

AMERICAN HISTORY
Student Learning Outcome Alignment Form

Course Prefix/Number: HIST 1302

Course Title: United States History II

Core Objective	Course SLO	General Learning Activities	Assessment
Critical Thinking Skills	1-12. Students will create an argument through the use of historical evidence; interpret primary and secondary sources; and analyze the effect of historical forces from Reconstruction until military developments of the late 20 th century and early 21 st century.	Students will complete a Primary Source review paper as a way to examine an original document from a historical event and time period. Also, students will be taught to think critically and analytically, and to ask appropriate questions about different historical groups who contributed to the making of a modern American nation state and culture.	Critical Thinking will be addressed through exams and writing assignments. Also, the students will complete a Primary Source review paper as a way to examine an original document from a historical event and time period. The students will examine American political, economic, social, and cultural history and form conclusions based on the information presented to them. Primary Source review assignment (sample attached), and the U.S. History 1302 Comprehensive Post-Test . Rubric: Attached .
Communication Skills	1-12. Students will create an argument through the use of historical evidence; interpret primary and secondary sources; and analyze the effect of historical forces from Reconstruction until military developments of the late 20 th century and early 21 st century.	Students will learn through the use of historical materials such as Primary and Secondary sources to critically evaluate the time periods in which these materials and documents originated. Also, Communication Skills will be addressed through the reading and	Students will complete a Primary Source review paper as a way to examine an original document from a historical time period. Example: "Letter from Birmingham City Jail" by Martin Luther King, Jr. Also, other assessments include

		discussion of historical texts, attending lectures, question and answer periods during class; and visual aids such as videos and photographs which will be used during the presentation of the course material.	group discussions and the U.S. History 1302 Comprehensive Post-Test . Rubric: Attached .
Social Responsibility	<p>1. Create an argument through the use of historical evidence.</p> <p>2. Analyze and interpret primary and secondary sources.</p> <p>7. Describe the advance of the reform movements (Populism, Progressivism) and their success and failures.</p> <p>11. Recognize the major social developments of the mid-to-late 20th century such as Civil Rights, Feminism, etc.</p>	<p>Social Responsibility will be addressed as students learn about the ways in which individuals and groups in the past made decisions aimed at promoting civil discourse, civic participation, and other social values so as to improve society for all. Students will identify how the Civil Rights movement of the 1950s and the early 1960s transform race relations in the areas of education, public accommodations, and political rights. They will discuss U.S. Supreme court cases such as <u>Brown v. Board of Education of Topeka</u> and Congressional legislation such as the 1964 Civil Rights act. Also, students will discuss the values and beliefs of the Progressives and their influence on American politics and government.</p>	<p>Students will complete multiple choice or essay based exams on Social Responsibility information acquired during class. Also, students will complete a Primary Source review paper as a way to examine an original document from this time period such as from the <u>Brown</u> case.</p> <p>Other assessments include group discussions and the U.S. History 1302 Comprehensive Post-Test. Rubric: Attached.</p>
Personal Responsibility	<p>1. Create an argument through the use of historical evidence.</p> <p>2. Analyze and interpret primary and secondary sources.</p> <p>7. Describe the advance of the reform movements (Populism, Progressivism) and their success and</p>	<p>Personal Responsibility will be addressed in this class as students learn about the ways in which individuals and groups in the past made personal choices based upon ideas, values, and beliefs which influenced society and our culture</p>	<p>Students will complete written assignments on voter registration, class presentations, an ideology survey, and U.S. History 1302 Comprehensive Post-Test. Rubric: Attached.</p>

	<p>failures.</p> <p>11. Recognize the major social developments of the mid-to-late 20th century such as Civil Rights, Feminism, etc.</p>	<p>today. Examples include the Progressives of an earlier period with their influence on governmental reforms and more recently is the 1965 Voting Rights act within the Civil Rights movement which opened the political process to previously excluded citizens. This Congressional act guarantees individuals and groups a chance to have their voices heard and their votes counted. Also, this act allows individuals to conduct their own personal voter registration drives to encourage more people to register, vote, and participate in the issues of society today.</p>	
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CRITICAL THINKING VALUE RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric

Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

	Does Not Meet Any Expectations 1	Meets Few Expectations 2	Meets Expectations 3	Exceeds Some Expectations 4	Exceeds All Expectations 5
Explanation of Issues	Did not state issue.	Issue is stated without clarification or description.	Issue is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined and/or backgrounds unknown.	Issue is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.
Evidence	Does not identify the basic components of an issue	Information is taken from sources without any interpretation. Viewpoints of experts are taken as fact, without question	Information is taken from sources with some interpretation but not enough to develop a coherent analysis or synthesis.	Information is taken from sources with enough interpretation to develop a coherent analysis or synthesis.	Information is taken from sources with enough interpretation to develop a comprehensive analysis or synthesis.
Influence of Context and Assumptions	Did not show awareness of the issue.	Show an emerging awareness of present assumptions.	Questions some assumptions. Identifies relevant information when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Thoroughly analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.
Student's Position	Takes no position on issue	Specific position is stated but is simplistic and obvious.	Specific position acknowledges different sides of an issue.	Specific position takes into account the complexities of an issue. Others' points of view are acknowledged within position.	Specific position is imaginative. Limits of position acknowledged. Other points of view are synthesized.
Conclusions and Related Outcomes	Does not use previously learned information in new situations.	Conclusion is inconsistently tied to some of the information discussed; related outcomes are oversimplified.	Conclusion is logically tied to information; some related outcomes are identified.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes are identified clearly	Conclusions and related outcomes are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order

Communication RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric and Making Learning Real

Definition

Written communication is the development and expression of ideas in writing.

Oral Communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Visual Communication is the use of images to persuade, entertain, inform, and enlighten an observing audience of products, ideas, and messages.

	Does Not Meet Any Expectations 1	Meets Few Expectations 2	Meets Expectations 3	Exceeds Some Expectations 4	Exceeds All Expectations 5
Quality of Information and Organization	Presentation lacks main points and related details. Information lacks connection to the presentation topic. Information is not organized.	Main points are not clear and lack significant detail. Some information is linked to the presentation topic. Information is loosely organized.	Main points are somewhat clear but could use more detail. Most information is linked to the presentation topic. Information is organized.	Main points are clear and detailed. Information is linked to presentation topic. Information is well organized.	Main points are very clear and very detailed. Information is directly linked to presentation topic. Information is very organized.
Nonverbal Communication	Speaker appears very uneasy and insecure. Speaker faces away from the audience or makes no eye contact. Speaker appears disengaged from the audience. Speaker uses few body motions or gestures or has gestures or movements that distract the audience.	Speaker appears uneasy and somewhat insecure. Speaker rarely faces the audience or makes eye contact. Speaker rarely appears to be engaging with the audience. Speaker uses few body motions or has gestures or movements that distract the audience..	Speaker appears generally at ease and confident. Speaker sometimes faces the audience and maintains eye contact. Speaker sometimes appears to be engaging with the audience. Speaker's body motions and gestures neither support nor detract from presentation.	Speaker appears fairly comfortable and confident. Speaker generally faces the audience and maintains good eye contact. Speaker generally appears to be engaging with the audience. Speaker uses body motions and gestures well.	Speaker appears very comfortable and confident. Speaker consistently faces the audience and maintains good eye contact. Speaker consistently appears to be engaging with the audience. Speaker uses body motions and gestures very effectively.
Quality of Verbal Communication	Speaker's voice is consistently too weak or too strong. Speaker fails to use inflections to emphasize key points and create interest or often uses inflections inappropriately. Speaker's talking paces is consistently too slow or too fast.	Speaker's voice is frequently too weak or too strong. Speaker rarely uses inflections to emphasize key points and create interest or speaker sometimes uses inflections inappropriately. Speaker's talking pace is often too slow or too fast.	Speaker's voice is generally steady strong and clear. Speaker sometimes uses inflections to emphasize key points and create interest. Speaker's talking pace is appropriate.	Speaker's voice is steady, strong, and clear. Speaker often uses inflections to emphasize key points and create interest. Speaker's talking pace is mostly appropriate.	Speaker's voice is very confident, steady, strong, and clear. Speaker consistently uses inflections to emphasize key points or to create interest. Speaker's talking pace is consistently appropriate.
Visual Tools	Visual aids demonstrate no creativity or clarity and are often difficult to read. Presentation is weakened by the visual tools.	Visual aids have limited creativity or clarity or are sometimes difficult to read. Presentation is not enhanced by the visual tools.	Visual aids are reasonably creative, clear, and easy to read. Presentation is sometimes enhanced by the visual tools.	Visual aids are usually creative, clear, and easy to read. Presentation is often enhanced by the visual tools.	Visual aids are very creative, clear, and easy to read. Presentation is consistently enhanced by the visual tools.
Appropriate Use of Vocabulary	Few or no terms are included in the presentation. May or may not be used	Several terms are included in the presentation. May or may not be used	Most terms are included in the presentation. Generally used appropriately.	All terms are included in the presentation. Used effectively. Used in context.	All terms are included in the presentation. Used in unique and creative ways. Used in

	appropriately. Lacks context.	appropriately. May lack context.	Generally used in appropriate context.		context
Precision and Detail in Documents Produced	Written documents have numerous errors and lack detail. Little care taken in the production.	Documents may have some errors and show some detail. Some care has been taken in production.	Evident that written documents are correct and show a general attention to detail and accuracy. General care has been taken in production.	Clearly evident that written documents are correct, detailed and accurate. Care has been taken in production.	Documents are clear, well-constructed, accurate, and show attention to detail. Extra care has been taken in the production of written documents.
Overall Presentational Effectiveness	The presentation was weak and not effective.	The presentation was average and somewhat effective.	The presentation was good and effective.	The presentation was very good and effective.	The presentation was exceptional and extremely effective.

Social Responsibility RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric

Definition

Student social responsibility is the responsibility of every student for his/her actions. It is morally binding on everyone to act in such a way that the people immediately around them are not adversely affected. It is a commitment everyone has towards the society – contributing towards social, cultural and ecological causes.

	Does Not Meet Any Expectations 1	Meets Few Expectations 2	Meets Expectations 3	Exceeds Some Expectations 4	Exceeds All Expectations 5
Intercultural Competence	Does not demonstrate understanding of how others may see, interpret, and experience the world differently	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.
Knowledge of Civil Responsibility	Provides no evidence of her/his experience in civic engagement activities.	Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic identity.	Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and commitment...	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.
Demonstrates an ability to engage effectively in regional, national and global communities	Does not demonstrate an understanding of the connection between the individual and the community.	Has problems differentiating between regional, national, and global communities. Has difficulty identifying the unique challenges at each level.	Demonstrates an understanding of how communities function at the regional, national, and global levels.	Demonstrates an understanding of the unique challenges associated with civic engagement at the different levels.	Analyzes the ability of regional, national, and global communities or organizations to solve specific problems. Cites real life examples or evidence

Personal Responsibility RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric

Definition

Personal Responsibility is taking responsibility for your actions, accepting the consequences that come from those actions and understanding that what you do impacts those around you.

	Does Not Meet Any Expectations 1	Meets Few Expectations 2	Meets Expectations 3	Exceeds Some Expectations 4	Exceeds All Expectations 5
Inquiry	Is unable to identify or describe simple personal dilemmas in scenarios from life situations and/or theoretical scenarios.	Difficulty describing the inquiry. Has difficulty either identifying or describing simple personal dilemmas in scenarios from life situations and/or from theoretical scenarios.	Ability to identify the inquiry. Identifies and describes simple personal dilemmas in scenarios from life situations and/or from theoretical scenarios.	Ability to express understanding of the inquiry. Identifies but is not able to describe personal dilemmas in scenarios from life or theoretical scenarios	Ability to analyze the inquiry. Identifies and fully describes personal dilemmas in scenarios from life situations and/or from theoretical scenarios.
Connection	Provides no connection to knowledge of the content area <u>or</u> fails to express a personal value. .	Little connection to knowledge of the content area made <u>or</u> little expression of a personal value made.	Uses insights to connect actions and choices to consequences of a decision made in relation to the dilemma.	Ability to use other resources to connect actions and choices.	Uses insights and other sources to connect actions and choices to consequences of a decision made in relation to the dilemma.
Response	Response is poor due to lack of inquiry and connections. Fails to articulate an understanding of the personal values which influenced the decision.	Response is weak because of weak inquiry and/or limited connections. Begins to articulate personal values.	Provides an ethical response. Is able to connect personal values to responses to ethical questions.	Provides incorporated response that includes personal values. Can explain cause/relationship between personal values and decisions	Provides incorporated response that includes personal values. Thoroughly articulates an understanding of the personal values which influenced the decision.

Student Learning Outcomes by Course						
Program Area:	Course Number/Name:				Semester/Date: Fall 2013	
History	HIST 1302/ US History II					
Student Learning Outcomes (SLO)	Assessment Tool	Desired Measurable Results	Actual Results	Use of Results	New Action Plan	Justification
1. Students will create an argument through the use of historical evidence						
1.A. The basic foundation of "doing" history is . . .	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
1.B. Historiography can best be defined as . . .	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
1.C. A collection of letters written during the Civil War is an example of . . .	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
1.D. Which of the following would be classified as a secondary source?	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
1.E. Prehistory is what happened . . .	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
1.F. History can best be defined as . . .	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
2. Students will analyze and interpret primary and secondary sources						
2.A. The basic foundation of "doing" history is . . .	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
2.B. Historiography can best be defined as . . .	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
2.C. A collection of letters written during the Civil War is an example of . . .	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
2.D. Which of the following would be classified as a secondary source?	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
2.E. Prehistory is what happened . . .	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
2.F. History can best be defined as . . .	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
3. The student will analyze the effects of Reconstruction on the political, economic, and social life of the nation.						
3.1 explain the legacy of Reconstruction for most African Americans	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
3.2 discuss the "black codes" or "Jim Crow" laws and their impact on the lives of the Blacks in the south	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
3.3 explain the significance of Plessey v. Ferguson	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
3.4 describe the outcome of the election of 1876 and the Compromise of 1877	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
3.5 discuss the major accomplishments of Reconstruction	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
4. The student will describe westward expansion.						

4.1 discuss the importance of the Homestead Act of 1862 and its significance to the growth of the West	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
4.2 explain the significance of Fredrick Jackson Turner and his ideas on the western frontier	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
4.3 describe the lifestyle of most women in the early mining camps of the West	Post-Test Score			Desired Results Met: Continue Existing Plan		
4.4 explain the new farming methods developed in the American West	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
4.5 identify the most significant blow to the western Plains Indians' tribal life	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
5. The student will understand the emergence of the United States as a world power between 1898-1920.						
5.1 list the areas retained by the U.S. after the Spanish American War and the one given independence	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
5.2 list the causes of the Spanish American War	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
5.3 discuss John Hay's "Open Door" policy in China	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
5.4 explain the Roosevelt Corollary to the Monroe Doctrine	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
5.5 explain why America became interested in an overseas empire during the late 19th century	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
6. The student will explain the effects of industrialization on the political, economic, and social life of the United States.						
6.1 explain how Henry Ford transformed the automobile industry	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
6.2 discuss how Frederick Taylor's "scientific management" changed the industrial scene	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
6.3 describe the accomplishments of John D. Rockefeller	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
6.4 list the areas in which Theodore Roosevelt campaigned for reform	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
6.5 explain the difference between vertical and horizontal business organization	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
7. The student will describe the advance of the reform movements (Populism; Progressivism) and their successes and failures.						
7.1 list the most significant third party to emerge during the late 19th and early 20th centuries	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
7.2 explain the significance of the Interstate Commerce Act of 1877	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
7.3 describe the groups who supported and opposed the "free silver" movement	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
7.4 explain the purpose of the Farmers' Alliance and describe its attempt to break the monopoly of power possessed by the rail companies	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
7.5 discuss the success of the Populists in the election of 1892	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		

8. The student will identify the major causes of World War I and America's involvement in that conflict.	Post-Test Score			Desired Results Met: Continue Existing Plan		
8.1 name the event that triggered the outbreak of World War I in Europe	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
8.2 list the countries in the Central Powers and Axis Powers during World War I	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
8.3 discuss the position of the United States at the onset of World War I	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
8.4 identify the major points of President Wilson's 14 Points (Peace without Victory)	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
8.5 explain the events causing the United States to enter World War I	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
9. The student will identify the major events of the 1920s and 1930s and assess their influence on the country.						
9.1 identify the most common form of communication used during the 1920s	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
9.2 list the factors that caused the Great Depression	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
9.3 name Roosevelt's program to get Americans back to work during the Great Depression	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
9.4 define "Dust Bowl"	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
9.5 explain FDR's "court packing" plan	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
10. The student will identify the major causes of World War II and America's involvement in that conflict.						
10.1 give the date and event that is used to indicate the beginning of the Great Depression (Black Tuesday) in the United States	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
10.2 recognize that an important legacy of the New Deal was its creation of valuable public construction projects	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
10.3 identify the event that many historians believe was the root cause of World War II	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
10.4 identify the event that "triggered" the start of World War II	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
10.5 explain what the Manhattan Project was	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
10.6 explain why the United States dropped the atomic bomb on Japan in 1945	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
11. The student will recognize the major social developments of the mid to late 20th century such as Civil Rights, Feminism, etc.						
11.1 define "feminism"	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
11.2 discuss the primary objectives of the Civil Rights movement (1959-1970)	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
11.3 explain the importance of Rosa Parks	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		

11.4 discuss the tactics used by Martin Luther King, Jr.	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
11.5 analyze the Brown v. Board of Education ruling and its impact on the Civil Rights movement	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
12. The student will recognize the major political and military developments of the mid to late 20th century such as the Cold War, Vietnam, etc.						
12.1 explain the motivation for and results of the Gulf of Tonkin Resolution	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
12.2 give a definition of the Cold War and list the major participants involved	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
12.3 define "Iron Curtain"	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
12.4 explain Reagan's Strategic Defense Initiative (SDI) and know its ultimate contribution to world events	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
13. The student will know the definition of specific terms when used in their historical context.						
13.1 cause	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
13.2 civil	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
13.3 redeem	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
13.4 temperance	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
13.5 tariff	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
13.6 platform	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
13.7 progressive	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
13.8 imperialism	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
13.9 doctrine	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
13.10 intervention	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
13.11 draft	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
13.12 reparations	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
13.13 public works	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
13.14 subsidizing	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
13.15 consolidate	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
13.16 détente	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		

13.17 initiative	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
13.18 communism	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
13.19 manifesto	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
13.20 fundamental	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
13.21 evolution	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
13.22 assimilation	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
13.23 blacklist	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
13.24 unionization	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
13.25 urbanization	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
13.26 laissez-faire	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
13.27 utopianism	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
13.28 monopoly	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
13.29 segregation	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
13.30 referendum	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
13.31 pragmatism	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
13.32 prohibition	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
13.33 recall	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
13.34 conservationism	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
13.35 liberalism	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
13.36 appeasement	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
13.37 alliance	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
13.38 inflation	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
13.39 depression	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
13.40 genocide	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
13.41 embargo	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		

13.42 containment	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
13.43 welfare	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		
13.44 isolationism	Post-Test Score	60% of Students answer correctly		Desired Results Met: Continue Existing Plan		

TEXARKANA COLLEGE

Syllabus for U.S. History 1302 Internet-- Fall 2013 Semester

HOME PAGE ADDRESS: <https://campus.texarkanacollege.edu> If you have any questions about this Internet course, check with Professor Stuart at the following email address: John.Stuart@texarkanacollege.edu

Syllabus: U.S. History 1302W1 Internet

Course Number: HIST 1302

Semester & Year: Fall Semester 2013

PROFESSOR INFORMATION:

Professor: John Stuart

Office: Social Science Building Office "E"

Telephone: 903-823-3226

E-Mail: John.Stuart@texarkanacollege.edu

Office Hours:

Monday - 8-9:30 a.m.

Tuesday - 8-9:30 a.m.; 12:30-1:30 p.m.

Wednesday - 8-9:30 a.m.

Thursday - 8-9:30 a.m.; 12:30-1:30 p.m.

Friday - 9-11:00 a.m.

CLASS INFORMATION:

Course Description:

U.S. History II: (Hist 1302) A review of political, economic, and social trends of the United States from 1877 to present. Credits: 3 SCH

Course Format: Online

Class Schedule: Online: August 26, 2013 through December 16, 2013.

Location: Texarkana College Online Web Site

Pre-requisites: Successful completion of the reading portion of the TSI Exam.

Textbook: The American Journey by Goldfield, Volume II, Books a la Carte (loose-leaf) 7th Edition (2014). A textbook is a necessary requirement for this Internet course. ISBN- 1269461974 or 0205960952.

Supplies: You will need access to a "reliable" computer with a "reliable" internet connection. Also, high-speed internet is required for this course. Use Mozilla Firefox as a browser rather than Internet Explorer for best results.

Student Learning Outcomes/Objectives: The Student Learning Outcomes/Objectives are located on the first page of this online course.

Student Requirements for Completion of the Course: Requirements for this course include the following: Seven Unit Exams, seven Forum Discussion Questions, one Mid-Term Exam, one Final Exam, one Comprehensive Post-Test, and one Primary Source Document review.

Student Assessment:

You have the following possibilities for earning points:

- (1) Seven Unit Exams - 700 total points
 - (2) Seven Forum Discussion Questions - 100 total points
 - (3) One Mid-Term Exam - 200 total points
 - (4) One Final Exam - 200 total points
 - (5) One Primary Source review - 100 total points
 - (6) One Comprehensive Post-Test - 100 total points
- There will be a total of 1400 points.

Grading Scale:

The course grade will be based on the average of the following assignment grades --- this includes seven Unit Exams, seven Forum Discussion/Participation Questions, one Mid-Term Exam, one Final Exam, one Comprehensive Post-Test, and the one Primary Source Document review.

Exam I = 100 points
Exam II = 100 points
Exam III = 100 points
Exam IV = 100 points
Exam V = 100 points
Exam VI = 100 points
Exam VII = 100 points
Mid-Term = 200 points
Final Exam = 200 points
Post-Test = 100 points
7 Forums = 100 points
Review = 100 points
Total pts. = 1400 points

Final Grade based on total points accumulated:

A = 1400 - 1260 points
B = 1259 - 1120 points
C = 1119 - 980 points
D = 979 - 840 points
F = below 840 points

The grading scale for the course is:

A = 90 - 100
B = 80 - 89
C = 70 - 19
D = 60 - 69
F = below 60

Class Schedule:

On the following information, you will find the assignment dates for each Unit Exam, Forum Discussion/Participation Questions, Mid-Term & Final Exams, Comprehensive Post-Test, and for the Primary Source Document review. Deadlines are posted for each Unit. All Unit Exams, Forum Discussion/Participation Questions, Comprehensive Post-Test, and Primary Source Document review may be completed ahead of this schedule and you may finish the course early. But you can not go beyond the deadline dates for the assignments and exams.

Online courses give you a flexible time schedule in which you can complete the assignments and exams early before the deadline dates.

Assignments for Unit I: August 26 - September 5

- Read Chapters 17 & 18 in your textbook,
- Look-up answers to the Study Questions for Unit I,
- Study the Key terms in bold blank print from the textbook glossary,
- Study the Practice Quiz, Lecture Notes, and Outline,
- Complete Forum Discussion/Participation #1 Question before taking the Unit I Exam,
- Take the exam over Unit I beginning August 26 until the final deadline on September 5,
- Begin work on Primary Source Document review from the topics listed which may be completed and sent to the Professor beginning August 26 until final deadline on Thursday, November 14.

Assignments for Unit II: September 6 - September 26

- Read Chapters 19,20, & 21 in your textbook,
- Look-up answers to the Study Questions for Unit II,
- Study the Key terms from the glossary,
- Study the Practice Quiz, Lecture Notes, & Outline,
- Question from Chapter 19 due by September 12,
- Complete Forum Discussion/Participation #2 Question by September 19,
- Take the exam over Unit II beginning September 6 until the final deadline on September 26,
- Work on Primary Source Document review from the topics listed which is due by November 14.

Assignments for Unit III: September 27 - October 10

- Read Chapters 22 & 23 in your textbook,
- Look-up answers to the Study Questions for Unit III,
- Study the Key terms from glossary,
- Study the Practice Quiz, Lecture Notes, & Outline,
- Complete Forum Discussion/Participation #3 Question by October 3.
- Take the exam over Unit III beginning September 27 until the final deadline on October 10,
- Work on Primary Source Document review from the topic listed which is due by November 14 --- Deadline to select a Primary Source topic is the first week of October.
- **MID-TERM EXAM** --- Available from Oct. 7 until the final deadline on **October 17** in the Texarkana College Testing Center on campus. This exam is based on the Unit Practice Quizzes and chapter Study Questions on Units I-III (Chapters 17-23). This exam consists of 100 multiple choice questions and there is no time limit.

Assignments for Unit IV: October 11 - October 24

- Read Chapters 24 & 25 in your textbook,
- Look-up answers to the Study Questions for Unit IV,
- Study the Key terms from the glossary,
- Study the Practice Quiz, Lecture Notes, & Outline,
- Complete Forum Discussion/Participation #4 Question by Oct. 17,
- Take the exam over Unit IV beginning Oct. 11 until the final deadline on Oct. 24,
- Work on Primary Source Document review from the topics listed which is due by November 14.

Assignments for Unit V: October 25 - November 7

- Read Chapters 26 & 27 in your textbook,
- Look-up answers to the Study Questions for Unit V,
- Study the Key terms from the glossary,
- Study the Practice Quiz, Lecture Notes, & Outline,
- Complete Forum Discussion/Participation #5 Question by Oct. 31,
- Take the exam over Unit V beginning Oct. 25 until the final deadline on Nov. 7,
- Work on Primary Source Document which is due by November 14.

Assignments for Unit VI: November 8 - November 21

- Read Chapters 28 & 29 in your textbook,
- Look-up answers to the Study Questions for Unit VI,
- Study the Key terms from the glossary,
- Study the Practice Quiz, Lecture Notes, & Outline,
- Complete Forum Discussion/Participation #6 Question by November 14,
- Complete **Primary Source Document Review** which is due by **November 14**,
- Take the exam over Unit VI beginning Nov. 8 until the final deadline on Nov. 21.

Assignments for Unit VII: November 22 - December 5

- Read Chapters 30 & 31 in your textbook,
- Look-up answers to the Study Questions for Unit VII,
- Study over the Key terms from the glossary,
- Study the Practice Quiz, Lecture Notes, & Outline,
- Complete Forum Discussion/Participation #7 Question before completing the Unit Exam,
- Take the exam over Unit VII beginning Nov. 22 until the final deadline on **December 5**.
- **FINAL EXAM** --- Available from Dec. 2 until the final deadline on **December 12** in the Texarkana College Testing Center on campus. This exam is based on the Unit Practice Quizzes and chapter Study Questions in Units IV-VII (Chapters 24-31). This exam consists of 100 multiple choice questions and there is no time limit.
- **COMPREHENSIVE POST-TEST** --- This Post-Test is a course requirement which you will complete from your home computer. It will be available from December 2 until **December 16** and consists of 100 multiple questions. The Post-Test is based on the Learning Objectives and the Essential Definitions.

Online Course Absentee Policy:

Absence in an **online course** is defined as the lack of an active post or submission within the course including discussion board posts, Forum Questions, written assignments, and tests. This standard will be used to determine all absentee issues, including but not

limited to, 12th Day Census Reports, last date of attendance, and involuntary withdrawal from a course due to absences. All online students must complete a Student Information Form/Enrollment Verification activity within the first week of class; otherwise the Professor **may** drop the student for not having attended. **Students must complete at least one activity in their online course per week. Each week in which a student does not complete an activity will be counted as an absence.** For this online course: if you are working ahead of the course schedule and have completed the assignment or exam due that week, all you will need to do is just send an email message to the Professor for that week. You may indicate what chapter you are working on in your message.

Again, if you miss more than two Unit Exams/quizzes, Forum Questions, or other assignments, you will be dropped from this online course.

Maximum Allowable Absences:

After official registration, the following number of unexcused absences will be the maximum allowable before a student **may** be dropped from the online course: students **may not exceed two (2) absences** for this online course.

Make-up Policy:

All Exams and Assignments must be completed by the deadline dates unless you have an extreme emergency reason which must be documented by the student and approved by the Professor. All Exams and Assignments may be completed early before the deadline dates --- do not wait until the last day to complete the course requirements and discover that you have a computer problem.

Otherwise, all seven Unit Exams, Mid-term Exam, Final Exam, and Comprehensive Post-Test can only be taken once --- there are no retakes or makeups for these exams, and this includes the Forum Discussion Questions and Primary Source review. It is your responsibility to complete these Assignments on time.

Please remember that Online courses give you a flexible time schedule in which you can complete the assignments and exams early before the deadline dates.

Academic Dishonesty Policy:

Scholastic dishonesty, involving but not limited to cheating on a test, plagiarism, collusion, or falsification of records will make the student liable for disciplinary action after being investigated by the Dean of Students. Proven violations of this nature will result in the student being dropped from the course with an "F".

This policy applies campus wide, including TC Testing Center, as well as off-campus classroom or lab sites, including Online/Internet courses. This information can be found in the Student Handbook at: <https://texarkanacollege.edu/PDFFiles/CurrentStudents/studenthandbook.pdf>

Disability Act Statement:

Texarkana College complies with all provisions of the Americans with Disabilities Act and makes reasonable accommodations upon request. Please contact Larry Andrews at 903.823.3283, or go by the Recruitment, Advisement, and Retention Department located in the Administration Building for personal assistance.

If you have an accommodation letter from their office indicating that you have a disability which requires academic accommodations, please present it to the Professor so we can discuss the accommodations that you might need for this course. It is best to request these changes at the beginning if not the start of the course so there is ample time to make the accommodations.

Financial Aid:

Attention! Dropping this course may affect your funding in a negative way! You could owe money to the college and/or federal government. Please check with the Financial Aid office before making a decision.

STUDENT RESPONSIBILITIES:

- Students are expected to be familiar with navigating the Texarkana College Online Web Site located at: <https://campus.texarkanacollege.edu>
- Students must complete all coursework as it is assigned. You must pay close attention to the deadlines for assignments and exams. Work will not be accepted late.
- Academic Integrity is an expectation in all Texarkana College courses. Plagiarism, cheating and collusion are prohibited at Texarkana College. Plagiarism is defined as passing of another person's work as your own. Students who fail to observe these standards are subject to disciplinary action. Texarkana College has a strong policy on Academic Misconduct which is published in the TC catalog. This policy applies campus wide, including the T.C. Testing Center, as well as off-campus classroom or lab sites and Internet courses. If you are caught cheating in this course, you will be dropped with a "F" grade. Students are furnished this information during the Freshman Orientation with the [TC Student Handbook](#).

Professor Responsibilities:

As your Professor, I commit to communicating openly and frequently with you about this Internet course. I will maintain a professional, safe learning environment adhering to the policies of the college. You can expect a reply to communication, be it via e-mail, through online discussions, within 24-48 business hours. This does not include the weekends.

Withdrawal Policy:

If a situation arises that prevents the successful completion of this Internet course, please note that it is each student's responsibility

to formally withdraw from this course. If you fail to drop by the deadline, you could easily end up with a failing grade in the course if you quit working on your assignments. The last day to drop courses for the semester is **NOVEMBER 22**.

Course Participation:

Students must participate in all Forum Discussions online that are posted by the Professor. Each participation assignment will constitute a part of your grade in the course and are course requirements. **If you miss more than two Forum Discussion/Participation assignments, this will constitute enough absence (non-participation) from the course to be dropped by the Professor.**

Submitting Work:

All work you must complete for this course will be submitted through the online web site, except the Mid-term and Final Exams which must be completed in the Texarkana College Testing Center. There will be special instructions on the Forum Discussions which you must participate in on the front page of this Internet course under Forum Discussion/Participation Information and on the Assignment class schedule page.

Student E-Mail:

Texarkana College offers a student email account for all students. You must have a college email account address for this Internet course. You are responsible for monitoring your student email account. Student email can be accessed at: <https://texarkanacollege.edu>. Student emails are firstinitial.lastname and last four digits of T#. Example: John Student whose T# is T00045678 and birthday is January 5, 1978 has the email address of j.student5678@texarkanacollege.edu. You should check your email account three or four times a week during a regular semester.

Technical Assistance:

If you have any difficulties setting up your Texarkana College Online account and logging in to the course, I will be able to assist you if you will come by my office in the Social Science Building on Monday, August 26, 2013, between the hours of 12:30 p.m. to 2:00 p.m. If you have any problems during the semester, contact the help number on the main front page of [Texarkana College Online](#).

Texarkana College Online (Moodle):

- A Texarkana College Online site has been created for this course. You can access this course by logging on to the following page: <https://campus.texarkanacollege.edu> Be sure that you follow the instructions listed under "Getting Started With Your Online Course." You must create your Texarkana College e-mail account if you have not already done so. If you have difficulties with the web site, contact support@texarkanacollege.edu or call: 903-823-3053. If you have to leave a message, be sure to leave good contact information so that help can reach you.
- **Student Information Form/Enrollment Verification:** The Student Information Form/Verification activity is required the first week of this Internet course. Follow the directions at this site: <https://campus.texarkanacolleg.edu> The Student Information Form must be completed by **Midnight, Friday, August 30, 2013**.
- Computer difficulties are not an excuse for non-participation. You are solely responsible for being able to keep up in the course with a computer that is in good working condition and connected to the internet (high speed connection is the best -- cable, DSL, fiber-optic). Do not wait until the last minute to complete assignments. Something might go wrong.
- **TC Online Outages:** TC does its best to keep our Internet courses up and running. If there happens to be a problem with our server, we will notify you and make adjustments as needed.

Other Resources:

- Advisement Center at Texarkana College: 903-823-3283, or browse their web page at: <https://www.texarkanacollege.edu/pages/138.asp>
- Texarkana College Palmer Memorial Library: <https://www.texarkanacollege.edu/pages/104.asp>
- Student Support Services: <https://www.texarkanacollege.edu/pages/140.aso>
- Texarkana College Admissions: <https://www.texarkanacollege.edu/pages/102.asp>

Syllabus Changes: As your Professor, I retain the right to make changes based on the time line of the course, feedback from learners and/or logistical issues and will inform you as soon as a change is made by e-mail.

Method of Instruction: Since you will not attend a regularly scheduled class, you will need self-discipline and self-motivation to be successful and be ready to take responsibility for your own learning. You must be aware of deadlines for taking exams and completing assignment work for the course. You must manage your time and plan ahead (time management). Communication of questions and problems by e-mail to the Professor is encouraged.

What to Study: First, it is extremely important that you read the textbook chapters. Second, look-up the answers to the Study Questions which are located in each chapter. Third, study the key term definitions in bold black print which are located in the glossary in the back of the textbook. Fourth, read over the lecture notes and chapter outlines. Fifth, test yourself by taking the Practice Quizzes on each unit. Finally, prepare for each Unit Exam from the following suggestions:

- study the answers to the Study Questions,
- study the chapter key term definitions,

- study the lecture notes and chapter outlines,
- study the Practice Quiz on each unit,
- make sure you understand the information that you have study over before you take the Unit Exams,
- you must not procrastinate -- all Unit Exams must be taken by the deadline date. **There are no makeups or retakes for missed exams.**

Exams: You will have 7 Unit Exams during the semester which you will take from your personal computer. The Unit Exams will be objective items (50 multiple choice questions on each exam; two points each) taken on your computer. You will have 45 minutes to complete each Unit Exam and there are deadlines for each exam. It is highly recommended that you take the Unit Exams early and not wait until each final deadline date. Taking the exams early will allow you to avoid missing an exam due to any emergency you might have approaching the deadline day. **All seven Unit Exams can only be taken once --- there are no retakes or makeups for the Unit Exams unless you have an extreme emergency reason which must be documented and approved by the Professor.** Also, you must complete one Mid-term exam and one Final exam in the Texarkana College Testing Center on campus. Therefore, you will be required to make two trips to the college campus to complete these two exams. The Mid-term and Final exams will have 100 multiple choice questions (2 points each) for a total of 200 points each. The Mid-term exam will cover Units I-III (Chapters 17-23) and the Final exam will cover Units IV-VII (Chapters 24-31). Approximately two weeks are set aside for taking the Mid-term and Final exams which must be completed by the deadline date given on the assignment class schedule page list. **The Mid-term exam, Final Exam, and Comprehensive Post-Test must be completed as course requirements --- failure to complete these exams will result in student being dropped from the course with a failing grade. The Mid-term exam, Final exam, and Comprehensive Post-Test can only be taken once --- there are no retakes or makeups for these exams. Always allow yourself enough time to take each exam.**

Each student must DO YOUR OWN WORK on all Exams and other Assignments. Failure to DO YOUR OWN WORK will result in student being dropped from the course with a failing grade.

Testing Center Information: The Mid-term and Final exam must be completed in the T.C. Testing Center located in the T.C. Business and Computer Building. The center's hours are: Monday thru Thursday: 8:00 a.m.-8:30 p.m.; Fridays: 8:00 a.m.-4:00 p.m. You must have a T.C. identification card with your picture I.D. to be admitted to take a test. If you get caught cheating, the Testing Center follows their own rules which results in your being dropped from this Internet course with a failing grade. Be sure to check out the ramifications in your student handbook. I highly recommend that you take the exams early and not wait until each deadline date. Taking the exams early will allow you to avoid missing an exam due to any emergency you might have approaching the deadline day.

College Testing Center Hours:

Monday-Thursday --8:00 a.m.to 8:30 p.m. No Tests started after 8:00 p.m.

Fridays ---- 8:00 a.m. to 4:00 p.m. No Tests started after 3:30 p.m.

Always allow yourself enough time to take each exam.

Primary Source Document Review: In addition to the exams, you will be required to do a short review of one Primary Source Document (1 1/2 - 2 typed page review of the document in your own words). The Primary Source Document is worth 100 points. The Primary Source Document will be found from link web sites on this Internet course under Primary Source Document Review Information. You may send your review early to the Professor. Also, the Document review must be completed as part of the course requirements. If you miss the deadline, you still must complete the review and receive no credit. Directions for the review are explained on the front page of this Internet course under Primary Source Document Review Information. You must select a Primary Source topic by the first week of October. Deadline for the Primary Source Review is **NOVEMBER 14.**

Forum Discussion/Participation: There will be seven Forum Discussion/Participation questions which are posted for each Unit. Part of your grade will come from these Forums (100 total points). These Forum Discussion/Participation Questions are course requirements and must be completed this semester. The Forum Discussion Questions are based on your opinion and views (first person point of view) and consist of at least a 10-to-11 line/sentence response (one good size paragraph) for your response. **If you miss more than two Forum Discussion/Participation assignments, this will constitute enough absence (non-participation) from the course to be dropped from the course.** Also, these Forum Discussion/Participation Questions must be completed by the given deadline date before you take each Unit Exam.

Test Results: After you finish each Unit Exam, you will receive your grade score and you will have the opportunity to review any missed questions. Also, your grade scores will be listed on the front page of this Internet course under Administration and Grades (located on the left hand side column). Also, all grades are listed under the Assignment page.

Proctored Exams: You must contact the Professor immediately during the first week of the semester if you can not take the Mid-Term and Final Exams in the T.C. Testing Center. You will not be able to access these exams without the assistance of an approved proctor. Any fees charged by the proctor, testing center, or other approved institution are the sole responsibility of the student. Again, contact the Professor for other information on the proctored exams.

E-Mail Messages: It is your responsibility to check your home computer for email messages each week which is found on the first page of this Internet course under "**Messages**" in the top right-hand corner. Check this Message box three or four times a week. These email messages will contain important information for this Internet course which will be sent out during the semester. Also, check the "Upcoming Events box" for assignment reminders during the week. And please remember that you must keep your home computer in good operating/working condition during the semester.

Extra Points: You may acquire Extra Bonus Points by doing one or two additional Primary Source Document reviews (each review is worth 10 points; total of 20 points for two additional reviews). These Extra Points will be added to your total grade points at the end of the semester. Follow the same directions as used for the required Primary Source Document review. These reviews for Extra Bonus Points may be sent in anytime during the semester until the final deadline on **NOVEMBER 21**.

Important Reminder: The Mid-term exam, Final Exam, and Comprehensive Post-Test must be completed as course requirements--- failure to complete these exams will result in student being dropped from the course with a failing grade. Also, the Forum Discussion/Participation Questions are course requirements and there is a limit of only two Forum Discussion/Participation assignments that can be missed during the semester. The other course requirements include the seven Unit Exams, and one Primary Source Document review.

*** Please Note:** This syllabus is subject to revision. Any changes to this syllabus will be announced to everyone by e-mail during the semester. Make a copy of this course syllabus for your records.

More Important Syllabus/Course Information-

1. To be successful in any Internet course, you must exercise self-motivation and time management-- make sure you spend at least four to five hours per week (or more) reading the textbook chapters and studying over the answers to the Study Questions and the Lecture Notes and Outlines. Always follow the directions in the course syllabus from the on-line web site.
2. Some students have the mistaken belief that Internet courses are easier than in-class courses but this is not true. You will be spending much time at home reading the chapters and preparing for the exams and the other course assignments. But you have the flexibility to determine the time for your preparation.
3. Do not procrastinate or delay your chapter readings and exam preparations until the last moment before the deadline dates for this will only have a negative affect upon your exam scores due to lack of preparation. Computer problems happen late at night between 9:30 p.m. to 11:59 p.m. and you may end up with a "zero" score if you wait late on the deadline night --- therefore, complete the Unit Exams and Forum Discussion Questions early to avoid any late night problems.
4. If you are taking a full load of college courses and working full-time, you must manage your time-- spread out your work and do a little each day.
5. It is your responsibility to keep up with the assignment requirements and the deadlines which are stated in the course syllabus. Since everyone has approximately two weeks to take each Unit exam, I highly recommend that you take the exams early and not wait until each deadline day. Taking the exams early will allow you to avoid missing an exam due to any emergency you might have approaching the deadline day. All exams must be taken by the deadline date. **There are no makeups or retakes for missed Unit exams as well as the Mid-term Exam, Final Exam, and Comprehensive Post-Test.**
6. I also recommend that you work one week ahead of the exam and Primary Source Document review schedules and this will allow you the opportunity to stay ahead of the deadline dates and avoid any problems.
7. It is your responsibility to maintain your home computer in a good operating condition for this Internet course. Your computer will be used to print out (download) copies of the Study Questions and Lecture Notes for your preparation of the exams, selecting Primary Source Document review, and both sending and receiving e-mail messages between the Professor and students. You must have a T.C. email account address for this Internet course --- you are responsible for monitoring your T.C. email account several times a week. And if your computer breaks down, you will not be able to continue work in this Internet course. **All assignments and exams must be completed by the deadline dates.**
8. If you don't complete the exams by the deadline dates, I will assume that you have dropped the course and I will be sending in a Drop Notice to the College Admissions Office.
9. Remember that the e-mail message system is used by the students to ask questions about the course from the Professor. Therefore, exercise your e-mail communicator to ask questions about information you don't understand. The Professor is only available to answer questions from Monday to Friday mornings and not on the weekend. Office hours are stated in the syllabus if you need to call the Professor or leave a message.
10. At the beginning of the semester, read over several of the Primary Source Documents and select a topic which will give you plenty of information to make a good 1 1/2 - 2 page or more review. Make a draft copy and then print out a copy to check for your review's length before you send your final copy to the Professor.
11. You may send your Primary Source Document review early to the Professor. The beginning date is stated in the course syllabus. If the review is sent in at least one or more weeks before the deadline date, this will give the Professor time to look over the review and recommend to you any necessary corrections to the review. I will send you a confirmation message when I receive your review.
12. Another item about the Primary Source Document review--- it sometimes takes about two to three hours for the review to be received at the college. Example: If you send your review after 10:00 p.m. on Thursday, it will be received at the college at 1:00 or 2:00 a.m. on Friday morning after the deadline date and therefore no credit will be given for the review. Make sure to send your review early to avoid this problem.
13. All students must understand that any technical/computer difficulties are the responsibility of the student, not the Professor. For example, if you wait until the last minute to complete an exam or assignment and then have a power outage, you are responsible for

finding some other computer to complete the exam or assignment, or you may expect to receive no credit for your uncompleted work.

14. It is recommended that you use the Mozilla Firefox browser rather than Internet Explorer while working on the assignments and taking the Unit Exams. There is a link on the first page of this Internet course to download the Mozilla Firefox browser. Also, you will need a high-speed Internet connection (cable DSL, fiber-optic, etc). Dial-up service is too slow for any Internet course.

15. Always make sure that you are ready to take the Unit Exam/quiz before you click on the button "Attempt Quiz Now" --- each Exam/quiz has a time limit of 45 minutes. Do not let the timer go past 45 minutes --- this will result in a score of "zero" if your exam answers are not submitted within the 45 minute time period. When you begin (attempt) the Unit Exams, do not switch or skip over to any other parts of the Internet course such as to the Practice Quiz page or to the Lecture Note page. When you switch/skip over to other pages, this will create a disruption of the Unit Exam page and result in a "zero" score for your Unit Exam.

16. Again --- when taking a Unit Exam/quiz, submit it well before the time runs out. Some Internet connections take longer than others. If you submit the exam late, the score will come back as a zero. If this happens, **I will not change your grade**. Once you sign on and click "Attempt Exam/quiz Now," no pauses are allowed. If you cannot work uninterrupted for 45 minutes, choose another time to take the Unit Exam. The deadlines for Unit Exams/quiz are always by 11:55 p.m. I would suggest always trying to take the exam/quiz the day before the deadline in case of bad weather affecting your internet connection, unforeseen emergencies, etc. **PLAN AHEAD.**

17. Make sure you understand the information in the course syllabus concerning the Unit Exams, the Mid-term & Final exams, the Comprehensive Post-Test, the Primary Source Document review, the Forum Discussion/Participation questions, and the testing and grading procedures. If you wait until the end of the semester to ask a question, it will be too late to avoid any problems.

****Please Note:** This syllabus is subject to revision. Any changes to this syllabus will be announced to everyone by e-mail during the semester.

If you are interested in taking an Internet course, you MUST:

(1) Be aware of deadlines for taking tests, handing in assignments, and completing work for the class.

(2) Be willing to spend the time to read assigned textbook chapters and complete other assignments.

(3) Be motivated and well-organized, and take responsibility for your own learning.

(4) Not delay getting course requirements completed on time.

(5) Be aware of the limits of Internet course flexibility - there are deadlines, assignments due dates, and testing limits in Internet courses, just as there are in traditional classroom courses.

(6) Be aware that Internet courses are not for every student. Many students do not succeed in Internet courses. Students who do successfully complete Internet courses are self-motivated, well-organized, and capable of completing assignments on time, without regular classroom interaction.

Always allow yourself enough time to take each exam.

College Testing Center Hours:

Monday-Thursday --8:00 a.m.to 8:30 p.m. No Tests started after 8:00p.m. Friday --- 8:00 a.m. to 4:00 p.m. No Tests started after 3:30 p.m.

Student Learning Objective TEST
U. S. HISTORY II
(Version 5 – Revised December 2012)

The Art of History

1. The basic foundation of “doing” history is:
 - A. value.
 - B. interpretation.
 - C. evidence
 - D. good hunches
2. Historiography can best be defined as
 - A. the study of the techniques of historical research and writing.
 - B. the field of historical study that concentrates on Europe.
 - C. the science of identifying ancient bones and fossils.
 - D. the use of computerized data to develop new historical information.
3. A collection of letters written during the Civil War is an example of a ____ source.
 - A. primary
 - B. secondary
 - C. tertiary
4. Which of the following would be classified as a secondary source?
 - A. a book about the Civil War written in 2012
 - B. a diary written during the Civil War
 - C. a group of letters between a husband and wife during the Civil War.
 - D. a newspaper article about a Civil War battle written during the Civil War
5. Prehistory is what happened
 - A. before the birth of Christ.
 - B. before the birth of alexander the Great.
 - C. before writing.
 - D. after writing.
6. History can best be defined as
 - A. the story of the kings and queens of Europe.
 - B. the written account of mankind’s actions in the past.
 - C. the pre-human skeletons collected from Africa.
 - D. the study of scientific experiments.

Reconstruction

7. The legacy of Reconstruction for MOST African Americans was
 - A. the full legal benefits of freedom.
 - B. poverty and discrimination.
 - C. land ownership for the first time.
 - D. full equality with whites.

8. The "Black Codes" that enforced segregation in the South—separate drinking fountains, entrances, spaces in public places, were called
- A. Jim Crow laws.
 - B. Scalawag laws.
 - C. Plessy laws.
 - D. Tilden laws.
9. *Plessy vs. Ferguson* is considered an important case because
- A. it established the "separate but equal rule".
 - B. is outlawed the poll tax for voting.
 - C. it supported the right of black males to vote.
 - D. it supported the right of Freedmen to have schools.
10. The 1876 presidential election and the Compromise of 1877 was important because they caused
- A. the end of Reconstruction.
 - B. a period of scandal-free government.
 - C. an easing of racial tensions in the South.
 - D. Abraham Lincoln's re-election.
11. Reconstruction did all of the following EXCEPT:
- A. allow Freedmen to be educated.
 - B. restore the South to the Union.
 - C. do away with Jim Crow laws.
 - D. promote the passage of the 13th, 14th and 15th amendments.

Westward Expansion

12. The Homestead Act of 1862 was designed to
- A. provide settlers with 640-acre tracts of land.
 - B. encourage settlers to move to the West by providing financial assistance for their move.
 - C. allow individuals to claim and eventually purchase family size farms (160 acres).
 - D. discourage Western settlement.

13. Which of the following men developed the frontier theory that expansion westward shaped American Character?
 - A. Abraham Lincoln
 - B. Mark Twain
 - C. Andrew Carnegie
 - D. Frederick Jackson Turner
14. Few women in the early mining camps of the West were
 - A. laundresses.
 - B. prostitutes.
 - C. cooks.
 - D. bankers.
15. Which of the following **WAS** one of the new farming advances used in the West?
 - A. plantation agriculture
 - B. open-range grazing
 - C. use of pesticides
 - D. drought resistant crops
16. The most significant blow to the western Plains Indians' tribal life was
 - A. the decimation of the buffalo herds by the whites.
 - B. the signing of the Declaration of Independence.
 - C. the introduction of barbed wire.
 - D. the move of the Mormons to Utah.

Emergence of the U.S. as a World Power

17. As a result of the Spanish American War, _____ gained its independence.
 - A. Guam
 - B. Puerto Rico
 - C. the Philippines
 - D. Cuba
18. Which of these was not a cause of the Spanish American War?
 - A. yellow journalism
 - B. sinking of the Battleship Maine
 - C. "DeLome letter"
 - D. sinking of the Lusitania
19. The "Open Door" referred to America's interest in
 - A. the Philippines.
 - B. Japan.
 - C. Russia.
 - D. China.

20. The Roosevelt Corollary was an extension of the
- A. Lodge Corollary.
 - B. Monroe Doctrine.
 - C. Open Door Policy.
 - D. Adams Doctrine.
21. Which of the following was NOT a reason Americans became interested in an overseas empire in the late 19th century?
- A. economic interests of American businesses
 - B. empire building
 - C. spread of Christianity
 - D. to alleviate the overcrowded situation in rural America

Industrialization

22. The key to Henry Ford's success in the automobile industry was
- A. union support for his efforts.
 - B. his creative methods of financial accounting.
 - C. his merger with Chevrolet.
 - D. his use of mass production techniques.
23. Frederic Taylor is noted for his work in this field:
- A. scientific management
 - B. textiles
 - C. Kodak film
 - D. civil rights movement
24. John D. Rockefeller made his fortune in
- A. banking.
 - B. railroads.
 - C. steel.
 - D. oil.
25. Theodore Roosevelt's reform campaign did **NOT** include
- A. the food industry.
 - B. conservation.
 - C. a push for pure drug manufacturing.
 - D. gun control.

26. Andrew Carnegie worked to achieve *vertical integration* in his business, which meant
- A. allowing blacks the same access to jobs as whites.
 - B. working hard to become continually more productive.
 - C. controlling all aspects of an industry.
 - D. building ever larger and taller buildings.

Populism, Progressivism

27. The most significant third political party to emerge late nineteenth and early twentieth was the
- A. Prohibition Party
 - B. Greenback Party
 - C. Populist (Peoples) Party
 - D. Silver Party
28. Popular pressure compelled Congress to take the first steps toward the regulation of business with the passage of the
- A. Interstate Commerce Act (1887)
 - B. Sherman Silver Purchase Act (1890)
 - C. Bland-Allison Act
 - D. Pendleton Civil Service Act
29. Support for the *free silver* movement was strongest
- A. in the Republican Party.
 - B. among industrialists of the Northeast.
 - C. with those who favored limiting the flow of currency.
 - D. with farmers in the South and West.
30. The Farmer's Alliance was
- A. an attempt to use politics to help farmers with economic problems.
 - B. a craftguild.
 - C. a branch of the federal government set up to try local court cases.
 - D. an organization of textile factory workers.

31. The platform of the Populist Party in the election of 1892 included all of the following except:
- A. secret ballot.
 - B. graduated income tax.
 - C. women's suffrage.
 - D. annexation of Cuba.

World War I

32. What event triggered the outbreak of World War I?
- A. German submarine attack on British shipping in the Atlantic Ocean.
 - B. France ignored its treaty with Italy and invaded that country.
 - C. Archduke Franz Ferdinand, heir to the Austro-Hungarian throne, was assassinated by a Serbian nationalist.
 - D. The Suez Canal was bombed by Egypt, cutting off global trade.
33. In World War I, the *Allies* included the United States, Great Britain, and
- A. Japan.
 - B. Turkey.
 - C. France.
 - D. China.
34. As World War I began in 1914, what was the position of the United States regarding this global war?
- A. We joined the Allies from the very beginning of this war.
 - B. We refused to have anything to do with any of the combatants in this war.
 - C. We initially tried to maintain a "neutral" position, while selling war materials to both sides.
 - D. We backed Austro-Hungary and Germany from the beginning of this war.
35. Which of the following was/were included in President Woodrow Wilson's "Peace without Victory?"
- A. national equality and self-determination
 - B. arms reductions
 - C. international organization to ensure peace
 - D. all of the above

36. Which events led to the entry of the United States into World War I?
- A. the Zimmerman telegram
 - B. the resumption of unrestricted submarine warfare by the Germans
 - C. both of the above
 - D. neither of the above

The 1920s and 1930s

37. The most common form of communication during the 1920s was the
- A. television.
 - B. radio.
 - C. telegraph.
 - D. cell phone.
38. All of the following factors were causes of the Great Depression **EXCEPT**
- A. buying stock on credit.
 - B. the economic gap between rich and poor widened.
 - C. excessive government regulation.
 - D. the decline in demand for U.S. goods by the Europeans.
39. Franklin D. Roosevelt's program to get Americans back to work during the Great Depression was called
- A. the Great Society.
 - B. the New Deal.
 - C. the New Frontier.
 - D. the Nativist Program.
40. In the 1930s, the drought caused by human actions and changing environmental conditions was known as
- A. the Dust Bowl.
 - B. overgrazing.
 - C. the Rose Bowl.
 - D. cut-and-slash.
41. The "court packing" plan of FDR
- A. was unsuccessful with Congress.
 - B. had to do with integrating the armed forces.
 - C. was the major cause of his defeat in the next election.
 - D. was successful and Roosevelt got all of his reforms passed.

World War II

42. What important event happened on “Black Tuesday” – October 29, 1929?
- A. Wall Street (American Stock Market) crashed.
 - B. This was the date of the formal signing of the Treaty of Versailles.
 - C. President Woodrow Wilson died in office on this day and date.
 - D. Franklin Roosevelt became President.
43. One important legacy of the New Deal was that it
- A. created the space program.
 - B. provided every American family with a paycheck.
 - C. created valuable public construction projects.
 - D. diminished government’s role in the economy.
44. Historians argue that the provisions of the _____, which ended World War I, also guaranteed that there would be a World War II.
- A. Atlantic Charter of 1941
 - B. Treaty of Versailles
 - C. Treaty of Ghent
 - D. Fourteen Points
45. What event “triggered” the start of World War II?
- A. Hitler’s invasion of Poland
 - B. Allied intervention in German politics
 - C. assassination of Crown Prince Wilhelm of Germany
 - D. death of Japanese Emperor Hirohito
46. The Manhattan Project, was the code name for the
- A. D-Day invasion of Normandy.
 - B. allied attack on London.
 - C. Axis invasion of Northern Africa.
 - D. project that developed the atomic bomb.

47. Why did the United States drop the Atomic bomb on Japan?
- A. to cause the Germans to spend more on supporting the Japanese government
 - B. to save American lives by averting an all-out invasion of the Japanese islands
 - C. just to see if the bomb would work
 - D. because the Japanese had invaded the mainland of the United States

Mid-to late-Twentieth Century

48. Feminism can be defined as...
- A. a doctrine advocating social and political rights for women equal to those of men.
 - B. a doctrine advocating that women give up their domestic roles as wife and mother in favor of careers.
 - C. a doctrine of women's obedience and subordination to men, in all situations.
 - D. a doctrine advocating that all women should serve in the military.
49. The Civil Rights movement (1950-1970) can best be defined as an attempt to:
- A. achieve voting rights for African-Americans.
 - B. define and protect the rights to full legal, economic, and social equality for African Americans.
 - C. extend the rights to full legal, economic, and social equality to all male Americans.
 - D. gain voting rights for women.
50. Which of the following people refused to give up her seat on the bus to a white man – as was the custom in that time?
- A. Winnie Mandela
 - C. Rosa Parks
 - B. Aretha Franklin
 - D. Fannie Lou Hamer
51. What person created the Southern Christian Leadership Conference, using techniques of nonviolent resistance and civil disobedience to gain civil rights?
- A. Stokely Carmichael
 - C. H. Rap Brown
 - B. Martin Luther King, Jr.
 - D. Malcolm X

52. In Brown v. Board of Education, the U.S. Supreme Court ruled in 1954 that
- A. segregation in public schools was unconstitutional.
 - B. segregation of public schools should be determined by state governments.
 - C. segregation was constitutional as long as facilities were equal.
 - D. segregation was approved as part of the Jim Crow Law System.

Political & Military Developments (mid to late 20th century)

53. President Lyndon Johnson was authorized to use armed force in Vietnam by
- A. the Vietnamization policy.
 - C. the Tonkin Gulf Resolution.
 - B. the Pentagon Resolution.
 - D. A Congressional Declaration of War.
54. The forty-five year struggle for world dominance between the United States and the Soviet Union after World War II was called
- A. The Communist War.
 - C. The Imperial War.
 - B. The Cold War.
 - D. The Crimean War.
55. "From Stettin in the Baltic to Trieste in the Adriatic an *iron curtain* has descended across the Continent," is a quote from a speech by Winston Churchill given at Westminster College in Fulton, Missouri. What does the "iron curtain" refer to?
- A. a shower curtain used by Churchill during the London Blitz
 - B. the dividing line between Eastern (communist) Europe and Western (independent) Europe after World War II
 - C. the plan used by Hitler during World War II to annihilate the Jewish population
 - D. the new jet planes developed by the Nazi's during World War II
56. Reagan's initiative which contributed to the fall of communism was known as
- A. SNCC (Student Nonviolent Coordinating Committee).
 - B. FLN (*Front de Liberation Nationale*).
 - C. SDI (Strategic Defense Initiative).
 - D. SDS (Students for a Democratic Society).

General Vocabulary

57. In our chapter on Civil War and Reconstruction, we talk about the “Glorious Cause.” In this context, what is a “cause”?
- A. a war fought to rid a society or culture of a dangerous group within it
 - B. any objective or movement that a person or group whole-heartedly supports
 - C. a roadway that connects two pieces of land by spanning a body of water in between them
 - D. an area of the United States that has resigned from the Union
58. In the terms, “civil rights” and “Civil War,” what does the term “civil” mean?
- A. of a citizen or citizens, or of a community of citizens, their government and their interrelations
 - B. refraining from being rude to one another
 - C. making loud noises to get your point across to the other party
 - D. working in “secret” to take away one group’s citizen rights
59. What is meant by the sentence, “I will redeem my land”?
- A. to auction to the highest bidder
 - B. to mortgage the land to the bank for a set number of years
 - C. to recover, buy back, or pay off the land
 - D. to clear the trees and build at least a large cabin
60. The Temperance Movement gained ground in the late 1800s. What is meant by the word “temperance”?
- A. to express your views with passion, exaggerated speaking
 - B. to demand equal rights for all white men, regardless of wealth
 - C. to develop new wagon trails to the West Coast without going over mountain ranges
 - D. to exercise restraint in actions, speech, and appetites, especially the appetite for liquor

61. A “tariff” can best be defined as
- A. a list or system of taxes placed by a government on exports or imports.
 - B. tar balls that wash up on coastal areas from time to time.
 - C. a substance used to make America’s early highway system.
 - D. a small, terrier-type of dog.
62. The Democratic Party’s “platform” in the Election of 1888 was pro-high tariffs. In this instance, what does the word “platform” stand for?
- A. the speaker’s stage from which politicians gave their speeches
 - B. a statement of principles and policies
 - C. the party’s desire to win the Presidential election in 1888
 - D. the party’s national headquarters
63. When the author of the textbook discusses the Progressive Era. What is meant by the term “Progressive”?
- A. It was a time when everyone seemed to be positive about the health of America, as a nation.
 - B. It means, “favoring, working for, or characterized by progress, or improvement, as through political or social reform.
 - C. It was the first time business owners tried to “forecast” business trends into the future.
 - D. It was a trend that emphasized returning to old, traditional ways of doing things.
64. “Imperialism” can best be defined by which of the following statements?
- A. to cause to burst inward
 - B. to carry into effect, fulfill, or complete
 - C. the policy and practice of seeking to dominate the economic and political affairs of underdeveloped areas
 - D. the policy and practice of remaining in isolation from world events.
65. “Doctrine” can be defined as
- A. an annual weed of the daisy family that is used in pesticides.
 - B. a cloth with a weave composed of small, geometric patterns.
 - C. the place where the “accused” stands in a court of law.
 - D. something taught as the principles of a religion, political party, etc.

66. The word “intervention” means
- A. to come between in order to modify, settle, or hinder some action.
 - B. to make afraid, to threaten.
 - C. to talk to another person about an event or time period they were involved in.
 - D. relations between persons.
67. During World War II, America instituted the “draft.” What is a “draft”?
- A. a flow of air felt by people sitting in a room
 - B. the deliberate use of confusing language
 - C. the choosing or taking of an individual from a group for some purpose, such as military service
 - D. the act of drawing back across an imaginary line – as in retreat
68. Germany was made to pay “reparations.” What are “reparations”?
- A. any actions to restore or make up for losses, such as loss of life, or costs of war
 - B. rewards to the best soldiers in a rivals’ army
 - C. persons who continue to serve a country after the country ceases to exist
 - D. to revive or revitalize the countries they conquered
69. What does the term “public works” mean?
- A. These are projects constructed by the United States government, or other governments, for the use of the public, such as bridges, dams, schools.
 - B. any governmental office that is open to the public on a daily basis, such as the Social Security Administration
 - C. the printing and distributing of government documents, such as the annual budget.
 - D. an organization supplying water, electricity, transportation, etc.

70. Sometimes our government passes “subsidizing” legislation. What does the word “subsidizing” mean?
- A. to give aid or support with a grant of money
 - B. It is the real or essential part of anything.
 - C. It is things that move at less than the speed of sound.
 - D. It is to sink or settle to the bottom.
71. Define “consolidate.”
- A. to make a clear soup by boiling meat and/or vegetables in water, then straining
 - B. as a result of – the direct action of
 - C. to combine into a single whole; to merge; to unite
 - D. having a severe, involuntary contraction or spasm
72. Regarding politics and policies of the Cold War, “détente” can be defined as
- A. to explode violently.
 - B. the relaxation of strained relations or tensions (as between nations).
 - C. to curse by calling the gods to witness.
 - D. to keep or discourage by instilling fear.
73. In political matters, “initiative” is
- A. to throw, cast, or put in
 - B. to bury or inter.
 - C. a procedure enabling a specified number of voters by petition to propose a law
 - D. lack of harmony or discord
74. “Communism” in United States history can be defined as
- A. a theory advocating elimination of private property.
 - B. having the qualities of a good match; pairing.
 - C. showing pity and sympathy.
 - D. the doctrine that anything’s worth is in its usefulness.

75. A "manifesto" is
- A. a long, low, usually single-decked ship.
 - B. an opening, often with a cover, through which a person can enter a conduit.
 - C. an authoritarian order or command.
 - D. a written statement declaring publicly the intentions, motives, or views of its issuer.
76. When addressing "fundamental" doctrines, people, and worldviews in history, we mean
- A. a strict adherence to a set of beliefs.
 - B. full of fury and wild rage.
 - C. the practice of bringing like-minded people together into a single coalition.
 - D. the inability to cope with rapid changes in society.
77. Using the term "evolution" in a historical sense usually refers to
- A. to drive out, measure, or determine.
 - B. methodical scrutiny of one's conscious.
 - C. the development of a species from a primitive state.
 - D. a tax or duty on a variety of commodities.
78. "Assimilation" is defined as
- A. to absorb differing cultures into one main culture.
 - B. to harm or ruin by slander.
 - C. to cause to suffocate to the point of loss of consciousness
 - D. to make certain or definite
79. When we use "blacklist" in history, we are referring to
- A. names of people who are being censured and refused employment.
 - B. a tribute paid to freebooters and bandits.
 - C. a secret ballot or vote against a person or a thing.
 - D. a night guard to avoid surprise attack.

80. "Unionization" is the process of
- A. bringing about the tolerance of various religious views.
 - B. facilitating the comparison of competing prices.
 - C. organizing a group of workers.
 - D. refusing to yield or relent.
81. "Urbanization" is the process of
- A. congregating into a mob or rabble.
 - B. turning iron ore into steel.
 - C. make like or have the characteristics of a city.
 - D. analyzing different forms of the same thing based on appearance.
82. The term "laissez-faire" means
- A. letting people do as they wish.
 - B. one who gives in a showy manner.
 - C. brevity of speech or expression.
 - D. characteristics suitable to a lady.
83. "Utopianism" refers to
- A. a Swedish island in the Baltic Sea.
 - B. the visionary schemes for producing an ideal society.
 - C. the unlawful seizure of power.
 - D. the process of lifting up.
84. The term "monopoly" is used as
- A. excessive interest in one's own appearance.
 - B. the process of storytelling as in a history or fiction.
 - C. exclusive control of a market, commodity, or service.
 - D. the practice or policy of favoring natural-born citizens.

85. "Segregation" is
- A. to go back to a previous state of existence.
 - B. the practice of compelling racial groups to live apart.
 - C. to take forcibly or quickly.
 - D. the raising and keeping of domesticated animals.
86. The political term "referendum" is used to mean
- A. a remark or statement used to discredit.
 - B. having the characteristics of a monarch.
 - C. a person who flees from a home or country.
 - D. a direct vote of the people.
87. "Pragmatism" can be defined as
- A. to decree by divine will or intent.
 - B. the method of determining truth of concepts by their practical consequences.
 - C. political activity by the use of power and influence.
 - D. owing service as a tenant of land.
88. In history, we consider "prohibition" to refer to
- A. the background of events leading to a crisis.
 - B. the begetting of offspring.
 - C. forbidding by law the sale, manufacture, or sale of alcoholic beverages.
 - D. favoring, working for, or characterized by progress in government.
89. A political "recall" is referring to
- A. a person or thing that rambles.
 - B. loud and rowdy actions.
 - C. to improve the form by redoing.
 - D. to remove from office.

90. The term “conservationism” means
- A. to keep company with someone considered objectionable.
 - B. following as an effect or result in a logical sequence.
 - C. a movement that seeks to protect natural resources for the future.
 - D. a state of balance or equilibrium.
91. “Liberalism” is defined as
- A. using few words to express one’s self.
 - B. favoring reform or progress and advocating personal freedom.
 - C. the act or process of carrying on a lawsuit.
 - D. forms of ritual for public worship in a variety of churches.
92. In historical terms, “appeasement” usually refers to
- A. a contrast or opposition of thoughts.
 - B. opposed to war or a particular war.
 - C. the policy of giving in to demands of a hostile aggressor.
 - D. a distribution of representatives among the states.
93. An “alliance” is
- A. a group of countries forming a connection.
 - B. a book published annually containing information.
 - C. any number of a group of spices.
 - D. high above the deck of a ship.
94. The economic term “inflation” is used to mean
- A. an increase in the general price level and a decline in purchasing power.
 - B. the breaking of a law or pledge.
 - C. substructure an underlying foundations as in a facility.
 - D. knowledge acquired in any manner.

95. In economic discussions we use the term “depression.” What does this mean?
- A. to reduce or eliminate pressure
 - B. a place where things are kept for safekeeping.
 - C. the limiting value of a rate of change in function.
 - D. a slackening of business activity and characterized by unemployment.
96. “Genocide” means
- A. the systematic killing of a whole national or ethnic group.
 - B. lack of good judgment or discretion.
 - C. the buying or selling of a company’s stock based on inside information.
 - D. critical examination as in review of troops.
97. The term “embargo” is defined as
- A. the official residence of an ambassador.
 - B. prohibition or restriction in trade with a country.
 - C. engaged in a battle, conflict, or controversy.
 - D. superiority in rank, appearance, or character.
98. The historical word “containment” is used to mean
- A. the U.S. policy of checking the political and territorial expansion of the U.S.S.R.
 - B. preparation for a set of unforeseen difficulties.
 - C. to keep up with the present or modern technological change.
 - D. characterized by a period of intellectual stagnation.
99. When referring to the policy of “welfare” we mean
- A. a price paid to a family as an atonement for a wrong.
 - B. the organized efforts of government agencies to grant aid to the poor.
 - C. a comprehensive philosophy, originating in Germany, of the conception of human life.
 - D. to gloss over or conceal a falsely virtuous appearance.

100. What is "Isolationism" as used when discussing nations?

- A. to enter into conflict, argument, or disagreement.
- B. something referring to revealing, opening, or considering a problem.
- C. the policy of opposing involvement or alliances with other countries.
- D. leasing of property to tenants.