HIS 132 American History II
Activity Prepared by Adam Lehman

1. Course information and description:

History 132 American History II

This course is a survey of American history from the Civil War era to the present. Topics include industrialization, immigration, the Great Depression, the major American wars, the Cold War, and social conflict. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in American history since the Civil War.

2. World Region Focus: Europe

3. Descriptive Overview:

Students will be assigned into groups (of two to three) to begin specific research on the impact and analysis of the Cold War from a non-American/European perspective. Research will focus on understanding the origins of the Cold War, explaining the key events, and the ultimate resolution of the conflict. Students will offer a reflective commentary on the impact of this historical event, ascertaining its relationship to any current events connected to their research country.

Possible European Countries:

U.S. Cold War Allies		Soviet Union Allies
Austria	Malta	Albania
Belgium	Monaco	Belarus
Cyprus	Netherlands	Bulgaria
Denmark	Norway	Estonia
Finland	Portugal	Hungary
France	Spain	Latvia
Germany	Sweden	Lithuania
Greece	Switzerland	Romania
Iceland	Turkey	Poland
Ireland	United Kingdom (UK)	Ukraine
Italy	Vatican City (Holy See)	
Liechtenstein		
Luxembourg		

4. Student Global Learning Outcomes:

The goal of this activity is to help students think critically about the complex issues related to various global conflict is early American history through written and visual presentations. At the end of this module students should be able to:

- Research and analyze the impact of the Cold War and its influences on modern American culture and international relations.
- Discuss the historical and cultural context of Cold War related conflicts from multiple perspectives.

5. Time:

Approximately two to three weeks of guided and independent research

6. Student Global Learning Activities:

This activity will be conducted during the study of Chapters 24-30 of *America, The Essential Learning Edition*, Vol 2 (2019) by David E. Shi which covers American history from 1945 to the present.

These activities will include:
- An scholarly-researched annotated bibliography (in MLA format)
- An oral presentation accompanied by visual elements (i.e., PowerPoint, Prezi, etc.)
  - The presentation and summary will contain at least six different, credible sources (see Assessment for more information).

1. International Conflict Written Research Project

Objective: Students will demonstrate their ability to research and analyze the impact of Cold War and its influences on American culture and global relations. Research will focus on understanding the origins of the Cold War, explaining the key events (as they related to your selected country), and the ultimate resolution of the conflict through the use of one primary source and several secondary and tertiary sources from a global perspective.

Number of Resources Required:

Each member of the group is required to create an annotated bibliography of their sources in MLA format. This is not just a list of references. Be sure to explain why these sources were valuable references in your evaluation of the historical event. (A short paragraph about each one should be more than sufficient).

1 primary source (per group member):

Primary sources are photographs, speeches, letters, memos, personal narratives, diaries, interviews, autobiographies, and correspondence from the time period of the event.

2 secondary sources (per group member):

Textbooks, edited works, books and articles that interpret or review research works, biographies, political analyses, and commentaries.

3 tertiary sources (per group member):

Dictionaries/encyclopedias, almanacs, fact books, Wikipedia, directories, and guidebooks.

Materials and Resources

Access to the course LMS (Moodle, etc.) and to the GTCC online library resources
(https://www.gtcc.edu/library/)

Course Textbook: *America, The Essential Learning Edition*, Vol2, (2019) by David E. Shi

Digital Resources:

Digital Commons (https://digitalcommons.unl.edu/)
Global Infographics (https://www.statista.com/chartoftheday/)
Global Financial Data (https://www.globalfinancialdata.com/)
History Study Center (NC LIVE)
Joanneke Elliott's EuroLib (https://guides.lib.unc.edu/EuropeanStudies)
Library of Congress (https://www.loc.gov/)
MapFight (https://mapfight.appspot.com/)
National Geographic Maps (https://maps.nationalgeographiccom/maps.html)
Wordmapper (https://worldmapper.org)
World Atlas (www.worldatlas.com)
World Resources Institute Charts and Graphs (https://www.wri.org)
World Trade Organization (https://www.wto.org)
W.W. Norton: *America, The Essential Learning Edition* (2019)
(https://wwnorton.com/books/America-The-Essential-Learning-Edition)

Assessment Written Research Summation:

The written summary should be an annotated bibliography in MLA format with sources clearly identifiable. The written summary must be typed and free from any grammatical/spelling errors. Students will be encouraged to visit to the GTCC Center for Teaching and Learning before turning in the completed written summary.

2. International Conflict Presentation Project

Objective: Discuss the historical and cultural context of global conflicts from multiple perspectives. Students will present a reflective commentary (see Content of Visual and Oral Presentation below) on the impact of the Cold War on their country, ascertaining its relationship to current events between their country and the United States.

Materials and Resources
Access to the course LMS (Moodle, etc.) and to the GTCC online library resources (https://www.gtcc.edu/library/)

Course Textbook: *America, The Essential Learning Edition* (2019) by David E. Shi

Digital Resources:

Digital Commons (https://digitalcommons.unl.edu/)
Global Infographics (https://www.statista.com/chartoftheday/)
Global Financial Data (https://www.globalfinancialdata.com/)
History Study Center (NC LIVE)
Library of Congress (https://www.loc.gov/)
MapFight (https://mapfight.appspot.com/)
National Geographic Maps (https://maps.nationalgeographiccom/maps.html)
Wordmapper (https://worldmapper.org)
World Atlas (www.worldatlas.com)
World Resources Institute Charts and Graphs (https://www.wri.org)
World Trade Organization (https://www.wto.org)
W.W. Norton: *America, The Essential Learning Edition* (2019)
(https://wwnorton.com/books/America-The-Essential-Learning-Edition)

Content of Visual and Oral Presentation: Layout for research presentation

Title (One Slide)

Name of the Project

Participants

Course

Date

Background (One Slide)

    Origin and synopsis

        Research Questions: Explain the origins of the Cold War, from your selected countries perspective.

            Identify five key points of involvement for your country and the United States during this period (Illustrate both time and geographical locations)

Foreign (Non-American**) Perspective** (3 Slides):

    Political

        What political interests did your selected country have regarding the outcome of the Cold War?

            Was your selected country an ally (NATO member), enemy (Warsaw Pact member), or neutral in this conflict? Why?

    Economic

        What was the economic impact of the Cold War on your selected country?

            How did your selected country benefit or suffer economically because of this conflict?

    Social

        What social interest did your selected country have regarding the outcome of the Cold War?

            Was your selected country morally supportive of the United States during the Cold War? Why or why not?

Resolution (1 Slide)

    Explain the final outcome for your selected country, as it relates to the Cold War.

        How did this affect the relationship between your country and United States once the Cold War ended?

Modern Connection (1 Slide)

How is this event viewed or taught by your selected country today?

How is this different from or similar to the American perspective of the same conflict?

Sources (1 Slide)

Follow MLA formatting guidelines

Assessment Presentation:

Instructor is assessing the quality of visual presentation, in terms of clarity and relevance to the topic. Students should not make visuals too text heavy. Images and maps will be required. During the oral portion of the presentation the instructor will be looking for student's familiarity with the content. Students should not simply 'read' the class the information. Audience engagement is important. Instructor is also grading on organization and preparedness.

3. Immigration Research Project

Objective: Students will demonstrate their ability to research and analyze the impact of European migration patterns during the late 20th century and early 21st (from 1945 to the present) from your selected country to the United States from multiple perspectives. Between 1860 and 1910, European immigrants represented a sizable percentage of the American population. Students will present a reflective research paper, describing immigration between their country and the United States, as well as identifying any policy shifts promoting or discouraging immigration between these two countries in the last century.

Possible European Countries:

U.S. Cold War Allies		Soviet Union Allies
Austria	Luxembourg	Albania
Belgium	Malta	Belarus
Cyprus	Monaco	Bulgaria
Denmark	Netherlands	Estonia
Finland	Norway	Hungary
France	Portugal	Latvia
Germany	Spain	Lithuania
Greece	Sweden	Romania
Iceland	Switzerland	Poland
Ireland	Turkey	Ukraine
Italy	United Kingdom (UK)	
Liechtenstein	Vatican City (Holy See)	

Research Questions

Following the end of World War II, what was the number of immigrants from your selected country living in the United States? Where were these populations located? Why do you think they relocated from their country to the United States?

During the Cold War (1945 to 1991), what was the immigration policy of the United States regarding your selected country? Did the number of immigrants from your selected country increase, decrease, or remain the same as the pre-World War II period?

What is the current U.S. immigration policy for your country? Did the number of immigrants from your selected country increase, decrease, or remain the same as during the Cold War period?

How have immigration policies affected relations between your selected country and the United States currently?

Number of Resources Required

1 primary source

Primary sources are photographs, speeches, letters, memos, personal narratives, diaries, interviews, autobiographies, and correspondence from the time period of the event. A first-hand account from an immigrant from your selected country is preferred.

2 secondary sources

Textbooks, edited works, books and articles that interpret or review research works, biographies, political analyses, and commentaries.

3 tertiary sources

Dictionaries/encyclopedias, almanacs, fact books, Wikipedia, directories, and guidebooks.

Materials and Resources

Access to the course LMS (Moodle, etc.) and to the GTCC online library resources (https://www.gtcc.edu/library/)

Course Textbook: *America, The Essential Learning Edition*, Vol2, (2019) by David E. Shi

Digital Resources:

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Global Infographics (https://www.statista.com/chartoftheday/)
Global Financial Data (https://www.globalfinancialdata.com/)
History Study Center (NC LIVE)
Joanneke Elliott's EuroLib (https://guides.lib.unc.edu/EuropeanStudies)
Library of Congress (https://www.loc.gov/)
MapFight (https://mapfight.appspot.com/)
Migration Policy Institute (http://migrationpolicy.org)
National Geographic Maps (https://maps.nationalgeographiccom/maps.html)
Pew Research Center (http://peresearch.org)
U.S. Citizenship and Immigration Services (https://www.uscis.gov/)
Wordmapper (https://worldmapper.org)
World Atlas (www.worldatlas.com)
World Resources Institute Charts and Graphs (https://www.wri.org)
World Trade Organization (https://www.wto.org)
W.W. Norton: *America, The Essential Learning Edition* (2019)
(https://wwnorton.com/books/America-The-Essential-Learning-Edition)

Assessment Written Research Paper:

The paper should conform to MLA formatting guidelines (12 point font, Times New Roman) with in-text citations and reference page. The paper should be free from any grammatical/spelling errors and approximately 1,000 words or longer. Students will be encouraged to visit to the GTCC Center for Teaching and Learning before turning in the completed written paper.