A. COURSE DESCRIPTION

This course examines United States history from 1865 to today. During this time, the American people experienced an end of isolation as their country became a major player on the world stage. We start with an exploration of America’s recovery from the Civil War, expansion into the west, and urban growth. Next we focus on the pivotal decades of the new century that saw much racial discord, urbanization, new technologies, a world at war, and women’s suffrage. From there we look at the United States involvement in World War I, how it endured the Great Depression, and how it became a superpower after World War II. We will review the period of optimism from the end of World War II until the Watergate scandal, a time when minorities began to realize their civil rights, the nation prospered, and social reform promised a better future, all tempered by wars in Korea and Vietnam and the Cold War with the Soviet Union. We conclude our discussion of America as a superpower that outlasted the Soviet Union, dealt with terrorism, and continued to try to find its place in the world as it entered a new millennium.

B. METHOD OF INSTRUCTION

This course is self-paced, independent study, in an online environment. It takes a lot more discipline than an in person class. You are responsible for scheduling your study time and sticking to it regularly. This course will take approximately 135 hours to complete. This includes your reading, module activities, and module exams. The text for this course is an embedded eTextbook.

Each of your modules consists of reading materials, learning activities, videos, websites, and a module exam. Your module exams determine your grade in the course. The final module of the course involves a cumulative, timed, proctored exam. Your exams include questions from the reading only, however we encourage you to view all the videos and read the associated articles. These materials are an extension of your reading materials and will be great resources for you in the future.

C. LEARNING OUTCOMES

1. Recall the key events surrounding southern reconstruction after the Civil War, expansion into the west and its impact on Native Americans, and the growth of urban centers as the United States became a more industrialized society.
2. Recognize how new technologies, the changing role of women in society, racial discord, and the countries growing involvement in world events changed the nature of the country.
3. Identify how the country experienced the excesses of the 1920’s, the stock market crash and subsequent Great Depression of the 1930’s, and World War II in the 1940’s.
4. Name the significant events that led to the country’s rise as a superpower, how the Cold War and Civil Rights Movement dominated the national agenda, and how social reforms were intended to improve the quality of life for all.

5. Identify how the United States overcame the Cold War, civil unrest, economic uncertainty, and threats from domestic and foreign interests as the country entered the 21st Century.

### D. COURSE TOPICS/UNITS

<table>
<thead>
<tr>
<th>Module # and Topics</th>
<th>Module Subtopics</th>
<th>Module Learning Objectives</th>
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</tr>
</thead>
</table>
| Module 1: Reconstruction and the West | • Central Issues of Reconstruction  
• Black Codes and the African American Experience  
• Civil War Amendments  
• Northern Disillusionment  
• Southern Agriculture and Industrialization  
• Conquest of the West  
• Isolation of the Plains Indians  
• Manifest Destiny and the Concentration Policy  
• The War on Native Americans and Assimilation | • Recognize the central issues of Reconstruction.  
• Identify how the black codes impacted African American life in the post-war South.  
• Define the Civil War amendments.  
• List examples of Northern disillusionment after the Civil War, and the post-war impact on agriculture and industry.  
• Recall how the plains Indians were isolated, the war on native peoples evolved, and the conquest of the West.  
• Name the national policies surrounding Manifest Destiny. | 1. Read the Introduction to United States History II  
2. Read Chapter 1 Parts 1.1, 1.2, 1.3 PDF  
3. Watch the Videos  
4. Review the Weblography (Web Links)  
5. Take the Exam | 1 |
| Module 2: Industry, Agriculture, and Immigration | • Gilded Age Politics  
• Hayes, Garfield, Arthur, and Cleveland Presidencies  
• Interstate Commerce Act  
• Antitrust and the Harrison Presidency  
• The American Industrial Revolution  
• Titans of Industry: Rockefeller, Gould, Carnegie, and Morgan  
• The Changing Nature of Work  
• Rise of Organized Labor  
• Immigration and Ellis Island  
• Changing Shape of the City  
• Grangers and the Roots of Populism  
• The Crisis of 1893 | • Recognize events during the gilded age.  
• Differentiate between the Hayes, Garfield, Arthur, and Cleveland Presidencies.  
• Define the Interstate Commerce and Antitrust Acts.  
• List key events and people during the Industrial Revolution.  
• Recall how work changed during this time, the rise of organized labor, and the impact immigration had on both.  
• Identify how urban centers changed during this time.  
• Recall the rise of populism and the crisis of 1893. | 1. Read Chapter 1 Parts 1.4, 1.5, 1.6, 1.7  
2. Practice the Learning Activities  
3. Watch the Videos  
4. Review the Weblography (Web Links)  
5. Take the Exam | 1 |
| Module 3: Imperialism and Progressivism | • Idea of Imperialism  
• Alaska, Hawaii, and Cuba  
• Spanish American War | • Recognize how America became an imperial country after events in Alaska, Hawaii, and Cuba. | 1. Read Chapter 2 Parts 2.1, 2.2, 2.3, 2.4 | 2 |
<table>
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</table>
| Module 4: Square Deal and World War I | • Teddy Roosevelt  
  • President Taft and the Election of 1912  
  • Woodrow Wilson’s New Freedom  
  • Causes of World War I  
  • Trench Warfare  
  • The Home Front  
  • Women, African Americans, and War  
  • The American Soldier  
  • End of the Great War  
  • Wilson’s Postwar Vision  
  • Spanish Flu and Race Riot  
  • The Rise of Communism | • Recognize the role Teddy Roosevelt made in history.  
  • Identify events during the Taft and Wilson administrations.  
  • Define the causes for World War I, how the war was fought, how it impacted different peoples, and how it ended.  
  • List the key parts of Wilson’s post-war vision.  
  • Recall how the Spanish Flu and Race Riots impacted the country.  
  • Pick the events that led to the rise of Communism in the world. | 1. Read Chapter 2 Parts 2.5, 2.6, 2.7  
  2. Practice the Learning Activities  
  3. Watch the Videos  
  4. Review the Webliography (Web Links)  
  5. Take the Exam | 2 |
| Module 5: Roaring Twenties and Dirty Thirties | • The Harding and Coolidge Presidencies  
  • Economics of the 1920s  
  • The Consumer Culture  
  • The Jazz Age  
  • Rise of Relativism and Fundamentalism  
  • The Great Migration  
  • The Harlem Renaissance  
  • The Crash of 1929  
  • Causes of the Great Depression  
  • Hoover and the Depression  
  • Franklin Roosevelt and the New Deal | • Differentiate between the Harding and Coolidge presidencies.  
  • Recognize the impact the economy had on people in the 1920’s and 1930’s.  
  • Identify how consumer culture grew and the elements of the Jazz Age.  
  • Define relativism, fundamentalism, the great migration, and the Harlem renaissance.  
  • List causes and events leading up to the great depression. | 1. Read Chapter 3 Parts 3.1, 3.2, 3.3, 3.4  
  2. Watch the Videos  
  3. Review the Webliography (Web Links)  
  4. Take the Exam | 3 |
<table>
<thead>
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</tr>
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</table>
| Module 6: Great Depression and World War II | • Rise of the Automobile Culture  
• Tourism and Movie Palaces  
• Second New Deal  
• The Wagner Act, Social Security Act, and Supreme Court Battle  
• Roosevelt Recession  
• Rise of Dictators and Fascism  
• New World Leaders on the Road to War  
• The Attack on Pearl Harbor  
• America Goes to War  
• Mobilization at Home  
• War’s impact on African Americans and the American Family  
• War in Europe and the Holocaust  
• War in the Pacific and the Atomic Bomb | • Name the laws and policies implemented during Roosevelt’s New Deal.  
• Identify how the automobile, tourism, and movies impacted culture.  
• Identify the second new deal, the laws that supported it, and the Roosevelt recession.  
• Define how dictators and fascism rose in the world and how it lead to war.  
• List events leading up to the attack at Pearl Harbor and America’s involvement in World War II.  
• Name the impact war had on the people back home.  
• Recall events during the war in Europe and in the Pacific. | 1. Read Chapter 3 Parts 3.5, 3.6, 3.7  
2. Practice the Learning Activities  
3. Watch the Videos  
4. Review the Webliography (Web Links)  
5. Take the Exam | 3 |
| Module 7: Cold War and Civil Rights | • Origins of the Cold War and the Truman Doctrine  
• Korean War  
• Eisenhower Presidency  
• McCarthyism and Cold War Blame  
• Beginnings of American Involvement in Vietnam  
• The Affluent Society  
• The Baby Boom  
• Nuclear Fear and the Cold War at Home  
• The Feminist Movement  
• Civil Rights Movement  
• Plessy v. Ferguson and Brown v. Board of Education  
• Rosa Parks’ Ride, Martin Luther King, and the Sit-Ins | • Recognize the origins of the Cold War and Truman Doctrine.  
• Identify events during the Eisenhower presidency and Korean War.  
• Define how McCarthyism impacted the Cold War.  
• List how the U.S. became involved in Vietnam  
• Define the Affluent Society, Baby Boom, and Nuclear Fear.  
• Name events during the feminist and civil rights movements.  
• Recall significant people, events, and court cases during the civil rights movement. | 1. Read Chapter 4 Parts 4.1, 4.2, 4.3, 4.4  
2. Watch the Videos  
3. Review the Webliography (Web Links)  
4. Take the Exam | 4 |
<table>
<thead>
<tr>
<th>Module # and Topics</th>
<th>Module Subtopics</th>
<th>Module Learning Objectives</th>
<th>Assignments</th>
<th>Learning Outcomes</th>
</tr>
</thead>
</table>
| Module 8: Camelot and Great Society | • Kennedy's Presidency  
• Birth of the Space Age  
• The Peace Corps  
• Cuban Missile Crisis  
• The Berlin Wall  
• Kennedy's Assassination and the End of Camelot  
• President Johnson's Great Society  
• War on Poverty, Medicare, and Medicaid  
• The Civil Rights Act  
• Women’s Liberation  
• Black Political Power  
• The Vietnam War  
• Counterculture Revolution  
• Nixon and Vietnamization  
• Fall of Saigon and the Vietnam Legacy | • Differentiate between the Kennedy, Johnson, and Nixon administrations.  
• Recognize how the space age started and developed.  
• Identify how the Peace Corps was founded.  
• Define the Cuban Missile Crisis.  
• List events surrounding the war on poverty and the Great Society.  
• Recall the impact the Civil Rights Movement had on women, African Americans, and the counter-culture.  
• Recall how the war in Vietnam evolved throughout the 1960’s. | 1. Read Chapter 4 Parts 4.5, 4.6, 4.7  
2. Practice the Learning Activities  
3. Watch the Videos  
4. Review the Webliography (Web Links)  
5. Take the Exam | 4 |
| Module 9: Seventies and Eighties | • The Nixon Presidency  
• The Energy Crisis  
• The Watergate Scandal  
• 1970s Television and the American Family  
• The Equal Rights Amendment Movement  
• The Bicentennial  
• The Iran Hostage Crisis  
• The Reagan Presidency  
• Reaganomics and the Reagan Recession  
• AIDS  
• Reagan, Evil Empire, and the Reagan Doctrine  
• Challenger Explosion  
• Iran-Contra Scandal  
• Glasnost and Perestroika | • Recognize how the Watergate Scandal impacted Nixon and the country.  
• Identify why the energy crisis occurred.  
• Define how television impacted society and the family.  
• List events around the Bicentennial and Iran Hostage Crisis.  
• Recall how the Reagan presidency and his policies impacted the U.S. and world.  
• Differentiate between Glasnost and Perestroika.  
• List events up to and after the Challenger Explosion. | 1. Read Chapter 5 Parts 5.1, 5.2, 5.3, 5.4  
2. Watch the Videos  
3. Review the Webliography (Web Links)  
4. Take the Exam | 5 |
<table>
<thead>
<tr>
<th>Module # and Topics</th>
<th>Module Subtopics</th>
<th>Module Learning Objectives</th>
<th>Assignments</th>
<th>Learning Outcomes</th>
</tr>
</thead>
</table>
| Module 10: Nineties and 21st Century | • George H.W. Bush Presidency  
• Fall of the Soviet Union  
• Desert Storm  
• Clinton Presidency  
• Terrorism in the 90’s  
• Deficit Reduction and the Contract with America  
• Dot-Com Boom  
• Clinton Impeachment  
• Bush v. Gore 307  
• Attacks of September 11, 2001  
• War on Terrorism and the Bush Doctrine  
• The War in Iraq  
• Great Recession  
• Election of Barak Obama  
• Flat World Doctrine | • Differentiate between the George Bush, Clinton, George W. Bush, and Obama presidencies.  
• Recognize how the Soviet Union fell.  
• Identify events leading up to Desert Storm.  
• Define how terrorism impacted the country and world.  
• Recall how the dot-com boom developed and burst.  
• List events leading up to and during the War in Iraq.  
• Name how the Great Recession occurred.  
• Recall the election of Barak Obama.  
• Define flat world doctrine. | 1. Read Chapter 5 Parts 5.5, 5.6, 5.7  
2. Practice the Learning Activities  
3. Watch the Videos  
4. Review the Webliography (Web Links)  
5. Take the Exam | 5 |
| Module 11: Steps to Course Completion | • Final Exam  
• Course Survey  
• Certificate of Completion | N/A | 1. Take the Cumulative Practice Exam – Optional  
2. Review the Proctored Exam Information  
3. Create an Account with Proctor U  
4. Schedule an Exam Time  
5. Take the Proctored Final Exam  
6. Take the Cumulative Final Exam  
7. Submit the Course Survey  
8. Print Your Certificate of Completion | 1 2 3 4 5 |
E. TEXTBOOK(S) AND REQUIRED MATERIALS

  (All required materials are included in your tuition, there are no additional fees.)

F. GRADING RUBRIC

We use a percentage system for grading quizzes.

<table>
<thead>
<tr>
<th>Total Points</th>
<th>Percentage Average</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>990 - 1100</td>
<td>90 – 100 %</td>
<td>A</td>
</tr>
<tr>
<td>880 - 989</td>
<td>80 – 89 %</td>
<td>B</td>
</tr>
<tr>
<td>770 – 879</td>
<td>70 – 79 %</td>
<td>C</td>
</tr>
<tr>
<td>660 - 769</td>
<td>60 – 69 %</td>
<td>D</td>
</tr>
<tr>
<td>0 - 659</td>
<td>0 – 59 %</td>
<td>F</td>
</tr>
</tbody>
</table>

Module Exams & Final Exam Policy

Our module exams are not timed and you are allowed 3 attempts to achieve your highest score. The final module of this course consists of a one hour, 50 question, cumulative, proctored exam through ProctorU. You must achieve a score of 50% on the final exam to pass. Unlike the other module exams, the final cannot be taken more than once. If you do not achieve a 50% on the final exam, please contact us. A minimum 70% cumulative score in the course is required to pass the course. This means you can fail a quiz, but still pass the course if you achieve a 70% cumulative score. All exams and quizzes are weighted equally.

G: PROCTORED FINAL EXAM

The final module of this course consists of a one hour, 50 question, cumulative proctored exam proctored by ProctorU. You will need to have access to a webcam, microphone and a computer in order to take the proctored final exam. You are allowed to bring written and printed notes to the exam, however you cannot access the textbook. You will need to create an account at [https://go.proctoru.com](https://go.proctoru.com) prior to scheduling your final exam. From there, you can select your exam and create an appointment. Possible dates for the exam will appear in a calendar. All exams need to be scheduled 72 hours in advance in order to not incur any additional cost. The normal fee for proctoring is covered in your tuition. If you need to take an exam sooner than 72 hours there will be an additional fee.

**Note:** If you already have a ProctorU account through another institution, you will need to update your existing profile account settings. Log in to your existing account, click on your name in the top right of the screen, select "Account Settings," and then under the "Enrollments" section, press the "Add Enrollment" button to find and select “Ed4Credit.”
Once you are logged in to take the exam, you will be introduced to your proctor who will walk you through the proctoring process. You will need to hold up your government issued photo ID to help the proctor authenticate your identity. Then, the proctor will have you pan the webcam 360 degrees around the room so they can see the surroundings. This step is followed to ensure there are no unauthorized materials in the workspace. During the exam, the proctor is using screen-sharing and audible programs to monitor your surroundings to ensure academic integrity.

To learn more about the proctoring process, go to: https://www.proctoru.com/portal/ed4credit.

H: SYSTEM REQUIREMENTS

Internet Connection

- Broadband or High-Speed - DSL, Cable, and Wireless Connections
* Dial-Up internet connections will result in a diminished online experience. Classroom pages may load slowly and viewing large audio and video files may not be possible.

Hardware Requirements

- Processor - 2GHz Processor or Higher
- Memory - 1 GB RAM Minimum Recommended
* Our courses are accessible through multiple mobile learning platforms.

PC Software Requirements

- Operating Systems - Windows 7 or higher
- Microsoft Office 2007 or higher. Also, you could use a general Word Processing application to save and open Microsoft Office formats (.doc, .docx, .xls, .xlsx, .ppt, .pptx)
- Internet Browsers - Google Chrome is highly recommended
  - Cookies MUST be enabled
  - Pop-ups MUST be allowed (Pop-up Blocker disabled)
- PowerPoint Viewer (if you do not have PowerPoint)
- Adobe PDF Reader
- QuickTime, Windows Media Player &/or Real Player

MAC Software Requirements

- Operating Systems - Mac OS x 10 or higher with Windows
- Mac office programs or a Word Processing application to save and open Microsoft Office formats (.doc, .docx, .xls, .xlsx, .ppt, .pptx)
- Internet Browsers - Google Chrome is highly recommended
  - Cookies MUST be enabled
  - Pop-ups MUST be allowed (Pop-up Blocker disabled)
- PowerPoint Viewer (if you do not have PowerPoint)
- Adobe PDF Reader
- Apple QuickTime Media Player

I: TECHNICAL SUPPORT

Technical Support is available to assist with computing or classroom technical issues. Technical Support is available at the classroom login page, as a link in each course. Technical Support utilizes a ticketing system assigning a unique ticket number to track the progress and responses online. For your reference we provide complete archives and history of all your support requests. A valid email address is required to submit a ticket.

J: INFORMATION, POLICIES AND GUIDELINES

College Credit Recommendation

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Ed4Credit courses have gone through an intensive quality review process by ACE CREDIT® prior to being available to students. ACE CREDIT has evaluated and recommended all Ed4Credit courses for credit. This course has been recommended for three (3) college credits. Once you have completed an Ed4Credit course, you are eligible to receive an ACE Transcript for credit transfer purposes. Founded in 1918, ACE is the major coordinating body for all the nation’s higher education institutions, representing more than 1,600 college and university presidents and more than 200 related associations nationwide. For more than 30 years, colleges and universities have trusted ACE CREDIT to provide reliable course equivalency information to facilitate their decisions to award academic credit. For more information, visit the ACE CREDIT Transcript Service website at www.acenet.edu/credit/transcripts.

Accommodations of Disability Policy

It is the policy of our company to provide an appropriate environment to optimize learning of educational materials. Anyone that needs additional assistance for a disability can contact our company to make additional accommodations, when available.

Non-Discrimination Policy

It is the policy of our company to not discriminate against any student on the basis of gender, ethnic background, religion, sexual orientation, national origin, age, handicap or disability.

Online Etiquette & Courtesy

Online communications need to be composed with fairness, honesty and tact. Spelling and grammar are very important in an online course. What you put into an online course reflects on your level of professionalism. It is important not to take disagreement personally. Responses to different ideas and observations need to be objective. Being objective
means maintaining boundaries and not making personal attacks on the ability of others or making statements that have the potential to be taken personally. An important part of online learning is discussion. Differences in thinking are good because our knowledge is broadened. Because we have differences, we will have conflict. The important thing is to handle conflict in a way that does not create defensiveness which blocks learning. Here are online references that discuss online netiquette http://www.albion.com/netiquette/corerules.html.

Academic Integrity

Students are expected to exhibit academic integrity through their educational experiences and to avoid all forms of academic dishonesty. Academic dishonesty, which includes but is not limited to plagiarism, collusion, abuse of resource materials, cheating on an examination, or other academic work to be submitted, is subject to disciplinary action.

Students are allowed to reference course materials while taking quizzes and tests due to their emphasis on application; however, exams must be taken independently.

Students found responsible for an act or acts of academic dishonesty will be subject to academic and disciplinary sanctions. Academic sanctions may include withdrawal from the course with a grade of F and/or a reduction of a grade in the course. Disciplinary sanctions may include suspension for a specified period of time, permanent separation from the program, and/or filing of criminal charges.

No certificate of completion will be given if the course is completed by anyone other than you. When you enroll in the course you are stating under penalty of perjury that you, and not another person, studied the material in its entirety and completed all requirements. By registering for this course, you understand that it may be a crime to make false statements or to falsify documents submitted.

Best Practices for Online

We provide instruction in an online learning environment. An online learning environment needs structure for effective communication to occur. Below is a list of guidelines for effective online communication:

- Stay engaged and on-task in your course.
- Utilize good time management skills.
- Read your messages in the message system.
- Communicate with a respectful, professional tone in discussion threads (collaborative learning).
- Uphold the standards of Academic Integrity set forth by this company.
- Avoid typing in all caps. Typing in all caps in the online environment is viewed as SHOUTING and should not be used. If you wish to place emphasis on an important passage, use bold.
- Recognize that you are participating in an online dialogue. Use correct spelling and grammar in all forms of your writing.
- Utilize Netiquette standards in all forms of communication.