

2019–2020 DUAL CREDIT US HISTORY
KINGWOOD HIGH SCHOOL



*History 1301 (Fall): History of the United States Pre-Columbian to 1865

*History 1302 (Spring): History of the United States Reconstruction to the Present

Instructor:

Joseph Mark Scalia, BA and MA Louisiana Tech University

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Class Website Scaliasworld.org

Lone Star-Kingwood Officials:

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Communication Policy:

Student-instructor communication is a vital component of the learning experience, consequently it is my sincere intention to respond to all student contact within a 24-hour period.

Catalog Description:

History 1301 is a survey of U.S. history from Pre-Contact Societies through Reconstruction. Themes to be developed include westward expansion and globalization, slavery, Native Americans, and religious and social changes. An additional purpose of this course is to introduce students to the skills and practices of history.

(5401025125. Credits (3 hrs. lecture) (5401025125)

History 1302 is a survey of U.S. history from 1877 to the present. Topics will include western expansion, industrialization, immigration, imperialism, economic, political and social developments, the wars of the 20th century and the changing status and conditions of women and minorities. Another purpose of this course is to introduce students to the skills and practices of history. Credits (3 hrs. lecture) (5401025125)

Prerequisite: College Level Readiness in Reading **AND** Writing.

Complete course description can be found at <http://www.lonestar.edu/lscs-catalog.htm>

Allow me to congratulate you on your decision to embark upon “the road less traveled” and enroll in Dual Enrollment United States History. By electing to take this class you have chosen to study and learn at an elevated level, even though you already know that this is NOT an easy class. For your perseverance and determination, I commend you.

Learning Outcomes:

1. Explain the factors contributing to the beginning of the European Age of Discovery and assess the impact of the contact and interchange between the New and Old World.
2. Trace the patterns of settlement and intellectual, social, political, and economic developments in colonial North America.
3. Analyze the factors leading to the American Revolution, describe the events of the Revolution, and consider the nature of the Revolution and its impact upon the people who lived through it.
4. Trace the intellectual, social, political, and economic developments during the Federalist period. Account for the movement to change from the Articles of Confederation to a stronger, more nationally oriented government under the Constitution.
5. Analyze the principles considered and incorporated into the Constitution, and account for the success of the movement to ratify the Constitution.
6. Explain the dramatic changes from the election of Thomas Jefferson to the presidency through the post-War of 1812 era. Account for the westward surge of Americans, and assess the impact of westward expansion.
7. Trace the intellectual, social, political, and economic developments that led to the rise of mass democracy during the first half of the 19th Century.
8. Describe the popularity of Andrew Jackson, and explain how he exemplified the era of the common man to American politics and culture.
9. Account for the growing sectionalism in the United States. Explain the causes and outbreak of the Civil War and trace the major military, political, economic, intellectual, and social developments of the war.
10. Trace the development of Reconstruction, its achievements and failures, and define its impact on African-Americans in the United States.
11. Identify the key historical issues that have developed in early American History, such as the American Revolution, the establishment and role of the federal government, slavery, the Civil War, Reconstruction, and explain the different schools of historiographical thought.
12. Create an argument through the use of historical evidence.
13. Analyze and interpret primary and secondary sources.
14. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

NOTE: All outcomes must also align with the established outcomes as determined by LoneStar College-Kingwood. These outcomes can be viewed at

https://my.lonestar.edu/psc/porguest/EMPLOYEE/EMPL/c/LSC_LRNOUTCM.LSC_LRNOUTCMB.GBL?&

Course Goals: Students will:

- a. Master a broad body of historical knowledge
- b. Develop analytical skills and factual knowledge necessary to deal critically with problems and materials in United States History.
- c. Demonstrate an understanding of the causal nature of historical chronology.
- d. Develop proficiency in historical writing, including argumentative essays and scholarly book reviews.
- e. Use historical data to support historical argument.
- f. Effectively use analytical skills of evaluation, cause and effect, compare and contrast.

***NOTE REGARDING THE APUSH EXAM:** It is my determination that my Dual Credit students be prepared to take the AP US History Exam in May should they choose to do so. I encourage my DC students to avail themselves of this opportunity to gauge their proficiency with that of the rest of the nation, against whom they will be competing for college admission.

Class Calendar:

Due to the changing nature of time allotted for classroom instruction in high school a schedule outlining class activities, assessments, etc. will posted on the class website (<http://www.scaliasworld.com>) on a weekly basis.

It is the student's responsibility to familiarize themselves to the week's schedule and stay current; "not knowing" is an unacceptable excuse.

Texts:

In accordance with our goal of examining diverse perspectives of US History, I typically do not use a singular text, opting instead for passages from a variety of texts from which students can obtain a more balanced and objective view of the subject matter. The instructor will provide these readings, which will be located in the Textual Library on the course webpage. Primary textual readings will come from (but are not limited to) the following texts:

George Tindall and David Shi *America: A Narrative History*

Walter MacDougall *Throes of Democracy 1829-1877*

Charles B Mann *1491*

Sean Wilentz *The Rise of American Democracy*

Henry Louis Gates, Jr *Life Upon These Shores*

HW Brands *Colossus: The Triumph of Capitalism 1865-1900*

Required Reading:

Additional required readings will include:

- Thomas Dillehay *The Settlement of the Americas: A New Prehistory* ISBN 13: 978-0465076697 (Fall semester)
- Charles B. Dew *Apostles of Disunion*. ISBN 978-0-8139-2104-4 (Fall semester)
- Ranjit Dighe, ed. *The Historian's Wizard of Oz*. ISBN 0-275-97419-7 (Spring semester)
- Michael Herr *Dispatches*. ISBN 978-0679735250 (Spring semester)

*Student mastery of these readings will be gauged through periodic reading quizzes and questions on summative tests.

*The reading schedule is posted on the class website. All three books are available at local bookstores or through Amazon.com. (Amazon usually has these titles, in some cases for as little as .01 per copy used.)

Internet Access:

To accommodate students, it is necessary to maintain a "virtual classroom" by virtue of the class website, located at scaliasworld.com. The class calendar, as well as ALL class assignments, readings, handouts, due dates, and supplementary materials will be posted on the class website. The site is maintained on a weekly basis to reflect the pacing of the class; I make every effort to post reading assignments as soon as possible to allow students the opportunity to get started on the assignment. **WARNING: It is the students' responsibility to check the website each day; ignorance of a particular assignment, regardless of whether the student is present in class or not, is unacceptable.**

Grading Policy:

Lone Star-Kingwood College Rubric:

100-90 = A
89-80 = B
79-70 = C
69-60 = D
Below 60 = F

Kingwood High School (HISD) Rubric:

100-90= A
89-80= B
75-79= C
70-74=D
Below 70=F

In both cases: Formative Quizzes = 30%, Summative Tests = 70%

- Dual Credit students will take a semester final in December and May. Due to the Lone Star College schedule the Spring (May) final will be administered earlier than Kingwood High School finals.
- As you can see there does exist a discrepancy between the Humble ISD grading scale and Lone Star-Kingwood College grading scales. In addition, Kingwood High School grades will be given a numerical value within a nine-week grading system; Lone Star-Kingwood College grades will appear at semester's end as a simple letter: A, B, C, etc.
- Because Dual Credit US History is sanctioned by Lone Star College-Kingwood the college's academic criteria predominate. Consequently, **neither the retest nor semester final exemption policies** associated with Kingwood High School apply to this course.

Drop Date:

- **Fall 2019: November 12**
- **Spring 2020: February 28**

Materials:

Students are expected to come to class prepared for the day's work. Basic tools for this course include:

- Notebook (spiral or loose-leaf)
- Pen or pencil (PLEASE: blue or black ink and/or number 2 pencils)
- Loose leaf paper
- 3x5 notecards
- Hi-liters (Highly suggested. These are not mandatory but an excellent, worthwhile investment.)

Academic Appeals:

The College recognizes a student's right to consistent and relevant forms of assessment. An academic appeal is a formal request brought by a student to change a grade for the reasons below. Students have 12 calendar months from the date the grade was posted by the registrar to submit an academic appeal. A grade may only be changed by the instructor of record, the instructor's department chair, the academic dean, or the Academic Appeals Committee. Should an instructor of record's employment end or otherwise become incapacitated or unavailable, the department chair, or the academic dean may enter grades on the incapacitated or unavailable faculty member.

A student must meet one of three requirements in order to qualify to file an academic appeal. The student must have some evidence that there exists at the time of the appeal: (1) a mathematical error in the grade's calculation, (2) a deviation—by the instructor—from the course syllabus or the College's policy manual (this document), or (3) disparate treatment of the student not covered by EEO (e.g., race, color, sex, and etc.) policies. Any basis for appeal outside of those three categories will not be considered and the College will simply inform the student of this policy and refuse to process the appeal. An appeal will not be considered merely because the student is dissatisfied with a grade or disagrees with the instructor's professional judgment of the quality of the student's work or performance.

Attendance:

Attendance in this class is essential. You cannot pass this course if you do not come to class; much of the material is provided through lecture and class discussion. Students should make arrangements to obtain a copy of lecture notes, handouts, etc (it is a good idea to partner with a classmate; be sure to get his/her phone number) to cover them in case they miss class. **IT IS NOT INCUMBENT UPON THE INSTRUCTOR TO PROVIDE COPIES OF LECTURE NOTES.** Should a student miss a quiz or a test, makeup work will be guided **STRICTLY** by the Kingwood High School Late Testing Policy (posted on the website home page). Any other accommodations for missed work must be worked out with the instructor.

It is crucial to be present in your class whether online, at KHS, or on the LSC campus. An institution of higher education may not permit a student to drop more than SIX (6) courses, including any course a transfer student has dropped at another Texas public institution of higher education. Eligible criteria for a waiver include a) change of work schedule prohibiting attendance, b) active military, c) severe illness or debilitating condition, d) death of a family member, e) class cancellation, and f) complete withdrawal. Developmental Studies courses do not apply to this rule.

Electronic Apparatus Policy:

As pursuant to Kingwood High School policy:

- Personal electronic devices such as smart phones, MP3 players, etc. are not allowed in class.
- While I do not have a problem with laptop computers and tablets, you must obtain instructor permission; if granted they **MUST** be utilized for class work only. Violation of this rule will lead to loss of the privilege.
- Note-taking is allowed **ONLY** on notebook paper and computer, **NOT** smartphones or any other personal device. If using a computer, you must obtain instructor permission.
- Unauthorized **taping or filming of class is strictly forbidden.**
- Consequences of the violation of this policy will strictly adhere to Kingwood High School policy.

Academic Integrity:

The Lone Star College upholds the core values of learning: honesty, respect, fairness, and accountability. The system promotes the importance of personal and academic honesty. The system embraces the belief that all learners—students, faculty, staff, and administrators—will act with integrity and honesty and must produce their own work and give appropriate credit to the work of others. Fabrication of sources, cheating, or

unauthorized collaboration is not permitted on any work submitted with the system.

The consequences for academic dishonesty are determined by the professor, or the professor and academic dean, or the professor and chief student services officer and can include but are not limited to:

1. Having additional class requirements imposed
2. Receiving a grade of zero or "F" for an exam or assignment
3. Receiving a grade of "F" for the course
4. Being withdrawn from the course or program
5. Being expelled from the college system

Any alleged violation or flagrant disregard of LSC rules and regulations shall be brought to the attention of the chief student services officer, who will initiate an investigation of the situation. After a complete and thorough investigation, the chief student services officer will determine the course of action. Discipline may result in expulsion. The decision of the administrator may be appealed to the college discipline committee. The complete discipline policy may be found online at

http://www.lonestar.edu/departments/advising/LSCS_Student_Handbook_Web.pdf

Plagiarism:

Plagiarism is defined as the unauthorized use or close imitation of the work, language, and thoughts of another author and the representation of them as one's own original work through failure of credit allocation or failure to cite sources. Any use of any material, particularly from web-based informational material, which is not cited or otherwise recognized as the intellectual property of someone else, is **unethical and illegal**, and will not be tolerated.

It should go without saying that students are expected to do their own work in and outside of class. The majority of written work, such as timed essays, will take place in class; however, to insure the academic integrity of outside assignments all outside work will be submitted through the plagiarism check software **Turnitin.com**. No outside assignment will be accepted outside of a Turnitin submission.

Should an incident of plagiarism or cheating occur Kingwood College regulations regarding plagiarism or other instances of cheating will be applied, in addition to penalties assessed by Kingwood High School.

Software Policy:

Law strictly prohibits unauthorized copying of software purchased by Lone Star College for use in laboratories. The college administration will take appropriate disciplinary action against anyone violating copyright laws.

Class Expectations:

To succeed in this class, you must know what type of monster you are attempting to slay. In taking Dual Credit US History you are, for all practical purposes, skipping your junior and senior years of high school, as well as your freshman year of college. Please keep in mind that this is a **two semester college survey class**, and NOT college preparatory; the expectation is college work. Because you will not have the advantage of three years of advanced skills and the intellectual maturity inherent in college sophomores, you will have to acquire them along the way.

Academic Freedom Statement:

Dual credit courses are college courses. On college and university campuses, the free exchange of ideas is encouraged and expected. The same will be true in a dual credit course. Censorship of ideas or opinions runs counter to the openness of the learning environment and inhibits the development of critical thinking skills. Understand that students who enroll in dual credit courses may be exposed to, and will be expected to participate in, open exchanges of ideas, discussions, debates, and even class assignments concerning subject matter that is challenging, mature and/or representative of differing worldviews, just as they would on a college campus

Equal Opportunity Statement:

The Lone Star College System is committed to the principle of equal opportunity in education and employment. LSCS does not discriminate against individuals on the basis of race, color, gender, religion, disability, age, veteran status, nationality, or ethnicity in the administration of its educational policies, admission policies, employment policies, scholarship, or loan programs, and other District or College administered programs and activities. The LSC Vice Chancellor, Student Success, is designated as the LSC Equal Opportunity Officer and Title IX Coordinator. All inquiries concerning LSC policies, compliance with applicable laws, statues, and regulations (such as Title VI, Title IX, and Section 504) and complaints may be directed to the Associate Vice Chancellor for Student Success and can be reached at 832-813-6841. Inquiries about the law and compliance may also be directed to the Office for Civil Rights, US Department of Education. For further information, please visit www.ed.gov for the address and phone number of the office that serves your area, or call 1-800-421-3481.

Americans with Disabilities Act (ADA)

LSC recognizes and supports the principles set forth in federal and state laws designated to eliminate discrimination against qualified individuals with disabilities. LSC believes in equal access to educational opportunities for all individuals and is committed to making reasonable accommodations, including furnishing auxiliary aids and services, for qualified individuals with disabilities are required by law. Please review LSC's Board Policy and Procedures on Students with Disability Rights to find out more information including how to request accommodations. Please see www.lonestar.edu/disability-services

FERPA Statement:

Please access the following LSC FERPA website link for campus policy:
<http://www.lonestar.edu/ferpa.htm>

Veteran Statement:

For more information on Veterans' Affairs click here [Veterans' Affairs Office](#) or visit the Veteran's Office on campus.

Behavior Intervention Team:

For student behavior issues, contact the campus person handling discipline issues, and contact the police department for any serious issues.

Emergency Procedures:

Lone Star College is committed to providing a safe environment in which to learn, study, and work. Knowing what to do is your best protection and your responsibility. In the event of a health, safety, or environmental emergency while on campus, students should immediately contact LSCS police at 281-290-5911 or the administrator on duty. If you know you will need assistance to evacuate during an emergency, please register by calling 281-290-5911 at any time. Detailed information on LSC emergency procedures is available at www.lonestar.edu/oem.

Class Requisites:

1. **This is a reading-intensive course.** Introductory and second-year college courses are taught upon the precept that the student already has some knowledge of American history by virtue of his/her high school experience. To compensate for that deficiency, the Dual Credit student will have to acquire that proficiency largely from reading sources. These sources will include (but not be limited to) textual readings, ancillary readings, and outside monographs.

2. **This course requires mastery of historical writing.** You will be expected to not only write analytical essays, but also book reviews which focus on the student's ability to investigate, evaluate, and critically expound upon current historiography. All writing will adhere to stylistic criteria provided on the appropriate rubric; book reviews will follow the dictates of the provided rubric as well as form and documentation styles as listed in the Chicago Manual of Style.
3. **This course requires analytical reasoning skills** with which the student can assess, develop, and defend historical argument. Students will need to develop a sense of historical perspective through the avoidance of presentism, as well as learn to examine the historiographic record to identify and address bias.
4. **This course requires a solid work ethic and time management skills.** The student will have to devote some time each night to the class, particularly with the reading load. Procrastination, especially in light of the workloads from other classes, is hazardous to the student's academic health.

These are the curricular requisites for this class; I understand that they are a bit intimidating. However, no competent instructor can expect their high school students to master these skills without proper training and instruction. As such, substantial emphasis will be placed on the development of these and other skills which are vital for success at the college level. For example, I cannot reasonably expect a college essay or book review from my students before they have learned exactly what they are and how to write them.

I harbor a deep passion for the study of history. I will be asking a lot from you requiring your maximum effort. However, I demand as much from myself to provide you with the skills necessary to deliver. Consequently, the instructor-student relationship is reciprocal by design.

The Non-Negotiables:

1. **RESPECT.** This class will be conducted upon the basis of mutual respect for teacher, student, and each other. We cannot learn from each other if we do not respect each other. **Disrespect in my classroom will not be tolerated.** I will not allow the immaturity of a few to impair the learning of others; I expect you to behave in a manner consistent with your status as not only college students but as KHS juniors as well.
2. **TRUST.** To succeed in this class, we must trust each other. You must understand and accept that every assignment you are given is done so for a reason; there is no "busy work" or "punishment work." Neither of us have time for such foolishness.
3. **INTEGRITY.** I will NOT TOLERATE cheating in my class. Honesty in your work is imperative. The study of history is a noble endeavor, the integrity of which I am charged to defend. I take this responsibility seriously. Cheating is defined as (but is not limited to) giving and receiving information on assessments, out of class assignments, "community assignments" unless pre-approved by the instructor, and above all, plagiarism. A good rule of thumb when wondering of what you plan to do is allowed: When in doubt, ask . . . never assume. "I didn't know" is an unacceptable excuse.
4. **EFFORT.** This is the **most important component of the class.** All I can ask from you is your utmost effort; give it and you will be successful. If you shortchange your effort, you shortchange yourself, a trend that always reveals itself in your grades.

The Course:

THEMATIC OUTLINE*

American Diversity

The diversity of the American people and the relationships among different groups. The roles of race, class, ethnicity, and gender in the history of the United States.

American Identity

Views of the American national character and ideas about American exceptionalism. Recognizing regional differences within the context of what it means to be an American.

Culture

Diverse individual and collective expressions through literature, art, philosophy, music, theater, and film throughout U.S. history. Popular culture and the dimensions of cultural conflict within American society.

Demographic Changes

Changes in birth, marriage, and death rates; life expectancy and family patterns; population size and density. The economic, social, and political effects of immigration, internal migration, and migration networks.

Economic Transformations

Changes in trade, commerce, and technology across time. The effects of capitalist development, labor and unions, and consumerism.

Environment

Ideas about the consumption and conservation of natural resources. The impact of population growth, industrialization, pollution, and urban and suburban expansion.

Globalization

Engagement with the rest of the world from the fifteenth century to the present: colonialism, mercantilism, global hegemony, development of markets, imperialism, and cultural exchange.

Politics and Citizenship

Colonial and revolutionary legacies, American political traditions, growth of democracy, and the development of the modern state. Defining citizenship; struggles for civil rights.

Reform

Diverse movements focusing on a broad range of issues, including anti-slavery, education, labor, temperance, women's rights, civil rights, gay rights, war, public health, and government.

Religion

The variety of religious beliefs and practices in America from prehistory to the twenty-first century; influence of religion on politics, economics, and society.

Slavery and Its Legacies in North America

Systems of slave labor and other forms of unfree labor (e.g., indentured servitude, contract labor) in American Indian societies, the Atlantic World, and the American South and West. The economics of slavery and its racial dimensions. Patterns of resistance and the long-term economic, political, and social effects of slavery.

War and Diplomacy

Armed conflict from the pre-colonial period to the twenty-first century; impact of war on American foreign policy and on politics, economy, and society.

TENTATIVE TOPIC SCHEDULE*

(Dates listed reflect the intended pacing of the course. Schedule is subject to change)

28 AUGUST-6 SEPTEMBER

Pre-Columbian Societies

Early inhabitants of the Americas

American Indian empires in Mesoamerica, the Southwest, and the Mississippi Valley

American Indian cultures of North America at the time of European contact

Transatlantic Encounters and Colonial Beginnings, 1492–1690

First European contacts with American Indians

Spain's empire in North America

French colonization of Canada

English settlement of New England, the Mid-Atlantic region, and the South

From servitude to slavery in the Chesapeake region

Religious diversity in the American colonies

Resistance to colonial authority: Bacon's Rebellion, the Glorious Revolution, and the Pueblo Revolt

9 SEPTEMBER-20 SEPTEMBER:

Colonial North America, 1690–1754

Population growth and immigration

Transatlantic trade and the growth of seaports

The eighteenth-century back country

Growth of plantation economies and slave societies

The Enlightenment and the Great Awakening

Colonial governments and imperial policy in British North America

The American Revolutionary Era, 1754–1789

The French and Indian War

The Imperial Crisis and resistance to Britain

The War for Independence

State constitutions and the Articles of Confederation

The federal Constitution

23 SEPTEMBER-4 OCTOBER:

The Early Republic, 1789–1815

Washington, Hamilton, and shaping of the national government

Emergence of political parties: Federalists and Republicans

Republican Motherhood and education for women

Beginnings of the Second Great Awakening

Significance of Jefferson's presidency

Expansion into the trans-Appalachian West; American Indian resistance

Growth of slavery and free Black communities

The War of 1812 and its consequences

7 OCTOBER-18 OCTOBER:

Transformation of the Economy and Society in Antebellum America

The transportation revolution and creation of a national market economy

Beginnings of industrialization and changes in social and class structures

Immigration and nativist reaction

Planters, yeoman farmers, and slaves in the cotton South

Religion, Reform, and Renaissance in Antebellum America

Evangelical Protestant revivalism

Social reforms

Ideals of domesticity

Transcendentalism and utopian communities

American Renaissance: literary and artistic expressions

21 OCTOBER-1 NOVEMBER:

The Transformation of Politics in Antebellum America

Emergence of the second party system

Federal authority and its opponents: judicial federalism, the Bank War, tariff controversy, and states' rights debates

Jacksonian democracy and its successes and limitations

4 NOVEMBER-22 NOVEMBER:

Territorial Expansion and Manifest Destiny

Forced removal of American Indians to the trans-Mississippi West

Western migration and cultural interactions

Territorial acquisitions

Early U.S. imperialism: the Mexican War

The Crisis of the Union

Pro- and antislavery arguments and conflicts

Compromise of 1850 and popular sovereignty

The Kansas–Nebraska Act and the emergence of the Republican Party

Abraham Lincoln, the election of 1860, and secession

29 NOVEMBER-13 DECEMBER:

Civil War

Two societies at war: mobilization, resources, and internal dissent

Military strategies and foreign diplomacy

Emancipation and the role of African Americans in the war

Social, political, and economic effects of war in the North, South, and West

Reconstruction

Presidential and Radical Reconstruction

Southern state governments: aspirations, achievements, failures

Role of African Americans in politics, education, and the economy

Compromise of 1877

Impact of Reconstruction

HISTORY 1302:

4 January- 22 January

The Origins of the New South

Reconfiguration of southern agriculture: sharecropping and crop-lien system

Expansion of manufacturing and industrialization

The politics of segregation: Jim Crow and disfranchisement

Development of the West in the Late Nineteenth Century

Expansion and development of western railroads

Competitors for the West: miners, ranchers, homesteaders, and American Indians

Government policy toward American Indians

Gender, race, and ethnicity in the far West

Environmental impacts of western settlement

25 January-February 4

Industrial America in the Late Nineteenth Century

Corporate consolidation of industry

Effects of technological development on the worker and workplace

Labor and unions

National politics and influence of corporate power

Migration and immigration: the changing face of the nation

Proponents and opponents of the new order, e.g., Social Darwinism and Social Gospel

Urban Society in the Late Nineteenth Century

Urbanization and the lure of the city

City problems and machine politics

Intellectual and cultural movements and popular entertainment

5 February- 12 February

Populism and Progressivism

Agrarian discontent and political issues of the late nineteenth century

Origins of Progressive reform: municipal, state, and national

Roosevelt, Taft, and Wilson as Progressive presidents

Women's roles: family, workplace, education, politics, and reform

Black America: urban migration and civil rights initiatives

16 February-25 February

The Emergence of America as a World Power

American imperialism: political and economic expansion

War in Europe and American neutrality

The First World War at home and abroad

Treaty of Versailles

Society and economy in the postwar years

26 February-8 March

The New Era: 1920s

The business of America and the consumer economy

Republican politics: Harding, Coolidge, and Hoover

The culture of Modernism: science, the arts, and entertainment

Responses to Modernism: religious fundamentalism, nativism, and Prohibition

The ongoing struggle for equality: African Americans and women

The Great Depression and the New Deal

Causes of the Great Depression

The Hoover administration's response

Franklin Delano Roosevelt and the New Deal

Labor and union recognition

The New Deal coalition and its critics from the Right and the Left

Surviving hard times: American society during the Great Depression

9 March-23 March (Spring Break March 14-18)

The Second World War

The rise of fascism and militarism in Japan, Italy, and Germany
Prelude to war: policy of neutrality
The attack on Pearl Harbor and United States declaration of war
Fighting a multifront war
Diplomacy, war aims, and wartime conferences
The United States as a global power in the Atomic Age

The Home Front During the War

Wartime mobilization of the economy
Urban migration and demographic changes
Women, work, and family during the war
Civil liberties and civil rights during wartime
War and regional development
Expansion of government power

24 March-31 March

The United States and the Early Cold War

Origins of the Cold War
Truman and containment
The Cold War in Asia: China, Korea, Vietnam, and Japan
Diplomatic strategies and policies of the Eisenhower and Kennedy administrations
The Red Scare and McCarthyism
Impact of the Cold War on American society

1 April- 6 April

The 1950s

Emergence of the modern civil rights movement
The affluent society and “the other America”
Consensus and conformity: suburbia and middle-class America
Social critics, nonconformists, and cultural rebels
Impact of changes in science, technology, and medicine

7 April- 18 April

The Turbulent 1960s

From the New Frontier to the Great Society
Expanding movements for civil rights
Cold War confrontations: Asia, Latin America, and Europe
Beginning of Détente
The antiwar movement and the counterculture

19 April- 29 April

Politics and Economics at the End of the Twentieth Century

The election of 1968 and the “Silent Majority”
Nixon’s challenges: Vietnam, China, and Watergate
Changes in the American economy: the energy crisis, deindustrialization, and the service economy
The New Right and the Reagan revolution
End of the Cold War

Society and Culture at the End of the Twentieth Century

Demographic changes: surge of immigration after 1965, Sunbelt migration, and the graying of America

Revolutions in biotechnology, mass communication, and computers

Politics in a multicultural society

29 April- 10 May

The United States in the Post–Cold War World

Globalization and the American economy

Unilateralism vs. multilateralism in foreign policy

Domestic and foreign terrorism

Environmental issues in a global context

I anticipate an exciting year and am looking forward to getting under way. If you or your parents have any questions, please do not hesitate to contact me.

Joseph M Scalia