short film by Thomas Edison of an automobile parade in 1900.

<http://www.youtube.com/watch?v=Y3a6Y2h41VA>

A short film by Thomas Edison of President William McKinley being sworn into office for the second time on 4 March 1901.

http://www.youtube.com/watch?v=U8fd396pW_c

A New York market scene from 1903, shot by Thomas Edison.

<http://www.youtube.com/watch?v=bzZF2PvQXlw>

Week 2: Social Turmoil and Political Power for Teddy & Taft

Jack Johnson, heavyweight champion. Short ESPN documentary.

<http://www.youtube.com/watch?v=4T5zIHuD0BU>

Week 3: The Warrior and the Priest

Woodrow Wilson short documentary.

<http://www.youtube.com/watch?v=RyKTMW7lnpE>

Week 4: The Great War

American Women in the Great War

<http://www.youtube.com/watch?v=r6ec7yX1m38>

Week 5: Return to Normalcy

PBS on the Stock Market Crash from New York: A Documentary Film.

<http://www.youtube.com/watch?v=RJpLMvgUXe8>

Week 6: FDR, the Founding Father of Liberalism

FDR gives a speech after signing the Social Security Act.

<http://www.youtube.com/watch?v=aVZijG4WSOw>

Week 7: Truman, the Commoner

Harry Truman giving his "Truman Doctrine" speech.

http://www.youtube.com/watch?v=wmQD_W8Pcxg

Week 8: IKE and Republican Conservatism

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Eisenhower's warning about the growing military industrial complex.

<http://www.youtube.com/watch?v=13Gt1bhKLhs>

Week 9: JFK and the Reassertion of Liberalism

John F. Kennedy announcing his goal to land a man on the moon, and footage of the landing.

<http://www.youtube.com/watch?v=Kza-iTe2100>

John F. Kennedy, Ich Bin Ein Berliner speech.

<http://www.youtube.com/watch?v=GK907TwM7q0>

Week 10: LBJ and the Great Society

LBJ and the Great Society

<http://www.youtube.com/watch?v=kx0K637mBVE>

Week 11: All in the Family--The Troubled 1970s

The films of the 1970s.

<http://www.youtube.com/watch?v=iNVPyWaSKVQ>

Mary Tyler Moore theme.

<http://www.youtube.com/watch?v=eiW3pyMdp3w>

Week 12: The Rise of the Right

Walter Cronkite and Jimmy Carter

<http://www.youtube.com/watch?v=WissKDU2kMw>

Archie Bunker on the Democrats.

http://www.youtube.com/watch?v=7fqCS7Y_kME

Week 13: America in the 1980s

Reagan, Tear Down This Wall speech.

<http://www.youtube.com/watch?v=WjWDrTXMgF8>

The Cosby Show, economics lesson.

<http://www.youtube.com/watch?v=nFY0HBkUm8o>

Week 14: The Cultural and Political wars of the 1990s

Bill Clinton and George H.W. Bush presidential debate, 1992

<http://www.youtube.com/watch?v=7ffbFvKIWqE>

Week 15: Approaching Y2K

New Year's Eve, Time's Square at the turn of the Millennium

http://www.youtube.com/watch?v=u6vd1l_3Ws0

SOFTWARE REQUIREMENTS

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- Microsoft Office 2003 or newer versions (MS Word, MS Excel, MS PowerPoint)
- Word documents created in Office 2007 have the default file extension of **.docx**, which is not supported by APUS & some internet browsers. To ensure the Word documents you create in Office 2007 can be opened by all, students must save them with the **.doc** extension using the "Save As" feature prior to submitting for grading.
- Adobe Acrobat Reader (for PDF files)
- To view streaming media and audio, individuals should have the following installed on their machines (all are free downloads):
 - Real Audio – <http://www.real.com>
 - Windows Media Player – <http://www.microsoft.com>
 - Quick Time – <http://www.apple.com/quicktime>

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Evaluation Procedures

This course requires thoughtful reading and analysis. The class discussion boards and research paper are designed to allow you to demonstrate a thorough comprehension of the concepts introduced in the readings. Your perception of the issues introduced in these readings will be shaped by your worldview and experience. Feel free to report your views but do so in a considerate and thoughtful manner. Since this is a graduate-level coursework, do not merely regurgitate information from the reading assignments. You are expected to analyze, critique, and agree, or disagree, with the authors. My expectation is that your work is original. Academic integrity is essential. Scrupulously acknowledge the source of direct quotes, paraphrased passages, and another's ideas.

There are many ways to measure student performance. The following guidelines apply:

- Faculty grade writing assignments using the APUS writing rubrics appropriate for the level of the course. Rubrics ensure that grading is consistent across the institution, and that all key areas of the graded work receive attention. It is also advisable to share the rubric with students, so that they are aware of the instructor's expectations. Rubrics are the university approved basis for grading written assignments. The rubrics for undergraduate and graduate writing assignments may be found at [Writing Rubrics](#).
- For written assignments, students should upload assignments in the field designated "optional file download". Click browse and then locate the file on their computer. Also, be sure students click the "submit for grading" box in the lower right hand corner. Following these directions will ensure that students have successfully uploaded assignment by the title (Assignment One etc.), and this will prompt faculty to grade the assignment upon submission. Students should not submit in "Student Comment" section or as email attachments.
- Students must enter the appropriate group under the Discussion Board button on the left navigation bar. Students should post their initial posting and classmate's response in the discussion board area for classmates to read and respond to the postings of other classmates. Discussion Boards should not be used for administrative communications.

IMPORTANT NOTE ON LATE SUBMISSIONS: Because we strive to make this as near a physical classroom setting/environment as possible, it is expected that all materials be turned in on time and in accordance to the due dates listed on the assignments. Should you expect to have a problem meeting a deadline, you should notify me as soon as you are aware of the situation. Because of the nature of the Discussion Boards—they are to simulate actual discussions as if we were meeting together weekly and sharing in an actual physical setting—any submissions made

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past the posted due dates will NOT be graded. If the final research paper is late you will incur an Incomplete for the class.

There are two main types of assignments in this class.

A. Discussion Board Postings: 60% (10 Postings, 60 points each)

Respond to the discussion question of the week in AT LEAST 250 words using the reading assignments, video assignments, and any outside research you feel is appropriate. Cite relevant examples from the week's reading, and use the opportunity to critique the authors' work (you can comment on issues like author assumption, agenda, research, methodology, etc.) Respond to AT LEAST two other student postings, plus any follow-up questions I ask. Discussion is a very important part of the class. It is a way to interact and learn from each other as well as demonstrate our understanding of course content. I expect all posts to be thoughtful (making good, reasoned, well-written points), thorough (accurate and complete in its response), and interesting (a response that is on point, and relevant to the question asked). When responding to other students it is not enough to simply state "I agree." Respond to their post in a way that moves the discussion forward, and demonstrates your knowledge or unique perspective on the topic. INITIAL POST IS DUE ON THURSDAY, RESPONSES ARE DUE BY SUNDAY. INITIAL POST IS DUE ON THURSDAY, RESPONSES ARE DUE BY SUNDAY. ALL DEADLINES ARE 11:59 EASTERN TIME ON THE DAY DUE.

B. Historiographical Research Paper 40% (400 points)

Select one major story of the 20th century and trace its evolution, both historically and historiographically, over a one hundred year period. This is a research paper so I expect you to use outside primary and secondary sources as well as readings assigned in the class. The topic is of your choosing, but the only criteria is that it span the entire 20th century (or at least very close to it) and be a topic that you can make a compelling argument was vitally significant in shaping the era. The paper should be **at least 15 pages** in length. The 15 pages do not include title page or bibliography. You must use fully scholarly apparatus using the system described in the *Chicago Manual of Style* or Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*. Consult Turabian for all matters of form as well. NOTE: Internet sources (web sites) should be rarely used, if ever. Exceptions are scholarly websites and documents available through the APUS Online Library (*Wikipedia* is not considered a valid academic source DUE FINAL DAY OF CLASS.

No formal topic proposal is required. But email me your topic for approval by Sunday of Week 8.

| Grade Instruments: | Points | % Final Grade |
|---------------------------------------------|---------------|----------------------|
| Discussion Board (10 total, 60 points each) | 600 | 60% |
| Research Paper | 400 | 40% |
| TOTAL | 1000 | 100% |

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| Course Outline | | | | |
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| <u>Week</u> | <u>Topic(s)</u> | <u>Learning Objective(s)</u> | <u>Reading(s) and Web Activities</u> | <u>Assignment(s) and Discussion Boards</u> |
| 1 | 1900: The Century Begins | LO-1: Analyze the dawn of the 20 th century and understand the social, political, economic, cultural, and technological changes taking place. | Cooper, Intro, Chapters 1-2 Video: Films by Edison including: automobiles , McKinley , and New York | Discussion Board Posting #1: In one or two pages, explain your academic and professional background and how this course fits into your objectives and academic program. Be sure to include what APUS program you are in and what APUS or other graduate courses you have taken. This paper serves as an introduction and a writing sample. Post your initial discussion response to the discussion board by THURSDAY. Respond to at least two other students by SUNDAY of Week 1. |
| 2 | Social Turmoil and Political Power for Teddy & Taft | LO-2: Evaluate the social turmoil in the first decade of the 20 th century for feminists and African-Americans and the struggle for reform. Appraise the main social and political issues of the Roosevelt and Taft presidencies. | Cooper, Chapters 3-5 Video: Jack Johnson | Discussion Board Posting #2: If you had to select one defining moment, challenge, social cause, technological achievement, or political struggle that marked the start of the century what would it be and why? Post your initial discussion response to the discussion board by THURSDAY. Respond to at least two other students by SUNDAY of Week 2. |
| 3 | The Warrior and the Priest | LO-3: Analyze Roosevelt's reform movement, the emergence of Woodrow Wilson, and the significance of the New Freedom. | Cooper, Chapters 6-7 Video: Woodrow Wilson | No assignment to submit. |
| 4 | The Great War | LO-4: Appraise the challenges on the domestic and foreign front for the United States during World | Cooper, Chapters 8-10 Video: Women in the Great War | Discussion Board Posting #3: I am sure all of you have studied World War I in the past, either at the high school or college level. What did you learn that was new in John Milton Cooper's analysis of the war years, either at home or abroad. Where was Cooper's writing the |

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| | | War I. | | <p>strongest, on the domestic or foreign front and why?</p> <p>Post your initial discussion response to the discussion board by THURSDAY. Respond to at least two other students by SUNDAY of Week 4.</p> |
| 5 | Return to Normalcy | LO-5: Evaluate the various threats and struggles to the United States as it entered the post-war world and the 1920s. | <p>Cooper, Chapters 11-12</p> <p>Video: 1929 Market Crash</p> | <p>Discussion Board Posting #4: What was the most significant challenge that America faced as it attempted to return to normalcy? Why was it the most significant in your view?</p> <p>Post your initial discussion response to the discussion board by THURSDAY. Respond to at least two other students by SUNDAY of Week 5.</p> |
| 6 | FDR, the Founding Father of Liberalism | LO-6: Dissect the reasons that Franklin D. Roosevelt became arguably the founding father of liberalism. Analyze the effects of World War II on the nation. | <p>Hamby, Chapter 1</p> <p>Video: FDR on Social Security</p> | No assignment to submit. |
| 7 | Truman, the Commoner | LO-7: Evaluate Truman's Fair Deal, the emergence of the Cold War, and a strengthening of America's ties to world politics. | <p>Hamby, Chapter 2</p> <p>Video: The Truman Doctrine Speech</p> | <p>Discussion Board Posting #5: Hamby ends his chapters on FDR and Truman with a subsection in each called "The Accomplishment." What in your opinion were the most important accomplishments of these men? Did you agree with Hamby's analysis of their legacies? Why?</p> <p>Post your initial discussion response to the discussion board by THURSDAY. Respond to at least two other students by SUNDAY of Week 7.</p> |
| 8 | IKE and Republican Conservatism | LO-8: Analyze Dwight D. Eisenhower's military and political career, the crisis and regeneration of Republican Conservatism, and the effects of McCarthyism. | <p>Hamby, Chapter 3</p> <p>Video: Eisenhower on the Military Industrial Complex</p> | <p>Discussion Board Posting #6: What impact did Eisenhower's status as a military hero have on his presidency? What was the crisis of Republican conservatism and how was it regenerated?</p> <p>Post your initial discussion response to the discussion board by THURSDAY. Respond to at least two other students by SUNDAY of Week 8.</p> <p>Deadline for approval of your final paper topic</p> |

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| | | | | by SUNDAY of Week 8. |
| 9 | JFK and the Reassertion of Liberalism | LO-9: Explain the ways that John F. Kennedy captured the American political imagination in the 1960s and his reassertion of liberalism. | Hamby, Chapter 5 Videos: Kennedy and the Moon , and Kennedy in Berlin | No assignment to submit. Use weekly writing time to work on final assignment. |
| 10 | LBJ and the Great Society | LO-10: Evaluate the presidency of Lyndon B. Johnson, the Great Society, and the war in Vietnam. | Hamby, Chapter 6 Video: LBJ and the Great Society | Discussion Board Posting #7: In what ways did the Johnson presidency represent an “overextension” of liberalism? What was the impact of Vietnam on his presidency and on the 1960s? Post your initial discussion response to the discussion board by THURSDAY. Respond to at least two other students by SUNDAY of Week 10. |
| 11 | All in the Family--The Troubled 1970s | LO-11: Analyze the political, social, cultural, and economic reasons that the 1970s was a troubled decade. | Patterson, Chapters 1-2 Video: Films of the 1970s Mary Tyler Moore Theme | Discussion Board Posting #8: In what ways were television and film a window into the culture of the 1970? List specific examples from Patterson and from your own experience. Did Hollywood have more culturally iconic and historically significant characters, programs, and movies in the 1970s, 1980s, or 1990s? Explain. Post your initial discussion response to the discussion board by THURSDAY. Respond to at least two other students by SUNDAY of Week 11. |
| 12 | The Rise of the Right | LO-12: Evaluate the Jimmy Carter administration and understand the cultural and political factors for the rise of the right. | Patterson, Chapters 3-4 Video: Walter Cronkite and Jimmy Carter Archie Bunker on the Democrats | No assignment to submit. Use weekly writing time to work on final assignment. |
| 13 | America in the 1980s | LO-13: Dissect the presidencies of Ronald Reagan and George H.W. Bush, and understand the social and | Patterson, Chapters 5-7 Video: Reagan Tear Down This Wall Speech The Cosby | Discussion Board Posting #9: As we approach the recent past we begin to encounter an interesting phenomenon. At some point we will have lived through a period that historians have begun to write about. Select an event from the 1980s (or later if you are much younger than I) that you lived through and paid attention to on a daily basis. How was experiencing it firsthand |

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| | | cultural climate of America in the 1980s. | Show, Economics Lesson | different from reading about it in Patterson? Post your initial discussion response to the discussion board by THURSDAY. Respond to at least two other students by SUNDAY of Week 13. |
| 14 | The Cultural and Political wars of the 1990s | LO-14: Evaluate the cultural wars that the United States faced in the 1990s and the political wars of the early Bill Clinton presidency. | Patterson, Chapters 8-10 Video: George H.W. Bush and Bill Clinton in 1992 Presidential Debate | Discussion Board Posting #10: Were the first two decades “pivotal” in the 20 th century? Was America a “restless giant” at the end of the century? Explain both of your answers with examples from the readings. Post your initial discussion response to the discussion board by THURSDAY. Respond to at least two other students by SUNDAY of Week 14. |
| 15 | Approaching Y2K | LO-15: Analyze the United States as it approached the end of the millennium and the threats faced by terrorism, impeachment, and an electoral crisis. | Patterson, Chapters 11-12 Video: New Year’s Eve Time’s Square | No assignment to submit. Use weekly writing time to work on final assignment. |
| 16 | Final Week | LO-16: Analyze and reflect back on a century of change and continuity. | No Reading | Research Paper Due. Submit by SUNDAY of Week 16. |

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CITATION AND REFERENCE STYLE

Assignments completed in a narrative essay or composition format must follow the accepted guidelines of the American historical profession, which is the *Chicago Manual of Style*. This course will require students to use the citation and reference style established by Kate Turabian in *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6th ed. (Chicago, IL: University of Chicago Press, 1996), which is the most readily available distillation of the *Chicago Manual*. See [Chicago Style Manual](#)

The *Chicago Style Manual* for book-length works and its *Turabian* offshoot for research papers have long been the standard across all fields of study, as well as much of the publishing industry. These texts cover the layout and production gamut--including rules for chapter headings and subheadings, abbreviations, alphabetizing non-English names, and table design/designation.

1. Front matter--e.g., [title page](#), copyright statement, dedication, table of contents, lists of illustrations or tables, acknowledgements, [abstract](#).
2. Narrative with [scholarly attributions](#).
3. Back matter--[bibliography](#), appendices.

NETIQUETTE

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

STUDENT HANDBOOK

The staff at American Public University System (APUS) knows how hard it is for students to balance work and other commitments while pursuing a college education. We created the APUS Student Handbook as the ultimate reference for answers to questions about administrative and academic policies and procedures. APUS students do not have to wait for our offices to be open in order to find the information they need to succeed. No matter what location or time zone our students are in, they can consult the online Student Handbook with any questions about financial aid, tuition assistance and refunds, registration, drop/withdrawal or extensions, the University System's grading system, and the electronic classroom. The handbook also covers issues related to various student services, academic guidance, and each student's rights and responsibilities. Of course, there may be a unique question that requires additional information outside that which is covered in the handbook. APUS students should use the contact information listed online inside their campus to contact the APUS staff with any additional questions. See [Student Handbook](#).

DISCLAIMER STATEMENT

Course content may vary from the outline to meet the needs of this particular group.

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Online Library Research Center & Learning Resources

The Online Library Resource Center is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Center provides access to special learning resources, which the University has contracted to assist with your studies.

APUS Library Tools

- [Book Catalog](#) - Link to thousands of *electronic* books
- [Databases](#) - Find *articles* and reports from scholarly journals, magazines, and newspapers
 - [ABC Clio US at War](#)
 - [CIAO](#)
 - [EBSCO](#)
 - [Praeger Security International](#)
 - [ProQuest](#)
- [Journal Title Search Engine](#)
 - [American Historical Review](#) from 2/01/1975 to 1 year ago in EBSCO
 - [Cold War History](#) from 08/01/2000 to 1 year ago in EBSCO
 - [Early Medieval Europe](#) from 03/01/1998 to 1 year ago in EBSCO
 - [Journal of American History](#) from 03/01/1983 in EBSCO
 - [Journal of Early Modern History](#) from 02/01/1999 to 1 year ago in EBSCO
 - [Journal of Medieval and Early Modern Studies](#) from 01/10/1997 to 1 year ago in EBSCO
 - [Journal of World History](#) from 04/01/1998 to present in ProQuest
- [Historical Research Methods](#)
 - [The Historical Approach to Research](#)
 - [Historical Research Methods](#)
 - [Reading, Writing, and Researching for History: A Guide for College Students](#)
 - [A Student's Guide to the Study of History](#)

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Selected Bibliography

Students are directed to the bibliographies included in the course readings for a comprehensive overview of the scholarship on 20th century U.S. history. Suggestions for further reading on select topics will be made available in the E-Classroom where appropriate.

Students are directed, as well, to the Department of History & Military Studies portal at the APUS Online Library: http://www.apus.edu/Online-Library/departments/military_st.htm.

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