AMH2020: American History Since 1865
Contributed by Professor Kisha King

Course Description
This is a course in US history covering major historical periods from the Reconstruction era to the present. The course is a general survey of the basic forces shaping American life including: The development of modern industrialism; the organization of laborers and farmers; immigration; the Progressive Era; World War I; the Roaring Twenties; the Great Depression and New Deal; the origins and impact of the Second World War; the advent of the Cold War; post war domestic tensions; the complacent 1950's; social/political unrest of the 1960's; disillusionment and search for new directions since 1970.

This course meets Area 3A general education requirements for the A.A. degree. This course meets Area 3 or 5 general education requirements for the A.S. degree.

General Course Outcomes
At the conclusion of this course, the student will be able to:

1. Identify and employ the components of historical research and analysis.
2. Produce clearly organized, thoroughly developed writing assignments, including but not limited to short answer response assignments, short essays, research assignments, or research papers, which express defensible conclusions based on historical analysis.
3. Identify and evaluate the motivations, characteristics, and consequences of U.S. westward, industrial, urban, and imperial expansion in the late nineteenth and early twentieth century. Chapters 16-21
4. Assess the major figures, organizations, goals, and outcomes associated with progressivism. The students shall analyze the origins, progression, and outcomes of World War I. Chapters 22-25
5. Analyze the origins, progression, and outcome of World War II. The students shall assess the development and characteristics of the Cold War in its first decades, including its impact on U.S. foreign and domestic policy and practices. Chapters 25-26
6. Analyze the causes and consequences of the major social movements of the 1960s and identify and evaluate the political, social, economic, and diplomatic developments between the 1970s and early 1990s and their relationship to earlier decades. Chapters 27-29
7. Assess the political, social, economic, and international events that shaped American life in the early 1990s and beyond. Chapters 29-32

Click BC Course Outlines for more details.

This course is also dedicated to the promotion of critical thinking, especially as described in the Broward College Quality Enhancement Plan entitled "Question Every Possibility: Think Critically". BC's critical thinking initiative has four student learning outcomes:

1.1 Explain questions, problems, and/or issues
1.2. Analyze and interpret relevant information
1.3. Evaluate information to determine potential conclusions
1.4. Generate a well-reasoned conclusion
We will incorporate these outcomes throughout the semester through our class discussions, in-class assignments, and online assignments.

Broward College’s Definition of Critical Thinking:

To support Broward College’s Quality Enhancement Plan (QEP), critical thinking is defined as a process of evaluating information by questioning and testing assumptions, accepting and rejecting arguments and/or perspectives, and applying reasoning to make informed decisions.

For additional information on critical thinking, click on these links:

The Miniature Guide to Critical Thinking: Concepts and Tools:  
The Critical Thinking Community: Critical Thinking in every Day Life: 9 Strategies:  

Course Prerequisites

To maximize your chances for success in this course, make sure that you meet the following course prerequisites:

- Course Prerequisites and Co-requisites: n/a

Course Attendance and Participation Policies

During the first week of class, you must attend the first day of class and/or complete an activity from the online orientation or you will be withdrawn from the course. Simply logging into the course will not satisfy your attendance during this time. If you do not complete the requirements of the first week of class, you should drop the course by the official drop/add deadline or expect to pay for the course.

It is very important for you to actively participate in the online portion of this class. If you stop participating in class discussions, do not submit assignments, or fail to take quizzes or tests prior to the withdrawal date, you will be withdrawn from class and receive a W or, if it is your third attempt, an F.

If you stop participating after the withdrawal date, you will receive an F. To avoid this situation, you should remain an active learner in this class and always communicate extenuating circumstances to your instructor. Ongoing communication with the instructor is critical to your course success. Completion of tests, assignments, and other class activities are used as indicators of your participation in order to satisfy this reporting requirement.

General Policies and Technical Requirements

You are responsible for being familiar with all BConline policies and procedures related to your activity in this course.

Broward College Policies

- Review the Broward College Policies on topics including disability services, academic honesty, privacy, and critical event procedures.
BConline Policies

- Review the General Course Policies page for topics including rules for netiquette, definition of participation, and other information.

Technical Requirements

- Students taking blended courses are expected to be moderately proficient in using a computer. Please go to the Technical Requirements page for a complete list of computer skills and technical requirements.

Academic Success Centers (ASC)

- The Academic Success Centers at Broward College are here to ensure your success in this class. You will benefit from an array of academic support services provided in a comfortable, collaborative atmosphere specifically designed to advance your academic achievement. Statistics show that students who use the ASC early and often are more successful than those who do not.

- Smarthinking.com – is an online, web-based, tutoring program that is available 24/7 to all students currently enrolled at Broward College. Smarthinking supports student learning in most subject areas including accounting, anatomy and physiology, biology, chemistry, English, nursing, math and more. Students can chat online and work on a whiteboard with a tutor, submit questions, and get extensive feedback on essays and research papers.

Communication Policies

Communication

- Use the course email tool only for private, personal, one-to-one communication with a specific individual, or groups of individuals. Do not send course related emails to the instructor's BC email address.

- In the event that the course communication tools are unavailable for more than 24 hours, the instructor will communicate with students (if necessary) via their BC email address. Access your BC email account at http://www.outlook.com

Faculty Response

- Course emails and discussion posts will be answered within 48 hours. Emails and submissions sent on Saturday or Sunday, or holidays may not be answered until the next school day. It is recommended that you post course-related questions in the discussion area. Other students may have the same questions as you or may even be able to answer your questions. If you need info related to a test or assignment, plan ahead and submit your questions well ahead of the due date. Additionally, you can contact your instructor during their online office hours or schedule an online meeting. Your instructor is not online 24 hours per day, so please allow time for responses.

Class Policies

- Cell phone - Please turn your phone to silent as to not disturb the class day discussions.

- Arriving late/leaving early - Please be considerate of the class in progress and make every effort to arrive on time and do not leave class early.
Required Textbooks & Materials

Required Text:
Title: American Stories  
Author(s): HW Brands, TH Breen, Ariela Gross, R. Hall Williams  
Publisher: Pearson Publishing  
This is a Broward College custom edition and may be purchased at the Central Campus Barnes and Noble Campus Bookstore.

Methods of Instruction

This is a 3-credit hour blended course without proctored exams. In this class, you will engage in a combination of face to face and out-of-class and online activities. The online activities include readings, discussions, written assignments, and online quizzes. The face to face experience will include a series of in-class assignments that require you to prepare before coming to class. See the course schedule for a detailed description of activities. Students are responsible for regularly reviewing the course schedule and completing all required assignments.

Course Schedule and Assignments

1. Instructions for Assignments:

   - **Short Answer Response Assignments (SAR):** Short answer response assignments are writing assignments that test your mastery of the information as well as serve as exercises in critical thinking within the context of history. For short answer response assignments, it is important that:
     
     - Your answers are in complete sentences.
     - You make sure to cite all of your sources.
     - You make sure to proofread your entries.

     You must use the information provided (learning modules, textbook) only and submit your SAR assignments as a Microsoft Word 2007 (or the latest version) attachment. You will be penalized if you use any other source.

     Plagiarism Policy: There will be no rewrites for cases of plagiarism. At a minimum, you will receive a "0" for any incidents of plagiarism and you will forfeit any extra credit points earned in the course.

   - **Document Analysis Assignments:** The purpose of the assignment is to acquaint students with primary sources and familiarize them with the process involved in critically analyzing them. These document analysis assignments require you to read a series of documents embedded in the course and answer a set of questions relating to them. The question include:

     1. What type of document is it (primary or secondary) and (government document, letter, textbook, editorial, etc.)? What is the title of the document?

     2. What date/year was the document written?

     3. Who was the author of the document? Provide a short biography of the author (be sure to provide a citation for the source used). See the citation guide embedded in the Course Content Browser for examples.
4. What was America like at the time the document was written? Make sure your description is comprehensive: Politics, social relations, economy, geographical development, etc.

5. Provide a paragraph summary of the document.

6. Which two key concepts can you identify within the document? Use the SEE-I exercise for each identified concept. (Instructions for SEE-I exercise found in the table of contents)

Additionally, to be successful with this assignment be sure that:

Your answers are in complete sentences.

You cite all of your sources. See the Citation Guide embedded in the Course Content Browser for examples.

You proofread your entries.

You must use the information provided (learning modules, supplemental sources, and textbook) only and submit your DAA assignments as a Microsoft Word 2007 (or the latest version) attachment in the “assignments” widget of the course. No other sources are allowed for these assignments. You will be penalized 5 POINTS if other sources are used. Additionally, Wikipedia is not considered an acceptable source for this course and cannot be included in your assignments.

2. Instructions for Quizzes:

Learning module quizzes will be in a multiple choice and/or true and false formats. They will consist of 20 point questions that will test your mastery of the information found in the textbook chapters and the learning modules. Please refer to the course schedule for when these quizzes are assigned and their due dates. Learning module quizzes are not timed but you will have only ONE attempt to take them.

3. Instructions for Discussions:

Participating in the course discussions is an important part of your final grade. There is at least one class discussion for every week in the course. These assignments are found in the “discussion” widget (on the blue navigation bar at the top of the course homepage). In your discussions, you cannot simply reply to someone's posting with "ditto" or "I agree with you". You must both answer the question asked and respond to at least TWO classmates’ postings. Your responses must also demonstrate that you have read and understood the topic addressed. Remember - we are all in this together and we can learn from each other. Remember that the discussion tool is public - everyone will be able to view posts and responses.

4. Instructions for Course Examinations:

There are two 2-part non-cumulative exams for this course. The first part is a TIMED multiple choice question exam which will be found in the “assessments” widget (on the blue navigation bar at the top of the course homepage). The questions will be based on information in your text, your previous assignments, and your course learning modules. This portion of your exam will be in the “assessments” widget of the course. Part one is administered online and may be taken at home or anywhere you can access the internet. You are not required to go to the Testing Center to complete them.
The second part is a face to face written examination that includes but is not limited to the following: short answer response questions, vocabulary identification, short essay questions. The second part of the exam is administered in class according to the course schedule provided below. These exams are non-cumulative,

The scheduled dates for these exams are provided below. Look out for announcements to be posted just before your examinations. **This course does not have proctored exams.**

### UNIT ONE: Introduction to the Course and Orientation and Reconstruction and Westward Expansion (Chapters 16-17) (Online and 2 Classroom sessions)

<table>
<thead>
<tr>
<th>Orientation</th>
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<tbody>
<tr>
<td><strong>Learning Outcomes</strong></td>
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<tr>
<td>After completing the Orientation module, the students will be able to:</td>
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<tr>
<td>1. He/she has read and understands the course requirements and policies</td>
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<tr>
<td>2. He/she is proficient at using the D2L tools</td>
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<tr>
<td>After completing the Introduction to History module, the students will be able to:</td>
</tr>
<tr>
<td>1. Examine a definition of history.</td>
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<td>2. Examine the importance of the connection between the past and the present.</td>
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<tr>
<td>3. Distinguish between primary and secondary sources and explain how each are used to make historical claims.</td>
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<tr>
<td>4. Interpret multiple forms of evidence (visual, oral, statistical, and/or artifacts from material culture).</td>
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</tbody>
</table>

| Orientation Activities: (Online only) |
| Read |
| Welcome |
| Syllabus |
| All items within orientation including the BConline Learning Orientation and the Introduction to History module |

| Assignments |
| Orientation Certificate |

| Discussions |
| Introduce yourself |

| Assessments |
| Syllabus Quiz |
| Introduction to History Quiz |

| Read |
| Chapter 16 in Text (in class) |
| LM 16 (online and in class) |

| Discussions |
| Unit One Discussion: Reconstruction (online and in class) |

| Due: |
| Assignments |

### Chapter 16: The Agony of Reconstruction

| Learning Outcomes |
| 1. Evaluate the social, economic, and political developments of Reconstruction. |
| 2. Analyze the successes and failures of Reconstruction. |

| Read |
| Chapter 16 in Text (in class) |
| LM 16 (online and in class) |

| Discussions |
| Unit One Discussion: Reconstruction (online and in class) |

| Due: |
| Assignments |
### Chapter 17: Exploiting an Empire, 1849-1902

**Learning Outcomes**

1. Discuss the efforts of the U.S. government to encourage westward settlement and development.
2. Analyze the significance of the frontier to American history, with special attention to: The consequences of settlement for Native Americans in the west, the ethnic, cultural, and religious diversity of the west, and the conditions and problems faced by American miners, ranchers, and farmers.

**Read**

- Chapter 17 in Text (in class)
- LM 17 (Online)
- American West During the Gilded Age PowerPoint (online)

**Assessments**

- LM 17 Quiz (online)

**Due:**

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### UNIT TWO: Gilded Age America (Chapters 18-20) (Online and 2 Classroom sessions)

### Chapter 18: The Industrial Society, 1850-1901

**Learning Outcomes**

1. Interpret the meaning of the Gilded Age in American economic, social, and intellectual thought during this period.
2. Evaluate the causes of the sensational growth of business and industry during this time period, including the philosophies and practices of the major industrialists and the role of the US government.
3. Assess the consequences of mass industrialization during this time period.

**Read**

- Chapter 18 in Text (in class)
- LM 18 (online and in class)
- Industrial America PowerPoint (online and in class)

**Discussions**

- Unit Two Discussion: Workers Unite (online and in class)

**Assessments**

- LM 18 Quiz (online)

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### Chapter 19: Toward an Urban Society, 1877-1900

**Learning Outcomes**

1. Assess the factors that led to the growth of cities in the nation in the late 19th century.
2. Evaluate the consequences of the growth of urban life socially, culturally, and politically.

**Read**

- Chapter 19 in Text (in class)
- LM 19 (online and in class)
- Gilded Age Cities PowerPoint (online and in class)

**Assignments**
3. Analyze the relationship between industrialization, urbanization and the rise of modern reform movements in the late 19th century.

<table>
<thead>
<tr>
<th>Chapter 20: Political Realignments, 1876-1901</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Outcomes</strong></td>
</tr>
<tr>
<td>1. Analyze the two-party system in American politics during the late 19th century</td>
</tr>
<tr>
<td>2. Evaluate the rise of the Farmers' Alliances in America</td>
</tr>
<tr>
<td>3. Assess the origins and importance of the Populist Party</td>
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<td>4. Evaluate the importance of the presidential election of 1896</td>
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<tr>
<td><strong>Assessments</strong></td>
</tr>
<tr>
<td>• See-I Exercise - Gilded Age</td>
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<tr>
<td>• LM 19 Quiz (online)</td>
</tr>
<tr>
<td><strong>Read</strong></td>
</tr>
<tr>
<td>• Chapter 20 in Text (in class)</td>
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<tr>
<td>• LM 20 (online and in class)</td>
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<tr>
<td><strong>Assessments</strong></td>
</tr>
<tr>
<td>• LM 20 Quiz (online)</td>
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<thead>
<tr>
<th>UNIT THREE: Imperial America (Chapter 21) (Online and Two Classroom Sessions)</th>
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<tbody>
<tr>
<td><strong>Chapter 21: Toward Empire, 1865-1902</strong></td>
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<tr>
<td><strong>Learning Outcomes</strong></td>
</tr>
<tr>
<td>1. Interpret the development of US Imperialism during this period, with special attention to: the arguments for US imperial expansion at the turn of the 20th century, the causes and consequences of the Spanish-American War, including US territorial gains and the Philippine-American War, the arguments against US imperialism during this time</td>
</tr>
<tr>
<td><strong>Read</strong></td>
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<tr>
<td>• Chapter 21 in Text (in class)</td>
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<tr>
<td>• LM 21 (online and in class)</td>
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<tr>
<td>• American Imperialism PowerPoint (online)</td>
</tr>
<tr>
<td><strong>Discussion</strong></td>
</tr>
<tr>
<td>• Unit Three Discussion: Imperial America (online and in class)</td>
</tr>
<tr>
<td><strong>Assignment</strong></td>
</tr>
<tr>
<td>• See-I Exercise - Imperialism</td>
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<tr>
<td><strong>Assessments</strong></td>
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<tr>
<td>• LM 21 Quiz (online)</td>
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<tr>
<th>UNIT FOUR: Progressive Era (Chapters 22-23) (Online and 2 Classroom sessions)</th>
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<tr>
<td><strong>Chapter 22: The Progressive Era, 1895-1917</strong></td>
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<tr>
<td><strong>Learning Outcomes</strong></td>
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<tr>
<td>1. Analyze the specific goals and outcomes of the early progressive era including attempts made by</td>
</tr>
<tr>
<td><strong>Read</strong></td>
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<tr>
<td>• Chapter 22 in Text (in class)</td>
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<tr>
<td>• LM 22 (online and in class)</td>
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<tr>
<td><strong>Assignment</strong></td>
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progressives to solve the problems caused by industrialization, urbanization, political corruption, and social disorder.

**Chapter 23: From Roosevelt to Wilson in the Age of Progressivism, 1900-1920**

**Learning Outcomes**

1. Analyze the causes and factors contributing to the progressive movement
2. Describe and define characteristics of progressives
3. Analyze the specific goals and outcomes of progressives in attempting to solve the problems caused by industrialization, urbanization, political corruption, and social disorder, the politics and practices of progressive presidents including Theodore Roosevelt, William Howard Taft, and Woodrow Wilson

**Read**

- Chapter 23 in Text (in class)
- LM 23 (online and in class)

**Discussions**

- Unit Four Discussion: Progressive Era (online and in class)

**Assessments**

- LM 23 Quiz
- Midterm Examination: Learning Modules 16-23 (online and in class)

**UNIT FIVE: World War I and the Roaring Twenties (Chapters 24-25) (Online and 2 Classroom sessions)**

**Chapter 24: The Nation at War 1901-1920**

**Learning Outcomes**

1. Compare and contrast the diplomacy of presidents Theodore Roosevelt, William Howard Taft, and Woodrow Wilson before 1914
2. Assess the Role of the US in the Great War from 1914-1918, with special attention to: the origins of the Great War in Europe and American responses to it, the US government's mobilization of the war effort at home, the role of the US military in the war, President Wilson's plan for peace, including his 14 points, the content of and debates over the Treaty of Versailles.

**Read**

- Chapter 24 in Text (in class)
- LM 24 (online and in class)

**Discussions**

- Unit Five Discussion: World War I (online and in class)

**Assignment**

- SEE-I Exercise - sovereignty

**Assessments**

- LM 24 Quiz (online)

**Chapter 25: Transition to Modern America, 1919-1928**

**Learning Outcomes**

1. Analyze America's response to the Great War, including the isolationist and conservative politics of the 1920's and 1930's

**Read**

- Chapter 25 in Text (in class)
- LM 25 (online and in class)

**Assignments**
2. Evaluate the prevailing social, cultural, political, and economic developments of the 1920's including but not limited to the 28th amendment and Prohibition, the 19th Amendment and woman suffrage, the Harlem Renaissance, the consumer revolution, and the rise of nativism.

3. Compare and contrast the leadership of Presidents Harding, Coolidge and Hoover during the 1920's

### UNIT SIX: Great Depression – Cold War (Chapters 26-28) (Online and 2 Classroom sessions)

#### Chapter 26: Franklin D. Roosevelt and the New Deal, 1929-1939

**Learning Outcomes**

1. Analyze the causes and effects of the Great Depression, with special attention to: the characteristics of the post-World War II US economy, the role of the US in the international economy, President Herbert Hoover's strategy for combating the depression, President Franklin D. Roosevelt's New Deal plan for relief, recover, and reform, the impact of the depression on American citizens and on American thought and culture.

**Read**

- Chapters in Text (in class)
- LM 26 (online and in class)

**Discussions**

- Unit Six Discussion: Great Depression and New Deal (online and in class)

**Assignment**

- SEE-I Exercise - Totalitarian

**Assessments**

- LM 26 Quiz (online)

#### Chapter 27: America and the World

**Learning Outcomes**

1. Analyze the role of the US in World War II from 1939-1945, with special attention to: the events leading to the outbreak of World War II and American responses to it, the economic, political, and social mobilization for the war effort, the military strategies use during the war, including the liberation of Europe, the fighting in the Pacific, and the decision to drop the atomic bomb on Japan, the wartime alliance between the US, Great Britain, and Russia, including the Yalta Conference in 1945.

**Read**

- Chapter 27 in Text (in class)
- LM 27 (online and in class)

**Assessments**

- LM 27 Quiz (online)

#### Chapter 28: The Onset of the Cold War, 1945-1960

**Learning Outcomes**

1. Assess the origins of the Cold War

**Read**

- Chapter 28 in Text (in class)
- LM 28 (online and in class)
2. Evaluate the development of postwar containment policy
3. Analyze the origins, progression, and outcome of the Korean War
4. Interpret the effect of the Cold War on American society, politics, and culture
5. Compare and contrast the Cold War foreign policy of Presidents Truman and Eisenhower
6. Compare and contrast the Cold War domestic economic policy of Presidents Truman and Eisenhower

### Assessments
- LM 28 Quiz (online)

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**UNIT SEVEN - Affluence, Anxiety and the Turbulent Sixties (Chapters 29-31) (Online and 2 Classroom Sessions)**

**Chapter 29: Affluence and Anxiety, 1945-1960**

**Learning Outcomes**

1. Analyze the development of the civil rights movement of this era, with special attention to: the origins of the modern civil rights movement, the major figures, goals, and strategies of the movement
2. Identify the reasons for the rise of post war suburbia and baby boom.
3. Trace the origins of the legal fight against segregation in education leading to the Brown v. Board of Education decision.
4. Describe the origins and impact of the Montgomery Bus Boycott and evaluate the decision to use nonviolent civil disobedience as the major tactic in the fight against Jim crow segregation and disenfranchisement in the American South.

Evaluate the massive resistance tactics employed by Southern Whites in the face of the civil rights struggle.

**Read**
- Chapter 29 in Text (in class)
- LM 29 (online and in class)

**Discussions**
- Unit Seven Discussion: Cold War (online and in class)

**Assignment**
- SEE-I Exercise - Cold War

**Assessments**
- LM 29 Quiz (online)

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**Chapter 30: The Turbulent Sixties**

**Learning Outcomes**

1. Analyze the evolution of the civil rights movement from the 1960's to the 1970's

**Read**
- Chapter 30 in Text (in class)
- LM 30 (online and in class)
- Turbulent Sixties Document Collection (online and in class)
2. Analyze the evolution of the feminist movement from the early 1960's to the 1970's

3. Analyze the intended and unintended consequences of the second wave feminist movement, including successes, failures, and backlash

4. Evaluate the origins and goals of the environmental movement

5. Assess the evolution of America's involvement in Vietnam with special attention to: the origins of US military personnel in Vietnam in the 1950s and 1960's, the escalation of America's involvement in Vietnam after 1964, the origins, figures, goals, strategies and outcomes of the anti-Vietnam war movement, the responses of the Johnson and Nixon administrations to the Anti-Vietnam war movement, the Vietnamization policy and the end of US military involvement in Vietnam in the early 1970's

• Vietnam War PowerPoint (online)
• Black Power Movement PowerPoint (online)

Assignment
• Short Answer Response Assignment: Turbulent 60's (online)

Assessments
• LM 30 Quiz (nine)

Supplements
• The Great Debaters: "Harvard Debate"
• The Butler "Scene 6 The Love School"

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Chapter 31: To a New Conservatism, 1969-1988

Learning Outcomes
1. Evaluate the domestic and foreign policies of the Nixon Administration

2. Analyze the origins of the Watergate scandal and its impact on national political affairs and the national mood

3. Analyze the efforts of the Ford and Carter administrations to response to major national problems, including but not limited to the oil crisis, the rise in inflation, and the declining industrial base

4. Interpret the factors behind the conservative resurgence of the 1970s and 1980's

5. Evaluate the domestic policies of the of the Ronald Reagan Administration and their consequences for the American people

6. Evaluate the foreign policies of the Ronald Reagan Administration, their consequences, including the end of the Cold War

Read
• Chapter 31 in Text (in class)
• LM 31 (online and in class)

Assignment
• Short Answer Response Assignment: Nixon Era (online)

Assessments
• LM 31 Quiz (online)

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UNIT EIGHT: Chapter 32: To the Twenty-First Century, 1989-2009 (Chapter 32) (Online and 2 Classroom Sessions)
## Chapter 32: To the Twenty-First Century, 1989-2009

### Learning Outcomes

1. Evaluate the domestic policies of the George HW Bush, Bill Clinton, and George W. Bush Administrations and their consequences for the American people.

2. Assess the challenges to and responses of minorities and women to the changing social and economic conditions from the 1980's through to the 21st century.

3. Evaluate the foreign policies of the George HW Bush and Bill Clinton, and George W. Bush administrations, their consequences.

### Read
- Chapter 32 in Text (in class)
- LM 32 (online and in class)

### Discussions
- Unit Eight Discussion: War on Terror (online and in class)

### Assignment
- SEE-I Exercise - terrorism

### Assessments
- Final Examination: Chapters 24-32 (online and in class)

### Critical Thinking Learning Outcomes and Course Assignments

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Teaching &amp; Learning Experiences/Activities/Assignments</th>
<th>Elements of thought and/or Intellectual Standards (Specific Features Applied)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Explain questions, problems, and/or issues</td>
<td>SEE-I concepts in course discussions at the beginning of class; Document Analysis Assignments; Short Answer Response Assignments; examinations; chapter quizzes; in-class assignments (debates)</td>
<td>E of T: information; data, facts, evidence; concepts and ideas; inferences and interpretations; implications and consequences</td>
</tr>
<tr>
<td>1.2 Analyze and interpret relevant information</td>
<td>Examinations; chapter quizzes; short answer response assignments; in-class assignments (debates)</td>
<td>E of T: implications, assumptions, data, information, evidence; Intellectual Standards</td>
</tr>
<tr>
<td>1.3 Evaluate information to determine potential conclusions</td>
<td>Document Analysis Assignments; in-class assignment (think, pair, square, share) – imperialism; in-class assignment (think, pair, square, share)- disenfranchisement; In Class Assignment (debates)</td>
<td>E of T: assumptions; point of view; concepts and data, evidence, information; point of view</td>
</tr>
<tr>
<td>1.4 Generate a well-reasoned conclusion</td>
<td>Online discussions; In-Class Assignment (debates)</td>
<td>E of T: implications and consequences; point of view; assumptions</td>
</tr>
</tbody>
</table>
Grading and Exam Policies

- View your Grades
  - Grades will be available after finishing the quiz or exam.
  - Grades for assignments will be posted within five BC working days of the closing date of the assignment.
  - Grades for discussion postings will be posted within five BC working days after the discussion has closed.

- Make-up Exam
  - It is at the discretion of the instructor to offer a make-up exam. Make-up exams will only be considered under extenuating circumstances, and with prior notification and documentation (original funeral notice, original doctor note, etc.). Scheduling appointments and vacations are not valid reasons for requesting a make-up exam.

- How your Grade will be Determined

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Graded Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes 17@ 20pts. each</td>
<td>340</td>
</tr>
<tr>
<td>Discussions 8 @ 10 pts. each</td>
<td>80</td>
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<tr>
<td>SEE-I Exercises 8 @ 10 pts.</td>
<td>80</td>
</tr>
<tr>
<td>Short Answer Response Assignments 2 @ 100 pts.</td>
<td>200</td>
</tr>
<tr>
<td>Document Analysis Assignment 1 @ 100 pts</td>
<td>100</td>
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<tr>
<td>Midterm Exam Multiple Choice 1 @ 100 pts</td>
<td>100</td>
</tr>
<tr>
<td>Midterm Written In Class 1 @ 100 pts</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam Multiple Choice 1 @ 100 pts</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam Written In Class 1 @ 100 pts</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1200</strong></td>
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<table>
<thead>
<tr>
<th>Grades</th>
<th>Points</th>
<th>Percentage</th>
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<tr>
<td>Grade = A</td>
<td>1200-1080</td>
<td>90-100+%</td>
</tr>
<tr>
<td>Grade = B</td>
<td>1079-948</td>
<td>79-89.9%</td>
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<tr>
<td>Grade = C</td>
<td>947-816</td>
<td>68-78.9%</td>
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<tr>
<td>Grade = D</td>
<td>815-673</td>
<td>67-57.9%</td>
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<tr>
<td>Grade = F</td>
<td>672-0</td>
<td>56-0.0%</td>
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