

U.S. History II
Social Studies Department
Belchertown High School
Academic Year 2008-2009

Teacher: Mr. O'Brien

Location: Room 319

email: lo'brien@belchertown.org

After School Help Days – Monday and Wednesday (or by arrangement)

Course Description, Objectives, and Expectations:

College Preparatory United States History II is designed to provide students with the analytical skills, factual knowledge and enduring understandings necessary to intellectually master problems and issues in U.S. history from the 1860s through the 1980s. An equally important objective of the course is to prepare students for first-year college level work by developing the critical reading, writing, and thinking skills that will be expected of each student on her/his first day at any institution of higher learning. Students will learn to assess historical materials – their relevance to a given interpretive problem, their reliability, and their significance – and to evaluate the evidence and interpretations presented in historical scholarship. Furthermore, students will develop the skills necessary to formulate ideas and interpretations based on evidence and informed judgments and to present their ideas and interpretations clearly and persuasively in written and oral formats.

The content of this course provides a survey of United States history from the end of the Civil War through the end of the Cold War. Students will use primary and secondary sources to examine common topics in American history such as social and political reform, foreign policy, cultural formation and economic development. In particular, students will be asked to read, write, and critically think about two themes in late 19th and 20th century United States history:

- 1. the evolving contours of freedom, equality, opportunity and democracy;**
- 2. the conflict between idealism and materialism in American foreign policy.**

Columbia University historian Richard Hofstadter once observed that “It has been our fate as a nation not to have ideologies, but to be one.” Hofstadter’s point was that, unlike countries bound together by a common ethnicity, language, religion or history, America’s unifying force has been faith in a civic creed – individual freedom, equal protection under the law, opportunity for those in the working and middle classes to improve their condition in life, and the fundamental right of all persons to participate in our political system. Obviously, many people in the past (and even the present) have not fully enjoyed freedom, equality, opportunity and democracy. To a considerable extent, American history has been a narrative of struggle to fulfill the promises of our civic creed for all people who live in our country. The goal of this class is to study the individuals, groups, organizations and events that played an integral part in shaping the contours of our national creed.

Over the course of the academic year, students will:

1. **know a broad body of historical knowledge;**
2. **demonstrate understanding of historical chronology and cause/effect;**
3. **utilize higher order thinking skills such as analysis, synthesis, evaluation;**
4. **analyze primary and secondary source documents;**
5. **construct thesis statements and interpretations of the past;**
6. **utilize secondary and primary source evidence to support an argument;**
7. **analyze, assess, and evaluate secondary historical research;**
8. **create original historical research.**

All of our coursework will be grounded in the philosophy set forth in the Belchertown High School Mission Statement: academic excellence and responsible citizenship will be fostered and pursued in a positive, safe, and respectful environment. In order to create a positive, safe, and respectful environment, students will be expected to follow and will be assessed on our school's Social and Civic Expectations, which are to:

- demonstrate respect for themselves and their school environment.
- contribute to a positive school climate.
- work cooperatively to achieve group goals or resolve conflicts.
- respect and appreciate the diversity of the entire BHS community.
- participate in activities that encourage leadership and service to school/community.
- understand and exercise their rights and responsibilities as citizens in a democratic and multicultural society.

Required Materials:

For this course, the following materials are required daily: a pen or pencil, a notebook (or section of a notebook devoted to this course), and a folder (or section of a binder devoted to the handouts for this course). Much of the reading and visual material used in this course will be accessed online, including our textbook from Digital History at <http://www.digitalhistory.uh.edu/>. Part of your standard homework will be to read and extract core information from this online text outside of our regular class period. If you do not have access to the internet at home, please do not be concerned. The Unit Overview below identifies the textbook readings and due dates for the whole academic year, so you can plan accordingly to complete all online textbook reading in study hall, the school library after school, in my room after school or at the town library. Furthermore, the publishers of the text have included a “print” option that allows me to print out and photocopy the text for those students who do not have web access at home.

Grading:

Your quarter grades will be comprised of the following elements:

- **Exams and Quizzes (40%)** – Over the course of each unit of study, there will be a quiz (or two) in which you will have to identify and explain the historical significance of key

terms. Furthermore, there will be a test at the end of every unit that will consist of a single open-response question for which you will have to write an answer at least six paragraphs long. I select the test question from each unit's essential questions, which are included in the "Unit Overview" below. This means that you know all potential exam questions on the very first day of this course. The reason I give you the exam material in advance is so that you will begin studying for the unit exam on the day we begin the unit. Please note that I reserve the right to make a change in the essential questions during our course of study. If I do make a change, I will announce it on the first day of the unit.

- **In-class written work (15%)** – This category refers to the written work we do in class on any given day that I will either check or collect at the end of class. Whether I check or collect the work, we will always review it. *Please keep in mind that the work in this category is assigned to help you successfully answer the unit exam question.*
- **Class Discussion (15%)** – I will record a class discussion grade at the end of each week in my grade book. It will be based on behavior, effort, and the quality of class discussion comments, as well as your adherence to our school's civic and social expectations enumerated above. If you are tardy to class, it will negatively affect this portion of your quarter grade. *Again, please keep in mind that the point of class discussion is to help you successfully answer the unit exam question.*
- **Homework (15%)** – The work in this category pertains to all online textbook reading and note-taking, exam essay outlines and thesis statements, and miscellaneous short assignments. You are required to take notes by hand, not by highlighting or cutting and pasting from the text. Sometimes I will assess how well you have taken notes by asking you to use them to answer questions verbally during class. Other times I might ask you to answer a "big question" in writing. Regardless of the assessment, you are not allowed to and will not receive credit for using a print-out of the online text as a substitute for reading and taking notes. You are responsible for making sure that you complete the reading and note-taking by the assigned dates. *In this class, homework is not busy work. It is intended to help you construct intelligent and valid responses to class discussion questions and exam questions.*
- **Projects and Essays (15%)** – The projects and writing assignments in this course will range from oral presentations to analytical essays. The grade on the final version or draft of any project or paper should represent your very best effort every time.

Late Assignments and Exam Make-ups:

I will only accept essays and projects late. However, a tardy assignment will lose a letter grade for each day that it is late beyond the due date. After one week the highest grade an assignment will receive is an "F." Remember, though, that an "F" (meaning partial credit less) is better than a "0," so hand in every essay or project.

Please consult the Student Handbook regarding our school's exam and work make-up policies when you are absent. I do not make any exceptions to this policy.

Extra Credit:

Extra credit work is not an option in my class and is completely unnecessary if you simply do the assigned work. I have never had a student earn a failing grade who has completed all of the assigned work on the assigned due date. If you are ever concerned about your grade in this class, please do not hesitate to see me after school to discuss your concerns.

Unit Overview:

The overview below contains the following information for each unit: name and time period; essential questions (in *italics*); textbook readings and date by which readings must be completed:

Reconstruction (1865 - 1877)

- *Recently, historians such as Eric Foner have described Reconstruction as the second American Revolution. To what extent is this description accurate?*
- *To what extent was Reconstruction an era of increased freedom, opportunity, equality and democracy?*

Textbook reading due by Tuesday, September 2nd:

Reconstruction (following sections)

Reuniting the Union
Emancipation in Comparative Perspective
A New Birth of Freedom: The Day of Jubilee
The Politics of Reconstruction
Presidential Reconstruction
Congressional Reconstruction
The Impeachment of President Andrew Johnson

The Struggle for Women's Suffrage

The Movement Splits
The First Breakthroughs

Textbook reading due by Monday, September 8th:

Reconstruction (following sections)

Republican governments in the South
Carpetbaggers and Scalawags
Redemption
Sharecropping
The End of Reconstruction
The Disputed Presidential Election of 1876
The Significance of Reconstruction

Textbook reading due by Monday, September 15th:

Closing the Western Frontier (following sections)

The Great American Desert
The Comstock Lode and the Mining Frontier
Building the Transcontinental Railroad
The Farming Frontier
The Cattle Frontier
Black Gold: the Oil Frontier

Tragedy of the Plains Indians (following sections)

A Thirty Years War
The Sand Creek Massacre
The Battle of the Little Big Horn
Nez Perce
Kill the Indian and Save the Man

The Gilded Age (1865 – 1890)

- *Were industrialists such as Andrew Carnegie and John D. Rockefeller “robber barons” or “captains of industry”? Justify your choice*
- *If late 19th century industrialization provided a tremendous number of job opportunities for American workers, why did some of those workers rebel against the industrial order?*

Textbook reading due by Wednesday, September 24th:

The Rise of Big Business (entire chapter)

Textbook reading due by Wednesday, October 1st:

Industrialization and the Working Class (following sections)

Labor in the Age of Industrialization
Sources of Worker Unrest
The Drive for Unionization
The Great Railroad Strike
The Molly Maguires
The Origins of American Trade Unionism
Haymarket Square
Samuel Gompers and the American Federation of Labor

Textbook reading due by Wednesday, October 8th:

The Huddled Masses (following sections)

Why do People Migrate?
The New Immigrants
Birds of Passage
Chinese Exclusion Act
Angel Island
Immigration Restriction

The Gilded Age (entire chapter)

The Progressive Era (1890s to 1917)

- *U.S. historians commonly refer to the last decade of the 19th century and first two decades of the 20th century as the Progressive Era. Obviously, the root of the term Progressive is “progress,” which means “advancement in general” or “continuous improvement.” Based on the historical evidence we studied in this unit, would you argue this was an era of “progress”? Justify your answer.*

Textbook reading due by Monday, October 20th:

The Political Crisis of the 1890s (entire chapter)
Industrialization and the Working Class (following sections)
Homestead
Pullman
Socialist and Radical Alternatives

Textbook reading due by Monday, October 27th:

The Rise of the City (following sections)
The Rise of the Modern City
The Skyscraper
Tenements

The Making of Modern America (entire chapter)

Textbook reading due by Monday, November 3rd:

Along the Color Line (entire chapter)
Tragedy of the Plains Indians (following sections)
Wounded Knee I
Wounded Knee II
Native Americans at the Turn of the Century

Textbook reading due by Monday, November 10th:

The Progressive Era (following sections)
Jane Addams
Progressivism
A New Era
The Roots of Progressivism
Herbert Croly and the Promise of American Life
Newsies
Municipal Progressivism
State Progressivism

(Textbook reading due by Wednesday, November 10th continued)

The Struggle for Women's Suffrage (following sections)

New Arguments and New Constituencies
Opponents of Suffrage
Birth Control

Textbook reading due by Monday, November 17th:

The Progressive Era (following sections)

National Progressivism
Theodore Roosevelt
Anti-Trust
Government Regulation
Conservation
Taft
Income Tax
Wilson

Becoming a World Power (1865 – 1919)

- *In April 1917, President Wilson claimed that America was fighting the war “to make the world safe for democracy.” To what extent was democracy advanced during World War I?*
- *To what extent was American foreign policy from 1893 to 1919 influenced by the ideals of freedom, opportunity, equality and democracy?*

Textbook reading due by Thursday, December 4th:

United States Becomes a World Power (entire chapter)

Textbook reading due by Wednesday, December 10th:

America at War: World War I (entire chapter)

The Struggle for Women's Suffrage (following section)

The Final Push

The Birth of Modern America (1920 – 1929)

- *Why did America undergo such significant cultural conflict during the 1920s?*
- *F. Scott Fitzgerald labeled the 1920s the “Jazz Age”, which is historically problematic because it only captured part of the spirit of the decade. Compose a nickname for the 1920s that would be more historically valid and justify your nickname.*

Textbook reading due by Wednesday, January 7th:

The Jazz Age: the American 1920s (entire chapter)

The Great Depression and the New Deal (1929 – 1941)

- *To what extent did New Deal challenge the political, economic, and social status quo in America?*
- *To what extent did the economic crisis of the 1930s produce a revolutionary situation among average Americans?*

Textbook reading due by Monday, January 26th:

1930s (the following sections)

Charles Ponzi
The Market Crashes
Why It Happened
The Great Depression in Global Perspective
The Human Toll
The Dispossessed
President Hoover
Franklin D. Roosevelt
The Bonus Army

Textbook reading due by Monday, February 2nd:

1930s (the following sections)

The First 100 Days
The New Dealers
The Farmers' Plight
The National Recovery Administration
Jobs Programs
Roosevelt's Critics
The Wagner Act
Social Security

Textbook reading due by Monday, February 9th:

1930s (the following sections)

African Americans and the New Deal
Mexican Americans
Native Americans
The New Deal in Decline
The Depression of 1937
Popular Culture During the Great Depression
Hollywood during the Great Depression
Legacy of the New Deal

World War II (1939 – 1941)

- *To what extent did American involvement in World War II advance freedom, equality, opportunity and democracy at home?*
- *“President Truman’s decision to use the atomic bomb was completely justified militarily.” Evaluate the accuracy of this statement.*

Textbook reading due by Wednesday, February 25th:

America at War: World War II (the following sections)

World War II

The Coming of World War II

Conflict in the Pacific

Italy

Germany

Isolationism

War Begins

A Collision Course in the Pacific

Textbook reading due by Monday, March 2nd:

America at War: World War II (the following sections)

Pearl Harbor

Mobilizing for War

Molding Public Opinion

The Military Conflict

The Holocaust

Italians, Germans, Japanese Aliens and European Jewry

The War in the Pacific

Textbook reading due by Monday, March 9th:

America at War: World War II (the following sections)

Social Changes during the War

Japanese-American Internment

Controversy Continues

Cold War Consensus, Conformity and Prosperity (1945 – 1960)

- *To what extent were the policy and implementation of Containment consistent with America’s civic creed?*
- *Domestic life in the 1950s is frequently portrayed in movies and television as an age of conformity and prosperity. To what degree is this portrayal historically accurate?*

(Cold War Consensus, Conformity and Prosperity Continued)

Textbook reading due by Wednesday, March 18th:

Postwar America: 1945-1960 (the following sections)

The Cold War
The Truman Doctrine
The Containment Policy
The Chinese Revolution
Soviet Atomic Bomb
Korean War
The Death of Stalin and the Cold War
The Cold War in Developing Countries
The Military Industrial Complex

The Vietnam War (the following sections)

Ho Chi Minh
Before the American War
Into the Quagmire

Textbook reading due by Wednesday, March 25th:

Postwar America: 1945-1960 (the following sections)

Tail-Gunner Joe
The Second Red Scare
Alger Hiss
Anti-Communism during the early 1950s
Domestic Communism
The Rosenberg Case
Margaret Chase Smith
McCarthy Condemned
Kefauver Committee
Levittown
The Rise of the Sunbelt
The Interstate Highway System
The Space Race

Textbook reading due by Wednesday, April 1st:

Postwar America: 1945-1960 (the following sections)

The Integration of Professional Sports
Hearts and Minds
Emmett Till

America in Ferment: The Tumultuous 1960s (the following sections)

Thurgood Marshall
Simple Justice
The Mother of the Civil Rights Movement
Eisenhower and Civil Rights
Little Rock

The Rights Revolution (1960 – 1973)

The material in this unit and the next unit will be assessed on the final exam. Questions will be announced at the beginning of this unit.

Textbook reading due by Wednesday, April 29th:

America in Ferment: The Tumultuous 1960s (read the following sections)

- The State of Black America in 1960
- Freedom Now
- To the Heart of Dixie
- Bombingham
- Kennedy Finally Acts
- The March on Washington
- The Civil Rights Act of 1964
- Voting Rights
- Black Nationalism and Black Power
- The Civil Rights Movement Moves North
- The Great Society and the Drive for Black Equality

Textbook reading due by Wednesday, May 6th:

America in Ferment: The Tumultuous 1960s (read the following sections)

- The Youth Revolt
- The New Left
- The Making and Unmaking of a Counterculture
- Women's Liberation
- Sources of Discontent
- Feminism Reborn
- Radical Feminism
- The Growth of Feminist Ideology
- The Supreme Court and Sex Discrimination
- The Equal Rights Amendment
- Impact of the Women's Liberation Movement
- Viva La Raza
- The Native American Power Movement
- Gay and Lesbian Liberation
- The Earth First
- Ralph Nader and the Consumer Movement

(The Rights Revolution Continued)

Textbook reading due by Wednesday, May 13th:

The Vietnam War (read the following sections)

John Kennedy and Vietnam
LBJ
Why Vietnam?
The Tet Offensive
Nixon and Vietnam
The War at Home
The Final Collapse
The Vietnam War and American Culture
The War's Costs
The War's Consequences

Years of Crisis and the Resurgence of Conservatism (1973 – 1989)

Remember, the material in this unit and the previous unit will be assessed on the final exam.

Textbook reading due by Tuesday, May 26th:

The Past Three Decades: Years of Crisis – Years of Triumph (the following sections)

Watergate
The Crisis of Political Leadership
Restraining the Imperial Presidency
New Style Presidents
Wrenching Economic Transformations
The Age of Inflation
Oil Embargo
Foreign Competition
Whipping Stagflation
A New American Role in the World
Détente
Foreign Policy Triumphs
No Islands of Stability

Textbook reading due by Monday, June 1st:

The Past Three Decades: Years of Crisis – Years of Triumph (the following sections)

The Reagan Revolution
The Gipper
Reaganomics
The Celebration of Wealth
The Reagan Doctrine
The Remarkable Ideological Turnaround
The Reagan Revolution in Perspective