

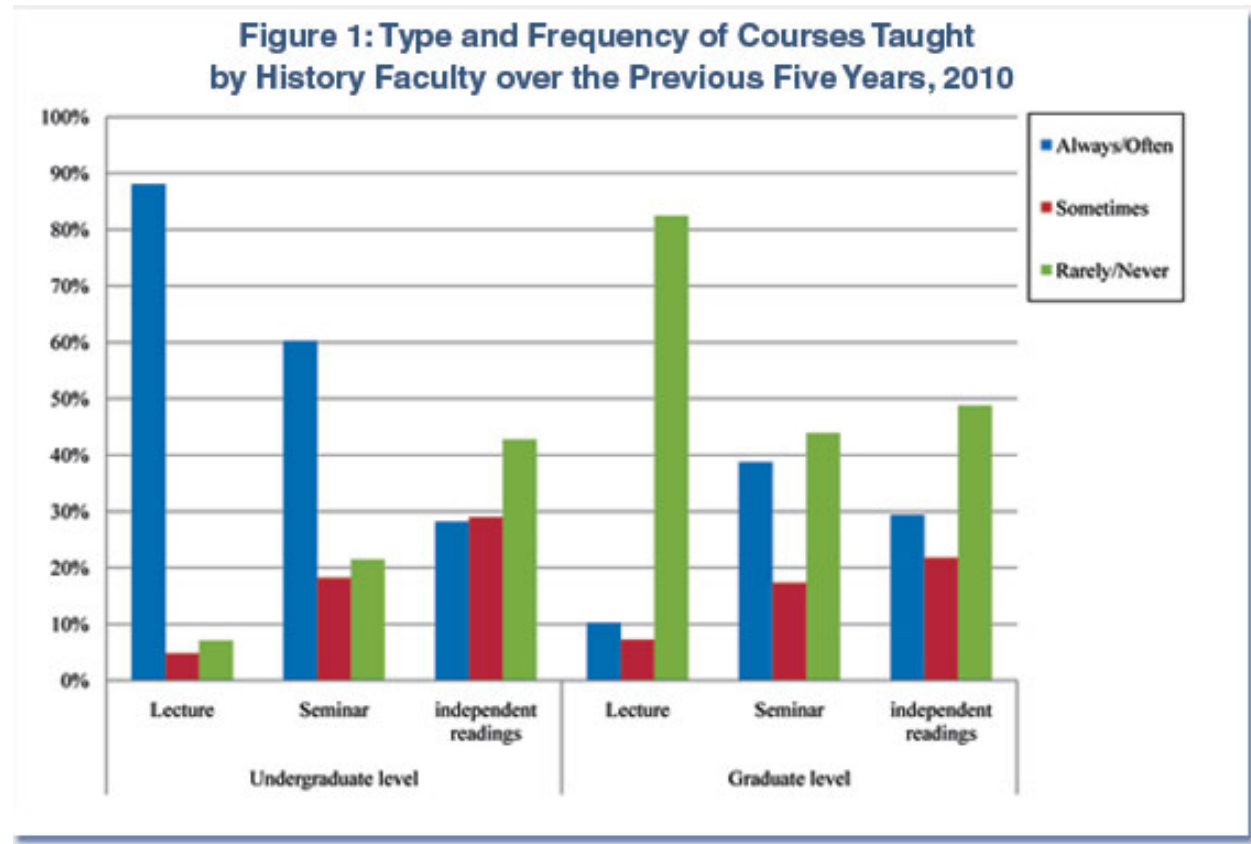
Teaching the History Survey Course in an Interactive Learning Space to Better Engage the Learner and Assess Learning

SALTISE Conference, 5 June 2017

DOUGLAS SEEFELDT
DEPARTMENT OF HISTORY
DOUGSEEFELDT.NET



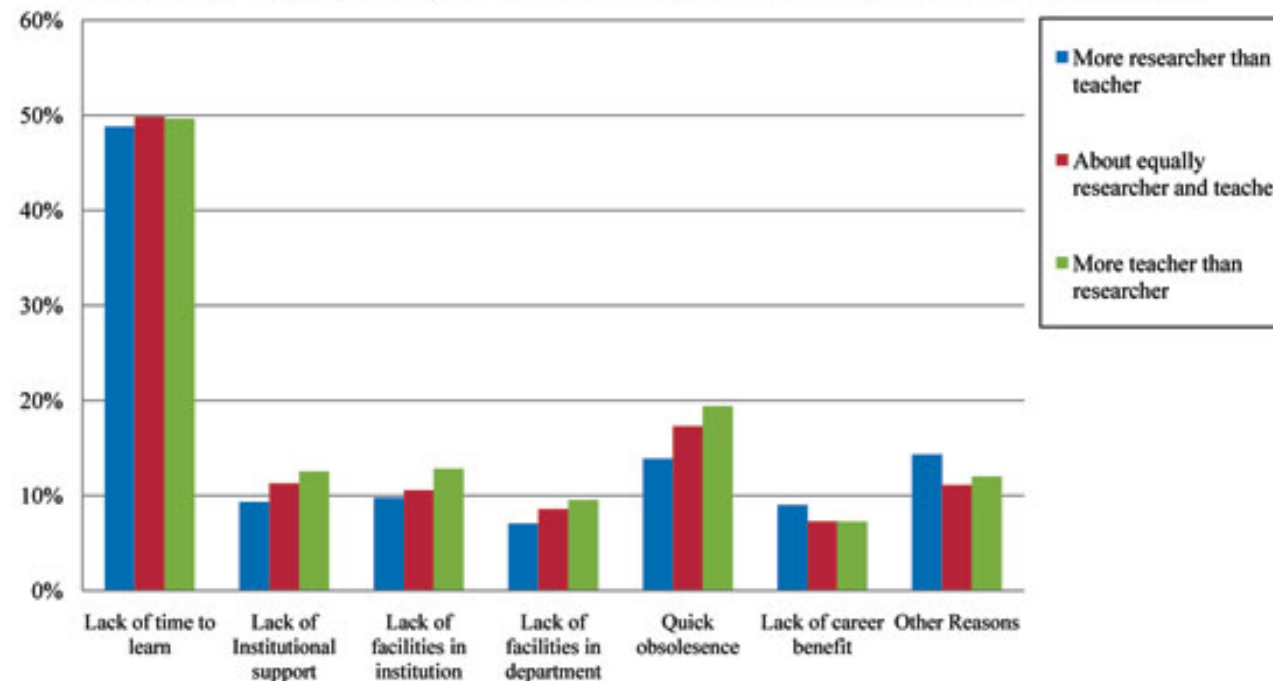
AHA Survey of Assimilation of New Media into History Teaching



Robert B. Townsend, "Assimilation of New Media into History Teaching: Some Snapshots from the Edge," *Perspectives on History* (December 2010): 24-26.

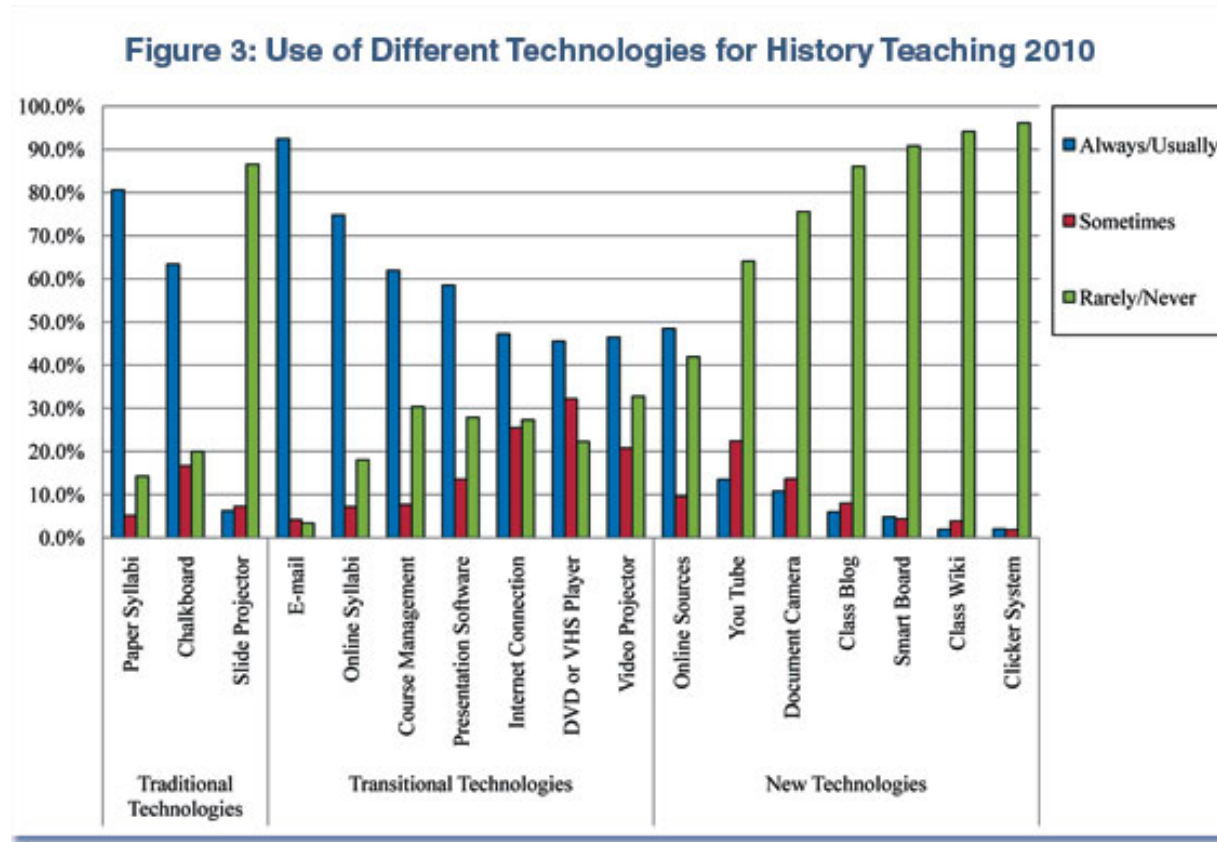
AHA Survey of Assimilation of New Media into History Teaching

Figure 2: Reasons for Reluctance about Adopting New Technologies in History Classroom, by Self-Identification as Researcher or Teacher



Robert B. Townsend, "Assimilation of New Media into History Teaching: Some Snapshots from the Edge," *Perspectives on History* (December 2010): 24-26.

AHA Survey of Assimilation of New Media into History Teaching



Robert B. Townsend, "Assimilation of New Media into History Teaching: Some Snapshots from the Edge," *Perspectives on History* (December 2010): 24-26.

Blended Learning and the U.S. History Survey Course

Teaching the U.S. history survey in a “traditional” manner

- Uses a paper course textbook
- Presents lectures augmented by PowerPoint slides
- May use Blackboard or another LMS
- Engages in some pseudo-Socratic moments
- Attempts in-class discussion activities on occasion

How People Learn: Brain, Mind, Experience, and School

Bransford, Brown, and Cocking, eds. (NAP, 2000)

How Experts Differ from Novices

- While students [novices] often can score well on facts about history, they are largely unacquainted with modes of inquiry and real historical thinking
- They have no systemic way of making sense of contradictory claims
- They lack the experts' deep understanding of how to formulate reasoned interpretations of sets of historical documents

How People Learn: Brain, Mind, Experience, and School

Bransford, Brown, and Cocking, eds. (NAP, 2000)

How Experts Differ from Novices

- Experts' knowledge is organized around important ideas of concepts
- However, many approaches to curriculum design make it difficult for students to organize knowledge meaningfully
 - Often there is only superficial coverage of facts before moving on to the next topic
 - There is little time to develop important, organizing ideas
- History textbooks sometimes emphasize facts without providing support for understanding: “a mile wide, and an inch deep”

Blended Learning and the U.S. History Survey Course

Shift from a primarily instructor-centered, lecture format to a more student-centered, active learning orientation

- Instructor ceases to be the sole source of information
- Instructor becomes a guide to that enables students to learn by:
 - Providing assignments that develop and practice critical thinking, analysis, and synthesis skills
 - Helping them to identify ways to organize their knowledge
 - Having them collaborate, communicate, and problem-solve with each other
- Course utilizes a variety of instructional technologies to accomplish this

Blended Learning and the U.S. History Survey Course

First Attempt (Fall 2015): A Partial Success

- 77 undergraduates in a fixed-seat lecture hall
- Mean student evaluations increase significantly
 - Traditional in fixed seat lecture (Fall 2012): 3.74/5.00
 - Flipped at midterm with iPads (Fall 2013): 3.65/5.00
 - Blended fixed seat lecture (Fall 2015): 4.33/5.00

Blended Learning and the U.S. History Survey Course

First Attempt (Fall 2015): A Partial Success

- The majority of the students liked the blended learning approach:
 - We were asked to write one reflection on the primary source documents and ask some questions about the video clips, discuss and analyze them on class. Those assignments “force” me to analyze those primary source documents with the knowledge I just got from each chapter I read one week. At the same time, discussion let me to talk to my classmates with my thoughts and analysis. Through discussion, my minds were broadened and my understanding about history was deepened. Not only more historical knowledge I got from this course, but also my literacy skills. Just as I mentioned before, reading, writing and communication, all of these were included in this course. They took time, but it was well worth it. Thanks to my every reflection and every attendance of this course, I made a lot of progress (Ying L.).

Blended Learning and the U.S. History Survey Course

First Attempt (Fall 2015): A Partial Success

- Q15: I gained knowledge of historical content and or methods in this course:
 - Traditional in fixed seat lecture (Fall 2012): 3.81/5.00
 - Flipped at midterm with iPads (Fall 2013): 3.88/5.00
 - Blended in fixed seat lecture (Fall 2015): 4.45/5.00
- However, some complained about holding small group discussions in the fixed seat classroom space



Blended Learning and the U.S. History Survey Course

Interactive Learning Space Initiative @ Ball State

- “The purpose of Interactive Learning Space Initiative is to support pedagogy that moves away from the traditional lecture based course to an engaged learning course. In this environment, the course focus moves from content to application and support the implementation of engaged learning methodologies such as Inquiry Based Learning, Team Based Learning, and Problem Based Learning.”

Blended Learning and the U.S. History Survey Course

Second Attempt (Fall 2016): An Unqualified Success

- 72 undergraduates in an Interactive Learning Space classroom
- Mean student evaluations increased again
 - Traditional in fixed seat lecture (Fall 2012): 3.74/5.00
 - Flipped at midterm with iPads (Fall 2013): 3.65/5.00
 - Blended in fixed seat lecture (Fall 2015): 4.33/5.00
 - Blended in ILS classroom (Fall 2016): 4.40/5.00

Blended Learning and the U.S. History Survey Course

Second Attempt (Fall 2016): An Unqualified Success

- The majority of the students liked the blended learning approach:
 - For me, the most beneficial aspect of my involvement in the class was the reading and assessment of the online primary source documents. Truly taking the time to dissect what they meant and how they are applicable to social and political and economical issues today was incredibly enlightening and practical. Additionally, helping facilitate the team discussions gave me better insight into the issues and helped me bond with my team better and make us more productive. All in all I feel like I was a very engaged student and I think that my grade and personal satisfaction with the course reflects that well (Hallie W).

Blended Learning and the U.S. History Survey Course

Second Attempt (Fall 2016): An Unqualified Success

- Q15: I gained knowledge of historical content and or methods in this course:
 - Traditional in fixed seat lecture (Fall 2012): 3.81/5.00
 - Flipped at midterm with iPads (Fall 2013): 3.88/5.00
 - Blended in fixed seat lecture (Fall 2015): 4.45/5.00
 - Blended in ILS classroom (Fall 2016): 4.38/5.00
- Many students remarked that they really enjoyed coming to class in the Interactive Learning Space classroom



The American Yawp

A Free and Online, Collaboratively Built American History Textbook



2016-2017 Edition Updates

Introduction
Primary Source Reader

BEFORE 1877	AFTER 1877
The New World 1	Capital and Labor 16
Colliding Cultures 2	Conquering the West 17
British North America 3	Life in Industrial America 18
Colonial Society 4	American Empire 19
The American Revolution 5	The Progressive Era 20
A New Nation 6	World War I & Its Aftermath 21
The Early Republic 7	The New Era 22
The Market Revolution 8	The Great Depression 23
Democracy in America 9	World War II 24
Religion and Reform 10	The Cold War 25
The Cotton Revolution 11	The Affluent Society 26
Manifest Destiny 12	The Sixties 27
The Sectional Crisis 13	The Unraveling 28
The Civil War 14	The Triumph of the Right 29
Reconstruction 15	The Recent Past 30

Yawp \yôp\ *n*: 1: a raucous noise 2: rough vigorous language
"I sound my barbaric yawp over the roofs of the world." Walt Whitman, 1855.

Name: _____

HIST 202: American History, 1877 to the Present
Week 16: The Triumph of the Right

Chapter 29 Reading Quiz:

1. The New Right gradually coalesced under the Republican tent in response to:
 - a. Partisan politics: The expansive social and economic agenda of Johnson's Great Society
 - b. Race issues: Civil Rights; Black Power; affirmative action; and court-ordered busing
 - c. Social chaos: urban rebellions; antiwar protests; and student uprisings
 - d. Economic concerns: declining wages; rising prices; and growing tax burdens
 - e. All of the above

2. Why did former Alabama governor George Wallace successfully exploit the racial, cultural, and economic resentments of working-class whites during his presidential runs in 1968 and 1972?
 - a. His record as a staunch segregationist made him a hero in the Deep South
 - b. His populist message resonated with blue-collar voters in the industrial North
 - c. He lambasted hippies, anti-war protestors, government bureaucrats, female welfare recipients, and intellectuals
 - d. He advanced progressive proposals for federal job training programs, minimum wage hike, and legal protections for collective bargaining
 - e. All of the above
3. Which conservative political groups converged in the late 1970s as the "New Right," seeing the Republican Party as the most effective vehicle for their political counter-assault on liberalism?
 - a. Disaffected Northern blue-collar workers
 - b. White Southerners
 - c. Evangelicals and devout Catholics
 - d. Cold War hawks
 - e. All of the above
4. Why did President Jimmy Carter eliminate tax breaks for private schools like the "Christian academies" popular in the South?
 - a. They practiced racial discrimination by circumventing court-ordered desegregation
 - b. He was a Northeasterner and could not stand the South
 - c. As an agnostic, he had no sympathy for organized religion
 - d. He was committed to closing the federal deficit
5. What is meant by "supply-side economics"—the New Right approach to economic policy that president Reagan embraced in the early 1980s?
 - a. The attempt to increase domestic oil supplies
 - b. Cutting back welfare and other programs for the poor to force them to provide for their own needs
 - c. Encouraging, through tax cuts, private sector investment that would create new jobs, thus promoting economic growth and increasing net tax revenues
 - d. Keeping interest rates high to increase the money supply

Bonus: Complete the following quotation from President Ronald Reagan's first inaugural address: "in our present crisis, government is not the solution to the problem,

- a. ...business is."
- b. ...you are."
- c. ...faith is."
- d. ...government is the problem."



Sessions

Activities

Groups

Collections

Community



Manage Groups

New Group

Groups usually correspond to a class, like Biology 201. Larger groups can benefit from breaking students into Virtual Sections. See [help site](#) for more information.





Use the Icons to Add/Manage:
+👤 – Students; 🎓 – Teachers; +👥 – Virtual Sections

Show

50 ▾

Search:

entries

▼	Group Name		Students		Instructors		Sections		Sessions		Edit	Reports
	HIST 202-2 – 2nd Half		(69)	add +👤	2	add 🎓	18	add +👥	14			
	HIST 202-2		(71)	add +👤	2	add 🎓	18	add +👥	26			

Sessions Overview

?


































































New Session

Show

50

Search:

entries

Sections	Type	Activity	Group	Contrib	Release	Due	Posts	
 (18)		Week 02 Pre-Class Videos	HIST 202-2	Indiv	Sat Aug 27	Tue Aug 30	169	View   
 (18)		Week 02 Primary Source Reflection	HIST 202-2	Indiv	Tue Aug 30	Wed Aug 31	125	View   
 (18)		Week 03 Primary Source Reflection	HIST 202-2	Indiv	Thu Sep 01	Wed Sep 07	123	View   
 (18)		Week 03 Pre-Class Videos	HIST 202-2	Indiv	Thu Sep 01	Tue Sep 06	182	View   
 (18)		Week 03 Wrap-Up	HIST 202-2	Teams	Thu Sep 08	Thu Sep 08	64	View   
 (18)		Week 04 Primary Sources Reflection	HIST 202-2	Indiv	Sat Sep 10	Wed Sep 14	69	View   
 (18)		Week 04 Pre-Class Videos	HIST 202-2	Indiv	Sat Sep 10	Tue Sep 13	179	View   
 (18)		Week 04 Wrap-Up	HIST 202-2	Teams	Thu Sep 15	Thu Sep 15	59	View   
 (18)		Week 05 Pre-Class Videos	HIST 202-2	Indiv	Sun Sep 18	Tue Sep 20	198	View   
 (18)		Week 05 Primary Source Reflection	HIST 202-2	Indiv	Wed Sep 21	Wed Sep 21	62	View   
 (18)		Week 05 Wrap-Up	HIST 202-2	Teams	Thu Sep 22	Thu Sep 22	5	View   
 (18)		Week 06 Pre-Class Videos	HIST 202-2	Indiv	Sun Sep 25	Tue Sep 27	186	View   
 (18)		Week 06 Primary Source Refelection	HIST 202-2	Indiv	Tue Sep 27	Wed Sep 28	63	View   

Teacher Section View

























Week 16 Pre-Class Videos



Search:

[Edit Activity](#)

[Grading](#)

Search:

Sections	Posts	New	
Section 1 – HIST 202-2 – 2nd Half	11	11	 
Section 10 – HIST 202-2 – 2nd Half	12	12	 
Section 11 – HIST 202-2 – 2nd Half	12	12	 
Section 12 – HIST 202-2 – 2nd Half	3	3	 
Section 13 – HIST 202-2 – 2nd Half	12	12	 
Section 14 – HIST 202-2 – 2nd Half	9	9	 
Section 15 – HIST 202-2 – 2nd Half	9	9	 
Section 16 – HIST 202-2 – 2nd Half	12	12	 
Section 17 – HIST 202-2 – 2nd Half	3	3	 
Section 18 – HIST 202-2 – 2nd Half	0	0	 
Section 2 – HIST 202-2 – 2nd Half	9	9	 
Section 3 – HIST 202-2 – 2nd Half	9	9	 


[16-1: Carter pt2 ch3 Economic Crisis at Home](#)



54 Posts


[16-2: God Fights Back ch2 Moral Majority](#)



55 Posts


[16-3: Reagan pt1 ch11 Collapse of a Dream](#)



55 Posts



Week 16 Pre-Class Videos

Section

Section 1 – HIST 202-2 – 2nd Half ▾

[Edit Activity](#)



[16-1: Carter pt2 ch3 Economic Crisis at Home](#)

Please watch the following video clip before class on Tuesday 12/6 and post one statement about how this clip helps you to understand this week's theme...

12/05/2016



[16-2: God Fights Back ch2 Moral Majority](#)

Please watch the following video clip before class on Tuesday 12/6 and post one statement about how this clip helps you to understand this week's theme...

12/06/2016 – 4 new



[16-3: Reagan pt1 ch11 Collapse of a Dream](#)

Please watch the following video clip before class on Tuesday 12/6 and post one statement about how this clip helps you to understand this week's theme...

12/06/2016 – 4 new



New Prompt

 [Edit Prompt](#)

Please watch the following video clip before class on Tuesday 12/6 and post one statement about how this clip helps you to understand this week's theme of "The Triumph of the Right" below by using the "New Idea" button to open a text box and clicking on the "Submit" when you are finished.

<https://mymediasite.bsu.edu/bsu40/Play/304bb54b3b96479e8b656dd4061e75fc1d>

This session shows all posts across the virtual sections, you cannot post here

Section

HIST 202-2 – 2nd Half ▾

Navigate



16-3: Reagan pt1 ch11 Collapse of a Dr

Arrange



Options



Filter...

☒ Show Posts All Sections

Notifications



Annie B



As the recession in the US continued, President Reagan refused to cut into Social Security or the defense budget. He was criticized and his ratings as a president started to fall, but he stuck to his economic plan, even when homelessness became a national issue.

12/03/2016



Connor M



Reagan was pessimistic of the nation's economy and knew that the nation was failing. Homeless people were more common. Interest rates rose. Unemployment reached its highest level since the greatest depression. People doubted Reagan, but Reagan kept his faith and his plan and in the end, everything returned to normal.

12/04/2016



Dalton L



President Reagan was faced with a very tough decision, to either cut the defense budget, or social security. He decided to not cut either and the economy took a hard hit because of this. This trapped Reagan into harsh criticism by the American people, but on that situation no matter what he did someone was not going to be happy. The U.S. was under a recession, and Reagan's approval ratings were slowly plummeting due to his economic plan.

Cody M

This video shows how Ronald Reagan was going to turn the economy around. People did not believe in his plan though. No one believes in his plan and people wanted him out as President. Reagan would eventually turn it around by raising taxes.



12/05/2016

Tyler C

America faced a recession and in the mist of this the President was optimistic and went vacationing. Ronald was very kind when it came to giving people money and trying to help people out of a tight spot. Unemployment reached an all time low since the great depression and reaganomics was failing. The nuclear arms race which got him elected ended up to be his weak spot when people wanted more jobs less guns



12/05/2016

Christian B

This clip helps you understand the theme of "The triumph of the Right" because Ronald Reagan would never again have a good opportunity to adjust his budget and avoid the ballooning the deficits of the decade ahead. After that year, the economy took a downturn. The recession continued during Reagan's administration. He was viewed as a failure and although he had moments of doubt, he maintained his faith in his economic plan.

12/05/2016

Michaela L

Regan was losing support from Americans in his Presidency. The recession was hitting and unemployment rates, inflation, and unemployment were escalating. He cut taxes and stuck out his program on the means of prayer and faith. Him and his wife gave people a bad taste in their mouth while they lived lavishly and made no changes to handle the nation's economic problems. Regan's build up defense and nuclear problems were under attack and the nation was in need of help.



12/05/2016

Kody B

People, especially the media, hated how Reagan lived a lavish and luxurious lifestyle while the rest of the nation struggled for work. People also criticized how Reagan would only face a problem if you brought him someone who was suffering from the problem. It is if he needed physical proof to address it. He would then send these people checks so that they would have cash, however sending these people checks and showing he had a good moral standing didn't fix the underlying issue that affected so many others.



12/05/2016

Mark C

Reagonomics was an economic strategy that proved to be very risky. Although by the end of Ronald Reagan's two terms it did succeed but only for the higher classes, Reagan went through a tough first term as the trickle down theory was not working. Many people criticised Reagan as he went on luxurious holidays whilst people at home were starving. It seemed that Reagan did not see this as a national problem as he would send cheques to people in need of money, but this would not help all of America's poor. Reagan needed to help the poorer people in society faster as his trickle down theory was not reaching the lowest classes. It seemed that Reagan was so insistent on 'Reagonomics' that he



Teacher Section View

Week 16 Primary Source Reflections

Search:

[Edit Activity](#)[Grading](#)

Search:

Sections	Posts	New		
Section 1 – HIST 202-2 – 2nd Half	3	0		
Section 10 – HIST 202-2 – 2nd Half	3	3		
Section 11 – HIST 202-2 – 2nd Half	4	4		
Section 12 – HIST 202-2 – 2nd Half	3	3		
Section 13 – HIST 202-2 – 2nd Half	4	4		
Section 14 – HIST 202-2 – 2nd Half	3	3		
Section 15 – HIST 202-2 – 2nd Half	3	3		
Section 16 – HIST 202-2 – 2nd Half	4	4		
Section 17 – HIST 202-2 – 2nd Half	2	2		
Section 18 – HIST 202-2 – 2nd Half	0	0		
Section 2 – HIST 202-2 – 2nd Half	3	3		
Section 3 – HIST 202-2 – 2nd Half	3	3		

[Post Your Reflection](#)

53 Posts



Week 16 Primary Source Reflections

Section

Section 1 – HIST 202–2 – 2nd Half ▾

[Edit Activity](#)

President Jimmy Carter, “Crisis of Confidence” Speech, July 15, 1979; President Ronald Reagan, First Inaugural Address, Tuesday, January 20, 1981.


 [Post Your Reflection](#)



Your Primary Source Reflections are to be at least one substantial, well-written page (approx. 300 words) that effectively conveys the most important thing(s)...

12/07/2016



 Posts By Me

 Posts From Others

The ticks are ordered chronologically left to right. Boxes on top represent new ideas, responses appear on the bottom.



New Prompt

Prompt options only visible to teachers

[Edit Prompt](#)

Your Primary Source Reflections are to be at least one substantial, well-written page (approx. 300 words) that effectively conveys the most important thing(s) that you took away from each of the assigned documents found in the Week 16 folder in Blackboard (include ALL the documents in this 1-page reflection). Due by 11:59 PM on Wednesday 12/7. We will work with these documents in class on Thursday 12/8 and you will share your reflection with your group. Use the New Idea button to post your reflection (do not upload it as an attachment).

[New Idea](#)

Navigate



Post Your Reflection ▾

Arrange



Options



Filter...

☐ Show Posts All Sections

Notifications



Dalton L



President Carter's speech addressing the Energy crisis, and Recession brought more serious issues that the country was currently facing. He says that in the past his speeches were focused on what as he describes "Isolated Washington wants." Carter wants the American people to unite and express their hopes and dreams for the nation, and to overcome problems together as one. Carter talks about how important the help of the American people is to his job and

Riley H



In Jimmy Carters "Crisis of Confidence" speech, he tells the country he has heard them and how they feel about him. He understands that people don't believe he is capable of running the country, and was even told by a governor to his face. He then focuses on tackling the energy crisis, and hoe he has been listening to what the Americans have to say. He then goes on to explain that the bigger problem is that there is a threat to democracy in America. He believes

Connor M



During Jimmy Carter's presidency, The United States was going through an inflation problem. They imported more energy than they could produce themselves owning more than twenty percent of the worlds energy. Because of the United States importing so many goods, inflation occurred and then United States citizens were laid off of work and they didn't have a job. Carter had an approval rating lower than that of Nixon during the Watergate



[Edit Prompt](#)

Your Primary Source Reflections are to be at least one substantial, well-written page (approx. 300 words) that effectively conveys the most important thing(s) that you took away from each of the assigned documents found in the Week 16 folder in Blackboard (include ALL the documents in this 1-page reflection). Due by 11:59 PM on Wednesday 12/7. We will work with these documents in class on Thursday 12/8 and you will share your reflection with your group. Use the New Idea button to post your reflection (do not upload it as an attachment).

New Idea

Navigate



Post Your Reflection ▾

Arrange



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Dalton L

President Carter's speech addressing the Energy crisis, and Recession brought more serious issues that the country was currently facing. He says that in the past his speeches were focused on what as he describes "Isolated Washington wants." Carter wants the American people to unite and express their hopes and dreams for the nation, and to overcome problems together as one. Carter talks about how important the help of the American people is to his job and straight up says I need your help. Carter believes the prized American Democracy is at risk due to confidence issues. The lack of confidence in the future of the country was destroying the foundations and principles people stood for in America. Carter says this lack of confidence is apparent due to the voter turnout rate and the majority believing the next five years are going to be worse than the last five.

When Reagan was inaugurated as the 40th president of the United States the United States economy was experiencing a growing inflation which burdened the life of many American Citizens. This was the focus of Reagan's entire first inaugural speech, to ensure the American people something will be done. Reagan said a very powerful statement, "Government is not the solution to our problem; Government is the problem." He criticizes the high taxes that are in place, as being not enough to keep up with public spending, and that the deficit is rising substantially because of this. He then states his administration's objective for a healthy, vigorous, and growing economy that provides an equal opportunity to all. Reagan is very against the current government, and doesn't want to necessarily do away with government but wants the government to work with the people. This is probably why Reagan was a widely favored candidate due to the lack of confidence in the Carter administration.

Riley H

In Jimmy Carter's "Crisis of Confidence" speech, he tells the country he has heard them and how they feel about him. He understands that people don't believe he is capable of running the country, and was even told by a governor to his face. He then focuses on tackling the energy crisis, and how he has been listening to what the Americans have to say. He then goes on to explain that the bigger problem is that there is a threat to democracy in America. He believes there isn't enough confidence in the people of the country. He thinks that Americans have become obsessed with what they have and not what they are. He blames it on assassinations of public figures, and the Vietnam war, and inflation. Although he is still focused on energy and has a "plan," he continues to talk about the "crisis of confidence."

Ronald Reagan thanks the president in the beginning of his inaugural speech, then jumps right into the problem of inflation. He talks of how it has hurt the country and how borrowing money will not ever get us anywhere. Reagan blames the government for the big problems facing the country, and promises to end the corruption and make the government work for the country, not the other way around. Ronald Reagan believes that the obstacles that the United States has encountered can be and will overcome with time. His republican views show in his idea to reduce the government so it does not overpower the citizens. Reagan wants to keep relations with allies strong and achieve peace for the American people, and never let anyone take it away. This speech and Carter's speech show how the right wing came back to power after Carter's failure to do his job, and the American people believe that Reagan can.

Connor M

During Jimmy Carter's presidency, The United States was going through an inflation problem. They imported more energy than they could produce themselves owning more than twenty percent of the world's energy. Because of the United States importing so many goods, inflation occurred and then United States citizens were laid off of work and they didn't have a job. Carter had an approval rating lower than that of Nixon during the Watergate scandal, a crushing blow to the Carter Administration. Carter had a better chance of being liked by other countries rather than his own. Carter speaks about the problems on the home front. This speech was a very significant part of American History because he blamed Americans for the trouble that was happening. He told the American people that he was using tax dollars in ways to fix the problems in America. Carter also said that companies and corporations in America would be told to change to coal to cut spending on foreign policy.

Following Carter's Administration, Reagan had many problems to fix. He fixed what Carter could not to swing America in the right direction. Reagan spoke in his address that he wanted to curb the government's influence in The United States of America and give more influence to the people. Unlike Carter, Reagan praised citizens of the United States and said that they are the solution to the problem. Reagan wanted to cut back on government intervention.

The difference between the two speeches was that Carter blamed the American people for what was going on and Reagan came back and said that the people were the solution to the problem.

12/07/2016

12/07/2016

12/05/2016




Week 12 Documents Discussion

Section

Section 1 – HIST 202-2 – 2nd Half ▾

[Edit Activity](#)



 [Key Excerpts from the Majority Opinion, Brown I \(1954\) and Brown II \(1955\)](#) 

On the basis of the Brown decision, please address the following: What were segregated school districts required to do to comply with the Fourteenth...

11/10/2016 – 3 new



 ["The Southern Manifesto" \(March 12, 1956\)](#) 

Reaction to the first Brown decision was fierce in the Southern states, with newspaper editorials predicting violence and political leaders promising defiance....

11/10/2016 – 2 new



New Prompt



Posts By Me



Posts From Others

The ticks are ordered chronologically left to right. Boxes on top represent new ideas, responses appear on the bottom.

Prompt options only visible to teachers

[Edit Prompt](#)

Reaction to the first Brown decision was fierce in the Southern states, with newspaper editorials predicting violence and political leaders promising defiance. In Virginia, Senator Harry F. Byrd, Sr. organized the "Massive Resistance" movement that included the closing of schools rather than desegregating them. Referring to the "Southern Manifesto" document, please address the following:

1. On what legal constitutional basis does the Manifesto defend its position of resistance?
2. The signers condemned Brown as "a clear abuse of judicial power". What did they mean by this? Why did they believe the decision was unconstitutional?
3. What do the authors of the "Southern Manifesto" point to as the "unknown and unappreciated" difficulties that those outside the South fail to understand?

[New Idea](#)

Navigate

["The Southern Manifesto" \(March 12, 19](#)

Arrange



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Notifications



Dalton L



1. Checks and balances, because one person can not be trusted with unlimited power.
2. The decision did not comply with the 14th amendment, because it had nothing to do with schooling or desegregation. The believed this was a direct encroachment on states rights.

11/10/2016




Dalton L, Austin W, Connor M, Riley H



3. They think it will ruin public education and the social structure of the south. They don't want to be told what to do by the north, and argue that the government that passed the 14th amendment was for segregation.

11/10/2016



 [Edit Prompt](#)

On the basis of the Brown decision, please address the following:

1. What were segregated school districts required to do to comply with the Fourteenth Amendment?
2. Brown concluded that "separate educational facilities are inherently unequal." What evidence does the opinion cite as the basis for such a claim?
3. What problems does the Court foresee with the desegregation process?

[New Idea](#)

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[Key Excerpts from the Majority Opinion, Brown](#)

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**Alexa H, Christian G, Zackary J, Lane B**

1. "Separate but equal" was not actually equal so segregated school districts were required to integrate their school systems by allowing African Americans to go to the same school as whites.
2. They used psychology to determine that they have a naturally feeling of inferiority by being separated by race. The separating affects their hearts and minds in a way that cannot be reversed.
3. "Courts may consider problems related to administration, arising from the physical condition of the school plant, the school transportation system, personnel, revision of school districts and attendance areas into compact units to achieve a system of determining admission to the public schools on a nonracial basis."

[Edit Prompt](#)

The purpose of an essay exam is to permit students to demonstrate achievement of such higher level objectives as analyzing and critical thinking. Begin the question with a phrase like "analyze the...", "describe the...", or "summarize..." in order to clearly define the question. For example: "List the differences between the mythical West and the realities of the American West, and discuss why Americans and others promoted such a different American West in fiction and popular culture."

Appoint one member of your group to be the **writer** (needs to have a laptop or other device to type the essay question in to VC); one member to be the **editor** responsible for making sure the question is clear and grammatically correct; and the other group members will be **researchers** responsible for looking for specific examples to use as evidence in step 2 below. All group members will help to compose the essay question.

Step 1: As a group, use the "New Idea" function to compose an essay question on this week's topic, "The Progressive Era," that encompasses the main points you learned this week.

Step 2: Use the "Respond" function to provide three separate pieces of specific evidence from either the textbook chapter, the video clips, or the primary documents that you believe **MUST** be part of an effective answer to your essay question (when you are finished you should have three separate responses below your essay question).

[New Idea](#)

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Compose an essay question ▾

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Abigail H, Mark C, Madison L, Tyler C



The Progressive Era was an era of intense reform across all areas of society. Name and explain the significance of one social, one cultural and one political reform that took place in this time period.

09/29/2016



3

Abigail H, Mark C, Madison L, Tyler C



The Hull House is an example of a social reform that took place during the Progressive Era. It was significant because the lower class people were no longer seen as helpless and the middle class citizens wanted to help integrate them into their society.

09/29/2016

Abigail H, Mark C, Madison L, Tyler C



Jim Crow Laws is an example of a cultural reform that took place. It was significant because it altered the way African Americans were viewed and the activities they were allowed to do.

09/29/2016

Abigail H, Mark C, Madison L, Tyler C



Women's suffrage is an example of a political reform that took place. It is significant because it changed the makeup of who was involved in voting and politics.

09/29/2016





Teacher Section View

ID and Significance Wiki 2

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Sections	Posts	New		
Section 1 – HIST 202–2 – 2nd Half	38	38		
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Section 12 – HIST 202–2 – 2nd Half	26	26		
Section 13 – HIST 202–2 – 2nd Half	5	5		
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Section 15 – HIST 202–2 – 2nd Half	42	42		
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Section 17 – HIST 202–2 – 2nd Half	12	12		
Section 18 – HIST 202–2 – 2nd Half	0	0		
Section 2 – HIST 202–2 – 2nd Half	12	12		
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[Assignment Instructions](#)

461 Posts

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Objective: The purpose of this assignment is to familiarize students with the key people, events, and concepts from the period that we are studying and to foster collaborative writing and knowledge creation in a dynamic, digital environment.

Instructions:

Step 1 (Individually, outside of class):

Your team has been assigned eight (8) identification and significance terms for this assignment (posted to our course Blackboard site). EACH STUDENT is to research and post drafts for ALL of your group's terms (8) to this Visual Classrooms Activity **before Thursday 12/1** using the "New Idea" button to open a text box, entering your draft, and clicking on the "Submit" when you are finished. Repeat this for each term. In other words, there should be 4 (or 5 in the case of Group #17) drafts for each of your Group's 8 terms.

You are to consult ONLY the following sources, in the following order, to identify your terms and articulate their significance to our understanding of American history (in other words, do not use any other sources):

- Your textbook, *The American Yawp*, <http://www.americanyawp.com/index.html>
- The website *Digital History*, using ONLY the sections Gilded Age, America Becomes a World Power, Progressive Era, World War I, and the 1920s: <http://www.digitalhistory.uh.edu/era.cfm?eraID=9&smtid=2>
- *Wikipedia*, http://en.wikipedia.org/wiki/Main_Page

DO NOT simply cut and paste from the approved sources, but rather, paraphrase in your own words the key information (aka, Identification) and historical significance and cite the sources at the end of your draft.

Step 2 (As a group, in class):

In class on Thursday, 12/1 and Thursday, 12/8, each group will spend some class time working collaboratively to craft a final draft for each term from the four different group member drafts. Your group's final paragraph-length entries (of at least 5 well-crafted sentences) containing a list of the sources that you consulted at the bottom for each term will be due **at the end of class on Thursday 12/8** and posted to Blackboard's Wiki. These entries should include an introductory sentence, supporting sentences in a logical order, and a concluding sentence that clearly articulates the term's significance. When researching your term and composing your entry, you will do well to bear in mind the "5 Ws": Who; What; When; Where; and Why (where "why" is the historical significance of the term).

I will pay close attention to both individual contributions to the drafts (Step 1 worth 20 points) of each term and your group's final entries (Step 2 worth 20 points) to give you an overall grade for the assignment (40 points total).

The completed Wiki containing 136 terms will be a key resource for the entire class as each of you prepare to write your take-home final essay exam due during finals week by 11:45 AM on Tuesday, 12/13.

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Assignment Instructions ▾

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[New Idea](#)

Riley H

Reconstruction Finance Corporation

Created in 1932 under the Hoover administration, the RFC was established to provide loans to banks, to build railroads, and to keep businesses running. FDR increased the Reconstruction Finance Corporation's funding through the New Deal. It ended up reducing bank failures and even gave loans to farmers, and even began buying stocks.

Sources:

American Yawp

Wikipedia

11/30/2016

Justin W

Reconstruction Finance Corporation (RFC)

The RFC was an agency that provided financial support to state and local governments and was created to fix the problem of causing inflation by the Federal Reserve System liquidating the financial markets. The RFC would loan to banks, but it would not serve rural banks that weren't a part of the Federal Reserve System. The RFC stimulated lending to help the American economy through World War II until it was disbanded because it was deemed unnecessary.

1

Dalton L

https://en.wikipedia.org/wiki/Equal_Rights_Amendment

11/30/2016

Riley H

Congress of Racial Equality

During World War II, this was formed to organize nonviolent protests for African American's rights. Blacks performed "sit-ins," refusing to leave a place until their voice was heard; freedom rides, performed to try and desegregate interstate travel.

Sources:

Digital History

Wikipedia

11/30/2016

Congress of Racial Equality (CORE)

CORE is a African-American civil rights organization that played a large role in the civil rights movement. It was founded to fight segregation using nonviolence, with the inspiration being the teachings of Gandhi. The Chicago chapter of CORE challenged racial segregation in the Chicago Public Schools. They also helped organize the March on Washington and were one of the "big four civil rights organizations."

Sources: Wikipedia

Riley H

Isolationism

Isolationism is an idea that being secluded is better and maybe safer than getting involved in foreign affairs. The US was very isolationist before and after WWI. Staying out of conflicts and distancing themselves from other countries problems kept them out of the wars until they were brought in directly.

Sources:

Wikipedia

11/30/2016

Riley H

Isolationism

Isolationism is the foreign policy position that a

Riley H

Baby boom

In the years after World War II, the United States population boomed because of soldiers coming home from war. The years range from mid-forties to mid-sixties, and over 70 million babies born during this time.

Sources:

Wikipedia

ID & Significance Wiki #2

Create Wiki Page

Participation and Grading

Wiki Instructions ^



Instructions

[Alignments](#)

Post the final draft of your group's assigned terms here.

Example: Freedmen's Bureau

Edit Wiki Content


Created By  Douglas Seefeldt on Monday, November 28, 2016 12:44:28 PM EST
last modified by  Douglas Seefeldt on Monday, November 28, 2016 12:45:30 PM EST

Freedmen's Bureau
The Freedmen's Bureau, also known as the Bureau of Refugees, Freedmen, or Abandoned Lands, was created in 1865 by Congress. The Bureau helped former slaves gain rights that they did not have during pre-Civil War times. The Freedmen's Bureau supplied people with necessities for living. It also provided rations to blacks and whites, established hospitals, and gave educational assistance. The significance of the Freedman's Bureau was that it helped lift the morale of a war-ridden country and it also lifted the spirits and hopes of former slaves.

Sources:
The American Yawp
Digital History

Comment

Wiki Details v

- ID & SIGNIFICANCE WIKI #2
-  Example: Freedmen's Bureau v
 - 1920s Neutrality Act v
 - 1973 Oil Crisis v
 - Alger Hiss v
 - American Indian Movement (AIM) v
 - American Liberty League v
 - Atomic Diplomacy v
 - Autherine Lucy v
 - Baby Boom v
 - Bay of Pigs Invasion v
 - Black Power Movement v
 - Brinkmanship v
 - Brown Berets v
 - Brown vs Board of Education v
 - Camp David Accords (1978) v
 - Cesar Chavez v
 - Civil Rights Act of 1964 v
 - Congress of Industrial Organizations v
 - Congress of Racial Equality (CORE) v
 - Counterculture v
 - Cuban Missile Crisis v
 - Detente v
 - Double V Campaign v
 - Earth Day v
 - Economic Recovery Tax Act of 1981 v
 - Eisenhower Doctrine v
 - Eleanor Roosevelt v
 - Emmett Till v
 - Executive Order 10925 v
 - Executive Order 8802 v
 - Executive Order 9066 v
 - Executive Order 9981 v
 - Fair Deal v
 - Father Charles Coughlin v
 - Federal Emergency Relief Administration (FERA) v
 - Federal Highway Act of 1956 v
 - Fireside Chats v
 - Francis Townsend v
 - Freedom Riders v
 - Geneva Accords conference (1954) v
 - Good Neighbor Policy v
 - Greensboro Sitins v
 - Hooverilles v
 - House Unamerican Activities Committee (HUAC) v
 - Huey Long v
 - Immigration Reform and Control Act of 1986 v

[Edit Prompt](#)

Describe two major groups advancing critiques of American politics, economics, or society in the late nineteenth and early twentieth centuries, and identify their plans for changing or fixing those problems. Explain the role each group expected the federal government to play in addressing issues related to the changes each group is calling for. Finally, assess why each group either succeeded or failed to meet their goals.

[New Idea](#)

Navigate

[Develop an outline for the midterm essay](#)

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Austin W, Michaella L, Connor M, Adam P



One group was the progressives and the African Americans. Progressives wanted to reform how the American society worked and also wanted to help solve all nations problems. African Americans wanted to desegregate america and put an end to white supremacy. They emphasized equality for all races.

10/13/2016



Conclusions

Key factors for success:

- Overcome disciplinary barriers
- Take advantage of institutional drivers
- Know that learning spaces matter
- Make learning collaborative and enjoyable