United States History, 1877 to the Present

All examinations and assignments are to be returned to the professor by email. Be sure to remember the examination due dates.

Attendance Requirements: Students are required to read the orientation letter, to login attend the forum once a week to respond to the Question of the Week which will be posted every Wednesday during the term. Your response will be credited to your grade. (See Forum link above)

All examinations and assignments are to be returned to the professor by email. Be sure to remember the examination due dates.

It is the student's responsibility to officially withdraw from this course. If that is your plan be sure you do so by the specified drop date. Non action will result in an unsatisfactory grade. Last day to withdraw from course with a W grade, January 30, 2009.

The term ends February 10, 2008

Course Goals:
1. The primary goal of this course is to help student develop their reading, writing, research, and analytical skills.
2. To generate student interest in the historical process by providing the student with both traditional and new historical methodology.

Student Expectations:
1. Evaluate the validity of American history and its relevance for contemporary society.
2. Identity major thoughts, ideas, and values that have been institutionalized in America customs, traditions, laws and rituals.
3. Develop a sense of and an appreciation for American heritage and culture.

Required Reading:
Assigned readings are listed in each module and are posted in the Reading Archives section of the United States web site. All are PDF files and can be downloaded and printed.

Course Requirements:

Before you begin, you must

b) Go to the Forum, register, login and in the introduction section, introduce yourself to the class in a paragraph or two. Please include your preferred email address. Send your letter of introduction to me via email. Forum will be formatted and I will forward instructions to you.  
c) review STUDY TIPS!

A. There will be two written examinations based on lectures text, assigned readings, web sites and lecture materials. All examinations and assignments are to be returned to the professor by email. The examinations are also included in this syllabus. All examinations and web critique assignment (see item “B” in syllabus) carry the same weight.

B. In this course, World Wide Web sites will be used as historical sources. Students are EXPECTED to complete a critique on each the Web sites assigned. Each critique is to be no less than two (2) typed written pages (use either a size 10 or 12 font) and is to be submitted with examination on due date day. Be sure to follow critique guidelines. Critiques are mandatory as completion of critiques will constitute an examination grade.

C. Extra credit can be earned by completing six (6) to 8 (6) extracurricular activities during the course of the semester. Such activities include: attending lectures, viewing of documentaries and feature films, web sites, museum/library exhibits (please include brochure for library or museum), articles pertaining to the subject matter of this course. All activities must be critiqued according to the guidelines specified in the critique forms provided in this handbook. Films critiques for extra credit are restricted to the History 1B film list. (That list you will find in this in this syllabus.) Many of the films can be found at the local video stores and libraries, Net-Flick is a good source. Six to eight critiques must be submitted in order to receive extra credit. (6 critiques= B; 8 critiques = A)

Course Outline

Weeks One -Three:: Module One: Transition

Focus: Introduction to the course  
America in the 20th century  
What is History?  
Reconstruction: More than a social revolution  
Social Darwinism and the American Businessman  
The Gilded Age The Impact of Industrialism

Reading: http://journeytohistory.com/History1B/readingarch.html (Required)

Web Sites: The Civil War and Reconstruction  
http://www.pbs.org/wgbh/amex/reconstruction/ (Critique)

Ulysses S. Grant
http://www.pbs.org/wgbh/amex/grant/  (Critique)

The Gilded Age
http://www.pbs.org/wgbh/amex/carnegie/gildedage.html  (Critique)

Andrew Carnegie
http://www.pbs.org/wgbh/amex/carnegie/  (Reference)

The Telephone
http://www.pbs.org/wgbh/amex/telephone/  (Reference)

Coney Island
http://www.pbs.org/wgbh/amex/coney/  (Reference)

Annie Oakley
http://www.pbs.org/wgbh/amex/oakley/  (Reference)

Timeline
http://journeytohistory.com/History1B/timeline.htm  (Reference)

Lecture Text:  What is History
The Method of History
The Gilded Age:  The Period of Transition (1865-1900)

http://journeytohistory.com/History1B/LectureArchives.htm  (Required)

Module Two: The Era of Progress

Focus:  The Progressive Movement
America becomes a World Power
To Make the world safe for Democracy
The 1920s

Reading:  http://journeytohistory.com/History1B/readingarch.html  (Required)

Web Sites:  Murder of the Century
http://www.pbs.org/wgbh/amex/century/  (Reference)

TR
http://www.pbs.org/wgbh/amex/tr/  (Reference)

Woodrow Wilson
http://www.pbs.org/wgbh/amex/wilson/index.html  (Critique)

How the Other Half Lives
http://www.authentichistory.com/postciviwar/riis/contents.html (Critique)
(View this site with great care)
Monkey Trial  
http://www.pbs.org/wgbh/amex/monkeytrial/index.html  (Critique)

Timeline  
http://journeytohistory.com/History1B/timeline.htm  (Reference)

Lecture Text: The Progressive Era: The Birth of Modern America  
The Jazz Age  
http://journeytohistory.com/History1B/LectureArchives.htm  (Required)

Examination 1: Examination file (including critiques) is to be submitted on January 22, 2009 by email. All examinations must be typed. Whatever section of examination chosen must be addressed in no less than and no more than ten (10) type written pages, double – spaced in either a size 10 or 12 font. Be sure that your name is on your papers. USE HEADERS FOR EACH ONE OF YOUR PAGES. You are allowed to use outside sources, but if you do, all quotations or ideas that are not your own must be cited. Do not use parenthetical footnotes. Endnotes are acceptable and a bibliography must be included. Be sure to attach all assigned lecture and web critiques to insure proper credit. (Make sure that your attachments are Microsoft Word documents. Process hard copies of all your work for your record and save copies in a History 1B directory on your hard drive, disc or flash drive.) No late papers!

Weeks Three-Five: Module Four: Years of Turmoil

Focus:
The Great Depression  
The Coming of World War II

Reading:  
http://journeytohistory.com/History1B/readingarch.html  
(Required)

Web site: The Crash of 1929  
http://www.pbs.org/wgbh/amex/crash/  (Reference)

Riding the Rails  
http://www.pbs.org/wgbh/amex/rails/

Eleanor Roosevelt  
http://www.pbs.org/wgbh/amex/eleanor/  (Critique)

FDR  
http://www.pbs.org/wgbh/amex/presidents/32_f_roosevelt/index.html

Scottsboro  
http://www.pbs.org/wgbh/amex/scottsboro/  (Critique)
Module Four: The Politics of Fear

Focus: The Cold War Era
- Prelude to the 1960s
- Society’s Unrest
- Has the American Dream become a reality?

Reading: http://journeytohistory.com/History1B/readingarch.html (Required)

Web sites: The Zoot Suit Riots
http://www.pbs.org/wgbh/amex/zoot (Critique)

Race for the Super Bomb
http://www.pbs.org/wgbh/amex/bomb/ (Critique)

Eye on the Prize, The American Civil Rights Movement
http://www.pbs.org/wgbh/amex/eyesontheprize/index.html (Reference)

Citizen King
http://www.pbs.org/wgbh/amex/mlk/ (Critique)

RFK
http://www.pbs.org/wgbh/amex/rfk/ (Critique)

Vietnam
http://www.pbs.org/wgbh/amex/vietnam/ (Reference)

Summer of Love
http://www.pbs.org/wgbh/amex/love/ (Critique)

Timeline: 1945 to the present
http://journeytohistory.com/History1B/timeline.htm (Reference)

Lecture text http://journeytohistory.com/History1B/LectureArchives.htm (Reference)

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The Gilded Age

Examination file (including critiques) is to be submitted on January 22, 2009 by email by 11:59 p.m. All examinations must be typed, Each section of examination is to be addressed in no less than ten (10) type written pages, double – spaced in either a size 10 or 12 font. Be sure that your name is on all your pages and your pages are numbered. Use HEADERS FOR EACH ONE OF YOUR PAGES. You are allowed to use outside sources, but if you do, all quotations or ideas that are not your own must be cited. Do not use parenthetical footnotes. Use endnotes and include a bibliography. Be sure to attach all assigned web critiques to insure proper credit. (Make sure that your attachments are Microsoft Word documents. Process hard copies of all your work for your record and save copies in a History 1B directory on your hard drive.) No late papers!

Drawing from your reading, film, and lecture materials, essay on one of the following:

Section 1:

The post Civil and Reconstruction years were years of economic, political, social and cultural transition. During this period, under the leadership of entrepreneurs, America emerged as modern industrial nation. The result of this industrialism would ultimately, help America develop into a world technological economic power. American industry was growing faster than ever before. Cities spread and so too, did the stress and pace of life. However, this did not seem to matter, for this was the age of progress—the age of promise—material comfort was potentially available to all. America had indeed changed. . .

Industrialism had brought many benefits, but it also brought industrial exploitation, monopolies and laissez-faire polices. Consequently, there was some question as to whether or not government existed for big business or the people. And Americans began to wonder if the American Dream could become a reality . . .

As you consider the statement, define the character of the American society during the period 1865 to 1900. What impact, if any, did the Civil War and Reconstruction Era have on this period in American History. What other changes were taking place? How were those changes reflected in American, thought, principles and values? What new concepts, if any, evolved? What impact did these concepts have on American traditional thought, values, behavior and social economic classes (consider the businessmen, farmers, laborers and the Victorian, i.e., upper middle class) as well as American institutions? What implications do these changes have for future American centuries? What about the American view of the influx of 13 million immigrants and the view of the immigrants themselves? What was their dream? What was the reality for many of these immigrants in this strange new land? Why is this period referred to as the “Gilded Age”? Is all that glitters gold?

Section 2:

At the turn of the twentieth century, the position of the individual within the nation’s increasingly industrialized society became source of concern for many Americans. If America’s greatness was related to individual achievement, what would happen as freedom and social mobility were more and more circumscribed by giant corporations with their impersonal machinelike qualities? Did not the emphasis of corporation on efficient production and material objectives distort the human qualities that had bee responsible for America’s rise to greatness? Was not the growing disparity between rich corporations
and the poor working creating a situation akin to that existing in many European countries where there was open class strife? These and similar questions led many Americans to advocate reforms that would restore dignity to the individual and give meaning to his/her life. And thus the Progressive movement was born.

As you consider the above statement, describe the climate of the American society at the turn of the twentieth century? In other words, what were the issues confronting the American society at the turn of the 20th century? Accordingly, who were the reformers? What did they hope to achieve? How did the muckrakers help the cause of reform? How did the Progressive differ from their capitalists and socialists counterparts? What was the reformers target of attack? Were the reformers primarily interestedousting the corrupt arrangements at the expense of the public, or were they interested in something else? What political innovations did the reformers bring about? Did they seek to expand popular participation in the governmental process? How did the political ideals of the reformers correspond with the platforms of William Howard Taft, Teddy Roosevelt, Eugene Debs, and Woodrow Wilson? Were the reformers successful in democratizing the American society? How would you classify the Progressive Reform Movement? Was it a liberal renaissance or a triumph of conservatism?

Section 3:

The decade of the 1920s has been commonly referred to as the Jazz Age or the Roaring Twenties, and yet it was filled with paradoxes and contradictions. The American people over-whelming elected Republicans Warren G. Harding, Calvin Coolidge and Herbert Hoover president, but chose very different personalities, such as Charles A. Lindbergh and Babe Ruth as their heroes. Americans self-righteously proclaimed prohibition but patronized speak-easies and bootleggers while the amount of social drinking increased. The 1920s was marked by provincialism, severe immigration restrictions, racial tensions, and fundamentalist rejection of modern science. Yet it was in this same decade there was a burst of literary and artistic energy that pervaded the society from one coast to the other. It was a period of isolation, as America retreated from political involvement with Europe and it also a time when American investment was expanding overseas. The 1920s was a time of unprecedented business prosperity in which farmers and unorganized workers did not share and the decade ended with the collapse of the stock market and the onset of a major depression. It was an era during which progressivism and reform all but disappeared...

Consider the above statement as you critically access the American society during the 1920s. Why is the period referred to as the Jazz Age or the Roaring Twenties? Did it really roar? If so who did it roar for? Does that character reflect a sense provincialism and what impact does this have on American thoughts, values and behavior? Is the society more or less tolerant? Does this explain why progressivism and reform all but disappeared? In terms of American thought and values, what relevance does all this have for contemporary America?
A New Deal Forever

Examination file (including critiques) is to be submitted on February 10, 2009 by email by 11:59 p.m. All examinations must be typed. Whatever section of examination chosen must be addressed in no less than and no more than ten (10) type written pages, double – spaced in either a size 10 or 12 font. Be sure that your name is on your papers. USE HEADERS FOR EACH ONE OF YOUR PAGES. You are allowed to use outside sources, but if you do, all quotations or ideas that are not your own must be cited. Do not use parenthetical footnotes. Endnotes are acceptable and a bibliography must be included. Be sure to attach all assigned lecture and web critiques to insure proper credit. (Make sure that your attachments are Microsoft Word documents. Process hard copies of all your work for your record and save copies in a History 1B directory on your hard drive, disc or flash drive.) No late papers!

Drawing from your lecture, film and reading materials essay on ONE the following:

Section 1:

“Let me assert my firm belief,” declared Franklin Roosevelt, in his 1933 Inaugural Address, “That the only thing we have to fear is fear itself—nameless, unreasoning, unjustified terror which paralyzes needed efforts to convert retreat into advance. In every dark hour of our national life a leadership of frankness and vigor has met with the understanding and support of the people themselves which is essential to victory. This nation asks for action and action now . . . We must act quickly . . . It may be that an unprecedented demand and need for undelayed action may call for temporary departure from that normal balance of public procedure. We do not distrust the future of essential democracy. The people of the United States have not failed. In their hour of need they have registered a mandate that they want direct, vigorous action. They have asked for discipline and direction under leadership. They have made me the present instrument of their wishes.” The Scottsboro Boys and Tom Joad did not hear Mr. Roosevelt’s speech, but millions of Americans did and were moved. However four years of the New Deal, in his second inaugural address, Roosevelt was compelled to admit that “one third of the nation is ill housed, ill clothed and ill fed . . .”

As you carefully consider the first Hundred Days of the Roosevelt Administration, what was the New Deal? How was Roosevelt’s response to the country’s economic crisis different from that of Mr. Hoover’s? Was the New Deal simply an extension of the Progressive tradition? How did the New Deal differ from the Square Deal? In spite of the fact the NRA, the core of the of Roosevelt’s program, was declared unconstitutional, was the New Deal successful? Who benefitted from the New Deal and how? How do the Scottsboro Boys and the character Tom Joad reflect the fear that pervaded the American society during this period? How would they have responded to Mr. Roosevelt’s sense of hope for America’s future? When did the Depression come to an end? In the final analysis, did Mr. Roosevelt’s New Deal programs and approach to the depression save faith in the American Dream? What was the New Deal's legacy for contemporary America?

Section 2:

The twenty-five year period, 1921-1945 in the United States was unique because it was encapsulated by the only two world wars in history. It was a period of transition. It was a period of change. It is not likely that the nation will ever again experience two world wars, fantastic prosperity, and numbing economic depression within a 25 year period. No one who lived through the interwar era could doubt that it s
lessons, warning, and inspiration for future generations. No other era has held such a concentration of the flippant, the futile, the tragic and the heroic.

After careful consider the he statement above, critically evaluate the transition period, 1921-1945. What were the variables that contributed to change during this period. What changes did indeed take place? What implications did those changes have for late 20th century and early 20th century American institutions and culture? Were there any lessons to be learned? What does all this tell you about the American spirit?

**Section 3:**

The six decades following World War II were filled with social, political and economic strife domestically and internationally. The Cold War, McCarthyism the military industrial complex, the New Frontier, the Civil Rights Movement, Willie Loman, the man in the grey flannel suit, James Dean, th Cuban Missile Crisis the Great Society, the war against poverty, Viet Nam, environmentalism, recession, Watergate, technology, liberalism verses conservatism, Iran and Iraq, and the death of the New Deal, all of which have had a tremendous impact on contemporary American society.

As you examine the historical forces (1945 to the present) that have shaped and molded the thought, values and behavior of contemporary society, essay on the one that you believe to have had the greatest impact. In light of your conclusion, discuss the historical significance of the election of Barack Obama as President of the United States.
Succeeding in History Courses

Succeeding in an a traditional classroom setting

You still must:

Focus your attention
Be organized
Use your time wisely
Take responsibility for your learning
Use self-directed
Be willing to work and participate
Communicate effectively

Today's courses are making a shift from the passive learner model - where the student sits quietly in the classroom to the active learner model - where students interact and collaborate with one another.

What does this mean for you? - **Participation is essential for everyone involved.**

Tips on Time Management

Here are some tips for getting comfortable:

Do take time to review your texts and other documentation made available to you.

Do manage your time. You'll find that your time management skills will be critical in any class. It's very easy to spend either far too little time or far too much time on the class.

Set designated blocks of time to work on the class. This will help you stay up with the assignments and with the interaction required in most on-line classes.

Frequently check the calendar and/or course outline for assignments, quizzes, etc.

Ask for help right away if something isn't going right.

Getting Started With A New Course

Spending some in the first week familiarizing yourself with the course and course components can save you time later on. Here are some tips to assist you with this:

Read any documentation or hand outs (introductory letters, notes on logons and passwords, user manuals etc) before doing anything.

Read the course outline during the first week. Pay particular attention to assignment due dates. Mark these on your calendar.
Find out how to get in touch with your instructor. What is his/her e-mail address? Remember, if you have questions about the course or course content contact your instructor.

Look for the course schedule in the course. It could be posted in the calendar or in the course outline.

Quickly scan your text, manual or any reading materials. Are there questions or study activities that will help you prepare for a test or exam?

Find out the structure of the course. Do you have self-tests to complete? Are you expected to participate in class discussions? How much participation is expected? Is participation graded and what is the criteria?

Communication and Communities

As always, effective communication is critical to success. In the classroom setting you'll be responsible for initiating contact, asking for help when needed, and sharing information with others. This communication is essential to forming a learning community where students learn best.

What you still have however, is the practice of courtesy and respect that apply in all classrooms. Here are some guidelines:

Participate. We need to hear your voice and to feel your presence. Your comments add to the information, the shared learning experience, and the sense of community in each class.

Be persistent. If you run into any difficulties, don't hesitate! Send a note or call your instructor immediately. Most problems are easily solved but we must hear from you before we can help.

Share tips, help, and questions. For many of us, taking courses is a new frontier. There are no dumb questions! Even if you think your solution is obvious, please share it, someone will appreciate it.

Don't be afraid to ask questions or make comments on the subject at hand.

Good Luck With Your Studies!
Student Grade Assessment Report

Name:

Course: History 1B

Term: Summer, 2008

Examination no.:____

Critiques no.:____

Grade:____

Structure (logic of argument, organization of thoughts, ideas and points)

Satisfactory
Needs improvement
Unsatisfactory

Organization (sentence structure, paragraphing, grammar, etc.)

Satisfactory
Needs improvement
Unsatisfactory

Use of facts/evidence to support argument

Satisfactory
Needs improvement
Unsatisfactory

General Comment:
GUIDELINES FOR ESSAY EXAMINATIONS WORKSHEET

What is important in taking essay exams, especially in History and English classes, is integrating the material presented in lecture and the textbook(s) into a cohesive argument. Specifically, your essay should have a point or view; it should sway the reader into believing your assertions.

How do you do this effectively?

1) On the text itself, you will be presented with a series of questions/points about the given era, i.e. “The Gilded Age.” It isn’t critical that each point be examined in excruciating detail. Rather, devise a central argument or thesis, that the different points lead towards, i.e. “The Gilded Age ultimately had a negative affect on society.” (NOTE: Put thesis at beginning or end of your first paragraph.)

2) Take a few minutes to think about your thesis statement and break it up into various sections, or topic sentences, i.e. “How did the Gilded Age affect the individual? How did the Gilded Age affect industry?”, etc. Each of these supporting topics paragraphs should consist of a well-developed thought that can be substantiated by a few details/facts (Dates are fine, but don’t waste time memorizing countless dates because they won’t turn a “B” paper into an “A”). The details/facts should come from the lecture, readings, films, discussion, or all. But, AVOID GIVING YOUR OWN OPINION FOR ANY GREAT LENGTH OF TIME, unless specifically solicited.

3) Time constraints are an obvious and acknowledged consideration. Consequently, I can’t expect essays that are poetic and perfectly created. Instead, try to develop a cohesive introduction and body with sound logical analysis. If it doesn’t make sense to you when you write it, it won’t make sense to me when I read it. Try to write legibly, and if you have a genetic predisposition towards sloppiness, skip a line...please!

4) Understand the difference between there (“over there”), their (“Their car); and it’s (“it is a hard test”) and its (“the dog lost its collar”). Granted, the distinction is obvious. But, if last year is any indication, people ignore the obvious (in large quantities!)

5) The conclusion shouldn’t merely restate the thesis word for word. Rather, it should touch on the thesis in light of the supporting evidence that you have (hopefully) presented.
FILM CRITIQUE WORKSHEET*

Title of film: _______________________________________________________________

(Before viewing the film, consider the title, and what you think you will see in this film?)

VIEWING:

Film Classification (choose all that apply):
- Fiction
- Documentary
- Newsreel
- Propaganda
- Theatrical short subject
- Training film
- Combat film
- Animated cartoon
- Other

Physical qualities of the film (choose all that apply):
- Music
- Narration
- Special effects
- Color
- Live Action
- Background noise
- Animation
- Dramatization

What is the mood or tone of the film? (Consider how camera angles, lighting, music, narration, and/or editing contribute to creating an atmosphere in this film)

Does the film effectively convey it message? As a tool of communication, what are its strengths and weaknesses?

How do you think the film maker wanted the audience to respond?

Does this film appeal more to the viewer's reason or emotion? How does it make you feel?

What does this film tell you about life in the United States at the time it was made?

What questions do you have that were left unanswered by the film?

What information have you gained about the event or subject matter under discussion that would not be conveyed by a written source?

What is the central message of this film?

Would you recommend this film as an effective study tool?

Critique is 2 typewritten (doubled spaced) pages in length and 10 or 12 font only.
WEB SITE CRITIQUE WORKSHEET

Name of web site:___________________________________________________

URL (address):_____________________________________________________

Critique should include:

1. Brief description of this location.
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

2. An evaluation of the specific focus of this assignment.
   Ask yourself:
     (a.) how accurate is this information?
     (b.) how objective is this information?
     (c.) how recent is this information?
     (d.) how much coverage (scope)?

3. Would you recommend this site? Why or why not?

4. Did you find other links worth visiting? (If, yes, list the link(s).)
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

Critique is 2 typewritten (doubled spaced) pages in length and 10 or 12 font only.
LECTURE CRITIQUE WORKSHEET

Lecture Title:______________________________________________________________

Name of Lecturer:__________________________________________________________

Date and Place of Lecture:__________________________________________________

IN YOUR CRITIQUE FOCUS ON ...

1. Theme (s) i.e. thesis of the lecture.

2. What are the main points of the lecture?

3. EFFECTIVENESS of lecture /lecturer as to:
   
   A. organization (does argument follow progression?)
   
   B. persuasiveness (delivery)
   
   C. use of evidence

   Primary Sources: (letters, diary accounts, photographs, film footage from the actual event)

   Secondary Sources: (second hand information)

   D. use of multi-media materials.

4. Does the lecturer prove the validity of the thesis?

5. What significant questions were raised by presentation?

6. What contributions did the presentation make to the study of history?

Critique is 2 typewritten (doubled spaced) pages in length and 10 or 12 font only.
United States History Film List

Extra credit films confined to this list.

The Civil War: The Better Angles of Our Nature
Ken Burn’s America: The Statue of Liberty
The American Experience: Orphan Trains The Age of Innocence (Feature film)
The American Experience: Telegrams from the Dead
The American Experience: Barnum’s Big Top
Ken Burn’s America: The Brooklyn Bridge
The American Experience: Last Stand At Little Big Horn
The American Experience: Geronimo and Apache Resistance
Geronimo: An American Legend (Feature film)
Crazy Horse, The Last Warrior
The Spirit of Crazy HorseRed River (Feature film)
Red River (Feature film)
The Buffalo Soldier (Feature film)
The American Experience: The Richest Man in the World: Andrew Carnegie
The American Experience: The Rockefeller
The American Experience: Wildcatter: A Story of Texas Oil
The American Experience: Coney Island
The American Experience: Edison’s Miracle of Light
The American Experience: Insanity on Trial
The American Experience: The Telephone
The American Experience: Ida B. Wells, A Passion for Justice
The American Experience: The Johnstown Flood
Old World, New World
The American Experience: Journey to America
America, America (Feature film)
The American Experience: If You Knew Sousa
The American Experience: Indians, Outlaws and Angie Debo
The American Experience: Mr. Sears Catalogue
The American Experience: Gold Fever
The American Experience: Hawaii’s Last Queen
The American Experience: America 1900 parts 1 and 2
Crucible of Empire: The Spanish-American War
Our Town (Feature film)
The American Experience: The Great San Francisco Earthquake, 1906
The American Experience: The New York Underground
The American Experience: Murder of the Century
The American Experience: Houdini
Ragtime (Feature film)
The American Experience: Mr. Miami Beach
The American Experience: The Wright Stuff
The American Experience: Rescue at Sea
The American Experience: God Bless America and Poland Too!
The American Experience: Midnight Ramble
The American Experience: Ishi, The Last Yahi Indian
Wilson (Feature film)
Titanic (Feature film)
The American Experience: Knute Rockne and His Fighting Irish
The American Experience: Scandalous Mayor
Viva Zapata! (Feature film)
The American Experience: The Hunt for Pancho Villa
The American Experience: Los Mineros
The American Experience: The Great War, 1918
Sergeant York (Feature film)
The Great War and the Shaping of the 20th Century (Pts. 1 and 2)
The Great War and the Shaping of the 20th Century (Pts. 3 and 4)
The Great War and the Shaping of the 20th Century (Pts. 5 and 6)
The Great War and the Shaping of the 20th Century (Pts. 7 and 8)
The American Experience: Influenza, 1918
Eight Men Out (Feature Film)
Matewan (Feature film)
The Twenties
The American Experience: Demon Rum
The Cotton Club (Feature film)
Rosewood (Feature film)
The American Experience: Marcus Garvey, Look for Me in the Whirlwind
Compulsion (Feature film)
The Great Gatsby (Feature film)
Sacco and Vanzetti (Feature film)
The American Experience: The Great Air Race of 1924
The American Experience: Wild by Law
Ken Burn's America: Empire of the Air, The Men Who Made the Radio
Inherit the Wind (Feature Film)
The American Experience: Big Dream, Small Screen
The American Experience: Duke Ellington
The American Experience: Ballad of a Mountain Men
The American Experience: Eleanor Roosevelt
The American Experience: Lindbergh
The Spirit of St. Louis (Feature film)
The American Experience: Monkey Trial
The Untouchables (Feature film)
The American Experience: Fatal Flood
The American Experience: Amelia Earhart
The American Experience: The Crash of 1929
The American Experience: After the Crash
The American Experience: Riding the Rails
The American Experience: Surviving the Dust Bowl
Life in the Thirties
Scarface (1931) (Feature film)
Public Enemy (Feature film)
The Great Depression parts 1 and 2
The Great Depression parts 3 and 4
The Great Depression parts 5 and 6
The Great Depression part 7
The American Experience: FDR, The Grandest Job in the World
The American Experience: FDR part 1
The American Experience: FDR part 2
The American Experience: The Kennedys part 1
The American Experience: The Kennedys part 2
The American Experience: Truman part 1
The American Experience: Truman part 2
The American Experience: Daley, the Last Boss
The American Experience: Hoover Dam
The American Experience: Alone on Ice
The American Experience: Scottboro, An American Tragedy
The Cradle Will Rock
Triumph of the Will (documentary)
Modern Times (Feature Film)
Bonnie and Clyde (Feature Film)
The American Experience: The Radio Priest
The Grapes of Wrath (Feature Film)
The American Experience: The Battle Over Citizen Kane
Citizen Kane (Feature Film)
RKO (Cable feature film)
The American Experience: Forbidden City U.S.A.
The American Experience: Family Gathering
Miss Ever's Boys (Cable feature film)
The American Experience: Fly Girls
The American Experience: Pearl Harbor-Surprise and Remembrance
Tora, Tora, Tora (Feature Film)
The American Experience: The Life and Times of Rosie the Riveter
Meet John Doe (Feature Film)
Mr. Smith Goes to Washington (Feature Film)
The Longest Day (Feature Film)
The American Experience: Battle of the Bulge
The American Experience: Joe DiMaggio: The Hero's Life
The American Experience: Fighting on Two Fronts in World War II
The American Experience: America and the Holocaust
The American Experience: MacArthur (Part 1)
The American Experience: MacArthur (Part 2)
The American Experience: Not So Wild A Dream
The American Experience: Adam Clayton Powell
The American Experience: Not So Wild A Dream
The American Experience: Race for the Superbomb
The American Experience: Ike (part 1)
The American Experience: Ike (part 2)
The American Experience: LBJ (part 1)
The American Experience: Battle of the Bulge
The American Experience: D-Day
Memphis Belle (Documentary)
Memphis Belle (Feature Film)
The Tuskegee Airmen (Cable feature Film)
A Soldier Story (Feature Film)
The American Experience: The Zoot Suit Riots
Zoot Suit (Feature Film)
The American Experience: Nixon
The American Experience: That Rhythm, Those Blues
Saving Private Ryan (Feature Film)
Casablanca (Feature Film)
Come See the Paradise (Feature Film)
Frank Lloyd Wright Part 1
Frank Lloyd Wright Part 2
The Fountain Head (Feature Film)
Chinatown (Feature Film)
The Godfather (Feature Film)
The Godfather II (part 1) (Feature Film)
The Godfather II (part 2) (Feature Film)
The American Experience: Sit Down and Fight- the Rise of the Auto Worker's Union
The Best Years of Our Lives (Feature Film)
Home of the Brave (Feature Film)
Avalon (Feature Film)
The G.I. Bill
Ken Burn’s American: Thomas Hart Benton
The Snake Pit (Feature film)
The American Experience: Rachel Carson’s Silent Spring
Hollywood’s Blacklist
One of the Hollywood Ten (Cable feature film)
The Salt of the Earth (Feature film)
Rebel Without a Cause
The Dead Poets Society
Death of a Salesman
The Man in the Gray Flannel Suit
Animal Farm
The American Experience: The Quiz Show Scandal
The Quiz Show (Feature Film)
Invasion of the Body Snatchers (Feature Film)
12 Angry Men
On the Waterfront
Who Framed Roger Rabbit?
Men of Honor
A Bronx Tale
West Side Story
The Manchurian Candidate
Dr. Strangelove
Making Sense of the Sixties: The Seeds of the Sixties
Easy Rider
Apollo 13
JFK
Thirteen Day
4 Little Girls s
The American Experience: Kennedy v. Wallace’ A Crisis Up Close
The American Experience: George Wallace, Settin’ the Woods on Fire Part 1
The American Experience: George Wallace, Settin’ the Woods on Fire Part 2
Mississippi Burning
The American Experience: Freedom on My Mind
The American Experience: Malcolm X , Make it Plain
The American Experience: Chicago 1968
1968, The Year that Shaped a Generation
The American Experience: Chicago, 1968
The American Experience: NIXON
Panthers
Boyz N the Hood
Chicano! The Mexican American Civil Rights Movement parts 1 and 2
Chicano! The Mexican American Civil Rights Movement parts 3 and 4
Woodstock
The Big Chill
84 Charlie Mopic
Apocalypse Now
Platoon
Full Metal Jacket
Good Morning Vietnam
The Deer Hunter
All the President’s Men
The American Experience: Nixon’s China Game
The American Experience: Meltdown at Three Mile Island
The American Experience: Reagan (part 1)
The American Experience: Reagan (part 2)
Blade Runner
Network
El Norte
Wall Street
Trading Place
Do the Right Thing
Snow Falling on Cedar
The American Experience: Troublesome Creek
Philadelphia
Forrest Gump
Get on the Bus
Strange Days
The Truman Show
Wag the Dog
The Matrix
The Boiler Room
American Beauty
Pleasantville
American History X
Primary Color
Bulworth
The Insider
Traffic
Bamboozled
The American Experience: Mount Rushmore
The American Experience: Miss American
The American Experience: Public Enemy #1