U.S. History 1302-43299 (1877-21st century)
Spring 2015 – 3 Credit Hours – SHS Room 113

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Conference period: 10:30-12 or 3:30-4 Tuesdays and Thursdays or by appointment

Required Materials
HIST (Kevin Schultz, Cengage, Vol. II, 0495005290) – provided by SISD
In the Garden of Beasts by Erik Larsen, ISBN 030740885X
The Things They Carried by Tim O’Brien, ISBN 0618706410
Notebook, pens/pencils
Primary document handouts as assigned and provided

Course Description
History of the United States II
This is a Texas Common Course Number. This is a Core Curriculum course selected by the colleges of DCCCD.
Prerequisite: One of the following must be met: (1) DREA 0093 AND DWRI 0093; (2) English as a Second Language (ESOL) 0044 AND 0054; or (3) have met Texas Success Initiative (TSI) in Reading and Writing standards AND the college Writing score prerequisite requirement.
Course Description: A survey of the social, political, economic, cultural, and intellectual history of the United States from the pre-Columbian era to the Civil War/Reconstruction period. United States History I includes the study of pre-Columbian, colonial, revolutionary, early national, slavery and sectionalism, and the Civil War/Reconstruction eras. Themes that may be addressed in United States History I include: American settlement and diversity, American culture, religion, civil and human rights, technological change, economic change, immigration and migration, and creation of the federal government. (3 Lec.)

Coordinating Board Academic Approval Number 5401025125

Developmental Courses
The Texas Success Initiative (TSI) is a statewide program designed to ensure that students enrolled in Texas public colleges and universities have the basic academic skills needed to be successful in college-level course work. The TSI requires assessment, remediation (if necessary), and advising of students who attend a public college or university in the state of Texas. The program assesses a student’s basic academic skills in reading, writing, and math. Passing the assessment is a prerequisite for enrollment in many college-level classes such as English 1301/1302, History 1301/1302, Math 1414, etc. Students who do not meet assessment standards may complete prerequisite requirements by taking developmental courses in the deficient area and passing them with a grade of C or higher. In some cases retesting will also be required. It is up to each student to be aware and informed about requirements that are subject to change. Additional information is available from the TSI Office. https://www1.dcccd.edu/cat0910/admiss/tsi.cfm?loc=4
Student Learning Outcomes
Please refer to the Social Sciences Division for SLOs regarding the Eastfield course.

Purpose
In addition to earning college credit, this course satisfies Texas high school graduation requirements and prepares students for the exit level Social Studies test to be administered in the Spring. Academic content will reflect these goals and students can expect appropriate levels of difficulty. Instructional support to meet these goals will be available to students.

This course will provide knowledge of the social, cultural, political, and economic heritage of the United States from about 1865, just after the Civil War, to the late 20th century around 1992. The class will use both primary and secondary sources in order to gain knowledge and analysis of the period. Within this framework, specific events, ideas, and individuals will be studied. The overall objective will be to relate these events, ideas, and personalities to each other and to the 21st century students in this class.

A major emphasis this semester will be in analyzing and interpretation historical documents, both primary and secondary. Quizzes will involve writing short answers in complete sentences within a given time frame or discussion boards based on primary sources. There will be at least one significant writing assignment each quarter. In addition, success in this class will require you to open, peruse, and read your textbook. Primary documents will be assigned as well. Please come see me for any clarification and notify me of any issues BEFORE there is a problem or crisis.

Discussion boards and online quizzes will require students to log in on eCampus and Edmodo.com. Students need to check my SHS webpage for assignments, check my whiteboard in the classroom, or ask me if there are any questions about where the assignment is located. Problems with logging in or computer issues should be reported ASAP. The school has computer labs as well. Computer problems are not a justification for incomplete projects. The earlier you notify me of computer problems the more understanding I will be.

Objectives
The following objectives will be addressed through assigned readings, lecture, and class discussion. Students will have an opportunity to improve and express their critical thinking skills through assignments, quizzes, and tests.

1. Given terms, persons, or concepts, the student should be able to relate them to particular historical periods or events and to explain why they are historically significant.
2. Given a historical problem, the student should be able to reach a logical conclusion based on factual evidence, which he is able to demonstrate in a written essay.
3. The student will read the assigned material with an inquiring mind and be prepared to discuss and interpret the findings.
4. The student should be able to cite trends, which flow through American History and be aware of parallels between various eras in American History.
5. The student should realize that history is not static or fixed and that historical fact is continually being reinterpreted.

Tips for Effective Studying and Student Success:
1. Follow the detailed syllabus/study guide. This will keep you on pace with the class and help you read with an inquiring mind.
2. Complete reading assignments and any additional assignments.
3. Take notes during lecture and while reading.
4. Ask questions and participate in discussion – this is crucial to internalizing such a large body of information.
5. Study and prepare for exams.
6. Maintain communication with your instructor and notify the instructor of problems or challenges as soon as is reasonable.
7. Regular access to the Sunnyvale ISD website is strongly recommended. Under the instructor, Kerry Green, you will find information such as assignments and exam dates listed. The detailed syllabus/study guide is also available this way.

Grading and Evaluation Procedures
Grading is based on point accumulation, not percentages. This rewards students for effort and consistency rather than cramming for one test. 10 points does NOT translate into 100%. Earning 10 points allows you to add towards the point range for your desired grade range.

Midterm exam 100 Points
2 Major Assignments – 50 points each 100 Points
   - Split between quarters, so each quarter has one major assignment for 50 points)
14 Quizzes – 10 points each 140 Points
   - Additional assignments, such a document analysis, will count for a quiz.
   - Class participation and engagement will count as quiz points.
   - Split between quarters, so each quarter has 7 quizzes for 70 points)
Semester Exam 100 Points

This means that each quarter should have 1 exam, 1 major assignments, and 7 quizzes as the foundation of your grade, a total possible of 440 points. Any additional quizzes over 7 allows you to accumulate more points.

Depending on variables related to the nature of the high school classroom (schedule conflicts, workload issues), there may be occasions when the point value of major assignments & quizzes will be adjusted. For example, I may create a “super” quiz worth 20 points or reduce the point value of a project in exchange for additional quizzes or an additional mini-project

A = 348-440 total points
B = 256-347 total points
C = 174-265 total points
D/F* = 173 points or less (92-183 = D)
*High school standards consider a grade of “D” failing.
Make Up Policy
Exams may be made up by appointment, however the student can expect a different version of the test to ensure academic honesty.
Major assignments will have due dates posted well in advance. If necessary, the instructor will choose an alternative due date prior to the date in the semester guide.
Quizzes or equivalent assignments will be eligible for make up at the discretion of the instructor and at the instructor’s convenience.
The student is responsible for following up on make up work.
Late work for non-medical reasons may not be accepted.

Obtaining Final Course Grades Using eConnect
Final Grade Reports are no longer mailed. Convenient access is available online at www.econnect.dcccd.edu. Use your identification number when you log onto eConnect, an online system developed by the DCCCD to provide you with timely information regarding your college record. Your grades will also be printed on your Student Advising Report, which is available in the Admissions Office.

Eastfield College Email Policy
Faculty and students must have and use a DCCCD account for all correspondence relating to academic coursework. For information on setting up a DCCCD student email account go to: http://www.dcccd.edu/netmail/home.html

Attendance, Classroom Behavior and Environment
In an effort to replicate the Socratic method of higher education, classroom discussion will be a key component to learning. The following essential rules will encourage this environment:
1. Come to class on time and prepared with necessary materials and attitude.
2. Respect your teacher and your fellow students.
3. Drinks, food, candy, and gum are not allowed.
4. SHS Code of Conduct and Handbook apply. This specifically refers to:
   a. Tardies and Attendance
   b. Cell Phones
   c. Electronic Devices
   d. Dress Code

Sunnyvale High School has policies that state expectations of student behavior. Those policies are always in force regardless of being a dual credit class. This includes discipline procedures and guidelines that apply to all SHS students.

Leaving Class: This is not preschool. Bathroom breaks are the primary reason to leave class, and the visits should be infrequent and brief. Any other reason for leaving class is discouraged, but may be discussed and considered in advance. If you are held over from another class for an academic reason, you must bring a signed note explaining your tardiness.
Absences: Students will follow SISD attendance guidelines, determined in part by state of Texas requirements. Students are responsible for missed work regardless of the causation for missed work.

Students who are receiving any form of financial aid should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could cause you to be in a position of repayment for the current semester. Students who fail to attend or participate after the drop date are also subject to this policy.

Financial Aid Statement for Distance Learning Classes
If you are receiving Financial Aid grants or loans and are enrolled in a Distance Learning class, you must show participation in this class prior to the certification date by either e-mailing or contacting the instructor or logging on to eCampus. Do not drop or stop attending any class without consulting the Financial Aid Office. Changes in your enrollment level and failing grades may require that you repay financial aid funds.

Repeating This Course: (Third Attempt to Enroll in a Course)
Effective for Fall Semester 2005, the Dallas County Community Colleges will charge additional tuition to students registering the third or subsequent time for a course. All third and subsequent attempts of the majority of credit and Continuing Education/Workforce Training courses will result in additional tuition to be charged. Developmental Studies and some other courses will not be charged a higher tuition rate. Third attempts include courses taken at any of the Dallas County Community Colleges since the Fall 2002 Semester. See Third Attempt to Enroll in a Course at: http://www.dcccd.edu/thirdcourseattempt/

ADA Statement
Students with a physical, mental or learning disability who require accommodations should contact the college Disability Services Office in C237. Call 972.860.8348 or email efcdso@dcccd.edu. For more information: http://www.eastfieldcollege.edu/SSI/DSO/index.html

Religious Holidays
Absences for observance of a religious holy day are excused. Notification of the absence must be given to the instructor in writing at least two weeks prior to the date of the holy day. A student whose absence is excused to observe a religious holy day is allowed to contract with the instructor to take a make-up examination or complete an assignment within a mutually agreed upon time after the absence.

Withdrawal Policy
If you are unable to complete this course, it is your responsibility to withdraw formally. The withdrawal request must be received in the Registrar’s Office by semester’s drop date. Failure to do so will result in your receiving a performance grade, usually an “F.” If you drop a class or withdraw from the college before the official drop/withdrawal deadline, you will receive a “W” (Withdraw) in each class dropped. For more information about drop deadlines, refer to the current printed Credit Class Schedule, contact the Admissions/Registrar’s Office at 972-860-7167 (Room C119), or contact the division office.
STOP BEFORE YOU DROP
For students who enrolled in college level courses for the first time in the fall of 2007, Texas Education Code 51.907 limits the number of courses a student may drop. You may drop no more than 6 courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions. Remember that once you have accumulated 6 non-exempt drops, you cannot drop any other courses with a “W”. Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access: https://www1.dcccd.edu/coursedrops

Family Educational Rights and Privacy Act of 1974 (FERPA)
In compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), the College may release information classified as “directory information” to the general public without the written consent of the student. Directory information includes: (1) student name, (2) student address, (3) telephone numbers, (4) date and place of birth, (5) weight and height of members of athletic teams, (6) participation in officially recognized activities and sports, (7) dates of attendance, (8) educational institution most recently attended, and (9) other similar information, including major field of student and degrees and awards received. Students may protect their directory information at any time during the academic year. If no request is filed, directory information is released upon written inquiry. No telephone inquiries are acknowledged. No transcript or academic record is released without written consent from the student, except as specified by law.

Plagiarism
In any written paper, plagiarism is when a student uses another author’s sentences or words in whole or in part. Usually this results in an automatic grade of “F” for the assignment, and possibly the course. It may also result in disciplinary action by Sunnyvale I.S.D. Plagiarism includes mixing the author’s words with your own or just changing a few words within another author’s sentence. You must also give credit for ideas and interpretations that are not unique to you. To prevent unintentional borrowing, avoid looking at another’s work while writing and when in doubt, give credit to another author. Words, phrases, and sentences must be put in your words and your style of writing. This skill shows your understanding and comprehension.

Academic Honesty
Please refer to the Sunnyvale I.S.D. Student Code of Conduct regarding cheating and copying another’s work. Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the DCCCD Code of Student Conduct published in the DCCCD Catalog at http://www1.dcccd.edu/cat0506/ss/code.cfm
Academic dishonesty includes, but is not limited to, cheating on tests, plagiarism and collusion. **Cheating** includes copying from another student’s test or homework paper, using materials not authorized, collaborating with or seeking aid from another student during a test, knowingly using, buying, selling, stealing, or soliciting the contents of an unadministered test, and substituting for another person to take a test. **Plagiarism** is the appropriating, buying, receiving as a gift, or obtaining by any means another’s work and the unacknowledged submission or incorporation of it in one’s own written work. **Collusion** is the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements. Academic dishonesty is a serious offense in college. You can be given a failing grade on an assignment or test, can be failed for the class, or you can even be suspended from college. The DCCCD also has a Student Code of Conduct that explains student rights and responsibilities, as well as prohibited behavior (http://dcccd.edu). Students should be aware of disciplinary actions for all forms of academic dishonesty, including cheating, fabrication, facilitating academic dishonesty, plagiarism, and collusion. The consequences for cheating or copying an assignment or a test is a grade of “0” for the assignment or test in question. (Plagiarism has stricter guidelines – please see the above explanation.)

In order to avoid this situation, please notify the instructor when you collaborate with other students on an assignment. Groups assignments still require either individual written work or a group evaluation rubric in order to determine each students’ participation. Study groups are very helpful and are encouraged, but be sure all work represents your ideas and words.

**Detailed Study Guide and Approximate Schedule**

**Enrollment in this course requires you to read both your HIST book, other required readings, and certain primary documents provided by photocopy or web. You will also complete essays and presentations (major assignment grades) relating to the reading material.**

We will read approximately one chapter each week, although the pacing is subject to change and notation of such changes is the responsibility of the student. Monitor my website to track due dates. Due dates for additional readings and major assignments will be posted on my website. If you have any questions, please contact me or come by my office.

**Schedule follows SISD Calendar**

*Spring Break: 3/9-13*
*Midterm: week of March 2*
*Semester ends: week of June 1*

Dates are subject to change and notation of such changes is the responsibility of the student. Please use the below chapter questions as a study guide to enhance your readings.

**Ch. 15 Civil War**

1. Evaluate the advantages of the North at the beginning of the Civil War.
2. Evaluate the advantages of the South at the beginning of the Civil War.
3. Explain how the North planned to place a naval blockade on southern ports and rivers.
4. Explain how both the North and the South went about raising armies for the lengthening war.
5. Discuss the reasons given for the suspension of some civil liberties on both sides during the war.
6. Evaluate how high taxes, tariffs, and bonds worked in financing the war, especially for the North, and explain what brought the South to the conclusion that the Confederacy also needed taxation.
7. Explain the effects of the following on citizens of the North: Peace Democrats, the draft, and the New York draft riot.
8. Explain the thought processes that led Lincoln to consider emancipation.
9. Describe the timing of the release of the Emancipation Proclamation, and explain exactly what this proclamation did and did not do.
10. Describe the Battle of Gettysburg and explain its significance to the war effort, and assess the importance of Grant’s victory at Vicksburg at that same time.

Ch. 16: Reconstruction 1865-1877

1. Describe the changed world of ex-slaves during Reconstruction.
   a. Analyze how much or how little the ex-slaves’ lives changed immediately following the Civil War and emancipation.
   b. Explain the purpose of the Freedmen’s Bureau, and assess its degree of success.
2. Outline the different phases of Reconstruction, beginning with Lincoln’s plan and moving through Johnsonian Reconstruction to Radical Reconstruction.
   . Describe Lincoln’s ideas about how to bring the southern states back into the Union, and give Congress’s reaction to that plan.
   a. Explain how President Johnson’s plan differed from that of Lincoln, and describe the actions of the South that so angered Congress.
   b. Describe the Radical Republicans in Congress and how they began to implement Radical Reconstruction over the president’s wishes.
   c. Describe the purpose of the Reconstruction Acts, and explain the importance of the Fourteenth and Fifteenth Amendments.
3. Explain how Reconstruction evolved at the individual states’ level.
   . Explain the reactions in the South to black officeholders, “carpetbaggers,” and “scalawags,” and show how these three groups made people in the South feel so angry.
   a. Describe the system of agricultural labor that developed in the South after the end of slavery, and assess just how much or how little it actually differed from slavery.
4. Evaluate and understand the relative success of Reconstruction.
   . Explain the events and the attitudes in the North that made people there less willing to push earlier goals of Reconstruction.
   a. Discuss the actions of southerners who were determined to “redeem” their governments from federal oversight.
   b. Explain how the disputed election of 1876 led to the Compromise of 1877, which in turn led to the end of Reconstruction.

Ch. 17: The Industrial Age
1. Describe and discuss the development of the Industrial Revolution in America after the Civil War, concentrating on the major industries and their leaders
   a. List and discuss the major factors that contributed to the Industrial Revolution in America during the latter part of the 1800s.
   b. Describe the developments in major industries, particularly steel, railroads, and petroleum.
   c. Discuss the business leaders in each major industry, and analyze their business practices.

2. Explain why the late 1800s in America have sometimes been called “The Age of Innovation.”
   a. Explain how the advances in technology contributed to America’s industrialization and modernization.
      a. Describe the new business practices that allowed both individuals and companies to make the most of these new technological breakthroughs.

3. Describe how America’s regional and local markets merged into one truly national market, and describe how this impacted the consumer demand for products and services
   a. Explain how widespread advertising and the development of brand name products sold across America contributed to an exploding consumer demand for new products.
      a. Describe the ways in which Americans shopped, including new types of stores and the development of national mail order catalogs.

Ch. 18: Creating an Industrial Society in the North
1. Describe the evolution of urbanization in the United States in the last decades of the 19th century
   a. Describe life in America’s cities, including the development of suburbs.
   b. Discuss the types of entertainment that became popular during this era.

2. Discuss immigration to the United States that took place in the last decades of the 1800s, including where most immigrants came from, why they came, and what their experiences were after they arrived.
   a. Describe the growth of cities in the latter part of the 1800s, both in regard to population and to their physical structural changes.
      a. Examine the parts of Europe from which the late nineteenth century immigrants came, and explain how their experiences in America differed from those of earlier immigrants.
   b. Describe the working conditions for most recent immigrants to America during the late 1800s.

3. Describe the widening gap between the rich and the poor as it evolved during the late 1800s.
   a. Examine the situation the working class poor found themselves in during the late 1800s.

4. Discuss the ways in which politics in American cities functioned during the late 1800s.
   a. Discuss the various reasons put forth to justify the accumulation of wealth in America during the industrial era.
      a. Explain the concept of Social Darwinism, and show how its acceptance led to an increasing distance between America’s “haves” and “have nots.”
   b. Examine the growth of political machines in America’s larger cities. Describe how they operated, and give both pros and cons about their growing power.
   c. Discuss some of the most outrageous scandals that involved local and state governments during the late 19th century.

5. Describe early unions that were formed in the United States, including their goals, their activities, and their situations at the end of the 19th century.
Describe the first major strike in the United States, the Railroad Strike of 1877, including its causes and results.

a. Provide the reasons why workers began to consider establishing or joining unions, and give reasons why owners of factories and other businesses opposed unions so strongly.

b. Discuss the major unions that evolved before the end of the nineteenth century, including leaders, aims, strikes, and final results for the unions.

Ch. 19: The New South and the Industrializing West

1. Evaluate the accuracy of the term “New South” in describing the post-Civil War South, and discuss ways in which the term was and was not appropriate.

a. Evaluate the successes and failures of southern industries after the Civil War, examining railroads, iron production, and cotton textiles.

b. Describe the harsh segregation that developed in the South after slavery ended, by examining the actions of whites in the general society and also laws that backed up that segregation.

c. Explain what was meant by the “Lost Cause,” and describe the ways in which southern literature fostered that myth.

d. Describe the ways in which African Americans developed their cultural life, and assess the importance of education and religion to their successes.

2. Describe the development of the American West that took place during the last half of the nineteenth century, addressing both the role that industrialization played and the final defeat of the native tribes on the plains.

a. Describe the movement of white Americans into the West, focusing on new types of farming, the growth of rail lines, the cattle industry, and mining. Evaluate the importance of each of these things to the final settlement of the West.

b. Discuss and analyze the methods used by white Americans to subjugate the Plains Indians, and tell how Americans dealt with the issue of too many Chinese immigrants in the West.

3. Discuss the problems that confronted America’s farmers during the late 1800s, and describe how their attempts to solve those problems led to the formation of a new political party.

a. Explain the reasons for the Grange movement, describe how the Grange evolved into the Farmers’ Alliance, and trace the political movement of the farmers who comprised these organizations.

b. Trace the rise and fall of the Populists and the People’s Party, assessing their relative strength up to the 1896 election and their decline afterward.

Ch. 20: The Progressive Era

1. Discuss the reform efforts of the Progressive Era and the groups involved in those efforts.

a. Identify the groups most involved in reform during the Progressive Era.

b. Describe the attempts at reform in America’s cities, especially the Settlement House movement and the Anti-Saloon League.

2. Describe the methods used by the various states to bring about reforms in state governments during the Progressive Era.

a. Explain the changes, such as the referendum and primary elections, made by some of the states during the Progressive Era, to make their governments more democratic.

b. Discuss the trend toward hiring professionals to administer city governments, and assess the degree to which this change improved government.

3. Discuss the involvement of women’s groups in the Progressive Era reform movements.
Compare and contrast the two major women’s suffrage groups of the Progressive Era.

a. Tell when and how the efforts that resulted in women gaining suffrage finally bore fruit.


a. Describe Theodore Roosevelt’s focus and actions as a progressive reformer during his presidency.

b. Describe Woodrow Wilson’s focus and actions as a progressive reformer during his presidency.

5. Describe ways in which American culture was influenced by the progressive movement.

a. Explain who the muckrakers were, and describe their impact on reforms during the Progressive Era.

Ch. 21: Becoming a World Power

1. Explain the major reasons for the growing call for the United States to develop an empire in the late 1800s.

a. Explain how the closing of the American frontier and the concept of Manifest Destiny contributed to a growing support for expansion outside the borders of the United States.

b. Discuss the various reasons for a growing imperialism in the United States during the late 1800s.

2. Describe the first moves Americans made toward the development of an empire.

a. Explain Alfred T. Mahan’s beliefs about the need for a strong navy, and discuss the resultant buildup of naval forces in the United States.

b. Discuss the various reasons for a growing imperialism in the United States during the late 1800s.

3. Explain the major reasons for the Spanish-American War of 1898, and discuss the controversy over imperialism that developed after the war.

a. Compare the perceived reasons for America precipitating the Spanish-American War, and discuss the “true” reasons for that conflict.

b. Describe Admiral Dewey’s actions in the Philippines during the Spanish-American War.

c. Describe the fighting that took place in Cuba during the Spanish-American War, and explain why it was occasionally referred to as a “splendid little war.”

d. Explain the results of the Spanish-American War, and describe the opposing points of view in America about what to do concerning the Philippines.

e. Provide details of the growing resentment of America in the Philippines and Latin America after the Spanish-American War, and explain how the U.S. government attempted to diffuse the issues.

4. Describe the growth of imperialism in America during the Progressive Era.

a. Discuss the lengthy process the United States went through to gain access to land and then construct the Panama Canal, and explain the importance of such a waterway.

5. Discuss World War I, including reasons for the war, American experiences during the war, and effects of the treaty that ended the war.

a. Discuss the issues that brought Europe to the brink of war by 1914, and describe the precipitating event that dragged the European countries into the war.
a. Describe the first years of the war in Europe, and explain America’s position up until 1917.
b. Explain what brought America into the war, evaluating the significance of the various contributing factors.
c. Explain how Wilson planned for peace even as he sent American troops to battle in Europe, and describe how the conflict came to an end.
d. Analyze the major points of the Versailles Treaty, evaluate the degree to which it was a success, and describe Wilson’s missteps along the way that kept America from fully participating in the treaty.

Ch 22: Prosperity and Change in the Twenties

1. Describe the consumerism that developed in America during the early 20th century, especially after World War I.
   a. Explain the improvements that were made in factory work during the 1920s, give reasons why owners saw these as good business moves, and describe what happened to union membership during the era.
   b. Trace the development of modern consumerism through the 1920s, explaining the various ways that manufacturers sold their products.
2. Explain the experiences of the nation that effectively put an end to the Progressive movement in America during the 1920s.
   . Discuss the effects of the Red Scare on Americans after World War I, and explain how such fears contributed to a change in attitudes toward immigrants.
   a. Describe how Prohibition became the law of the land in 1919, and discuss efforts to enforce the new legislation.
3. Describe the various kinds of leisure activities that became popular in America during the 1920s.
   . Describe these varieties of popular culture that became a big part of the 1920s: movies; radio; music; and sports.
   a. Assess the importance of the Harlem Renaissance and Marcus Garvey to the emergence of the “New Negro” in 1920s America.
   b. Discuss the actions of women in the years following their gaining the right to vote.
   c. Describe the reasons for the disillusionment that was common among American writers in the 1920s, especially those who chose to become expatriates across Europe.
4. Discuss the strong reactions among various groups in America to the changing cultural mores of the 1920s.
   . Explain the differing views of Modernists and Fundamentalists in American religion during the early 1900s, show how the Scopes Monkey Trial exemplified these differences.
   a. Analyze the reactions of Americans to the growing, changing numbers of immigrants to America after the turn of the century, and list some of the ways in which Congress responded to the divisive issue.
   b. Explain how the Ku Klux Klan managed a short-term revival in the 1920s, and trace their downfall by the end of the decade.

Ch. 23: The Great Depression and the New Deal

1. Explain the underlying causes of the Depression, and evaluate President Hoover’s attempts to help the economy.
   a. Describe the underlying weaknesses in America’s economy and in the world economic situation that contributed to making the Depression a worldwide one, and explain how that helped make the situation in America so severe.
b. Discuss the actions of President Hoover in trying to alleviate the Depression, and analyze the reasons for his failure.
2. Describe the experiences of both urban and rural Americans during the Depression, and explain ways in which the Depression affected American politics.
   a. Describe the effects of the Depression on both urban and rural residents, and account for the differences between the two groups.
   b. Discuss the various ways in which the Depression impacted America’s popular culture, including both ways in which ordinary Americans tried to cope and also the ways in which artists and writers used their talents to depict the economic woes of the nation.
   c. Discuss some of the most significant events of the early years of the Depression, including the Sacco and Vanzetti trial and the Bonus Army, and assess their role in the election of 1932.
3. Evaluate FDR’s actions designed to alleviate the effects of the Depression, and discuss the opposition he faced.
   a. Describe the various actions taken by FDR upon his inauguration, the period known as the First New Deal, and analyze the effect he had on the American people.
   b. Discuss the way the “Second” New Deal differed from the first, listing and describing specific examples.
4. Discuss the most significant long-term effects of the New Deal.
   a. Explain how some of the New Deal programs were actually used to capture details of the Depression for posterity.
   b. Assess the effect of the Depression on crime in America.
   c. Discuss the changes effected by the New Deal that brought long term benefits to the American labor department.
   d. Assess the impact of the Depression and the New Deal programs on American politics.

Ch. 24: World War II
1. Explain the various causes of World War II.
   a. Describe the economic and political causes of World War II in Europe.
   b. Explain how Japan’s dreams of empire contributed to war in the Pacific.
2. Explain America’s foreign policy that developed after World War I and that was in place at the beginning of World War II, and describe how that policy changed as the war progressed.
   a. Describe the isolationist stance of America in the years following World War I, and explain its causes.
   b. Discuss the conflicts that arose in America after Hitler moved into Poland.
   c. Explain the ways in which FDR planned to get aid to Britain without entering the war directly.
   d. Describe the events of December 7, 1941, and explain how they brought the United States into the war.
3. Describe the events of World War II, both in Europe and in the Pacific, and explain why the United States acted as it did throughout.
   a. Describe the war in 1942 and 1943, both in the Pacific and in Europe.
   b. Explain how the events of 1944 in Europe paved the way for an Allied victory in 1945.
4. Describe and discuss the American home front during World War II, paying special attention to long-term societal changes.
Explain the ways in which FDR’s administration got America on a war footing, especially in regard to providing laborers in the defense industries and finding financing for the war.
a. Analyze the opportunities that became available to women, African Americans, and Hispanics during the war.
b. Describe the actions taken by the U.S. government against Japanese-Americans within the country, most of whom were U.S. citizens.
c. Discuss the movement of Americans during the war, and describe ways in which people used their leisure time: for relaxation and for staying informed about the war.
5. Explain how World War II was brought to an end, both in Europe and in the Pacific, and discuss the immediate aftermath of the war both in America and around the world.
. Discuss the meeting of the Big Three at Yalta in 1944, and assess the significance of that meeting to the post-war world.
a. Describe Hitler’s final moves by which he tried to keep his Third Reich alive as the Allies closed in.
b. Explain how Japan was finally defeated, and discuss the disagreements that arose over the method used by the United States to end the war.

Ch. 25: Cold War America
1. Explain the causes of the Cold War that developed between the United States and the Soviet Union after World War II, and discuss some of the more serious incidents between the two countries.
   d. Provide the main reasons for the distrust that developed between the United States and the Soviet Union.
   e. Describe how the policy of containment developed in America, and explain the role the Truman Doctrine and Marshall Plan played in that policy.
   f. Discuss the events in China and the Korean peninsula during the 1940s and early 1950s that demonstrated containment as America’s policy.
   g. Describe the actions by the United States and the Soviet Union that avoided direct military conflict yet gave this era its name: The Cold War.
2. Describe American life as it developed during the 1950s, including social, economic, and political issues, and evaluate the significance of the Cold War to these changes.
   a. Explain Truman’s ideas behind the Fair Deal, and describe American reactions to it.
   b. Discuss the economic growth in America during the post-war years, and explain how such changes changed the entire structure of America’s social and economic lifestyles.
   c. Discuss the social and cultural “happenings” of the 1950s, including the development of suburbs, segregation, and religious revivalism.
   d. Discuss Truman’s domestic problems that caused him political problems, and explain how he recovered from them.
   e. Explain how the fear of communism affected both ordinary citizens and the American government.
   f. Describe the most significant events of the 1950s civil rights era.

Ch. 26: The Sixties
1. Describe John F. Kennedy’s experiences as president that led some to label him the “ultimate cold warrior.”
   a. Discuss Kennedy’s decision to go through with the Bay of Pigs invasion of Cuba, and evaluate his leadership.
b. Give the details on the Cuban Missile Crisis, and evaluate Kennedy’s leadership during this period.
c. Provide details of Kennedy’s choice of actions in Vietnam, and assess his degree of success there.

2. Discuss the attempts made both by African Americans and by the legal system to provide voting and other rights to those citizens.
   a. Explain and evaluate the nonviolent ways in which African Americans attempted to gain their civil rights during the early 1960s.
   b. Explain how the March on Washington aided the cause for African American civil rights, and discuss the rift that began to emerge at that time.
   c. List and describe the new laws enacted during the mid-sixties concerning civil rights, and explain the significance of each.

3. Discuss Lyndon Johnson’s desire to build a “Great Society,” and evaluate the relative success of his programs.
   a. Describe the social problems that Lyndon Johnson was determined to alleviate with the program he named “The Great Society.”
   b. Discuss the various programs and Congressional acts designed to carry out Johnson’s desire to improve American society for all Americans. Evaluate the relative success of each.

4. Explain the situation in Vietnam that President Johnson inherited from his predecessor, and evaluate the decisions he made over the next few years concerning the war there.
   a. Explain the Gulf of Tonkin incident that led LBJ to ask Congress for the necessary powers to take whatever measures were necessary in dealing with the Vietcong.
   b. Describe the experiences in battle of troops in the field in Vietnam.
   c. Explain the Tet Offensive, and describe the ways in which it changed Americans’ perception of the ability of the United States to win it.

5. Discuss the growth of the “Counterculture” in American society during the 1960s, and describe the various movements that began to gather strength as Americans with an agenda sought to have their voices heard.
   a. Describe the protest movements that swept across many of America’s universities during the Sixties.
   b. Explain the ways in which the civil rights movement changed as the Sixties progressed, especially in regard to the influence of Black Power and the Black Panther Party.
   c. Explain what happened to the women’s movement during the 1960s.
   d. Describe the various actions of those who were said to be a part of the “counterculture” of the Sixties.
   e. Describe the growing divide among Americans and explain how 1968 came to be viewed by many as the “real” end of the Sixties.

Ch. 27: The Limits of Liberalism: The 1970s

1. Evaluate Richard Nixon as president through an examination of some his most significant successes and failures.
   a. Discuss some of President Nixon’s foreign policy moves that had a long-term effect on America’s relationships with countries around the world.
   b. Describe the ways in which Nixon helped institute what today would be considered very liberal concepts in American government.
   c. Discuss the Watergate affair, both in regard to the actual events, Nixon’s most probable role, and the eventual outcome for his presidency and for the nation.
d. Describe the issues affecting the American economy during the Nixon years, and analyze the extent to which his policies and actions contributed to this state of affairs.

2. Describe the America of the 1970s by discussing the wide range of social and political movements of that decade.
   a. Discuss the activism of minorities in America during the 1970s, specifically addressing African Americans, Native Americans, and Chicanos.
   b. Describe the evolution of the women’s movement during the 1970s, specifically addressing the *Roe v. Wade* decision, women in the workplace, changing sexual mores, and the opposition to these events by American women who disagreed with the goals of the movement.
   c. Discuss the development of the gay liberation movement.
   d. Analyze the divisions that emerged within American religion during the 1970s, and discuss the growth of the evangelical movement, showing its connection to the conservatism that was also sweeping the country.
   e. Analyze the ways in which American popular culture demonstrated the unease that many Americans were feeling during the 1970s.

**Ch. 28: Reagan’s America**

1. Evaluate the politics of Ronald Reagan as president, both in domestic politics and foreign affairs.
   a. List and explain the three essential components of what was called the “Reagan revolution,” and evaluate the success of his overall plan.
   b. Describe Reagan’s aims in selecting Supreme Court justices.
   c. Explain Reagan’s attitude toward the Soviet Union, and describe how that attitude changed as his presidency progressed.
   d. Discuss Reagan’s foreign-policy problems in the Middle East and in Latin America, and show how the two converged over time.

2. Describe the divisions and “culture wars” that plagued America during the 1980s.
   a. Explain how Reagan’s economic policies contributed to the divisions between the wealthy and the poor and between whites and minority groups.
   b. Describe the problems that faced American cities during the Reagan years.
   c. Analyze the growing importance of the New Right movement in America, and show how its members stimulated “culture wars” between them and those who disagreed with them.

3. Discuss the presidency of George Herbert Walker Bush, especially in regard to the end of the Cold War and the beginning of the Gulf crisis.
   a. Describe the programs begun by Reagan that his vice president and successor, George Bush, was left to deal with, especially regarding the Savings and Loan financial disaster that hit the country.
   b. Discuss Bush’s responses to the fall of communism in Eastern Europe, and explain how he responded to events in and by the country of Iraq.

**Ch. 29: America in the Information Age**

1. Evaluate the presidency of Bill Clinton, discussing some of the major domestic and foreign issues the country faced during those years.
   a. Discuss the events that took place in 1991 and 1992 that made the rise of Bill Clinton possible.
   b. Describe Bill Clinton’s presidential outlook in reference to conservative versus liberal goals, and evaluate the degree to which he succeeded in melding the two.
c. Describe Clinton’s relations with the Republican Congress, and analyze how this impacted his later presidency.

d. Explain Clinton’s actions that moved America toward a more global economic stance, and evaluate the success of his international economic moves.

2. Discuss the technological revolution that took place during Bill Clinton’s presidency, and describe social and economic changes that took place as a result of this revolution.

a. Describe the development and growth of personal and business computer use, and assess the relevance of the growth of the Internet and various information technologies to the use of computers throughout America.

b. Describe the ways in which this technological growth changes the lives of ordinary Americans, and evaluate the significance of those changes.

c. Provide examples that explain how the growth of the Internet, the use of personal computers, and the development of new information technologies contributed to the globalization of America’s economy.

3. Discuss the new focus on multiculturalism that grew during the latter part of the 20th century.

a. Provide details about immigrants who came to America during the late 20th century, and explain ways in which they changed the face of America.

b. Compare and contrast the attitudes of Republicans and Democrats about the new immigrants.

4. Explain what makes the description of America as actually “two Americas” an accurate one.

a. Discuss the nationally covered events of the 1990s that illustrated the disparity between various groups within the United States, including each of the following: African Americans, gay Americans, and disaffected Americans.

b. Describe the increasing polarization between Republicans and Democrats in the 1990s.

c. Use the presidential election of 2000 to illustrate the divisiveness that had enveloped the country by that time.

Ch. 30: Globalization and Its Discontents

1. Describe the first term of George W. Bush, and explain how the events of his first year in office shaped his presidency.

a. Describe the political situation for George W. Bush as he assumed the presidency in early 2001.

b. Describe the events of September 11, 2001, and explain how Bush’s plans for his presidency changed because of them.

c. Explain the Bush doctrine, and analyze its necessity and its degree of success thus far.

d. Discuss the most significant domestic policies pursued by Bush after September 11, and analyze their necessity and usefulness.

2. Describe George W. Bush’s plans for democracy in the Middle East, assess the degree of success he has had so far, and evaluate his chances for success in the future.

a. Explain Bush’s reasons for invading Iraq in 2003, and provide justification for that invasion.

b. Discuss how the actions at Abu Ghraib prison in Baghdad and elsewhere appeared to the rest of the world to demonstrate the falseness of America’s actions on behalf of freedom and democracy.

3. Discuss the domestic problems that America faced during George W. Bush’s second term.

a. Discuss the various failures in the American economy that proved to be a challenge for Bush and for the country as a whole.

b. Describe the impact of Hurricane Katrina on America’s Gulf Coast in 2005, and assess the degree to which the federal government was able to deal with the catastrophic problems Katrina created.