

AMH2020 Course Orientation

Contact Information

Instructors

Joel Black. Class #24026

Anna Lankina. Class #24099

Roger Smith, Class #22146

Email

Use the Canvas Inbox (icon located in the blue Canvas menu). Expect a response within 24 hours.

Office Hours

By appointment (online through [Zoom Conferences](#); link located in the Canvas navigation menu)

Credit Hours

3

Course Information

AMH2020: U.S. History since 1877 will survey the social, political, and cultural history of the United States from Reconstruction to the present. The object of studying history is to learn about the past, but also to develop skills in analysis, critical thinking, interpretation of evidence, and expository writing. A central concern of this course will be studying the diversity of the American people, and we will devote a large portion of class time to examining how an American society made up of many cultures and ethnicities has developed and changed over time. Since the study of history always also includes placing one's own life into context, students will be asked to reflect on their own relationship to the diverse values, attitudes and norms that have created cultural differences in the United States.

Course Description

This survey class will provide an introduction to key themes, terminology and methodologies of the social and behavioral sciences. Students will learn to identify, analyze, and explain social institutions, social structures, and social processes, and how these things change over time. In each module, students will be asked to engage in problem-solving techniques using qualitative methods. In addition, course readings will model these types of social science analysis. Over the course of the semester, will not only study the past but also the ways a variety of ethical perspectives inform our understanding of the past as well as the individual and societal decisions of historical actors.

Course Objectives

By the end of this course, you will be able to:

- Explain why Reconstruction set up all of American history from that point on. (Module 1-16)

- Explain how and why American society industrialized during the late 19th Century. (Module 2-4)
- Explain the causes & consequences of urbanization. (Module 5-6)
- Explain why racial, ethnic, & gender divisions arose in American society from 1877 to the start of World War I. (Module 8-9)
- Explain how & why the federal government increased its authority & power in the years following World War I. (Module 8-9)
- Show when & why a mass national culture emerged. (Module 8-9)
- Explain how World War II fundamentally changed America. (Module 11-12)
- Describe how the Cold War started & why it lasted so long. (Module 13)
- Explain why the Civil Rights movement occurred & how it reshaped American society. (Module 14)
- Discuss how and why the United States got involved in Vietnam and how that war shaped domestic events. (Module 15)
- Explain the rise of conservatism in the last quarter of the 20th century. (Module 16)
- Show how the Cold War ended and the effects of this on both the United States and the rest of the world. (Module 16)

Course Requirements

Required textbook

The American Yawp (This textbook is free online at <http://www.americanyawp.com/> (Links to an external site.))

Other required readings are available at no cost through Canvas.

Prerequisites

There are no prerequisites for this course.

Minimum technology requirements

The University of Florida expects students entering an online program to acquire computer hardware and software appropriate to his or her degree program. Most computers are capable of meeting the following general requirements. A student's computer configuration should include:

- Webcam
- Microphone
- Broadband connection to the Internet and related equipment (Cable/DSL modem)
- Microsoft Office Suite installed (provided by the university)

Individual colleges may have additional requirements or recommendations, which students should review prior to the start of their program.

Minimum technical skills

To complete your tasks in this course, you will need a basic understanding of how to operate a computer and how to use word processing software.

Materials/Supply Fees

There is no supply fee for this course.

Honorlock

Honorlock is an online proctoring service that allows students to take exams on-demand 24/7. There are no scheduling requirements or fees.

You will need a laptop or desktop computer with a webcam, a microphone, and a photo ID. The webcam and microphone can be either integrated or external USB devices.

Honorlock requires that you use the [Google Chrome \(Links to an external site.\)](#) browser; furthermore, the [Honorlock extension \(Links to an external site.\)](#) must be added to Chrome. For further information, FAQs, and technical support, please visit [Honorlock. \(Links to an external site.\)](#)

Zoom

Zoom is an easy to use video conferencing service available to all UF students, faculty, and staff that allows for meetings of up to 100 participants.

You can find resources and help using Zoom at <https://ufl.zoom.us> [\(Links to an external site.\)](#).

Social and Behavioral Sciences and Diversity Credit

General Education: Objectives for Social and Behavioral Sciences and Diversity

This course satisfies the Social and Behavioral Science Gen-Ed Credit at the University of Florida. Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures and processes. This course emphasizes the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes and human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

This course also satisfies the Diversity Gen-Ed Credit at the University of Florida. Diversity courses provide instruction in the values, attitudes and norms that create cultural differences within the United States. This course will encourage you to recognize how social roles and status affect different groups and impact U.S. society. This course will guide you to analyze and to evaluate your own cultural norms and values in relation

to those of other cultures, and to distinguish opportunities and constraints faced by other persons and groups.

General Education: Student Learning Outcomes for Social and Behavioral Sciences and Diversity

Category	Definition	Course SLO
CONTENT	Knowledge of the concepts, principles, terminology and methodologies used within the historical discipline.	Students will demonstrate competence in the terminology, concepts, methodologies and theories used within the historical discipline. Students will also discuss the roles of social structure and status of different groups within the United States. Students will be assessed via: Weekly Interactive Readings, Perusall Discussions, Exams, and a Final Project.
COMMUNICATION	Communication is the development and expression of ideas in written and oral forms.	Students will communicate knowledge, ideas, and reasoning clearly and effectively in written or oral forms appropriate to the historical discipline. Students will be assessed via: Weekly Interactive Readings, Perusall Discussions, Exams, and a Final Project.
CRITICAL THINKING	Critical thinking is characterized by the comprehensive analysis of issues, ideas, and evidence before accepting or formulating an opinion or conclusion.	Students will analyze information carefully and logically from multiple perspectives, using historical methods, and develop reasoned solutions to problems. Students will also analyze and evaluate their own cultural norms and values in relation to those of other cultures. Students will identify, evaluate and compare their own social status, opportunities and constraints with those of other persons and groups. Students will be assessed via: Weekly Interactive Readings, Perusall Discussions, Exams, and a Final Project.

Course Policies

Requirements for make-up exams, assignments, and other work in this course are consistent with university policies that can be found at catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/ ([Links to an external site.](#))

As this is an online class, you are responsible for observing all posted due dates, and are encouraged to be self-directed and take responsibility for your learning.

Collaboration

While all Perusall assignments (Readings and interactive video lectures) are designed to be collaborative in nature, all work submitted must be your own, written in your own words. All exams and projects are to be completed independently and must be your own original work.

Grading Policy

I will make every effort to have each assignment graded and posted within one week of the due date.

- Interactive Lectures (Perusall), Interactive textbook readings (Perusall), and quizzes are due on Thursday nights before midnight.
- Primary Source Interactive Readings are due on Sunday before midnight **except** in Module 16.
- Check Canvas Assignment details for Midterm, Final Exam, and Final Project deadlines.

Course Grading Policy

Type of Assignment/Activity	Percentage of Final Grade
Primary Source Documents (Perusall)	15%
Interactive Video Lectures (Perusall)	5%
Interactive Textbook Readings (Perusall)	5%
Quizzes	5%
Midterm Exam	20%
Final Exam	25%
Final Essay Project	25%

Grading Scale

Percent	Grade	Grade Points
93-100	A	4.00
90-92	A-	3.67
87-89	B+	3.33
83-86	B	3.00

80-82	B-	2.67
77-79	C+	2.33
73-76	C	2.00
70-72	C-	1.67
67-69	D+	1.33
63-66	D	1.00
60-62	D-	0.67
57-59	E	0.00

See the [current UF grading policies \(Links to an external site.\)](#) for more information.

Interactive Readings and Lectures

Interactive Readings and Lectures make use of the collaborative annotation tool, Perusall.

Perusall helps you master readings faster, understand the material better, and get more out of your classes. To achieve this goal, you will be collaboratively annotating the textbook with others in your class. The help you'll get and provide your classmates (even if you don't know anyone personally) will get you past confusion quickly and will make the process more fun. While you read, you'll receive rapid answers to your questions, help others resolve their questions (which also helps you learn).

You can start a new annotation thread in *Perusall* by highlighting text, asking a question, or posting a comment; you can also add a reply or comment to an existing thread. Each thread is like a chat with one or more members of your class, and it happens in real-time. Your **goals** in annotating each reading assignment are *to stimulate discussion by posting good questions or comments* and *to help others by answering their questions*.

Research shows that by annotating thoughtfully, you'll learn more and get better grades, so here's what "annotating thoughtfully" means: *Effective annotations deeply engage points in the readings, stimulate discussion, offer informative questions or comments, and help others by addressing their questions or confusions*. To help you connect with classmates, you can "mention" a classmate in a comment or question to have them notified by email (they'll also see a notification immediately if online), and you'll also be notified when your classmates respond to your questions.

For each assignment, we will evaluate the annotations you submit on time (see below). Based on the overall body of your annotations, you will receive a score for each assignment as follows

- 5-4 (Meets Expectations) = This student has not only done the reading or viewed the lecture, but has actively engaged with its main themes, completed the annotations and responded to classmates

annotations thoughtfully, and participated in the discussion in such a way that demonstrates a command of the material.

- 3-2 (Improvement Needed) = This student has completed the readings or lecture material and the annotations and responded to classmates' annotations, but may have done so cursorily; participates in discussions in a way that demonstrates satisfactory but not excellent engagement with the material.
- 1 (Deficient) = This student may or may not have completed the reading or lecture material, and the annotations and responses to classmates annotations do not reflect active engagement with the themes of the text/video; the student does not participate in the discussion, or minimally participates but does not demonstrate engagement with the material.
- 0 (Deficient)= This student did not turn in an assignment, or the assignment demonstrated only superficial and incomplete annotations.

For further details about how Perusall annotations will be scored, review the help guide: [How is annotation quality defined in Perusall? \(Links to an external site.\)](#)

UF Policies

University Policy on Accommodating Students with Disabilities:

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/> (Links to an external site.)) by providing appropriate documentation. Once registered, students will receive an accommodation letter that must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

University Policy on Academic Conduct:

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The [Student Honor Code and Student Conduct Code \(Links to an external site.\)](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Netiquette and Communication Courtesy:

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions, and chats. Please refer to this [guide from UF's Center for Teaching Excellence](#)

[Actions](#)

Getting Help

Technical Difficulties:

For issues with technical difficulties for Canvas, please contact the UF Help Desk at:

- <http://helpdesk.ufl.edu> (Links to an external site.)
- (352) 392-HELP (4357)
- Walk-in: HUB 132

Any requests for make-ups due to technical issues should be accompanied by the ticket number received from the Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You should e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Health and Wellness

- **U Matter, We Care:** If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit umatter.ufl.edu (Links to an external site.) to refer or report a concern and a team member will reach out to the student in distress.
- **Counseling and Wellness Center:** Visit counseling.ufl.edu (Links to an external site.) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- **Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need, or visit shcc.ufl.edu (Links to an external site.).
- **University Police Department:** Visit police.ufl.edu (Links to an external site.) or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room/Trauma Center:** For immediate medical care in Gainesville, call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; ufhealth.org/emergency-room-trauma-center (Links to an external site.).

Academic and Student Support

- **Career Connections Center:** 352-392-1601. Career assistance and counseling services career.ufl.edu/ (Links to an external site.).
- **Library Support:** Various ways to receive assistance with respect to using the libraries or finding resources. cms.uflib.ufl.edu/ask (Links to an external site.)
- **Teaching Center:** 352-392-2010 General study skills and tutoring: teachingcenter.ufl.edu/ (Links to an external site.)
- **Writing Studio:** 352-846-1138. Help brainstorming, formatting, and writing papers: writing.ufl.edu/writing-studio/ (Links to an external site.)

Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/> (Links to an external site.). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/> (Links to an external site.). Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/> (Links to an external site.).

Canvas Information

Canvas is where course content, grades, and communication will reside for this course.

- ufl.instructure.com
- For Canvas, Passwords, or any other computer-related technical support contact the [IT Service Desk \(Links to an external site.\)](#).

Tips for Success

Taking a course online can be a lot of fun! Here are some tips that will help you get the most of this course while taking full advantage of the online format:

- Schedule "class times" for yourself. It is important to do the coursework on time each week. You will receive a reduction in points for work that is turned in late!
- Read ALL of the material contained on this site. There is a lot of helpful information that can save you time and help you meet the objectives of the course.
- Print out the Course Schedule located in the Course Syllabus and check things off as you go.
- Take full advantage of the online discussion boards. Ask for help or clarification of the material if you need it.
- Do not wait to ask questions! Waiting to ask a question might cause you to miss a due date.
- Do your work well before the due dates. Sometimes things happen. If your computer goes down when you are trying to submit an assignment, you'll need time to troubleshoot the problem.
- To be extra safe, back up your work to an external hard drive, thumb drive or through a cloud service.

Privacy and Accessibility Policies

For information about the privacy policies of the tools used in this course, see the links below:

- Instructure (Canvas)
 - [Privacy Policy](#)
 - [Accessibility \(Links to an external site.\)](#)
- Perusall
 - [Privacy Policy \(Links to an external site.\)](#)
 - [Accessibility \(Links to an external site.\)](#)
- Sonic Foundry (Mediasite Streaming Video Player)
 - [Privacy Policy \(Links to an external site.\)](#)
 - [Accessibility \(Links to an external site.\)](#)
- Zoom
 - [Privacy Policy \(Links to an external site.\)](#)
 - [Accessibility \(Links to an external site.\)](#)
- YouTube (Google)
 - [Privacy Policy \(Links to an external site.\)](#)
 - [Accessibility \(Links to an external site.\)](#)

- Microsoft
 - [Privacy Policy \(Links to an external site.\)](#)
 - [Accessibility \(Links to an external site.\)](#)
- Adobe
 - [Privacy Policy \(Links to an external site.\)](#)
 - [Accessibility \(Links to an external site.\)](#)
- Honorlock
 - [Privacy Policy \(Links to an external site.\)](#)
 - [Accessibility \(Links to an external site.\)](#)

COVID-19 Recorded Course Statement

Our class sessions may be audio-visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials are prohibited.

Course Summary:

Date	Details
	Assignment Chapter 15: "Reconstruction"
	Assignment Chapter 16: "Capital and Labor"
	Assignment Chapter 17: "The West"
	Assignment Chapter 18: "Life in Industrial America"
	Assignment Chapter 19: "American Empire"
	Assignment Chapter 20: "The Progressive Era"
	Assignment Chapter 21: "World War I & Its Aftermath"
	Assignment Chapter 22: "The New Era"

Date **Details**

Assignment [Chapter 23: "The Great Depression"](#)

Assignment [Chapter 24: "World War II," sections 1-3](#)

Assignment [Chapter 24: "World War II," sections 4-13](#)

Assignment [Chapter 25: "The Cold War"](#)

Assignment [Chapter 26: "The Affluent Society"](#)

Assignment [Chapter 27: "The Sixties"](#)

Assignment [Chapter 28: "The Unraveling," sections 1-4](#)

Assignment [Chapter 28: "The Unraveling," sections 5-9](#)

Assignment [Chapter 29: "The Triumph of the Right"](#)

Quiz [Final Exam](#)

Assignment [Final Project: Birthday Research Essay](#)

Quiz [Midterm Exam](#)

Assignment [Primary Source Document, Chicago Defender, "Letters from the Great Migration," 1917](#)

Assignment [Primary Source Document, US Supreme Court, "Abrams v US," 1919](#)

Assignment [Primary Source Document: "Man-on-the-Street," Bloomington, Indiana, 1941](#)

Assignment [Primary Source Document: A. Philip Randolph, "Why Should We March?" 1942](#)

Assignment [Primary Source Document: Alex Manley and the 1898 Wilmington Race Riot](#)

Assignment [Primary Source Document: Andrew Carnegie, "Wealth," North American Review, 1889](#)

Date Details

Assignment [Primary Source Document: Barbara Jordan, 1976 Democratic National Convention Keynote Address, 1976](#)

Assignment [Primary Source Document: Bob Stinson, "Flint Sit-Down Strike," 1936](#)

Assignment [Primary Source Document: Changing Sexual Mores, "Petting and the Campus," 1925](#)

Assignment [Primary Source Document: Charles A. Lindbergh, "America First," 1941](#)

Assignment [Primary Source Document: Congressional Speeches on Imperialism, 1900](#)

Assignment [Primary Source Document: Father Coughlin, "A Third Party," 1936](#)

Assignment [Primary Source Document: Franklin D. Roosevelt, Executive Order No. 9066, 1942](#)

Assignment [Primary Source Document: Frederick Douglass on Remembering the Civil War, 1877](#)

Assignment [Primary Source Document: Frederick Jackson Turner, "The Significance of the Frontier in American History," 1893](#)

Assignment [Primary Source Document: Frederick Law Olmsted, "Proposal to Bouffal Park Commissioners," 1888](#)

Assignment [Primary Source Document: George Engel, Address by a Condemned Haymarket Anarchist, 1886](#)

Assignment [Primary Source Document: George Kennan, "Containment," 1947](#)

Assignment [Primary Source Document: George Waring, "Sanitary Conditions in New York," 1897](#)

Assignment [Primary Source Document: Harry Truman Announcing the Atomic Bombing of Hiroshima, 1945](#)

Assignment [Primary Source Document: Helen Hunt Jackson, from A Century of Dishonor, 1881](#)

Assignment [Primary Source Document: Ida B. Wells, "False Accusations, from A Red Record," 1895](#)

Assignment [Primary Source Document: Jacob Riis, "How the Other Half Lives," 1890](#)

Assignment [Primary Source Document: Jerry Falwell on the "Homosexual Revolution," 1981](#)

Date **Details**

Assignment [Primary Source Document: John Berger, Ways of Seeing, 1972](#)

Assignment [Primary Source Document: John F. Kennedy, "Inaugural Address," 1960](#)

Assignment [Primary Source Document: John Spargo, "The Bitter Cry of the Children," 1897](#)

Assignment [Primary Source Document: Joseph McCarthy, "Wheeling, West Virginia Speech," 1950](#)

Assignment [Primary Source Document: Jourdan Anderson Writes his Former Enslaver, 1865](#)

Assignment [Primary Source Document: Kellogg-Briand Pact, 1928](#)

Assignment [Primary Source Document: Ladies' Home Journal, "Young Mother," 1956](#)

Assignment [Primary Source Document: Letters by Mary Norcott Bryan, 1841-1925](#)

Assignment [Primary Source Document: Life, "The Teenage Consumer," 1959](#)

Assignment [Primary Source Document: Lyndon B. Johnson, "Remarks on Decision not to Seek Re-Election," 1968](#)

Assignment [Primary Source Document: Mark Twain, from The Gilded Age, 1873](#)

Assignment [Primary Source Document: Meridel Le Sueur, "Women on the Breadlines," 1932](#)

Assignment [Primary Source Document: Mississippi Black Code, 1865](#)

Assignment [Primary Source Document: Mrs. Henry Weddington, "Letter to President Roosevelt," 1938](#)

Assignment [Primary Source Document: New York Times, "Review of Opening Night at Coney Island," 1904](#)

Assignment [Primary Source Document: Nixon Announcement of China Visit, 1971](#)

Assignment [Primary Source Document: Pat Buchanan on the Culture War, 1992](#)

Assignment [Primary Source Document: Report of the National Advisory Commission on Civil Disorders, 1968](#)

Date **Details**

Assignment [Primary Source Document: Richard Fox, "Coney Island Frolics," 1883](#)

Assignment [Primary Source Document: Southern Manifesto on Integration, 1956](#)

Assignment [Primary Source Document: Statement by John Kerry of Vietnam Veterans Against the War, 1971](#)

Assignment [Primary Source Document: Statements of AIDS Patients, 1983](#)

Assignment [Primary Source Document: Student NonViolent Coordinating Committee, "Statement of Purpose," 1960](#)

Assignment [Primary Source Document: The Peoples' Party Platform, 1892](#)

Assignment [Primary Source Document: The Platt Amendment, 1901](#)

Assignment [Primary Source Document: William Jennings Bryan, "Cross of Gold Speech," 1896](#)

Assignment [Primary Source Document: William McKinley, "Decision on the Philippines," 1900](#)

Assignment [Primary Source Document: Woodrow Wilson, "The Fourteen Points," 1917](#)

Assignment [Primary Source Document: Yick Wo v. Hopkins, 1886](#)

Assignment [Primary Source Document: "Immigration Law," 1924](#)

Assignment [Primary Source Document: "Korematsu v United States," 1944](#)

Assignment [Primary Source Document: "Negro Rule," News and Observer, 1898](#)

Assignment [Primary Source Document: "The Creed of the Klanswomen," 1924](#)

Assignment [Primary Source Document: "The Senate's Declaration of War": Japan Responds to Japanese Exclusion, 1924](#)

Assignment [Primary Source Document: "The Truman Doctrine," 1947](#)

Quiz [Quiz 1](#)

Date **Details**

Quiz [Quiz 10](#)

Quiz [Quiz 11](#)

Quiz [Quiz 12](#)

Quiz [Quiz 13](#)

Quiz [Quiz 14](#)

Quiz [Quiz 15](#)

Quiz [Quiz 2](#)

Quiz [Quiz 3](#)

Quiz [Quiz 4](#)

Quiz [Quiz 5](#)

Quiz [Quiz 6](#)

Quiz [Quiz 7](#)

Quiz [Quiz 8](#)

Quiz [Quiz 9](#)

Assignment [Template Interactive Lecture \(Perusall\)](#)

Assignment [Template Primary Source \(Perusall\)](#)

Quiz [Template Quiz](#)

Assignment [Template Textbook \(Perusall\)](#)

Date **Details**

Calendar Event [University of Florida GatorEvals – Spring 2021](#)

Calendar Event [University of Florida GatorEvals – Spring 2021](#)

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Calendar Event [University of Florida GatorEvals – Spring 2021](#)

Calendar Event [University of Florida GatorEvals – Spring 2021](#)

Assignment [Video: Module 10: The Great Depression and New Deal \(1929-1936\)](#)

Assignment [Video: Module 11: Peaceseekers, 1920-1940](#)

Assignment [Video: Module 11: World War II: Why Did It Happen When It Did?](#)

Assignment [Video: Module 12: World War II Home Front](#)

Assignment [Video: Module 12: World War II in Japan and Europe](#)

Assignment [Video: Module 13: The Cold War and the Red Scare](#)

Assignment [Video: Module 13: The World the War Made](#)

Assignment [Video: Module 14: The Civil Rights Movement](#)

Assignment [Video: Module 14: The Civil Rights Movement Continued](#)

Assignment [Video: Module 15: 1950s and 60s Foreign Policy](#)

Assignment [Video: Module 15: The New Left](#)

Assignment [Video: Module 16: America in the World, 1972-2000](#)

Assignment [Video: Module 16: Gay Rights and the New Right in America](#)

Date **Details**

Assignment [Video: Module 1: Southern History 1877-1915](#)

Assignment [Video: Module 1: Violence, Race, and American History](#)

Assignment [Video: Module 2: The Gilded Age - 1870-1900](#)

Assignment [Video: Module 3: The West: Americans on the Move - 1870-1900](#)

Assignment [Video: Module 4: Black Freedom Struggle \(1890 – 1918\)](#)

Assignment [Video: Module 5: Populism and the 1890s](#)

Assignment [Video: Module 5: Temperance and Prohibition](#)

Assignment [Video: Module 6: America in the World](#)

Assignment [Video: Module 7: The Progressive Era \(1890-1916\)](#)

Assignment [Video: Module 8: World War One \(Part 1\)](#)

Assignment [Video: Module 8: World War One \(Part 2\)](#)

Assignment [Video: Module 9: America in the Jazz Age: The 1920s](#)

Assignment [Video: Module 9: Eugenics](#)
