

Hidalgo Early College District Toolkit

SOUTH TEXAS COLLEGE Division of Liberal Arts and Social Sciences History Department Syllabus Fall 2010

Instructor's Information:

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Course Information:

1. Course Name: United States History I (Hidalgo ECHS-AP U.S. History)
2. Course #: HIST 1301-S

Course Description:

1. **Course description:** This is a survey of the political, social, economic, military, cultural and intellectual history of the United States from the discovery of America to the Civil War.
2. **Prerequisites:** A passing score of 230+ on the Reading portion of the THEA test, or completion of READ 90 with a grade of "C" or better, or THEA exemption via SAT, ACT, or TAKS scores.

Learning Outcomes:

1. **Exemplary Educational Objectives for Core Component Area**(listed verbatim from catalog):
 - To understand the evolution and current role of the United States in the world.
 - To recognize and apply reasonable criteria for the acceptability of historical evidence and social research.
 - To differentiate and analyze historical evidence (documentary and statistical) and differing points of view.
2. **Course specific outcomes:**
 - To become familiar and conversant with a variety of threads in the first 'half' of U.S. history.
3. **Intellectual Competencies** are addressed as follows:
 - **READING:** By paraphrasing material present in the text, handouts, journals, and/or articles.
 - **WRITING:** By constructing essay answers on examinations, written assignments, and/or research projects.
 - **COMPUTER LITERACY:** By handing in word-processed papers or research projects.
 - **SPEAKING:** By explaining ideas in an organized way with adequate grammar and sentence construction during classroom interaction and/or oral presentations.
 - **LISTENING:** By following verbal directions and delivering appropriate comments in the classroom during instructor/student interaction.
 - **CRITICAL THINKING:** By analyzing and critiquing an issue in essays, term papers, or projects.
4. **Perspectives** are addressed as follows:
 - Perspective 1 [Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diversified world]: By summarizing and appraising philosophical and/or historical texts, stemming from and evincing a variety of cultural perspectives and corresponding ethics (literally, "habits"), and synthesizing them for oral and written discussion in a logically responsible manner, which manner should therefore be readily applicable to any of the scholarly disciplines.
 - Perspective 2 [Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society]: By summarizing and appraising philosophical and/or historical texts, stemming from and evincing a variety of cultural perspectives and corresponding ethics (literally, "habits"), and synthesizing them for oral and written discussion in a logically responsible manner, which manner should therefore be readily applicable to any of the scholarly disciplines.
 - Perspective 3 [Recognize the importance of maintaining health and wellness]: N/A
 - Perspective 4 [Develop a capacity to use knowledge of how technology and science affect their lives]: N/A
 - Perspective 5 [Develop personal values for ethical behavior]: By summarizing and appraising philosophical and/or historical texts, stemming from and evincing a variety of cultural perspectives and corresponding ethics (literally, "habits"), and synthesizing them for oral and written discussion in a logically responsible manner, which manner should therefore be readily applicable to any of the scholarly disciplines.
 - Perspective 6 [Develop the ability to make aesthetic judgments]: N/A
 - Perspective 7 [Use logical reasoning in problem solving]: By summarizing and appraising philosophical and/or historical texts, stemming from and evincing a variety of cultural perspectives and corresponding ethics (literally,

“habits”), and synthesizing them for oral and written discussion in a logically responsible manner, which manner should therefore be readily applicable to any of the scholarly disciplines.

- Perspective 8 [Integrate knowledge and understand the interrelationships of the scholarly disciplines]: By summarizing and appraising philosophical and/or historical texts, stemming from and evincing a variety of cultural perspectives and corresponding ethics (literally, “habits”), and synthesizing them for oral and written discussion in a logically responsible manner, which manner should therefore be readily applicable to any of the scholarly disciplines.

Instructor outcomes:

All homework is designed to allow an in depth discussion and lecture of the chapters and is mandatory. Note taking, Levels of Questioning Activities, and Quizzes will be used to assess work. In-class participation will factor into consideration when grades fall on a borderline.

Cheating is in no way tolerated in this course. For that reason, complete silence is required during testing. If you are caught cheating, parents and the school counselor will be notified and the test receives a zero. The same policy holds true for homework assignments. Doing work together should not be confused with copying work from one another. Use group work to help each other and teach each other. Plagiarism on any writing assignment is also considered cheating. (Copy/Paste) This policy does include improper use of the Internet.

Late Work: All assignments must be turned in on the date specified on your course outline or on the date announced in class. Late work will not be accepted except in case of absence. Materials can always be turned in late for the purpose of learning and it will be read and graded (although not recorded). All of the work is designed to help the student pass the AP exam, therefore even work that does not receive credit is vital to test preparation.

Attendance: Because this is an Advanced Placement/Dual Enrollment class and since we must cover so much information, attendance is essential to success. Be prepared for lengthy and long-term assignments (Reading assignments and assessment). In this class students are expected to be responsible for some of their own learning.

Late work in case of absence follows the general policy of Hidalgo Early College High School. It is the student’s responsibility to check in and find out what was missed or to turn in work if they missed a deadline due to sickness/family emergency.

If a student misses class on the day of a test, it is imperative that the student make up the test within two days of their return to class. History 1301 moves at an extremely fast pace, therefore, it actually hurts the student if they wait too long to take any outstanding tests. Under extreme cases, a test may be missed and the following test will count as double to compensate for a missing test grade.

Required Textbook: Kennedy, David et al. *The American Pageant* 12th edition. 2002

Supplemental Readings:

- Handouts to be provided by the Instructor.
- The American Spirit: Guided readings to the Textbook
- Morgan, Edmund. *American Slavery, American Freedom.*
- Banning, Lance. *The Jeffersonian Persuasion: Evolution of a Party Ideology.*
- Remini, Robert V. *The Life of Andrew Jackson*
- Catherine Clinton and Nina Silber, ed. *Divided Houses*

Blackboard: Participation with the Course Homepage on Blackboard is **MANDATORY**. During the first two weeks you are required to login to the homepage. If you do not know how to do this, ask the instructor. All Blackboard elements *can* be done from the free computer labs on campus, from any public library computer and from your home.

Grading:

Chp. Exams	40%	Quizzes	10%
Sem. Exam	20%	Participation	5%
Project	10%	Folder/Binder	5%
Essays	10%		

Developmental Studies Policy Statement:

The College's Developmental Education Plan requires students who have not met the college-level placement standard on an approved assessment instrument in reading, writing, and/or mathematics to enroll in Developmental Studies courses including College Success. Failure to attend these required classes may result in the student's withdrawal from ALL college courses.

Statement of Equal Opportunity:

No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored or conducted by South Texas College on the basis of race, color, national origin, religion, sex, age, veteran status or disability.

Alternative Format Statement:

This document is available in an alternative format upon request by calling (956) 843-4300

ADA Statement:

Individuals with disabilities requiring assistance or access to receive services should contact disABILITY Support Services at (956) 872-2173.

Office hours: I should be at the building during the hours of 7:25-4:00. My Conference is 7th period and will have Tutoring Tuesdays and Thursdays from 4:00-4:45pm. If you need to meet any other time, make arrangements with me.

Class Schedule

Week 1- August 23-27

-Introduce Course Syllabus

Chapter 1 *New World Beginnings, 33,000 B.C.-A.D. 1769 –*

The students will take an AP Practice Exam on Friday 8/28, to measure placement.

Week 2- Aug 30-Sept 3

Chapter 2 *The Planting of English America*

Chapter 3 *Settling the Northern Colonies-*

Week 3- September 6-10

Chapter 4 *American Life in the Seventeenth Century*

Edmund Morgan's *American Slavery, American Freedom* will be used to discuss the specific details that led to the differences in social stratification that motivated Bacon's Rebellion and the establishment of slavery as the dominate form of labor in the Southern colonies.

Week 4- September 13-16

Chapter 5 *Colonial Society on the Eve of Revolution*

Chapter 6 *The Duel for North America*

Week 5- September 20-24

Chapter 7 *The Road to Revolution*

Thomas Paine's *Common Sense* as primary documents. Discuss how Paine's pamphlet led to Richard Henry Lee's proposal of declaring independence.

Week 6- Sept 27-Oct 1 Oct. 2—End of 1st Six Weeks I

Chapter 8 *America Secedes from the Empire*

The Declaration of Independence Analyze the purpose for declaring independence?

Essay and Accumulative Exam Chapters 1-8 (80 Multiple-choice questions)

Week 7- October 4-8

Chapter 9 *The Confederation and the Constitution.* Select articles from *The Federalist Papers.*

Chapter 10 *Launching the New Ship of State*

Week 8- October 12-15

Chapter 11 *The Triumphs and Travails of Jeffersonian Democracy*

Lance Banning's *The Jeffersonian Persuasion: Evolution of a Party Ideology* presents the origins of the political ideology that developed into the politics of the time.

Chapter 12 *The Second War for Independence and the Upsurge of Nationalism*

Week 9- October 18-22

Chapter 13 *The Rise of Mass Democracy*

Robert V. Remini's *The Life of Andrew Jackson* will be introduced into the discussion to understand the character of Jackson that defined the "Era of the Common Man."

Chapter 14 *Forging the National Economy*

Week 10- Oct. 25-29

Chapter 15 *The Ferment of Reform and Culture*

Primary document reading: Declaration of Sentiments and Resolutions; Women's Rights Convention, Seneca Falls, 19-20 July 1848.

Chapter 16 *The South and the Slavery Controversy*

Week 11- November 1-5 Nov. 5—End of 2nd Six Weeks

Chapter 17 *Manifest Destiny and Its Legacy*

Primary article of John Louis O'Sullivan, *Annexation* in *The United States Magazine and Democratic Review* 17 (July 1845): 5-10 where he mentions "manifest destiny."

Essay and Accumulative Exam (Chapters 1-17: 80 Multiple-choice questions)

Week 12- November 8-12

Chapter 18 *Renewing the Sectional Struggle*

Chapter 19 *Drifting Toward Disunion*

Week 13-November 15-19

Chapter 20 *Girding for War: The North and the South*

Articles found in *Divided Houses* by Catherine Clinton and Nina Silber, ed. "Narratives of Union Women Spies" and "Confederate Women and Narratives of War."

Week 14- November 22-23

Chapter 21 *The Furnace of Civil War, 1861-1865*

Week 15- Nov 29-Dec 3

November 30—Review over TAKS curriculum

Bench Mark Exams—TAKS

Week 16- December 6-10

Chapter 22 *The Ordeal of Reconstruction*

Review for Final

Week 17- December 13-16

Continue Review

Comprehensive Exam—Fall Semester Final -- TBA

Chapters 1-22 (Essay and Multiple Choice Questions)

Outline information for AP US History EXAM

The AP U.S. History topic outline is based on the tables of contents of a representative sample of textbooks used in AP U.S. History courses. The topic outline is intended as a guide for students preparing to take the AP U.S. History Exam. It is not intended in any way to be prescriptive of what AP students must study. It is illustrative only of topics that might appear in any one edition of the exam.

1. Discovery and Settlement of the New World, 1492-1650
2. America and the British Empire, 1650-1754
3. Colonial Society in the Mid-Eighteenth Century
4. Road to Revolution, 1754-1775
5. The American Revolution, 1775-1783
6. Constitution and New Republic, 1776-1800
7. The Age of Jefferson, 1800-1816
8. Nationalism and Economic Expansion
9. Sectionalism
10. Age of Jackson, 1828-1848
11. Territorial Expansion and Sectional Crisis
12. Creating an American Culture
13. The 1850's: Decade of Crisis
14. Civil War
15. Reconstruction to 1877
16. New South and the Last West
17. Industrialization and Corporate Consolidation
18. Urban Society
19. Intellectual and Cultural Movements
20. National Politics, 1877-1896: The Gilded Age
21. Foreign Policy, 1865-1914
22. Progressive Era
23. The First World War
24. New Era: The 1920's
25. Depression, 1929-1933
26. New Deal
27. Diplomacy in the 1930's
28. The Second World War
29. Truman and the Cold War
30. Eisenhower and Modern Republicanism
31. Kennedy's New Frontier; Johnson's Great Society
32. Nixon
33. The United States since 1974

In addition to exposing students to the historical content listed above, an AP course should also train students to analyze and interpret primary sources, including documentary materials, maps, statistical tables, and pictorial and graphic evidence of historical events. Students should learn to take notes from both printed materials and lectures or discussions, write essay examinations, and write analytical and research papers. They should be able to express themselves with clarity and precision and know how to cite sources and credit the phrases and ideas of others.

AP United States History Outline

1. **Discovery and Settlement of the New World, 1492-1650**
 1. Europe in the sixteenth century
 2. Spanish, English, and French exploration
 3. First English settlements
 1. Jamestown
 2. Plymouth
 4. Spanish and French settlements and long-term influence
 5. American Indians
2. **America and the British Empire, 1650-1754**
 - A. Chesapeake country
 - B. Growth of New England
 - C. Restoration colonies
 - D. Mercantilism; the Dominion of New England
 - E. Origins of slavery
3. **Colonial Society in the Mid-Eighteenth Century**
 - A. Social structure
 1. Family
 2. Farm and town life; the economy
 - B. Culture
 1. Great Awakening
 2. The American mind
 3. "Folkways"
 - C. New immigrants
4. **Road to Revolution, 1754-1775**
 - A. Anglo-French rivalries and Seven Years' War
 - B. Imperial reorganization of 1763
 1. Stamp Act
 2. Declaratory Act
 3. Townshend Acts
 4. Boston Tea Party
 - C. Philosophy of the American Revolution
5. **The American Revolution, 1775-1783**
 - A. Continental Congress
 - B. Declaration of Independence
 - C. The war
 1. French alliance
 2. War and society; Loyalists
 3. War economy
 - D. Articles of Confederation
 - E. Peace of Paris
 - F. Creating state governments
 1. Political organization
 2. Social reform: women, slavery

6. **Constitution and New Republic, 1776-1800**

- A. Philadelphia Convention: drafting the Constitution
- B. Federalists versus Anti-Federalists
- C. Bill of Rights
- D. Washington's presidency
 - 1. Hamilton's financial program
 - 2. Foreign and domestic difficulties
 - 3. Beginnings of political parties
- E. John Adams' presidency
 - 1. Alien and Sedition Acts
 - 2. XYZ affair
 - 3. Election of 1800

7. **The Age of Jefferson, 1800-1816**

- A. Jefferson's presidency
 - 1. Louisiana Purchase
 - 2. Burr conspiracy
 - 3. The Supreme Court under John Marshall
 - 4. Neutral rights, impressment, embargo
- B. Madison
- C. War of 1812
 - 1. Causes
 - 2. Invasion of Canada
 - 3. Hartford Convention
 - 4. Conduct of the war
 - 5. Treaty of Ghent
 - 6. New Orleans

8. **Nationalism and Economic Expansion**

- A. James Monroe; Era of Good Feelings
- B. Panic of 1819
- C. Settlement of the West
- D. Missouri Compromise
- E. Foreign affairs: Canada, Florida, the Monroe Doctrine
- F. Election of 1824: end of Virginia dynasty
- G. Economic revolution
 - 1. Early railroads and canals
 - 2. Expansion of business
 - a. Beginnings of factory system
 - b. Early labor movement; women
 - c. Social mobility; extremes of wealth
 - 3. The cotton revolution in the South
 - 4. Commercial agriculture

9. **Sectionalism**

- A. The South
 - 1. Cotton Kingdom
 - 2. Southern trade and industry

- 3. Southern society and culture
 - a. Gradations of White society
 - b. Nature of slavery: "peculiar institution"
 - c. The mind of the South

B. The North

- 1. Northeast industry
 - a. Labor
 - b. Immigration
 - c. Urban slums
- 2. Northwest agriculture

C. Westward expansion

- 1. Advance of agricultural frontier
- 2. Significance of the frontier
- 3. Life on the frontier; squatters
- 4. Removal of American Indians

10. **Age of Jackson, 1828-1848**

- A. Democracy and the "common man"
 - 1. Expansion of suffrage
 - 2. Rotation in office
- B. Second party system
 - 1. Democratic Party
 - 2. Whig Party
- C. Internal improvements and states' rights: the Maysville Road veto
- D. The Nullification Crisis
 - 1. Tariff issue
 - 2. The Union: Calhoun and Jackson
- E. The Bank War: Jackson and Biddle
- F. Martin Van Buren
 - 1. Independent treasury system
 - 2. Panic of 1837

11. **Territorial Expansion and Sectional Crisis**

- 1. Manifest Destiny and mission
- 2. Texas annexation, the Oregon boundary, and California
- 3. James K. Polk and the Mexican War; slavery and the Wilmot Proviso
- 4. Later expansionist efforts

12. **Creating an American Culture**

- A. Cultural nationalism
- B. Education reform/professionalism
- C. Religion; revivalism
- D. Utopian experiments: Mormons, Oneida Community
- E. Transcendentalists
- F. National literature, art, architecture
- G. Reform crusades
 - 1. Feminism; roles of women in the nineteenth century
 - 2. Abolitionism
 - 3. Temperance
 - 4. Criminals and the insane

13. The 1850's: Decade of Crisis

- A. Compromise of 1850
- B. Fugitive Slave Act and *Uncle Tom's Cabin*
- C. Kansas-Nebraska Act and realignment of parties
 - 1. Demise of the Whig Party
 - 2. Emergence of the Republican Party
- D. *Dred Scott* decision and Lecompton crisis
- E. Lincoln-Douglas debates, 1858
- F. John Brown's raid
- G. The election of 1860; Abraham Lincoln
- H. The secession crisis

14. Civil War

- A. The Union
 - 1. Mobilization and finance
 - 2. Civil liberties
 - 3. Election of 1864
- B. The South
 - 1. Confederate constitution
 - 2. Mobilization and finance
 - 3. States' rights and the Confederacy
- C. Foreign affairs and diplomacy
- D. Military strategy, campaigns, and battles
- E. The abolition of slavery
 - 1. Confiscation Acts
 - 2. Emancipation Proclamation
 - 3. Freedmen's Bureau
 - 4. Thirteenth Amendment
- F. Effects of war on society
 - 1. Inflation and public debt
 - 2. Role of women
 - 3. Devastation of the South
 - 4. Changing labor patterns

15. Reconstruction to 1877

- A. Presidential plans: Lincoln and Johnson
- B. Radical (congressional) plans
 - 1. Civil rights and the Fourteenth Amendment
 - 2. Military reconstruction
 - 3. Impeachment of Johnson
 - 4. African American suffrage: the Fifteenth Amendment
- C. Southern state governments: problems, achievements, weaknesses
- D. Compromise of 1877 and the end of Reconstruction

16. New South and the Last West

- A. Politics in the New South
 - 1. The Redeemers
 - 2. Whites and African Americans in the New South
 - 3. Subordination of freed slaves: Jim Crow
- B. Southern economy; colonial status of the South
 - 1. Sharecropping
 - 2. Industrial stirrings
- C. Cattle kingdom

- 1. Open-range ranching
- 2. Day of the cowboy
- D. Building the Western railroad
- E. Subordination of American Indians: dispersal of tribes
- F. Farming the plains; problems in agriculture
- G. Mining bonanza

17. Industrialization and Corporate Consolidation

- A. Industrial growth: railroads, iron, coal, electricity, steel, oil, banks
- B. Laissez-faire conservatism
 - 1. Gospel of Wealth
 - 2. Myth of the "self-made man"
 - 3. Social Darwinism; survival of the fittest
 - 4. Social critics and dissenters
- C. Effects of technological development on worker/work-place
- D. Union movement
 - 1. Knights of Labor and American Federation of Labor
 - 2. Haymarket, Homestead, and Pullman

18. Urban Society

- A. Lure of the city
- B. Immigration
- C. City problems
 - 1. Slums
 - 2. Machine politics
- D. Awakening conscience; reforms
 - 1. Social legislation
 - 2. Settlement houses: Jane Addams and Lillian Wald
 - 3. Structural reforms in government

19. Intellectual and Cultural Movements

- A. Education
 - 1. Colleges and universities
 - 2. Scientific advances
- B. Professionalism and the social sciences
- C. Realism in literature and art
- D. Mass culture
 - 1. Use of leisure
 - 2. Publishing and journalism

20. National Politics, 1877-1896: The Gilded Age

- A. A conservative presidency
- B. Issues
 - 1. Tariff controversy
 - 2. Railroad regulation
 - 3. Trusts
- C. Agrarian discontent
- D. Crisis of 1890s
 - 1. Populism
 - 2. Silver question
 - 3. Election of 1896: McKinley versus Bryan

21. Foreign Policy, 1865-1914

- A. Seward and the purchase of Alaska
- B. The new imperialism
 - 1. Blaine and Latin America
 - 2. International Darwinism: missionaries, politicians, and naval expansionists
 - 3. Spanish-American War
 - a. Cuban independence
 - b. Debate on Philippines
- C. The Far East: John Hay and the Open Door
- D. Theodore Roosevelt
 - 1. The Panama Canal
 - 2. Roosevelt Corollary
 - 3. Far East
- E. Taft and dollar diplomacy
- F. Wilson and moral diplomacy

22. Progressive Era

- 1. Origins of Progressivism
 - 1. Progressive attitudes and motives
 - 2. Muckrakers
 - 3. Social Gospel
- 2. Municipal, state, and national reforms
 - 1. Political: suffrage
 - 2. Social and economic: regulation
- 3. Socialism: alternatives
- 4. Black America
 - 1. Washington, Du Bois, and Garvey
 - 2. Urban migration
 - 3. Civil rights organizations
- 5. Women's role: family, work, education, unionization, and suffrage
- 6. Roosevelt's Square Deal
 - 1. Managing the trusts
 - 2. Conservation
- 7. Taft
 - 1. Pinchot-Ballinger controversy
 - 2. Payne-Aldrich Tariff
- 8. Wilson's New Freedom
 - 1. Tariffs
 - 2. Banking reform
 - 3. Antitrust Act of 1914

23. The First World War

- A. Problems of neutrality
 - 1. Submarines
 - 2. Economic ties
 - 3. Psychological and ethnic ties
- B. Preparedness and pacifism
- C. Mobilization
 - 1. Fighting the war
 - 2. Financing the war
 - 3. War boards
 - 4. Propaganda, public opinion, civil liberties

- D. Wilson's Fourteen Points
 - 1. Treaty of Versailles
 - 2. Ratification fight
- E. Postwar demobilization
 - 1. Red scare
 - 2. Labor strife

24. New Era: The 1920's

- A. Republican governments
 - 1. Business creed
 - 2. Harding scandals
- B. Economic development
 - 1. Prosperity and wealth
 - 2. Farm and labor problems
- C. New culture
 - 1. Consumerism: automobile, radio, movies
 - 2. Women, the family
 - 3. Modern religion
 - 4. Literature of alienation
 - 5. Jazz age
 - 6. Harlem Renaissance
- D. Conflict of cultures
 - 1. Prohibition, bootlegging
 - 2. Nativism
 - 3. Ku Klux Klan
 - 4. Religious fundamentalism versus modernists
- E. Myth of isolation
 - 1. Replacing the League of Nations
 - 2. Business and diplomacy

25. Depression, 1929-1933

- A. Wall Street crash
- B. Depression economy
- C. Moods of despair
 - 1. Agrarian unrest
 - 2. Bonus march
- D. Hoover-Stimson diplomacy; Japan

26. New Deal

- A. Franklin D. Roosevelt
 - 1. Background, ideas
 - 2. Philosophy of New Deal
- B. 100 Days; "alphabet agencies"
- C. Second New Deal
- D. Critics, left and right
- E. Rise of CIO; labor strikes
- F. Supreme Court fight
- G. Recession of 1938
- H. American people in the Depression
 - 1. Social values, women, ethnic groups
 - 2. Indian Reorganization Act
 - 3. Mexican American deportation
 - 4. The racial issues

27. **Diplomacy in the 1930's**
- A. Good Neighbor Policy: Montevideo, Buenos Aires
 - B. London Economic Conference
 - C. Disarmament
 - D. Isolationism: neutrality legislation
 - E. Aggressors: Japan, Italy, and Germany
 - F. Appeasement
 - G. Rearmament; Blitzkrieg; Lend-Lease
 - H. Atlantic Charter
 - 1. Pearl Harbor
28. **The Second World War**
- A. Organizing for war
 - 1. Mobilizing production
 - 2. Propaganda
 - 3. Internment of Japanese Americans
 - B. The war in Europe, Africa, and the Mediterranean; D Day
 - C. The war in the Pacific: Hiroshima, Nagasaki
 - D. Diplomacy
 - 1. War aims
 - 2. Wartime conferences: Teheran, Yalta, Potsdam
 - E. Postwar atmosphere; the United Nations
29. **Truman and the Cold War**
- A. Postwar domestic adjustments
 - B. The Taft-Hartley Act
 - C. Civil Rights and the election of 1948
 - D. Containment in Europe and the Middle East
 - 1. Truman Doctrine
 - 2. Marshall Plan
 - 3. Berlin crisis
 - 4. NATO
 - E. Revolution in China
 - F. Limited war: Korea, MacArthur
30. **Eisenhower and Modern Republicanism**
- A. Domestic frustrations; McCarthyism
 - B. Civil rights movement
 - 1. The Warren Court and *Brown v. Board of Education*
 - 2. Montgomery bus boycott
 - 3. Greensboro sit-in
 - C. John Foster Dulles' foreign policy
 - 1. Crisis in Southeast Asia
 - 2. Massive retaliation
 - 3. Nationalism in Southeast Asia, the Middle East, Latin America
 - 4. Khrushchev and Berlin
 - D. American people: homogenized society
 - 1. Prosperity: economic consolidation
 - 2. Consumer culture
 - 3. Consensus of values
 - E. Space race
31. **Kennedy's New Frontier; Johnson's Great Society**
- A. New domestic programs
 - 1. Tax cut
 - 2. War on poverty
 - 3. Affirmative action
 - B. Civil rights and civil liberties
 - 1. African Americans: political, cultural, and economic roles
 - 2. The leadership of Martin Luther King, Jr.
 - 3. Resurgence of feminism
 - 4. The New Left and the Counterculture
 - 5. Emergence of the Republican Party in the South
 - 6. The Supreme Court and the *Miranda* decision
 - C. Foreign Policy
 - 1. Bay of Pigs
 - 2. Cuban missile crisis
 - 3. Vietnam quagmire
32. **Nixon**
- A. Election of 1968
 - B. Nixon-Kissinger foreign policy
 - 1. Vietnam: escalation and pullout
 - 2. China: restoring relations
 - 3. Soviet Union: detente
 - C. New Federalism
 - D. Supreme Court and *Roe v. Wade*
 - E. Watergate crisis and resignation
33. **The United States since 1974**
- A. The New Right and the conservative social agenda
 - B. Ford and Rockefeller
 - C. Carter
 - 1. Deregulation
 - 2. Energy and inflation
 - 3. Camp David accords
 - 4. Iranian hostage crisis
 - D. Reagan
 - 1. Tax cuts and budget deficits
 - 2. Defense buildup
 - 3. New disarmament treaties
 - 4. Foreign crises: the Persian Gulf and Central America
 - E. Society
 - 1. Old and new urban problems
 - 2. Asian and Hispanic immigrants
 - 3. Resurgent fundamentalism
 - 4. African Americans and local, state, and national politics

TOPICS FOR ESSAYS UP TO 1900'S

1. 3 Sets of Colonies
 - a. Southern
 - b. Middle (Atlantic)
 - c. New England
2. Role of Women, Indians and Slaves (Indentured) in Colonial America
3. Road to Revolution (1763-1776)
4. Critical Period—Articles of Confederation (1777-1787)
5. Constitution and Federalist Era
6. Jeffersonian Democracy
7. Era of Good Feeling/War of 1812
8. 1811-1830
 - A. Transportation
 - a. Canals
 - b. Toll Roads
 - c. Clipper Ships
 - d. Steam boat
 - B. Immigration
 - C. Industrialization (Textile)
9. Jacksonian Democracy
10. Manifest Destiny
11. Road to Civil War (1820-1861)
12. Reconstruction (1865-1877)
13. The Gilded Age (1865-1900)
 - a. Populism
 - b. Industrialization
 - c. Consolidated Movement
 - d. Corruption in Government and Business
 - e. Labor unrest and organization
14. Imperialism (1890-1920)

TOPICS FOR ESSAYS 1900's-1980's

1. Imperialism (Compared to Manifest Destiny—1840's)
2. Road to World War I
3. 1920's (Including the "Rural Backlash")
4. The Great Depression and the New Deal
5. Road to World War II
6. The Cold War
 - a. Generally
 - b. In Europe
 - c. In Asia
 - d. In the America
7. 1950's (Compared with the 1920's)
 - a. Include the Role of Women
 - b. Minorities
 - c. Immigrants
8. 1960's
 - a. Civil Rights
 - b. Women's Rights
 - c. Anti-War (New Left)
 - d. Vietnam War—1954-1975
9. 1970's – Nixon's Détente
10. 1980's
 - a. Carter (Iran)
 - b. Reaganomics
 - c. Iran Contra Affair