**Course Video Component**

The study of America's history “comes alive' through visual images whether still photographs, illustrations, maps, charts and graphs, or political cartoons...all of those resources that textbooks typically offer to supplement text and narrative. While these can be important and useful tools for helping us 'visualize' and understand the past, these static or passive images do not have the same impact as being part of a historical moment that film, newsreel and archival footage makes possible. Digital or interactive visual representations can also provide a conceptual, graphic window for appreciating the interplay of time, place and human interactions in shaping the past.

Because most of us are visual learners, in my courses I take full advantage of what is now easily available to students online at sites such as YouTube. For the study of American history (especially from the late Civil War on with the advent of the photographic image) YouTube offers everything from short archival clips to documentaries to interviews to full length movies on every aspect of America's history. If you want to see and hear Teddy Roosevelt speaking, you can. If you want to see the Freedom Riders or see and listen to Dr. King's 'I have a dream speech, you can. If you want to see images of WWII, you can. Fortunately, for students the list and possibilities are endless.

I encourage (read require!) students to take advantage of this highly valuable resource that is now only a keystroke away. For each chapter in the text students will explore the YouTube archive for visual history as it relates specifically to topics covered in that chapter. The possibilities are endless and you may view as many clips and features as you wish and time allows. However, I require each student to cite and briefly discuss (in a paragraph) a minimum of one-two video resources per chapter, specifically identifying its content and how it helped you better understand the history you are studying. These do not need to be long. They need to be helpful.

There is no deadline. This is a semester-long course requirement and opportunity. However students who excel will complete this assignment in conjunction with your reading and discussion schedule so as to be current with our pace and weekly focus. Perhaps carve out an hour on a Saturday or Sunday morning for example devoted to this requirement...whatever works for you.

Students may submit their lists at any time for feedback. However, I will look for this video component in your course journal and grade it according to percentage achieved in meeting the requirement.

Whether you are interested in women's issues, politics, warfare, science and technology, economics...whatever, I encourage students to create their own digital tool box of websites and online resources such as History Channel, Digital History, Historesearch, etc. and, of course, YouTube sites you find enhance your learning experience.

Explore, have fun...expand your mind and your historical vision. Remember, knowledge is power, power is leverage and leverage makes all things possible in the application of intelligence to human affairs.