HIST 1320: Correspondence
Course Sample
HIST 1320 - History of the United States, 1877 to Date

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New to the Site? Start with the Course Syllabus then move onto the Lessons page. If you have questions, contact me via email or the FAQ tool.

Note: Before you may take the unit exam, you must complete and earn a minimum score of 7 on at least 4 of the 5 posted Mindtap Assignments associated with a unit. You must also complete and earn a minimum score of 10 on at least 4 of the 5 posted reading quizzes.

When you have completed the required tasks for a Unit, you must contact me via email [tet@txstate.edu] to request a review before contacting the ODEL to set up your testing.
Course Content

Pre-Requisite Assignments

Before you start on a specific lesson, complete the 2 Mindtap Pre-Requisite Assignments. One reviews critical thinking skills used by historians and the other will guide you through the parts of a writing a good historical essay.

- Mindtap Pre-Requisites

Unit I

In the late 19th century the United States launched itself onto the global stage as an economic powerhouse and then quickly followed its economic clout with political might. How was this political and economic expansion created? What were the human and cultural costs and benefits of this expansion? In this unit, we will examine the growth of the United States as a world power but more importantly reflect upon the impact that growth had on society and on the individual.

- Lesson One: A New Industrial Order
- Lesson Two: The New City
- Lesson Three: Politics of the New Industrial Order
- Lesson Four: The Progressive Era
- Lesson Five: Unit Exam I Information

Unit II

The common theme to remember for this unit is the tension between America’s long standing policy of isolation and the emergence of globalization, which makes isolationism almost impossible for any length of time. In the first half of the twentieth century, Americans welcomed the economic benefits of opening global markets, but shied away from maintaining any long standing political commitments to their global neighbors. As you examine the resources for this unit, keep in mind the dichotomy of American interests for this period and consider how World War II forced globalization on the American public.

- Lesson Six: America Goes to War
- Lesson Seven: Modern Times, Modern Problems
- Lesson Eight: Economic Collapse and the New Deal
- Lesson Nine: America as A World Power
- Lesson Ten: Unit Exam II Information

Unit III

The Allied victory in World War II and the emergence of nuclear technology, created a post war world that few could have predicted. Advancements in technology expanded the communication and transportation networks to the extent that the century’s old system of nationalism fell into question. For Americans, the post-war world appeared to be one of constant change and technical marvel. For much of the second half of the twentieth century, Americans were the ‘top-dog’ in this new world. We exported our beliefs, customs, and ideas to the rest of the lesser nations whether they wanted it or not. Of course, our reign was not without conflict or without end. In these lessons, consider how our position as a ‘superpower’ both advanced the American agenda and forced us to reconsider core values.

- Lesson Eleven: Fighting a Cold War
- Lesson Twelve: Consensus & Conflict in America
- Lesson Thirteen: The Vietnam Era
- Lesson Fourteen: Cultural Change & Reaction
- Lesson Fifteen: Unit Exam III Information
Lesson One: A New Industrial Order

Objectives

After completing this lesson, you should be able to do the following:

- Describe the industrial expansion of the United States at the turn of the century, analyzing the impact of this expansion on corporate organization.
- Describe and analyze the economic systems of the South following the Civil War
- Evaluate the working conditions created by the new industrial order, providing a description of the successes and failures of the early labor movements.

Study Schedule/Assignments

History is a very information dense subject. In our visually oriented culture, our brains are able to spend less and less time concentrated on learning ‘new stuff’ especially when it is distributed in a non-visual format. If you have struggled in the past with reading retention, then one strategy you might employ is to chunk the reading assignment into smaller bits and break up your study time for this course into multiple 45 min to 1 hour session rather than a marathon 3 or 4 hour one. I believe strongly in this concept of ‘chunking’ information so all of the lessons in this course are broken down into 3 to 4 parts.

The best scenario would be to tackle each part on separate days but if your schedule will only allow you to focus one day a week on this course then remember to give your brain a break between each part and to allow for a minimum of 6 hours a week reading and processing lesson content.

The study guides are for you to identify major themes and concepts within a lesson. There is no need to submit any responses for the study questions posted on the guides.

First,

- Read Part One: The Character of Industry linked on this page.
- Read Enduring Vision, Chapter 18, The Rise of Industrial America, 1865-1900, pp. 558-571.
- E-Headings: The Rise of Corporate America, Stimulating Economic Growth, Technology & Culture-Electricity
- Review and complete Part One of Study Guide.

Then,

- Read Part Two: The New South linked on this page.
- E-Headings: The New South
- Review and complete Part Two of Study Guide.

Then,

- Read Part Three World of Work linked on this page.
- E-Headings: Factories and the Work Force, Labor Unions and Industrial Conflict
- Review and complete Part Three of Study Guide

- World of Work
- March of the Mill Children, Mother Jones
Assessment One

' "Reading Quiz: Lesson 001" for HIST 1320.15 corr

This reading quiz assess your understanding of information presented in Lesson One/Chapter Eighteen.

You have 3 chances to complete this quiz.

There are 15 multiple choice questions.

You will have 20 min, to complete this quiz.

Upon completion/submission of each attempt, you will be given your score, the question and where you can find the answer to your question if you missed the item.

Remember: Students must score a 10 or better on 4 of the possible 5 Reading Quizzes within a unit before they can request to take the unit exam.

The due date posted for this quiz is irrelevant. All students have 9 months from the point of their personal registration to complete the assignments for this course.

This assessment is due Sunday, 2020-May-24 06:30 PM.

Once you click "Begin Assessment," you will have 20 minutes or until Sunday, 2020-May-24 06:30 PM whichever is shorter to complete this assessment. It will be submitted at that time, regardless of whether you have answered all the questions.

You can submit this assessment 2 more time(s). Answers from previous attempts will not be available within the assessment during subsequent attempts. Your highest score will be recorded.
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