History 102
United States History, 1877-Present
Course Syllabus

El Camino College
Fall, 2014
History 102, Sections: 2353; 2355
Professor Maria A. Brown
Office Hour: Monday-Friday: 8:30-9:25 a.m.
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The Last day to drop from class with a “W” grade is Friday, November 14, 2014. It is the student’s responsibility to process an official withdrawal from class. Failure to do so may result in a letter grade of A through F. A student may drop a class or classes within the refund period and add another class or classes using the fees already paid. If a student drops after the refund deadline, payment of fees for the classes is forfeited. Any added class will require additional fees. A student may drop a class before the refund deadline and add a class with no additional fees. If a student drops a class after the refund deadline in order to add the same class at a different time, date instructor, the student must request a lateral transfer or level transfer from both instructors. All transfers are processed through the Admissions Office. (See the ECC Schedule of Classes, Fall, 2014.

ADA Statement: El Camino College is committed to providing educational accommodations for students with disabilities upon the timely request by the student to the instructor. A student with a disability, who would like to request an academic accommodation, is responsible for identifying herself/himself to the instructor and to the Special Resources Center. To make arrangements for academic accommodations, contact the Special Resources Center.

Course Description:
This course is a chronological survey of American history from 1877 to the present, focusing on American social, intellectual, political, economic, and diplomatic institutions. Major topics include culture, ethnic and racial diversity and the role of the United States within the context of world history.

Course Objectives:
1. Describe and assess the process by which the United States was economically transformed and modernized in the late 19th and early 20th centuries.
2. Evaluate major American political, religious, and cultural values for the 1877 to 1914 period.
3. Compare and contrast the changing demography of America from 1877 to 1914 and from 1945 to the present.
4. Determine the processes of assimilation and acculturation expected of immigrants to the United States from 1900 to the present.
5. Discuss and evaluate the interaction of majority and minority groups during the 20th century.
6. Identify and analyze the causation, sequence of events, concepts, development, and impact of various American political reform movements, such as Populism, Progressivism, the New Deal, the Fair Deal, Civil Rights, and the Great Society.
7. Conceptualize and discuss the meaning of conservatism, liberalism, and radicalism in American history from the post World War II era to the present.
8. Discuss the evolution of gender roles and evaluate the efforts and impact of feminists in the United States from 1877 through the contemporary period.
9. Summarize and analyze the development of American foreign policy since 1890, including imperial expansion and the rise of the United States as a world power and leader among a large community of nations.
10. Trace and evaluate United States diplomacy and armed conflict through isolationism, imperialism, and collective security policies of the 20th century.
11. Compare and contrast the core political and philosophical ideas and modes of expression in American culture in the 20th century.

All examinations and assignments are to be submitted via the Assignments, Test and Survey section (link) on the Etudes home page. 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, **November 14, 2014.** 

**The term ends December 12, 2014**

**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 Learning Outcome statement:**

Upon completion of United States History 1877 to the present, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in United States history from 1877 to the present and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.

**Required Reading:**

Murrin, LIBERTY, EQUALITY, POWER (Volume 2) (Optional)

Assigned readings listed in each module and posted in the Reading Archives section of the United States web site.

All are PDF files and can be downloaded and printed.

DVD packet (18 documentaries and feature films)

**Course Requirements:**

A. In order to maintain an accurate count of enrollment, each student must check into the dated **ATTENDANCE and HISTORICAL TRIVIA forum twice (two separate days) a week. In those visits, post your username, date and an historical tidbit (from 1877 to the present).**
B. There will be one reaction paper and three (3) written examinations based on readings, web sites, film, and lecture materials. All examinations will be posted in Assignments, Test and Survey section (link) on the Etudes home page. Be sure to carefully follow instructions. The examinations are also included in the printed syllabus. All examinations, web and/or film critique assignments, carry the same weight.

C. In this course, World Wide Web sites and films will be used as historical sources. Students are EXPECTED to complete a critique on each the Web sites and/or films assigned. Each critique is to be no less than two (2) typed written pages (use either a size 10 or 12 font). Be sure to follow critique guidelines and directions. Critiques are mandatory. Each week you will be required to complete 3 to 4 web site and/or film critiques each week during the term. Critique assignments can be found in the Assignments, Test and Survey section (link) on the Etudes home page. Your responses are to forwarded as an attachment. The critiques, collectively, constitute an examination grade and will be scored each week.

Course Outline

Week One and Six: 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:

LIBERTY, EQUALITY, POWER: Chapters: 17-21 (optional)
http://journeytohistory.com/History102/readings.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/ (Reference)

The Gilded Age
http://www.pbs.org/wgbh/amex/carnegie/gildedage.html (Critique)
Films:
The Dead Poets Society (Critique)
American Experience: The Assassination of Abraham Lincoln (Critique)
American Experience: Mr. Sear’s Catalog: http://vimeo.com/14230882 (Critique)

Timeline
http://www.journeytohistory.com/History102/timeline.html (Reference)

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

http://www.journeytohistory.com/History102/lectureText.html (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://www.journeytohistory.com/History102/readings2.html (Required)
LIBERTY, EQUALITY, POWER: Chapters 22-24 (optional)

Web Sites:
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.tenant.net/Community/riis/title.html (Critique) (View this site with great care)

Prohibition:
http://www.pbs.org/kenburns/prohibition/  (Critique)

Timeline
http://www.journeytohistory.com/History102/timeline.html  (Required)
(Reference)

Films:
The Rockefellers
http://video.pbs.org/video/2334127894  (Critique)

Henry Ford
http://video.pbs.org/video/2329934360  (Critique)

Coney Island  (Critique)

Journey to America  (Critique)

The Great War  (Critique)

The Great Gatsby  (Critique)

Lecture Text:
The Progressive Era: The Birth of Modern America
http://www.journeytohistory.com/History102/lectureText.html  (Required)

The Jazz Era
http://journeytohistory.com/History102/lectureText.htm  (Required)

Examination 1: All examinations must be typed, double-spaced in either a size 10 or 12 letter quality font and submitted as a 10 page essay (this does not include your end notes and bibliography) attachment via the Etudes Assignments, Test and Survey section by 11:59 p.m. on Sunday, September 21, 2014. USE A HEADER on page one of your essay. Be sure that your name is on all 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 Wikipedia as a source!) Do not use parenthetical footnotes. Endnotes are acceptable and a bibliography must be included. Save all your work, for your records, in a History 102 directory on your hard drive.

Week Seven-Eleven: Module Four: Years of Turmoil

Focus:
The Great Depression
The Coming of World War II
Reading:  http://www.journeytohistory.com/History102/readings4.html

LIBERTY, EQUALITY, POWER : Chapters 25-26  (optional)

Web site:
America and the Holocaust
http://www.pbs.org/wgbh/amex/holocaust/  (Critique)

Timeline: 1920 - 1945
http://www.journeytohistory.com/History102/timeline.html  (Reference)

Film:
Herbert Hoover  (Critique)

The Crash of 1929,
http://video.pbs.org/video/1308436568  (Critique)

FDR  (Critique)
http://video.pbs.org/video/1049332797  (Critique)

Public Enemy  (Critique)

Secret Origins  (Critique)

Saving Private Ryan  (Critique)

The War:  http://video.kcts9.org/program/1354312379/  (Reference)

42  (Critique)

Lecture Text:  http://www.journeytohistory.com/History102/LectureArchives.html

EXAMINATION 2:  All examinations must be typed, double-spaced in either a size 10 or 12 letter quality font and submitted as a 10 page essay (this does not include your end notes and bibliography) attachment via the Etudes Assignments, Test and Survey section by 11:59 p.m. on Sunday, October 26, 2014.  USE A HEADER on page one of your essay.  Be sure that your name is on all 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 Wikipedia as a source!)  Do not use parenthetical footnotes.  Endnotes are acceptable and a bibliography must be included.  Save all your work, for your records, in a History 102 directory on your hard drive.
Weeks Twelve- Sixteen: Module Four: The Politics of Fear

Focus:
The Civil Rights Movement

Reading: http://www.journeytohistory.com/History102/readings4.html

UNCANNY X-MEN

LIBERTY, EQUALITY, POWER: Chapters 27-32 (optional)

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

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

Eye on the Prize (Reference)
http://www.pbs.org/wgbh/amex/eyesontheprize/

Timeline: 1945 to the present
http://www.journeytohistory.com/History102/timeline.html (Reference)

Film:
X-MEN: THE LAST STAND (Reference)

FREEDOM RIDERS (Critique)

Roads to Memphis (Reference)

Reaction Paper: X-Men and the American Civil Rights Movement
The issues of this assignment is to be addressed in six (6) to eight (8) type written pages, double – spaced in either a size 10 or 12 font. Be sure that your name is on your pages. USE HEADERS on page ONE OF YOUR project. 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. Assignment is due November 16, 2014 as an attachment via Etudes.

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

Film:

Pleasantville, (Critique)

Clinton (Critique)

Fruitville Station

The Hunger Games (Critique)

Lecture Text: http://www.journeytohistory.com/History102/LectureArchives.html

All examinations must be typed, double-spaced in either a size 10 or 12 letter quality font and submitted as a 10 page essay (this does not include your end notes and bibliography) attachment via the Etudes Assignments, Test and Survey section by 11:59 p.m. on Friday, December 12, 2014., USE A HEADER on page one of your essay. Be sure that your name is on all 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 any form of Wikipedia as a source!) Do not use parenthetical footnotes. Endnotes are acceptable and a bibliography must be included. Save all your work, for your records, in a History 102 directory on your hard drive.
The Gilded Age

All examinations must be typed, double-spaced in either a size 10 or 12 letter quality font and submitted as a 10 page essay (this does not include your end notes and bibliography) attachment via the Etudes Assignments, Test and Survey section by 11:59 p.m. on Sunday, September 21, 2014. USE A HEADER on page one of your essay. Be sure that your name is on all 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 any form of Wikipedia as a source!** Do not use parenthetical footnotes. Endnotes are acceptable and a bibliography must be included. Save all your work, for your records, in a History 102 directory on your hard drive.

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

**Section 1:**
The post Civil War 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 and 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 to1900. 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 theses 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 been 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 20 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 interested ousting 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?
The Jazz Age and A New Deal Forever

All examinations must be typed, double-spaced in either a size 10 or 12 letter quality font and submitted as a 10 page essay (this does not include your end notes and bibliography) attachment via the Etudes Assignments, Test and Survey section by 11:59 p.m. on October 26, 2014. USE A HEADER on page one of your essay. Be sure that your name is on all 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 any form of Wikipedia as a source!) Do not use parenthetical footnotes. Endnotes are acceptable and a bibliography must be included. Save all your work, for your records, in a History 102 directory on your hard drive.

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

Section 1:

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 refereed 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?
Section 2:
“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?
X-Men and the American Civil Rights Movement

The issues of this assignment is to be addressed in six (6) to eight (8) type written pages, double – spaced in either a size 10 or 12 font. Be sure that your name is on your pages. USE HEADERS on page ONE OF YOUR project. 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. Assignment is due November 16, 2014 as an attachment via Etudes.

"The X-Men are hated, feared and despised collectively by humanity for no other reason than that they are mutants. So what we have here, intended or not, is a book that is about racism, bigotry and prejudice."

Uncanny X-Men writer Chris Claremont, 1981

The backdrop of the X-Men stories, created by Stan Lee and Jack Kirby is the turbulent years of the 1950s and the 1960s. In the midst of the Civil Rights Movement, the New Frontier, the Cold War and the Viet Nam War the X-Men were born. The X-Men serve as symbols for real-world groups that are treated poorly because of their identities or difference. This symbolism has some similarities to how other superheroes are viewed with distrust, but is very prominent due to the relative numbers of mutants in the word of the X-Men. There are more than just a few mutants, and only a few of them are very strong. This contrasts to the relatively small number of superheroes in other movies with extremely strong powers. In addition to this, the world of the X-Men includes complicated politics in and among the mutants—some mutants want to get along with ordinary humans, while others wish to take advantage of their powers to rule over the humans.

After careful consideration of the above, what themes premeated the American society during those turbulent Civil Rights Movement years. How are those themes projected in the Marvel Universe?
The Legacy of the 20th Century

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

Section 1:

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 its 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 20 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 2:

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 versus conservativism, 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.

Section 3:

In Panem, the concepts of democracy and freedom have disappeared from America to be replaced by a high-tech dictatorship based on surveillance, monitoring, mass-media indoctrination, police oppression and a radical division of social classes. The vast majority of the citizens of Panem live in third-world country conditions and are constantly subjected to poverty, famine and sickness. These difficult living conditions are apparently the result of a devastating event that engendered the complete economic collapse of North America. In District 12, the home of the hero Katniss Everdeen, the locals live in conditions similar to the pre-industrial era where families of coal miners lived makeshift in shacks and eat rodents as meals.

While the masses look as if they are living in the 1800s, they are nevertheless subjugated to the high-tech rule of the Capitol, which uses technology to monitor, control and indoctrinate the masses. Surveillance cameras, RFID chips and 3D holograms are abundantly used by the government to manipulate the will of a weak and uneducated population (although there are signs of solidarity and rebelliousness among the peasants). To preserve the fragile social order, the Capitol relies on a massive police force that is always ready repress any kind of uprising. The workers are often rounded up in civilian camps where they are shown state-sponsored propaganda videos. Panem is therefore a high-tech police state ruled by a powerful elite that seeks to keep the masses in poverty and subjugation. All of these concepts are also thoroughly represented in other forms of media as there appears to be a conscious effort to normalize the ideas of a high-tech police state as the only normal evolution of the current political system.

Living in sharp contrast to the proletariat, the elite in The Hunger Games inhabits the glistening Capitol city and indulges in all sorts of extravagances and fashion trends. This upper-echelon of society perceives the rest of the population as an inferior race to be ridiculed, tamed and controlled. All valuable resources have been vacuumed from the people living in the districts to profit the Capitol, creating a clear and insurmountable divide between Regular People and The Elite. The concept of an opulent elite ruling over the dumbed-down and impoverished masses (thus making them easily manageable) is an important aspect of the New World Order and it is clearly depicted in The Hunger Games. The government’s reliance on high-tech surveillance and mass media to keep the population in check is something we are already seeing and, if we keep going in that direction, the world of The Hunger Games will soon become reality. There is another concept important to the occult elite that is at the heart of The Hunger Games, however: Blood sacrifices to strike fear and gain power.

As you consider the themes and symbolism in the HUNGER GAMES, compare and contrast the fictitious Panem with the reality of contemporary American society. Where
do you see America going?
**United States History 1877-present**

**Study Tips**

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 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!**
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):

<table>
<thead>
<tr>
<th>Fiction</th>
<th>Documentary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newsreel</td>
<td>Propaganda</td>
</tr>
<tr>
<td>Theatrical short subject</td>
<td>Training film</td>
</tr>
<tr>
<td>Combat film</td>
<td>Animated cartoon</td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

Physical qualities of the film (choose all that apply):

<table>
<thead>
<tr>
<th>Music</th>
<th>Narration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special effects</td>
<td>Color</td>
</tr>
<tr>
<td>Live Action</td>
<td>Background noise</td>
</tr>
<tr>
<td>Animation</td>
<td>Dramatization</td>
</tr>
</tbody>
</table>

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 its 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?

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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?
   ©.) 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 
Name of 
Date and Place of Lecture: 

Title: 
Lecturer: 

IN YOUR CRITIQUE FOCUS ON ...

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

2. What are the main points of the lecture?

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.
History 102 Video 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
American Experience: Orphan Trains The Age of Innocence (Feature film)
American Experience: Telegraphs from the Dead
American Experience: Barnum’s Big Top
Ken Burn’s America: The Brooklyn Bridge
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 Horse Red River (Feature film)
Red River (Feature film)
The Buffalo Soldier (Feature film)
American Experience: The Richest Man in the World: Andrew Carnegie
American Experience: The Rockefeller
American Experience: Wildcatter: A Story of Texas Oil
American Experience: Coney Island
American Experience: Edison’s Miracle of Light
American Experience: Insanity on Trial
American Experience: The Telephone
American Experience: Ida B. Wells, A Passion for Justice
American Experience: The Johnstown Flood
Old World, New World
The American Experience: Journey to America
America, America (Feature film)
American Experience: If You Knew Sousa
American Experience: Indians, Outlaws and Angie Debo
American Experience: Mr. Sears Catalogue
American Experience: Gold Fever
American Experience: Hawaii’s Last Queen
American Experience: America 1900 parts 1 and 2
Crucible of Empire: The Spanish-American War
Our Town (Feature film)
American Experience: The Great San Francisco Earthquake, 1906
American Experience: The New York Underground
American Experience: Murder of the Century
American Experience: Houdini
Ragtime (Feature film)
American Experience: Mr. Miami Beach
American Experience: The Wright Stuff
American Experience: Rescue at Sea
American Experience: God Bless America and Poland Too!
American Experience: Midnight Ramble
American Experience: Ishi, The Last Yahi Indian
Wilson (Feature film)
Titantic (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
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)
American Experience: The Great Air Race of 1924
American Experience: Wild by Law
Ken Burn’s America: Empire of the Air, The Men Who Made the Radio
Inherit the Wind (Feature Film)
American Experience: Big Dream, Small Screen
American Experience: Duke Ellington
American Experience: Ballad of a Mountain Men
American Experience: Eleanor Roosevelt
American Experience: Lindbergh
The Spirit of St. Louis (Feature film)
American Experience: Monkey Trial
The Untouchables (Feature film)
American Experience: Fatal Flood
American Experience: Amelia Earhart
American Experience: The Crash of 1929
American Experience: After the Crash
American Experience: Riding the Rails
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
American Experience: FDR, The Grandest Job in the World
American Experience: FDR
American Experience: The Kennedys
American Experience: Truman
American Experience: Daley, the Last Boss
American Experience: Hoover Dam
American Experience: Alone on Ice
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)
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)
American Experience: Battle of the Bulge
American Experience: Joe DiMaggio: The Hero's Life
American Experience: Fighting on Two Fronts in World War II
American Experience: America and the Holocaust
American Experience: MacArthur (Part 1)
American Experience: MacArthur (Part 2)
American Experience: Not So Wild A Dream
American Experience: Adam Clayton Powell
American Experience: Not So Wild A Dream
American Experience: Race for the Superbomb
American Experience: Ike (part 1)
American Experience: Ike (part 2)
American Experience: LBJ (part 1)
American Experience: Battle of the Bulge
American Experience: D-Day
Memphis Belle (Documentary)
Memphis Belle (Feature Film)
The Tuskegee Airmen (Cable feature Film)
A Soldier Story (Feature Film)
American Experience: The Zoot Suit Riots
Zoot Suit (Feature Film)
American Experience: Nixon
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
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
American Experience: Kennedy v. Wallace’ A Crisis Up Close
American Experience: George Wallace, Settin’ the Woods on Fire Part 1
American Experience: George Wallace, Settin’ the Woods on Fire Part 2
Mississippi Burning
American Experience: Freedom on My Mind
American Experience: Malcolm X, Make it Plain
American Experience: Chicago 1968
1968, The Year that Shaped a Generation
American Experience: Chicago, 1968
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
American Experience: Nixon’s China Game
American Experience: Meltdown at Three Mile Island
American Experience: Reagan (part 1)
American Experience: Reagan (part 2)
Blade Runner
Network
El Norte
Wall Street
Trading Place
Do the Right Thing
Snow Falling on Cedar
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
American Experience: Mount Rushmore
American Experience: Miss American
American Experience: Public Enemy #1
The Social Network
Watchmen
The Dark Knight
The War
Hyde Park on Hudson
American Experience: Clinton
Freedom Riders
The Butler
JFK
The Roosevelts: An Intimate History