

College Preparation U.S. History [www.laapush.org/CP U.S. History.htm](http://www.laapush.org/CP%20U.S.%20History.htm)

Syllabus

Instructor: Mr. Hawley

Students in College Preparation U.S. History survey the breadth of modern American history. There will be a three week review on the development of democracy and religious liberty in the U.S. This will be followed by an extensive study of American history from the Gilded Age to the present day.

Course Objectives

1. Students will master a broad body of historical knowledge
2. Students will demonstrate an understanding of historical chronology
3. Students will interpret and apply data from original documents, including cartoons, graphs, letters, etc.
4. Students will be able to write essays that effectively analyze and evaluate historical events or trends.
5. Students will use historical data to support an argument or position.
6. Students will score proficient or advanced on the California State Test for 11th grade social science.

Course Text

Danzer, Gerald A., et. al., The Americans: Reconstruction to the 21st Century California Edition, McDougal Littell, 2006

Expectations

1. All students are expected to read approximately 1 chapter in the textbook each week.
2. All students are expected to bring their textbook and required materials to class each day.
3. All students will write essays throughout the class.
4. All students are expected to take notes for all lectures.
5. All students will create multimedia PowerPoint presentations and web pages.

Classroom Policies

1. Everyone will be treated with respect.
2. No one will disrupt the learning process of others.
3. The school tardy policy will be strictly enforced.
4. **No eating** while you are in the classroom.
5. All students must come prepared to class with the necessary materials.
6. All assignments must be ready to be presented at the **beginning of the**

- period** in which they are due.
7. Following an absence, it is the **student's responsibility** to find out about any assignments that they may have missed. Work not turned in because of truancies or unexcused absences will not be accepted.
 8. If work was assigned before your absence, it is due upon your return. If work was assigned during your absence, it is due the day after your return. **Late work will otherwise not be accepted.**
 9. The textbook must be covered at all times.
 10. Students will remain seated until they are dismissed.
 11. **Cheating of any kind will not be tolerated.** Any student caught cheating will receive a zero score on the assignment in question, a "U" for citizenship, and lose all extra credit points for the entire semester. The school cheating policy will also be observed.

Grading

Grades will be determined on a standard percentage scale. If you obtain 90-100 percent of all possible regular points you will receive an "A," 80-89 = "B," 70-79 = "C," 60-69 = "D," 59 > "F."

Participation

Students will receive 5 points for each class session they attend on-time and fully participate in that day's learning activities. Full participation is determined by the instructor.

Class Assignments

Assignments will consist of notes, worksheets, pop quizzes, group activities, and video questions. Students who miss pop quizzes, group activities, and video questions cannot make these up directly due to the difficulty of recreating these assignments for individual students. However, students who miss these events due to excused absences can make up the points through extra credit that will be offered throughout the course.

Unit 1, Democracy and Religious Liberty in the U.S., September

State Standards:

11.1 (5 questions on the CST)

Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

1. Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded.
2. Analyze the ideological origins of the American Revolution, the Founding Fathers' philosophy of divinely bestowed unalienable natural rights, the debates on the drafting and ratification of the

- Constitution, and the addition of the Bill of Rights.
3. Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization.
 4. Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late nineteenth century of the United States as a world power.

11.3 (5 questions on the CST)

Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.

1. Describe the contributions of various religious groups to American civic principles and social reform movements (e.g., civil and human rights, individual responsibility and the work ethic, antimorality and self-rule, worker protection, family-centered communities).
2. Analyze the great religious revivals and the leaders involved in them, including the First Great Awakening, the Second Great Awakening, the Civil War revivals, the Social Gospel Movement, the rise of Christian liberal theology in the nineteenth century, the impact of the Second Vatican Council, and the rise of Christian fundamentalism in current times.
3. Cite incidences of religious intolerance in the United States (e.g., persecution of Mormons, anti-Catholic sentiment, anti-Semitism).
4. Discuss the expanding religious pluralism in the United States and California that resulted from large-scale immigration in the twentieth century.
5. Describe the principles of religious liberty found in the Establishment and Free Exercise clauses of the First Amendment, including the debate on the issue of separation of church and state.

Themes:

1. Salutary neglect and its impact upon the development of American political, economic, and religious institutions
2. The diverging definitions of empire and English rights
3. A “conservative” revolution
4. The evolutionary nature of the American Revolution
5. The competing visions of Hamilton and Jefferson
6. The impact of the Marshall Court on the Constitution
7. The Turner Thesis, the impact of the frontier on American democracy and society
8. The Second Great Awakening as the origin of 19th Century reform
9. The failure of compromise within the context of the Constitution
10. The political and economic revolution of the Civil War and Reconstruction

Readings:

The Americans

1. Chapter 1, Sections 3 and 4, ...the Colonial Era, p21-39
2. Chapter 2, Revolution and the Early Republic, p44-109
3. Chapter 3, The Growth of a Young Nation, p110-153
4. Chapter 4, The Union in Peril, p154-197

Unit 2, The Gilded Age and Progressive Era, October

State Standards:

11.2 (7 questions on the CST)

Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.

1. Know the effects of industrialization on living and working conditions, including the portrayal of working conditions and food safety in Upton Sinclair's *The Jungle*.
2. **Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class.**
3. Trace the effect of the Americanization movement.
4. **Analyze the effect of urban political machines and responses to them by immigrants and middle-class reformers.**
5. **Discuss corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders.**
6. Trace the economic development of the United States and its emergence as a major industrial power, including its gains from trade and the advantages of its physical geography.
7. Analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel (e.g., using biographies of William Graham Sumner, Billy Sunday, Dwight L. Moody).
8. Examine the effect of political programs and activities of Populists.
9. **Understand the effect of political programs and activities of the Progressives (e.g., federal regulation of railroad transport, Children's Bureau, the Sixteenth Amendment, Theodore Roosevelt, Hiram Johnson).**

Themes:

1. The development of a national market
2. The development of the corporate structures and monopoly markets
3. The challenges faced by workers in an industrial society
4. The impact of immigration on American society
5. The 19th Century Populist Movement

6. The conservative and liberal natures of progressivism
7. The impact of growth and industrialization upon the environment and the birth of the modern environmental movement

Readings:

The Americans

1. Chapter 5, Changes on the Frontier, p200-227
2. Chapter 6, A New Industrial Age, p228-251
3. Chapter 7, Immigrants and Urbanization, p252-273
4. Chapter 8, Life at the Turn of the 20th Century, p274-303
5. Chapter 9, The Progressive Era, p304-339

Unit 3, American Imperialism and WWI, November

State Standards:

11.4 (6 questions on the CST)

Students trace the rise of the United States to its role as a world power in the twentieth century.

1. List the purpose and the effects of the Open Door policy.
2. Describe the Spanish-American War and U.S. expansion in the South Pacific.
3. Discuss America's role in the Panama Revolution and the building of the Panama Canal.
4. Explain Theodore Roosevelt's Big Stick diplomacy, William Taft's Dollar Diplomacy, and Woodrow Wilson's Moral Diplomacy, drawing on relevant speeches.
5. Analyze the political, economic, and social ramifications of World War I on the home front.
6. Trace the declining role of Great Britain and the expanding role of the United States in world affairs after World War II.

Themes:

1. The search for an “Open Door”
2. The Great White Fleet, the Big Stick
3. Dollar Diplomacy vs. Moral Diplomacy
4. Free trade and America’s entry into WWI
5. Wilson’s 14 Points
6. The Failure of Versailles and Article X

Readings:

The Americans

1. Chapter 10, America Claims an Empire, p340-369
2. Chapter 11, The First World War, p370-409

Unit 4, The New Era, December

State Standards:

11.5 (5 questions on the CST)

Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.

1. Discuss the policies of Presidents Warren Harding, Calvin Coolidge, and Herbert Hoover.
2. **Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey's "back-to-Africa" movement, the Ku Klux Klan, and immigration quotas and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks.**
3. Examine the passage of the Eighteenth Amendment to the Constitution and the Volstead Act (Prohibition).
4. **Analyze the passage of the Nineteenth Amendment and the changing role of women in society.**
5. **Describe the Harlem Renaissance and new trends in literature, music, and art, with special attention to the work of writers (e.g., Zora Neale Hurston, Langston Hughes).**
6. Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.
7. Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape.

Themes:

1. Normalcy
2. "The business of America is business"
3. Consumerism and idols of consumption
4. The changing roles of women in American society

Readings:

The Americans

1. Chapter 12, Politics of the Roaring Twenties, p410-431
2. Chapter 13, The Roaring Life of the 1920s, p432-459

Unit 5, The Great Depression, January

State Standards:

11.6 (7 questions on the CST)

Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.

1. Describe the monetary issues of the late nineteenth and early twentieth centuries that gave rise to the establishment of the Federal Reserve and the weaknesses in key sectors of the economy in the late 1920s.
2. Understand the explanations of the principal causes of the Great Depression and the steps taken by the Federal Reserve, Congress, and Presidents Herbert Hoover and Franklin Delano Roosevelt to combat the economic crisis.
3. Discuss the human toll of the Depression, natural disasters, and unwise agricultural practices and their effects on the depopulation of rural regions and on political movements of the left and right, with particular attention to the Dust Bowl refugees and their social and economic impacts in California.
4. Analyze the effects of and the controversies arising from New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930s (e.g., Works Progress Administration, Social Security, National Labor Relations Board, farm programs, regional development policies, and energy development projects such as the Tennessee Valley Authority, California Central Valley Project, and Bonneville Dam).
5. Trace the advances and retreats of organized labor, from the creation of the American Federation of Labor and the Congress of Industrial Organizations to current issues of a postindustrial, multinational economy, including the United Farm Workers in California.

Themes:

1. The failure of “trickle down”
2. Income, spending, and the origins of the Great Depression
3. The New Deal as a change in the social contract

Readings:

The Americans

1. Chapter 14, The Depression Begins, p462-485
2. Chapter 15, The New Deal, p486-525

Unit 6, WWII and the Cold War, February

State Standards:

11.7 (6 questions on the CST)

Students analyze America's participation in World War II.

1. Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.
2. Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.
3. Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat team, the Navajo Code Talkers).
4. Analyze Roosevelt's foreign policy during World War II (e.g., Four Freedoms speech).
5. Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., *Fred Korematsu v. United States of America*) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans.
6. Describe major developments in aviation, weaponry, communication, and medicine and the war's impact on the location of American industry and use of resources.
7. Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki).
8. Analyze the effect of massive aid given to Western Europe under the Marshall Plan to rebuild itself after the war and the importance of a rebuilt Europe to the U.S. economy.

11.9 (3 questions on the CST)

Students analyze U.S. foreign policy since World War II.

1. Discuss the establishment of the United Nations and International Declaration of Human Rights, International Monetary Fund, World Bank, and General Agreement on Tariffs and Trade (GATT) and their importance in shaping modern Europe and maintaining peace and international order.
2. Understand the role of military alliances, including NATO and SEATO, in deterring communist aggression and maintaining security during the Cold War.
3. **Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the**

following:

- a. The era of McCarthyism, instances of domestic communism (e.g., Alger Hiss) and blacklisting**
- b. The Truman Doctrine**
- c. The Berlin Blockade**
- d. The Korean War**
- e. The Bay of Pigs invasion and the Cuban Missile Crisis**
- f. Atomic testing in the American West, the "mutual assured destruction" doctrine, and disarmament policies**

Themes:

1. The myth of isolation
2. The high costs of neutrality
3. The social and economic impact of WWII
4. Truman and containment as the basis for victory in the Cold War

Readings:

The Americans

1. Chapter 16, World War Looms, p526-559
2. Chapter 17, The United States in WWII, p560-599
3. Chapter 18, Cold War Conflicts, p600-631

Unit 7, Post War Boom and the Civil Rights Movement, March

State Standards:

11.8 (5 questions on the CST)

Students analyze the economic boom and social transformation of post-World War II America.

1. Trace the growth of service sector, white collar, and professional sector jobs in business and government.
- 2. Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California.**
3. Examine Truman's labor policy and congressional reaction to it.
4. Analyze new federal government spending on defense, welfare, interest on the national debt, and federal and state spending on education, including the California Master Plan.
- 5. Describe the increased powers of the presidency in response to the Great Depression, World War II, and the Cold War.**
6. Discuss the diverse environmental regions of North America, their relationship to local economies, and the origins and prospects of environmental problems in those regions.
7. Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in

agricultural technology.

8. Discuss forms of popular culture, with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles).

11.10 (5 questions on the CST)

Students analyze the development of federal civil rights and voting rights.

1. Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt's ban on racial discrimination in defense industries in 1941, and how African Americans' service in World War II produced a stimulus for President Truman's decision to end segregation in the armed forces in 1948.
2. **Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including *Dred Scott v. Sandford*, *Plessy v. Ferguson*, *Brown v. Board of Education*, *Regents of the University of California v. Bakke*, and California Proposition 209.**
3. Describe the collaboration on legal strategy between African American and white civil rights lawyers to end racial segregation in higher education.
4. **Examine the roles of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King, Jr., Malcom X, Thurgood Marshall, James Farmer, Rosa Parks), including the significance of Martin Luther King, Jr. 's "Letter from Birmingham Jail" and "I Have a Dream" speech.**
5. **Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.**
6. Analyze the passage and effects of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the Twenty-Fourth Amendment, with an emphasis on equality of access to education and to the political process.
7. **Analyze the women's rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s, including differing perspectives on the roles of women.**

Themes:

1. Pent-up demand and the expansion of consumer culture
2. Suburbs, autos, and television as the keystones of modern America
3. The Civil Rights Movement as a model for social and political change

Readings:

The Americans

1. Chapter 19 The Postwar Boom, p632-668
2. Chapter 20, The New Frontier and the Great Society, p668-697
3. Chapter 21, Civil Rights, p698-727

Unit 8, The Vietnam War through Reagan, April

State Standards:

11.9 (3 questions on the CST)

Students analyze U.S. foreign policy since World War II.

5. **Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following:**
 - g. **The Vietnam War**
 - h. **Latin American policy**
6. **List the effects of foreign policy on domestic policies and vice versa (e.g., protests during the war in Vietnam, the "nuclear freeze" movement).**
7. Analyze the role of the Reagan administration and other factors in the victory of the West in the Cold War.
8. Describe U.S. Middle East policy and its strategic, political, and economic interests, including those related to the Gulf War.
9. Examine relations between the United States and Mexico in the twentieth century, including key economic, political, immigration, and environmental issues.

11.11 (3 questions on the CST)

Students analyze the major social problems and domestic policy issues in contemporary American society.

1. **Discuss the reasons for the nation's changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society.**
2. Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy).
3. **Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.**
4. **Explain the constitutional crisis originating from the Watergate scandal.**
5. Trace the impact of, need for, and controversies associated with

environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.

6. Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.
7. Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse.

Themes:

1. The Vietnam War and Watergate as a challenge to American exceptionalism
2. 1968 as a turning point for American Society
3. The conservative challenge to the New Deal consensus

Readings:

The Americans

Chapter 22, The Vietnam War Years, p728-765

Chapter 23, An Era of Social Change, p766-791

Chapter 24, An Age of Limits, p792-827

Chapter 25, The Conservative Tide, 828-857

I have read the syllabus for Mr. Hawley's College Preparation U.S. History class.

Parent signature _____ Date _____

Student signature _____ Date _____

Print the student's name _____