

# AMERICAN HISTORY AMH1010

**Instructor:** Dr. Sandra B. Carihfield

Web site: [shshistory.com](http://shshistory.com)

School e-mail address: [sandy\\_carihfield@sarasota.k12.fl.us](mailto:sandy_carihfield@sarasota.k12.fl.us)

Assignment e-mail address: Angel network or Yahoo  
address [dr\\_carihfield@yahoo.com](mailto:dr_carihfield@yahoo.com)



**Location:** Room 210, Building 13

**Course Description:** AMH 1010 United States History I (3) (A.A.) This course meets Area III of the A.A./A.A.S./A.S. general education requirements. This one-term survey course of United States history covers the European discoveries of the Western Hemisphere to the end of Reconstruction. Emphasis is on historical study to determine the social, economic and political issues through Reconstruction.

**Course Performance Standards:** The student, at the successful completion of this course, should be able to:

1. Describe the evolution of the United States from its beginning through Reconstruction.
2. Evaluate, analyze and synthesize complex historical events (past, present, future) into meaningful concepts.
3. Explain the benefits of studying history as a means of reflecting, organizing, evaluating and understanding the forces that influence people.
4. Compare the subsistence agricultural societies of medieval Europe and the Eastern Woodland Indians of North America, including agricultural technology, social structure, gender roles, and religion.
5. Describe the impact of European conquest and settlement on Native Americans from the fall of the Aztecs to 1775.
6. Describe the rise of representative political institutions in the English mainland colonies from 1607 to 1775.
7. Use a historical perspective to explain when and why African slavery was introduced and established in the English mainland colonies.
8. Compare and contrast the economic and social development of New England, the mid-Atlantic region, and the southern colonies.
9. Evaluate the impact of the Enlightenment and the Great Awakening in America, especially on religious beliefs and practices and political ideology.

10. Identify the most fundamental changes between 1775-1820 by examining the creation of republican institutions, especially state and national governments.
11. Describe the role the United States played in the series of conflicts and struggles among the European powers, 1775-1820.
12. Recognize that economic growth and westward expansion laid the foundations for an integrated national economy.
13. Investigate the American implementing of republican principles and their impact on primary and secondary institutions.
14. Describe the emergence of a distinctive American National identity.
15. Analyze the key decisions and developments that affected the status and role of Native Americans and African-Americans from 1775 to 1820.
16. Identify circumstances that explain the rapid spread of the Industrial Revolution.
17. Evaluate how the introduction of the factory system influenced the structure of American society.
18. Evaluate the significance of reform in the antebellum and Reconstruction eras.
19. Examine the impact of democratization on the American party system.
20. Explain the sectional struggles between north and south that led to Civil War.
21. Evaluate the accomplishments and legacy of Reconstruction.
22. Critically evaluate the work of thinkers and writers in the field.
23. Interpret historical events from a variety of perspectives.
24. Recall the significant social, cultural, political, and economic events and trends that have influenced the development of the American nation up to 1877.
25. Evaluate the importance of historical study.

**Text:** *Out of Many* by Faragher (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 Kitrick, 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 [sandy\\_crihfield@sarasota.k12.fl.us](mailto:sandy_crihfield@sarasota.k12.fl.us) account. 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 Angel or the Yahoo address to send it. At the same time e-mail the [sandy\\_crihfield@sarasota.k12.fl.us](mailto:sandy_crihfield@sarasota.k12.fl.us) address to tell me to look for it. I only look at Angel and the Yahoo site once a week. Make sure to put your full name and AMH1010 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.

**Attendance Policy:** Excused Absences and make-up work  
Students will be permitted to make up all missed assignments/tests for excused absences. You will have one day to make up your work for *each day* of excused absence. For example, if you are absent on Monday and Tuesday, you would have Wednesday and Thursday to make up all work. **Unexcused Absences:** *Every unexcused absence results in the loss of Employability Skills point(s).* “Unexcused Absence” is defined as having missed the entire class without a parent/guardian’s permission, or submitting an Attendance Request form to Attendance Office beyond the three (3) school days after the absence. Unexcused absences result in the loss of

employability points for each class. Student are permitted to complete work missed on their day of absence, however they will receive a 30% reduction on all assignments, homework, class work, tests, projects, etc., due on the date(s) of the unexcused absence(s). You will have *one day* to make up your work for *each day* of unexcused absence. For example, if you are absent on Monday and Tuesday, you would have Wednesday and Thursday to make up all work. Tardy Policy: "Tardy" is defined as arriving to class after the bell rings.

For each tardy to class, the student cannot earn the Employability Skills points for that day.

Beginning anew each quarter, every tardy after tardy 3 will earn one half-hour after-school or lunch detention in the ISS room. Students are to bring their lunch from home on the day of the detention, and report directly to the ISS room. If the student fails to attend their detention, the consequence will result in a full day of In-School Suspension.

If a teacher assigns you a detention, you are to sign the detention form acknowledging that you have read and understand the form. Have your parent/guardian sign the yellow copy. Bring the yellow copy to detention in order to be admitted by the ISS aide.

**Statement of Plagiarism:** Statement of Plagiarism: Plagiarism is the use of ideas, facts, opinions, illustrative material, data, direct or indirect wording of another scholar and/or writer—professional or student—without giving proper credit. Expulsion, suspension, or any lesser penalty may be imposed for plagiarism.

Resources: <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml#plagiarized>  
[http://www.depts.drew.edu/composition/Avoiding\\_Plagiarism.htm](http://www.depts.drew.edu/composition/Avoiding_Plagiarism.htm)

**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.

**Grading Policy:** The nine week evaluation is based on the following criteria: one semester paper, two multiple choice 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 three criteria: 1) The student will write thematic essays on three films, two seen in class and one of their choice (1st nine weeks) and a semester paper (2<sup>nd</sup> nine weeks) 2) The student will complete one, in class, multiple choice exam each nine weeks. 3) The student will create outlines (two

pages) on the supplemental readings which will be submitted for each reading the day of the discussion. 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 ongoing 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 one semester paper 5) Take one in class multiple choice exam each nine weeks. 6) write critical essays on three of the films(1<sup>st</sup> nine weeks) and write a 5 to 10 page paper(2<sup>nd</sup> nine weeks) 7) The student is responsible for learning APA citation to reference all written work submitted. 8) The student will create outlines (two pages) on the supplemental readings which will be submitted for each reading the day of the discussion.

## **INSTRUCTIONS FOR PAPERS**

### **Due Dates for all papers:**

The student should be ready for all class assignments. No late papers will be accepted. All papers must be submitted to Turnitin.com no later than class time the day it is due. Absence from school does not change this rule. Turnitin.com will be open a week before the paper is due. If the student is absent from school the day a paper is due the paper must be submitted via e-mail no later than class time the date the paper is due. When the student returns to school a hard copy of the paper must be given to the instructor. Monitor the website calendar to check due dates for assignments.

### **Turnitin.com rules and regulations:**

Turnitin.com is a website that all papers must be submitted to before the paper is accepted. The site helps the instructor check the paper for plagiarism. The student needs to register on the site and if the student is registered for another class they do not need to re-register. After the student registers the student does not need to do anything else till the paper is submitted. The class name and password is needed to submit the paper for this class. This information is also available on the website. The document can only be submitted once so be sure that all parts of your paper are in

ONE document, written in Microsoft Word, and are submitted during the open week that the paper is due. After the student submits the document it will take from a few minutes to a few hours to complete the process. The student can check the submission but the determination of plagiarism is made by the instructor. If the student sees that they have made an error in citation and it is not past the due date the student can make the corrections on the hard copy of the paper and note the changes made by placing a note on the title page as to the corrections.

### **THEME PAPER**

Select ten themes that represent a time period (any date or range of dates from 1600 to 1877). 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 should explain the historical time period.

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, artwork, 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, turned in to turnitin.com, and be turned in on the appropriate date to be accepted. These are minimum requirements for the paper to be accepted for consideration for a grade. Failure to complete the above will result in the grade of 0%.

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. Encyclopedic references are not to be used except to define a term or verify a date.

**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, turned in to turnitin.com, and be turned in on the appropriate date to be accepted. These are minimum requirements for the paper to be accepted for consideration for a grade. Failure to complete the above will result in the grade of 0%.

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. Both articles 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, turned in to turnitin.com, and be turned in on the appropriate date to be accepted. These are minimum requirements for the paper to be accepted for consideration for a grade. Failure to complete the above will result in the grade of 0%.

Title page, clean presentation, and organization – 5%

Grammar and structure – 10%

Selection of articles and historical sources – 25%

Essays – 50%

Uniqueness – 10%

**Essay Instructions:** The essays are to be word processed and APA cited. They are thematic persuasive essays and should be approximately two pages in length. Two of the essays will be written on films seen in class. The titles of the two in class films are: *The Patriot* and *Amistad*. There are review guides and citation material on the website



under the honors tab. The other film may be chosen from the movie list on the handout and on the web site. Any other film may be submitted to the instructor for approval by copying a summary and review of the film. The due dates are attached to the syllabus and on the web site calendar. The film essays must be submitted to the instructor on the due date electronically if the student is absent with a hard copy due on the student's return. The grade for this assignment is the average of the three essays. The essays will be graded based on the following rubric.

**Grading rubric:**

Clear, word processed presentation – 10%

Understanding of film concepts- 20%

Correct APA citation- 20%

Thesis statement- 30%

Support material to explain thesis-20%

**Outlines on Supplemental Readings:** The outlines are to be word processed and submitted the day the reading is discussed. They are to include the author, date, the publication they are found in, and to summarize all the separate articles in each reading. There are no late outlines accepted and follow the same policy for lateness as the essays and papers. They should be approximately two pages long and should include the major points of the reading. The outlines will be graded on the above criteria and will be averaged together to form one outline grade.

## **AP, DUAL ENROLLMENT, AND HONORS COMMITMENT**

**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. There are no late semester papers; these papers are dated with the last date they may be turned in. See the e-mail requirements if you are not in attendance the day they are due. Exams and other assignments follow the school policy (see attendance policy). 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. This is the only warning. If this happens again, half of the employability points will be deducted (the same deduction will be assessed for the second offense). If you need to use the restroom, take the pass and go. We will be moving on without you. Make sure you understand the new attendance policy. Unexcused absences will result in a 10% reduction of the employability grade. Three tardies will have the same penalty.

**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 computer, 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.



**AMH 1010**

### **COURSE OUTLINE for SUPPLEMENTAL 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*

**Topical 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, the 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 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**

**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 multi-front 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 United 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,**

### **De-industrialization, 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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FALL SEMESTER  
IMPORTANT DATES

AMH1010 AMERICAN HISTORY

August 24 -	First day of class
August 26 -	Christopher Columbus Reading Outline
September 7-	No school
September 8 -	After school seminar on writing historical persuasive essays 2:15-3:15
September 9-	Indians and Europeans Reading Outline
September 21 -	Crossing the Atlantic Reading Outline
September 23-25-	View <u>The Patriot</u>
September 28-	After school seminar on writing historical persuasive essays 2:15-3:15
September 29 -	<u>The Patriot</u> Essay
September 30-	Husbands and Wives Reading Outline
October 8-	Movie of your choice essay
October 14-16	View film <u>Amistad</u>
October 19-	<u>Amistad</u> Essay Due
October 20 -	After school review for multiple choice exam 2:15-3:15
October 22 -	Multiple Choice Exam
October 26 -	End of the grading period
October 28-	Federalist Papers 10 & 78 Reading Outline



October 30 -	Professional Day No School
November 4-	Tecumseh Reading Outline
November 18 -	Cherokee Removal Reading Outline
November 19 -	After school seminar for writing papers with APA citations 2:15-3:15
November 23 -	Cult of True Womanhood Reading Outline
November 23 -30	Turnitin.com open for papers
November 25 -27 -	Thanksgiving Break
December 1-	Paper due
December 16-18-	View film <u>Glory</u>
December 21-31 -	Winter Holidays
January 5 -	After school seminar to review for multiple choice exam 2:15-3:15
January 7 -	Multiple Choice Exam
January 13-15 -	Mid Term Exams