

# **AP American History Syllabus**

## **Instructor:**

## **Location:**

**Course Description:** A survey course of US History from 1400-1877. The course encompasses the social, political, economic, and geographic history of America. Emphasis will be placed on the people who shaped our past, the cause and effect of great events, and the tracing of the themes in the American experience.

**Text:** Out of Many, A History of the American People, third edition by Faragher, Buhle, Czitrom, and Armitage. (See full citation below.) Each student will receive a text to take home to use. The student is responsible for returning the text, in good condition, at the end of the year or pay for a replacement (\$72.00). A classroom set of the same books will be available in the classroom. The text is also available on the Internet on the text website on-line. A link for the text is located on the instructor's website.

**Supplemental Readings:** The student is required to read additional material throughout the semester. (See full citations listed below) The readings will be available in the classroom, the library, and on the web. The articles will be read in the library, the Internet, or the classroom on the student's own time. The library sources may be copied on the library copier. The schedule of readings is attached and may be changed or added to throughout the semester.

## **References**

Binder, F. M. & Reimers, D. M. (1992). The Way We Lived, Vol. I. Lexington, MA: D. C. Heath & Co.

Binder, F. M. & Reimers, D. M. (2000). The Way We Lived, Vol. 2 (4<sup>th</sup> ed.). NY: Houghton Mifflin Co.

Davidson, J.E. & Lytle, M. H. (1992). After the Fact, the Art of Historical Detection. NY: McGraw-Hill, Inc.

Elkins, S. & Mc Kittrick, E. *Political Science Quarterly*, Vol. LXXXVI, No. 1(June 1961).

Faragher, J. M., Buhle, M. J., Czitrom, D., & Armitage, S.H. (2002). Out of Many, A History of the American People. Upper Saddle River, N.J.: Prentice Hall.

**Marcus, R. D., & Burner, D. (1989). America Firsthand Vol. II, From Reconstruction to the Present. NY: St Martin's Press.**

**Nash, R. & Graves, G. (1991). A Biographical Approach to American History, Vol. I. NY: Harper Collins.**

**Wilson, J. (ed.). (1991). Forging the American Character, Vol.1. New Jersey: Prentice Hall.**

**Website and E-Mail:** The website has all the materials the student needs to successfully navigate the course. It also has links to the text, supplemental readings, and a calendar for the course.

All communications via e-mail should be at the school address listed above. I check my e-mail at least once a day but do not expect an immediate answer it will take 24 hours for a guaranteed reply. If you want me to preview an assignment or store a document you may use the Yahoo address to send it. At the same time e-mail the school e-mail address to tell me to look for it. I only look at the Yahoo site once a week. Make sure to put your full name and AP American History in the subject line. If you do not have an e-mail address you may use the Yahoo account by signing in as [dr\\_crihfield](#) and the password is [school](#). This account is only used for assignments.

**Course Goals:** The student will be able to:

Develop a desirable attitude toward the study of history

Develop a clear understanding of the interdisciplinary approach to the study of history

Develop a clear understanding of the larger historical themes and to correlate the supporting task

Understand the value of other's feelings and the importance of seeing worth of their individual as a human being

Understand that the principal names and events in history are of importance to the personal orientation

Identify and appreciate the reasons why knowledge of the past is relevant and important to every American

See the influence of the past on the present and to understand that American history is much more than a list of presidents or a series of name and dates

See the influence of the history upon the future

Conceptualize and develop analytical questions for analyzing political, economic, and social systems

Write historical persuasive essays based on factual evidence\write an essay based on a primary source document

Correctly utilize the tools of historical research

Construct and read graphs, timelines, maps, and political cartoons

**Correctly cite material used in all assignments**  
**Evaluate materials as to the ethnic and gender bias in documents, texts, and media**  
**Create their own interpretations and themes of American History based on a body of facts**  
**Utilize research tools relevant to the study of history**  
**Compile a body of factual information on American History**  
**Correctly utilize note taking skill, writing skills, and discussion skills in the science of history**

**Employability Skills:** According to school board policy, the following skills will be observed and recognized. The skills are: attendance, punctuality, bringing required materials to class, appropriate on task behavior, task completion, and displaying an attitude of cooperation. The employability component of the course is 20% of the course grade for each nine weeks. Additional information about employability skills will be discussed later in this document.

**Evaluation:** The nine week evaluation is based on the following criteria: essays, papers, film reviews, exams, and employability skills. Employability skills count 20% and the academic achievement is the remaining 80% of the grade. This 80 % is equally based on the following four criteria. The student will write two essays each nine weeks. Both must be completed and the average of the two will be counted as the essay grade. The student will write a paper each semester, the instructions for these papers will be discussed later in the syllabus. The student will complete two film essays each semester. Both must be completed and the average of the two will be counted as the film grade. The student will complete one, in class, multiple choice exam each nine weeks. Missed or late assignments will count as 0% and receive no credit. Make sure have up to date information as to due dates, assignment criteria, and evaluation procedures. Plagiarism, cheating with the computer or phone, and missed assignments will not be tolerated. All assignments must be word processed in Microsoft Word.

**Assignments:** 1) Read text in an ongoing manner to match material from lectures (approximately 10 pages a day) 2) Supplemental Readings should be read in an on going manner (see calendar for exact dates) 3) Additional assignments, as necessary, to prepare the student for the successful completion of the course goals 4) Write two historical persuasive essays each nine weeks (topics must match the current topic being discussed) 5) Write one paper per semester (topics for papers are book reviews, theme anthologies, current events, topic papers, and oral histories) 6) Each semester two movies will be selected to be watched. After viewing each film a thematic historical essay will be written and fully cited. 7) Take one in class multiple choice exam each nine weeks. 8) Optional Extra Grade for the

nine weeks. The optional grade is made up of two components: on-line quizzes on the text readings and outlines of the text chapters. In an effort to reduce the stress on your GPA in this AP class an optional grade that counts equally with all other grades for the nine weeks is being offered this year. Every two weeks the text on-line quizzes must be taken for each chapter and e-mailed to the instructor via the Yahoo.com e-mail account and filed under your individual folder. The dates that these quizzes are due are on the calendar and the calendar listing, they are due every other week. They must be completed on or before this date or they do not count and the optional grade is no longer available for the student that nine weeks. The other component for the optional grade is a two to four page word processed outline of the chapter. This must follow the same procedure as the quizzes. At the end of the nine weeks the student is responsible for an organized file folder to be graded by the instructor. All material and dates must be met or the optional grade is no longer available for that specific nine weeks. If the optional grade is completed according to the above criteria the student will receive a 100% for the optional grade. 9) The student is responsible for learning APA citation to reference all written work submitted.

## **INSTRUCTIONS FOR PAPERS**

### **THEME PAPER**

Select ten themes that represent this time period. Each theme needs to be represented by a photo, artwork, song lyrics, or poetry. The student will write a paragraph about why this illustrates the theme the student has chosen. A second paragraph is written to explain the historical context of the theme.

Elements of the paper are as follows:

Title page – name, paper title, date due

The theme, including the time period (dates)

The photo, artwork, song lyrics, or poetry need to be attached and properly cited. Write a paragraph explaining the reason why the student has chosen the photo, art work, song lyrics, or poetry to represent the theme. A second paragraph is then written to explain the historical context (relate the time period or event to the theme).

**Grading Criteria:**

The paper must be word-processed and be turned in on the appropriate date to be accepted.

Title page, clean presentation, and organization – 5%

Citation (must be cited or the paper is a 0%)–15%

10 Themes and their photos or words – 20%

10 Paragraphs – 50%

Unique Quality – 10%

## **TOPICAL RESEARCH PAPER**

Select a topic to research from the appropriate time period. Research topics need to be fully researched and correctly documented. Appropriate topics are: dance, music, religious sets, art, architecture, medicine, technological innovations, military, social life, family life, minority rights, and women rights.

The paper should be five to ten pages in length. The paper must be correctly documented. The must have at least five sources. One of the sources must be a book. The topic must be approved by the instructor. Be careful of Internet sources, many are not historical research and are not sufficiently researched and documented. Anyone can post information on the Internet!

**Grading Criteria:**

The paper must be word-processed and be turned in on the appropriate date to be accepted. Options for presentation of this may be discussed.

**Title page, clean presentation, and organization – 5%**

**Grammar and structure – 10%**

**Citation (must be cited or the paper is a 0%) – 10%**

**Research material – 25%**

**Written thesis and support material – 40 %**

**Uniqueness – 10%**

## **CURRENT EVENTS PAPER**

Select five topics from current events that the student sees as relevant to the time period being studied. The student will then collect five current articles on the topic. The student will research an historical source from the appropriate time period to use as a comparison for the current article. The article must be copied into the paper and be correctly cited. The student will then write a one-page essay on how the past and present tie together on each event. The essay must be cited.

**Grading Criteria:**

The paper must be word-processed and turned in at the appropriate time to be accepted.

**Title page, clean presentation, and organization – 5%**

**Grammar and structure – 10%**

**Selection of articles and historical sources – 25%**

**Essays – 50%**

**Uniqueness – 10%**

## **BOOK REVIEW PAPER**

The student will select a book from the booklist or another book approved by the instructor. The student will answer the following questions after reading the book.

**Questions to be answered:**

1. Select four characters and in a paragraph (one for each character), describe the character and what their role is in the story.

2. Select two characters and in a paragraph discuss why the student thinks the author placed the characters in the story.
3. In a paragraph describe the time and place of the story.
4. In a paragraph describe the plot of the story.
5. Discuss four scenes or events of the story and explain what theme or idea they represent. (Do not spend time relating the scene discussing the theme.) Write one paragraph for each scene.
6. Write a one-page biography of the author. Do not use the dust jacket as a source. Research on the author must be cited.
7. In a page, discuss the history of the time period in which the story is set. Also include how it impacted the readers when it was introduced and today.
8. In a page, discuss the value of this book to the story of American history. Discuss the possible options associated with this paper.

**Grading Criteria:** The paper must be word-processed and be turned in at the appropriate date.

**Title page, clean presentation, and organization – 5%**

**Grammar, structure and correct citations – 15%**

**Book questions – 40%**

**Author's biography – 20%**

**Reading the book – 10%**

**Uniqueness – 10%**

**Citations to the text can be noted by page number for all answers 6, 7, and 8 except for outside the text references which should follow standard APA form and style.**

## **ORAL HISTORY PAPER (SECOND SEMESTER ONLY)**

**This paper is creating an oral history of an individual.**

**Elements of the paper are as follows:**

The student will select a subject to interview. The student needs to explain the assignment to the subject and their right to privacy. The subject can request to stay anonymous or use their names. The student needs to create a waiver for the subject to sign (as to privacy and who will read).

Select a topic or a time period to create questions. The student will create fifty questions to ask and have these **approved by the instructor**.

Questions and answers can be submitted by word-processing the questions and answers, or video or audiotaping. If the student submits a tape or CD a typed copy of the questions must be attached. Tapes will not be returned.

The student will write a one-page overview of the experience.

**Grading Criteria:**

The paper must be word-processed and turned in at the appropriate time to be accepted.

**Title page and waiver – 5%**

**Fifty questions and approval – 40%**

**Fifty answers – 20%**

**Interview style – 10 %**  
**Evaluation – 15%**  
**Uniqueness – 10%**

## MOVIES

- Have the movie permission form signed and returned to the instructor.
- View 2 films per semester from the suggested movie list.
- Fill out gender/bias evaluation form for each film viewed. The student will get one copy of the evaluation form and the student will need to copy as many as needed.
- Write a one-page essay on the theme or themes (no more than three) of the film. This is not a summary of the film! The student should use quotes and scenes to document their thesis.
- The **movie must be cited** at the conclusion of the essay. If you student uses any other source beyond the movie itself it must be cited also.

**Grading Criteria:**

The essays must be word-processed and turned in on the appropriate date.

The student will view the correct number of films. (Two per semester)

The student will fill out the evaluation form for each film. 20%

The student will write a one- page essay for each film. 80%

## AP AND HONORS COMMITMENT

**PRESENT** – You have elected to be an honor student; the student must be present for successful completion of course goals. A two page outline from the text reading will be required for each day missed. The outline is due by the Friday following the absence. Failure to meet this commitment will cause a zero percent employability grade. Being absent will cause the student to fall behind and excessive absences will result in a parent conference.

**ON TIME**- being tardy is unacceptable, if you have to be late place the note on my desk and then sit and start note taking or the assignment without disturbing the class or instructor. Changes to the schedule and important announcements will be made at the beginning of the class period.

**PREPARED**-be ready for all class assignments. No late assignments will be accepted without a school excused admit for the absence. Reading the text and supplemental readings, is a minimum requirement. Monitor the website calendar to check due dates for assignments.

**RESPECT**- The student is responsible to follow all SHS and county rules and guidelines. The student is responsible to articulate his/her needs for a successful semester and behave in a respectable manner to all students and the instructor. There will be zero tolerance to disrespectful language, gestures, or written material as regards to race, sex, or cultural heritage. Tolerance of other people's ideas is important to the understanding and development of the American experience

**RESPONSIBILITY**-Come to class ready to work. **NO CELL PHONES!** Cell phones disrupting class is unacceptable, if I see it or hear it, it is gone for the day. If this happens again, half of the employability points will be deducted.

If you need to use the restroom, take the pass and go. We will be moving on without you.

**ATTENTION AND NOTETAKING**- This is not a place to do homework, to sleep, to talk on the phone, or to run errands. Playing on the computer during class lectures will cause the privilege to be revoked. If you choose to use a computers follow all class computer rules. You have chosen to take on this responsibility.

**HONESTY**-Cheating is unacceptable, check your student handbook. Plagiarism is unacceptable and all cases of plagiarism will result in a zero. Failure to cite a source in a written assignment will result in an F on that assignment. You have chosen to be an honor student act like one.

## MOVIE LIST

**1776**

A Mighty Heart

A Tree Grows in Brooklyn

Absence of Malice

All Quiet On the Western Front

All the Kings Men (1949)

All the Presidents Men

Amazing Grace

Amistad

Apocalypse Now

Apollo 13

Armageddon (1998)

Being There (1979)

Born on the 4<sup>th</sup> July

Catch 22

Charlie Wilson's War

China Syndrome (1981)

Citizen Cane

Clockwork Orange

Dances With Wolves

Erin Brockovich

Eyes On the Prize

Fail Safe

Forrest Gump (1994)

Geronimo

Ghosts of Mississippi (1996)

Glory

Good Night and Good Luck (2006)

**Hearts and Minds**  
**Hotel Rwanda**  
**I Will Fight No More Forever**  
**Iron Jawed Angels**  
**Malcolm X**  
**Marathon Man**  
**Mississippi Burning (1988)**  
**Munich**  
**Nixon**  
**Norma Rae**  
**October Sky**  
**Of Mice and Men**  
**Pan's Labyrinth**  
**Philadelphia (1993)**  
**Primary Colors**  
**Radio Bikini**  
**Revolution**  
**Roots**  
**Rosewood (1997)**  
**Saving Private Ryan**  
**Silkwood**  
**Syrianna**  
**The 13 Days**  
**The Autobiography of Miss Jane Pittman**  
**The Best Years of Our Lives**  
**The Civil War**  
**The Color Purple**  
**The Constant Gardner (2006)**  
**The Crossing**  
**The Deer Hunter**  
**The Good Shepard**  
**The Grapes of Wrath**  
**The Great Gatsby**  
**The Joy Luck Club**  
**The Killing Fields**  
**The Last King of Scotland**  
**The Missiles of October**  
**The Nuremberg Trial**  
**The Patriot**  
**The Wave**  
**To Kill Mockingbird**  
**Traffic (2000)**  
**Twelve Angry Men (1957)**  
**V for Vendetta**

## BOOK LIST

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|--|--|
| <u>The Catcher in the Rye</u>                  | <u>My Antonia</u>                            |
| <u>Their Eyes Were Watching God</u>            | <u>Incidents in the Life of a Slave Girl</u> |
| <u>The Autobiography of Frederick Douglass</u> | <u>Dandelion Wine</u>                        |
| <u>The Wave</u>                                | <u>I Know Why the Caged Bird Sings</u>       |
| <u>A Boy's Life</u>                            | <u>The Bluest Eye</u>                        |
| <u>The Amistad</u>                             | <u>Anthem</u>                                |
| <u>Uncle Tom's Cabin</u>                       | <u>Roots</u>                                 |
| <u>Black Boy</u>                               | <u>Of Mice and Men</u>                       |
| <u>Silent Spring</u>                           | <u>The Third Life of Grange</u>              |
| <u>Copeland</u>                                |  |
| <u>Of Love and Dust</u>                        | <u>The Jungle</u>                            |
| <u>The Color Purple</u>                        | <u>Native Son</u>                            |
| <u>Beloved</u>                                 | <u>One Flew Over the Cuckoo's Nest</u>       |
| <u>Women's Diaries of the Westward Journey</u> | <u>The Black Rose</u>                        |
| <u>Interpreter of Maladies</u>                 | <u>Uncle Tom's Children</u>                  |
| <u>Love</u>                                    | <u>The Gathering of Old Men</u>              |
| <u>The Bean Trees</u>                          | <u>Snow Falling on Cedars</u>                |
| <u>Fahrenheit 451</u>                          | <u>To Kill A Mockingbird</u>                 |
| <u>Gap Creek</u>                               | <u>The House of Sand and Fog</u>             |
| <u>A Lesson Before Dying</u>                   | <u>On the Road</u>                           |
| <u>The Secret Lives of Bees</u>                | <u>The Education of Little Tree</u>          |
| <u>Rocket Boys</u>                             | <u>Angela's Ashes</u>                        |
| <u>How the Garcia Girls Lost Their Accents</u> | <u>Sky of Stone</u>                          |



AP American history

### COURSE OUTLINE for READINGS

- 1400-1650      Unit One Three Cultures Meet**  
*Christopher Columbus* From the Beginnings, A Biographical Approach to American History, Vol. 1  
*Indians and Europeans* The Way We Lived, Vol. 1

- 1650-1770      Unit Two The Colonies**

*Crossing the Atlantic* The Way We Lived, Vol. 1

**1775-1783** Unit Three The Revolution

*The Founding Fathers: Young Men of the Revolution* Political Science Quarterly, Vol. LXXXVI

**1783-1820** Unit Four The New Nation

*The True Cult of Womanhood* Forging the American Character, Vol. 1

**1820-1850** Unit Five America Grows and Reforms

*The Cherokee Removal* The Way We Lived, Vol. 1

*Tecumseh* Forging the American Character, Vol. 1

**1850-1865** Unit Six The War

View From the Bottom Rail

**1865-1877** Unit Seven Reconstruction

**1877-1900** Unit Eight Manifest Destiny

*The Wounded Knee Massacre* America Firsthand, Vol. II From Reconstruction to the Present

*Deadwood Dick (Nat Love)* America Firsthand, Vol. II From Reconstruction to the Present

**1900-1920** Unit Nine The New Century

*Conditions of the Slaughterhouse* America Firsthand, Vol. II From Reconstruction to the Present

**1920-1940** Unit Ten The Depression

*The Depression Years* The Way We Lived, Vol. II

**1940-1950** Unit Eleven The War Years

*The Internment of the Japanese Americans*

**1950-1980** Unit Twelve The Times They Are A'Changin

*Song My or My Lai*

## Course Outline

### 1. 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

## **2. Transatlantic Encounters and Colonial Beginnings, 1492-1690**

**First European contacts with Native Americans**

**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**

## **3. 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**

## **4. 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**

## **5. 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**

## **6. 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 structure**

**Immigration and nativist reaction**

**Planters, yeoman farmers, and slaves in the cotton South**

## **7. 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**

**8. 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**

**9. Territorial Expansion and Manifest Density**

**Forced removal of American Indians to the trans-Mississippi West**

**Western migration and cultural interactions**

**Territorial acquisitions**

**Early U.S. imperialism: the Mexican War**

**10. 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**

**11. 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**

**12. Reconstruction**

**Presidential and Radical Reconstruction**

**Southern state government: aspirations, achievements, failures**

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

**Compromise of 1877**

**Impact of Reconstruction**

**13. 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**

**14. 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**

## **15. 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**

## **16. 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**

## **17. 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**

## **18. 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**

## **19. The New Era: 1920s**

**The business of America and the consumer economy**

**Republican politics: Harding, Coolidge, 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**

## **20. 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 union recognition**

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

**Surviving hard times: American society during the Great Depression**

## **21. 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**

## **22. 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**

## **23. The Unites States and the Early Cold War**

**Origins of the Cold War**

**Truman and containment**

**The Cold War in Asia: China, Korea, Vietnam, Japan**

**Diplomatic strategies and policies of the Eisenhower and Kennedy administrations**

**The Red Scare and McCarthyism**

**Impact of the Cold War on American society**

## **24. 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**

## **25. 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**

## **26. Politics and Economics at the End of the Twentieth Century**

**The election of 1968 and the “Silent Majority”**

**Nixon’s challenges: Vietnam, China, 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**

**27. 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 computer**

**Politics in a multicultural society**

**28. 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**

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