A.P. U. S. HISTORY I & II

INSTRUCTOR: William G. Keczkemethy Office hours and extra help: Mon. & Wed., 3:45 to 4:45

Required: 1 America’s History 2. A Manual for Writers of Term Papers… By Kate L. Turabian 3. Computer and the Web

 You are engaged in a university-level history course. The combination of lecture, note-taking, reading, writing, review, discussion, research, etc. make for a demanding course. All these activities require considerable preparation outside the class! Your reward for diligence and hard work shall not really be a grade, but new knowledge, understanding, and skills that will guaranty superior performance in college.

General Objectives:

 History is not simply memorizing dates, names, deeds and places. It is the exploration of human inter-relationships, and humanity’s struggle with nature. Our future holds much promise. But we also face numerous problems. Your objective is to be better prepared to positively influence our world and perhaps help avoid some crises. You will therefore need to gain two things:

1. significant understanding of the personalities, ideas, movements, and institutions which shaped U.S. history, and 2. a desire to ask further questions regarding humanity; the hows, whys, and what-ifs of our past. Prepare for leadership!

**Ten Broad American Eras to be familiar with**:

By end of the year, students shall understand and be able to relate the origin, details, and impact of:

1. Discovery, settlement, and power struggles of North Am.

2. American independence & creation of the Am. Fed. Republic

3. Early nineteenth century growth and development.

4. Sectionalism, Civil War, & Reconstruction

5. The taming of the Wild West

6. The second “Heavy Machine” Industrial Age

7. The Populist & Progressive Movements

8. U.S. rise to world power, and roots of “Modern America”

9. The “Greatest Am. Generation”: Depression, The New Deal,

 WWII & the 1950’s boom

10. The Cold War and America’s recent history

Student must also understand and explain:

* How **geography**, **demographics**, character of **leadership** & **technology** influenced the development of America
* How **change** fuels the cycle of public satisfaction and dissatisfaction, and how dissatisfaction causes meandering shifts in voting patterns and leadership.
* That change is **constant** and **universal**.
* That each generation writes its own **incomplete** and **biased** history.
* That those who do not learn from the past are **condemned** to repeat it.
* That our environment & times change, **human nature does not**!

And if this is not enough, student shall also be able to:

* Read, digest, and interpret primary sources via books and the internet.
* Examine historical events not only by today’s standards but by past standards.
* Consider rational alternatives and “what-its” to historical problems.

For success:

* Use a daily planner to schedule out of class, reading, writing, and editing time.
* STUDENTS SHALL NEED TO INVEST 5-7 HOURS OUTSIDE CLASS EACH WEEK FOR SUCCESS.
* Attend all classes, take plenty of clear concise notes (review each night), and **complete all reading**.
* Remember Murphy’s Law; start and finish assignments early; NO MARATHON SESIONS.

CLASSROOM DECORUM: THE FOLLOWING WILL NOT BE TOLERATED!

* **Arriving late, getting up out of seat, leaving class**, and **sleeping**. **Cheating or plagiarism = automatic 0 & referral**.

WRITING:

1. To prepare for assessments, **all short essays must be hand written**. Plagiarized essays = automatic 0 and referral.

2. The required 4-6 page research paper must be typed, double-spaced, with one-inch margins on all sides. Research paper must

 include: **Introduction**; **Body** of supporting information & analysis, Turabian foot-note **Citations**; **Conclusion**; and **Bibliography.**

3. All assignments must be handed-in, in person, at the beginning of class on the assigned date.

 **Except in cases of documented illness/emergency, where an extension has been granted, no unexcused late assignments will**

 **be accepted. Extension request must be in writing. Plagiarized papers = automatic 0 and referral.**

MAKE-UP WORK: Absent day of Quiz/Test: Student must “make-up” test on 1st day of returning to class before or after school.

Make-up quiz/tests may be more difficult than the standard quiz/test. **STUDENTS ALONE ARE RESPONSIBLE FOR MISSED NOTES, ASSIGNMENTS, TESTS, ETC. USE the BUDDY SYSTEM to get missed assignments, info, etc.!**

DO YOURSELF A GREAT FAVOR, START ASSIGNMENTS EARLY, WORK ON THEM FREQUENTLY, AND COMPLETE THEM AHEAD OF SCHEDULE; REMEMBER MURPHY’S LAW!

**A.P. U.S. History Calendar**

**Typical Weekly Schedule**: Mon. Tues. Wed. Thurs. Fri. Sat.

 Lecture, Notes & ⇒ ⇒ Supplemental In-Class- Assessment-

 Digital & Text Research reading/discussion/video Writing correctives

Text Chapters

Date Due **Objective**:

8/25/11 **2**-3,4, **4**-2 **Compare/Contrast Jamestown & Plymouth**

9/1/11 **3**-1,3, **4**-3,4 **Describe Brit.-Am. Econ, & Col. Change**

9/8/11 **5 Explain Am. Discontentment Research Paper Topics Due**

9/15/11 **6**-1,2,3 **Assess the War for Independence**

9/22/11 **6**-3,4 **7**-1 **Describe the Creation of the U.S.**

9/29/11 **7**-2,3 **Explain the Republic’s Growth**

10/6/11 **8 Evaluate Republican Society**

 \***10/7/10 Quarter Test: I.D.s, Multiple Choice, Essay, Timeline**

10/13/11 **9 +12** -1 **Compare/contrast Am’s 3 sections & Explain Clay’s ”American System”**

10/20/11 **10**-1  **Describe the Democratic Rev. of 1820s**

10/27/11 **10** **-2.3** **Evaluate A. Jackson & his age Research Notes Due**

11/3/11 **11 Describe & evaluate The Reformers**

11/10/11 **13 Describe the “countdown” to Crisis**

11/21/11 **14 Explain why/how the Union prevailed**

 **\**11/23/11 Complete R. Paper 1st Drafts Due!***

12/1/11 **15 Assess Reconstruction**

12/8/11 **16 Identify who/how Tamed Wild West**

**\*12/14&15 Semester Exam: I.D.s, M.Choice, Essay, Timeline**

 **\*12/17/12 Corrected Research Paper Due (No late papers accepted!)**

1/5/12 **17 Explain/evaluate “Industrialism”**

1/12/12 **18 Describe/explain “Machine-Age” social changes**

1/19/12 **21 to** 1913 **Debate American Imperialism**

1/26/12 **19 Describe The New American City**

2/2/12 **20 Explain/assess “Machine-Age” political developments, & evaluate The Progressive Era**

2/9/12 **20 & 21 Compare/contr. T.Roosevelt; W.Wilson**

2/16/12 **21,** 1913-18 **Explain the R.F.I. of WWI**

2/23/12 **22 Explain & Debate Normalcy vs. Modernity**

3/1/12 **23 (Depression) Explain R.F.I.: The Great Depression**

 **\*3/2/12 Quarter Test: I.D.s M. Choice, Essay, & Timeline**

3/8/12 **23 (New Deal) Explain & Evaluate The New Deal**

3/15/12 “Tough-Times” Simulation

3/26/12  **24**-1 **Explain the Roots of WWII & Rise of the Axis**

3/29/12 **24**-2,3 **Explain F.I. of WWII**

4/5/12 **25 Describe R.F.I.: Cold War Roots**

4/11/12 **26 Juxtapose: The “Happy Daze” with the 50’s dark cloud**

4/16/12 **27**-1,2,3 **Identify who did not enjoy the Happy Daze, & how this began to change.**

4/19/12  **28 Explain How Am. went from Bright Future to a “Dark Age”**

4/26/12 **29 Evaluate Am. Political Leadership 1966-79**

5/3/12 **30 Explain factors ending America’s “Dark Ages”**

5/10/12 **31** **Describe Impact of Recent Hist.**

 **5/11/12 A.P. Exam**

**5/16/12 Final Exam**

**Grading:**

 This course is not math-based, nor are there an exact number of assignments. The number of assignments may vary based on the progress of the class. Also, while grading multiple-choice tests is objective, the grading of essays and research projects may include some subjectivity. Therefore, grades cannot be based on some exact, yet arbitrary, amount of points gained. **Grades are based on a student’s collective average**. While some bright and savvy students like to “crunch numbers” so they know exactly where they should apply effort to maximize their grades, with this system **the best way to maximize one’s grade is to do one’s best as often as is possible**. The course is Lecture/Text/Research/Writing based, so one must attend class and take notes, consistently read the text, and perform much research and writing to be successful.

Here are the approximate relative values/weights of assignments and assessments:

(changes in values may occur based on time restraints and assignment/assessment frequency)

**Semester I: DC. U.S. History I.**

Assignment Approx. value/weight

**Participation ……….……….…...... 5%**

**Gen. Assignments ….……….......… 15%**

**Essays ………………………........... 15%**

**Research Paper ………………........15%**

**Unit Tests ………………………….15%**

**Semester Comp Exam …………… 20%**

**Semester II: DC. U.S. History II.**

Assignment Approx. value/weight

**Participation …………………….. 5%**

**Gen. Assignments ….….………… 15%**

**Essays ……………….….……....... 15%**

**Multiple Choice & Unit Tests…... 20%**

**Semester Comp. Exams ..…...…... 20%**

**2011-12 DC. U.S. History Content to be Mastered:**

**1st Quarter: Colonial America, War for Independence, & Establishment of The Republic**

**Unit thesis questions to answer:**

Explain how 3 events/conditions fueled the Age of Exploration, then identify four European colonial powers.

Identify and contrast one advanced Pre-Columbian Native civilization with a more primitive one.

Explain 3-4 major differences between the Virginia and Massachusetts colonies.

Evaluate the impact of the First Great Awakening.

Describe the roots, participants, major facts, and result of the European power struggle in North America.

Identify 3 major Colonial economies/industries, then explain how Britain shaped or influence Colonial trade.

Defend British Colonial policies enacted from 1763-1776.

Evaluate the patriotic contributions of three famous patriots.

Explain two ways the Declaration of Independence helped the cause for American independence.

Analyze why/how the Patriots “won”, and the British “lost”.

Evaluate the efficacy of the Articles of Confederation (as a nation builder) from three perspectives.

Describe 3 problems/issues debated at the Constitutional Convention. How were the issues resolved?

Evaluate the following: “From about 1650-1795 Americans were generally a rebellious lot.”

Explain 2 conditions/events that led to the development of political parties in the U.S..

Evaluate the following: “From 1776-1824, the U.S. displayed all the characteristics of a newly developing nation.”

Analyze Thomas Jefferson’s ability to follow his convictions & standards as president. (Support thesis 3 ways.)

Relate one root, two military facts, and two impacts of the War of 1812.

**1st Quarter Identifications**:

Aztecs

Renaissance

# Prince Henry

# Caravel & astrolabe

# Martin Luther

# Reformation

# Christopher Columbus

Columbian Exchange

# Virginia Company and Jamestown

Indentured servant

“Brown Gold”

# House of Burgesses

# Pilgrims & Plymouth

# Massachusetts Bay Colony

Mayflower Compact

# Puritans

Roger Williams

Anne Hutchinson

**Mercantilism**

Early **Navigation Acts**

**Bacon’s Rebellion**

**King Philip’s uprising**

William Penn

**The “Middle Colonies”**

**Restoration Colonies**

Dominion of New England

**The Glorious Revolution**

**Salem witchcraft trials**

**Salutary Neglect**

# Triangle Trade

# Great Awakening

Jonathan Edwards

**Currency Act**

Seven Years War (**French & Indian War**)

Albany Plan of Union

William Pitt

Treaty of Paris, 1763

**Regulator Movement**

**Benjamin West**

King George III

**The Enlightenment**

**Proclamation of 1763**

Benjamin Franklin

# Sugar Act

**Stamp Act**

**Classical Republicanism**

**Samuel Adams**

**Boston Massacre**

Sons of Liberty

**Committees of Correspondence**

**Boston Tea Party**

**Intolerable Acts**

**Quebec Act**

# Minutemen

Lexington & Concord

**2nd Continental Congress**

**Thomas Paine & Common Sense**

**John Adams**

**Patrick Henry**

**Thomas Jefferson**

**Patriots**

**Loyalists (Tories)**

**Bunker Hill**

**Battle of Trenton**

**Saratoga**

France as an ally

# Yorktown

Treaty of Paris, 1783

# Articles of Confederation

# North-West Land Ordinances

**Shay’s Rebellion**

# Constitutional Convention

The Virginia v. New Jersey Plan

# The Great Compromise

The 3/5th Compromise

5 Principles of the U.S. Constitution

**Federalism**

The 3 Branches of Fed. Gov.

**The Federalists**

**Anti-federalists**

# Bill of Rights

**Hamilton’s financial plan**

The Whiskey Rebellion

Jay’s Treaty

**Democratic-Republicans**

XYZ Affair

# Alien and Sedition Acts

Virginia & Kentucky Resolutions

# Revolution of 1800

# Louisiana Purchase

# John Marshall

# Marbury v Madison

Embargo Act

Tecumseh

# War of 1812

Battle of New Orleans

# Era of Good Feeling

# McCulloch v Maryland

**Missouri Compromise**

Second Great Awakening

**2nd Quarter: New Tech., Jackson & Reformer Era, Sectional Crisis & War, & Taming the South & West**

**Unit thesis questions to answer:**

Discuss Am.’s transportation revolution of the early 1800s, and it’s impact.

Explain one root, two facts, and 2 impacts of Am.’s manufacturing revolution of the early 1800s.

Give 2 reasons Henry Clay supported an “American System”. Explain how it worked, and two impacts.

How did America’s development into 3 different sections affect national politics? (Support thesis 3 ways.)

“Andrew Jackson’s was an extremely popular president.” Evaluate this statement

Compare and contrast Jeffersonian and Jacksonian Democracy

# Evaluate the Jackson Administration. Support your thesis 3 ways.

Identify 2 “different” early 1800’s reformers, and explain what they hoped to accomplish.

Define Manifest Destiny and describe 3 people or groups who supported it and why.

Explain How “Romanticism” influenced American culture and politics.

“From 1835-1858 U.S. society, culture. & politics were marred by “sectionalism”. Asses this statement.

Describe 1 root for, 2 specific proposals of, and 2 impacts of, the Compromise of 1850.

Identify two important beliefs held by Abraham Lincoln. Explain 2 actions he took to support these beliefs.

Evaluate the legitimacy of Southern secession.

Explain 3 reasons why/how the Union “won” the Civil War, and 2 reasons the Confederacy “lost”.

Identify 2 groups/persons who demanded the right to deal with the Ex-Confederacy, Explain their proposals.

What “causes of the Civil War” were resolved by the Civil War and Reconstruction?

Explain how 3 groups or entities helped tame/civilized the Wild West.

Explain U.S. policy regarding Natives of the Great Plains and Rocky Mountains. Describe the outcome.

# Identifications:

**Samuel Slater**

**Eli Whitney** & Interchangeable parts

# Lowell

# Henry Clay’s American System

Erie Canal

Tariff

Market Economy

# Monroe Doctrine

Domesticity

# Washington Irving

# John Q. Adams

**Daniel Webster**

**John C. Calhoun**

**Andrew Jackson**

1824 election

Jacksonian democracy

Spoils system

# Nullification crisis

“Bank War”

“**Trail of Tears**”

**Hudson River School**

# The mid-19th Cent. Reformers

Ralph W. Emerson

# Henry David Thoreau

Theodore Weld & Grimke Sisters

# William Lloyd Garrison

F. Douglass, & H. Tubman

Elizabeth Stanton

# Romanticism

# American Renaissance

# Edgar Allen Poe

Nathaniel Hawthorne

The Mormons

Oregon Trail

Texas & annexation

Manifest Destiny

# Mexican War

Treaty of Guadalupe Hidalgo

The Mexican Cession

California Gold Rush

# Compromise of 1850

# Fugitive Slave Act

**H.B. Stowe: Uncle Tom’s Cabin**

**Stephen Douglas**

# Popular sovereignty

Free Soilers

# Kansas-Nebraska Act

“Bleeding Kansas”

Republican Party

# Dred Scott decision

Lincoln Douglas Debates

**John Brown (Kan.&Harpers Ferry)**

**Election of 1860**

**Southern secession, early & late**

**Jefferson Davis**

Gen. George McClellan

Thomas “Stonewall” Jackson

1st Bull Run

## Ulysses S. Grant

Shiloh

**Robert E. Lee**

**Antietam & Emancipation Proclamation**

**Gettysburg**

## Vicksburg

**Wm. T. Sherman, March to the sea**

Grant vs. Lee in VA

**Appomattox**

**John Wilkes Booth**

**Radical Republicans**

**13th, 14th, 15th Amendments**

President Johnson’s Impeachment

Scalawags; Carpetbaggers

Freedmen’s Bureau

Black Codes; KKK

Sharecropping

**Compromise of 1877**

Realism

**Mark Twain**

Winslow Homer

Homestead Act

Western Natives

# Transcontinental RxR

# Western Extractive Industries

Sitting Bull & Crazy Horse

Battle of Little Big Horn

Chief Joseph

New “Western” Agriculture

**Frederick Jackson Turner’s Thesis**

D.C. U.S. History II, Spring Semester

**3rd Quarter: The Gilded Age, Imperialism, The Progressive Age, WWI, The 20’s, & Great Depression**

**Unit thesis questions to answer:**

Identify 3 significant Gilded Age technological “wonders/inventions” and explain their impact.

Explain how “Industrial Age” horizontal & vertical integration worked. How did integration affect workers?

Explain how Gilded Age “Machine Politics” worked. Discuss 1 benefit, and 2 disadvantages, of this system.

How did Southern Blacks loose political power and civil rights during the late 1800’s? (Support 3 ways.)

Explain 2 reasons for, and 2 facts and impacts of the Populist Movement.

The Election of 1896: Identify the 2 candidates, summarize their platforms, then relate the outcome’s impact.

By 1896, why did many Americans want distant colonies? (Name a promoter, and discuss 3 distinct points)

What 2 conditions led to the Spanish American War? Describe a major long-term impact/legacy of the war.

What allowed for the development of “modern” cities?. (Support thesis 3 ways.)

Discuss 2 reasons families might leave Europe 1880-1910, and 2 reasons they were drawn to America.

Identify 3 broad problems during the early 1900’s and describe how “Progressives” battled each.

How effective was President Theodore Roosevelt in making America a better place? (Support thesis 3 ways.)

Why did Americans finally decide to join the “Allies” and fight in WWI? (Support thesis 3 ways.)

How did WWI affect American life during and after the war? (Discuss 3 distinct points)

Evaluate the following: The Allied “victory” of WWI lead to a “just and lasting peace.” (Support thesis 3-4 ways.)

Evaluate the following: “’Women’s Votes’ were secured by grass-roots effort rather than national leaders.”

Why did many Americans want to return to “Normalcy” by 1920? (Define Normalcy & support thesis 3 ways.)

Identify 3 important tech wonders of the 1920’s and explain how each changed American’s way of life.

What factors led the economic boom if the 20’s. (Support thesis 3 ways.)

“The 1920’s was a period of contradictions & national schizophrenia.” Assess the validity of this view (3 ways).

Describe 3 conditions/events which led to the Great Depression of 1929.

**Identifications:**

The “New South”

A. Bell & T. Edison

# Andrew Carnegie

# John D. Rockefeller

C. Vanderbilt; J.P. Morgan

# Robber Barons

Social Darwinism

Am. Federation of Labor

# Samuel Gompers

Railroad strike of 1877

# Haymarket riot of 1886

Homestead strike of 1892

Pullman strike of 1894

# Eugene Debs

 “Do nothing” Presidents

# Political Machine

Civil service

#  “Jim Crow” laws; Lynching

# Plessy v. Ferguson

# Booker T. Washington & Atlanta Compromise

# Deflation

The Grange

Gold Standard v. “Free Silver”

# The Populist Party & leaders

**William Jennings Bryan**

“Urbanization Cycle”

The electric trolley

The “elevated”

The subway

The tenement

**The Chicago School**

Louis Sullivan

“Old” v. “new” immigration

**Joseph Pulitzer** & Wm. Randolph Hearst

Thomas Eakens

# Art Nouveau

Alfred T. Mahan

Yellow journalism

# The USS Maine

# Spanish-American War

**T.R. & the Rough Riders**

E. Alguinado & **Philippine War**

John Hay’s **Open Door Notes**

T.R. & **Panama Canal**

The Wright Bros

# Roosevelt Corollary

Taft’s **Dollar Diplomacy**

**Muckrakers**

**The Progressive Movement**

Social Gospel

Jane Adams

Settlement Houses

**W.E.B. DuBois & NAACP**

Upton Sinclair & Jacob Riis

**Robert M. LaFollette**

Direct primary

Recall; Initiative; Referendum

T.R.’s **Square Deal**

1902 Coal Strike

Railroad regulation

**F.D.A.**

Conservation

The suffrage movement & Susan B. Anthony

**16th, 17th, 18th, 19th Amendments**

Federal Trade Commission

**Wilson’s Missionary Diplomacy**

Impressionism

**Imperialism, Nationalism, Militarism, Alliance Systems**

Serbia’s Black Hand vs. Archduke Frantz Ferdinand

**Allied Powers vs. Central Powers**

Trench Warfare & No-man’s Land

U-Boat campaign & Lusitanian

Election of 1916

# War Industries Board

George Creel & Committee on Pub. Info.

Espionage & Sedition Act

# Wilson’s 14 Points

**Bolshevik Revolution**

**Versailles & Trianon Treaties**

**League of Nations**

**Prohibition**

**Normalcy**

Post-war labor strikes

# The Red Scare

Nativism & isolation

# The Palmer Raids

Saco & Vanzetti

Teapot Dome Scandal

Ford & “Model T”

Mass Electrification & appliances

**Mass Radio**

Jack Dempsey & Babe Ruth

# Buying on Credit

**The stock craze**

Flappers

Speakeasies

**Harlem Renaissance**

Urban Jazz

# Louis Armstrong & Duke Ellington

Organized Crime

F. Scott Fitzgerald

Fundamentalism

# Scopes Trial

New KKK

Trading on margin

# Over-speculation

The “Crash”

# Bank failures

# The Great Depression

Foreclosure

Shantytown/**Hoovervilles**

The Dust Bowl

Herbert Hoover’s R.F.C.

# The Bonus Army

**4th Quarter:** **The New Deal, WWII, Happy Daze!, Dark Ages, & Reagan Revolution**

**Unit thesis questions to answer**:

Explain how Franklin D. Roosevelt won the election of 1932. (Support thesis 3 ways.)

Who would probably be most affected by the Depression, rural folks or city dwellers? (Support 3 ways.)

Generally characterize the New Deal, and describe 3 specific programs.

How was Adolf Hitler able to gain popularity and power during the early 1930’s? (Support thesis 3 ways.)

Why were most Americans against getting involved in WWII from 1939 - 1940? (Support thesis 3 ways.)

Describe 2 roots, 3 facts, and 2 impacts of the Holocaust.

In what ways were American society changed during WWII? (Support thesis 3 ways.)

Evaluate: “Pres. Truman had no choice but to use atomic weapons against the Imperial Japanese in 1945.”

Explain 3 factors/actions that led to The Cold War.

Describe 3 ways The Cold War changed American life.

Evaluate: “The 1950’s were America’s “golden age” or “happy days” (Support thesis 3 ways.)

Identify 2 groups who did not, or could not, fully participate in the 50’s “happy days”.

Identify 2 civil rights leaders of the 50’s and describe their approach or tactics.

Describe Johnson’s “Great Society” program. How successful was it?

Explain how 5 American presidents become “involved” in Vietnam. (thesis + 5 brief paragraphs)

Compare and contrast M.L. King and his S.C.L.C. with Stokely Carmichael and his Black Panthers.

Was the Vietnam War different from WWII? (Support thesis 3 ways.)

Evaluate the following: “Richard Nixon was an ineffective president.” . (Support thesis 3 ways.)

Explain the personalities & factors leading to the end of the Cold War.

Describe 2 reasons for, 2 facts about, and 1 impact of the First Gulf War.

Pick 3 of the following and evaluate their effectiveness as leaders: Pres. Kennedy; Carter; Reagan; Clinton.

**Identifications**:

**F.D.R.**

The New Democratic Coalition

**The New Deal**

**The 100 Days**

Relief, Recovery, & Reform

**N.R.A, A.A.A.**

**T.V.A.**

**C.C.C., & W.P.A**

**Social Security**

**Huey Long**

Court Packing Scheme

**Art Deco vs.** Regionalism

**Joseph Stalin**

**Tojo**

**Mussolini**

**Fascism**

**Nazis**

**Adolf Hitler**

The German Miracle

Kristalnacht

**Rhineland**

**Anschluss with Austria**

**Sudetenland**

**“Appeasement”**

**Nazi-Soviet Pact**

Blitzkrieg

# Winston Churchill

Neutrality Acts

Atlantic Charter & **Lend-Lease**

**Pearl Harbor**

**Grand Allies**

**Gen. Eisenhower**

North African Campaign

**Italian Campaign**

Air Campaign

**Normandy (D-Day)**

**Gen. Patton**

**Yalta Conference**

Battle of Midway

**Gen. Douglas MacArthur**

**Potsdam Conference**

**Hiroshima & Nagasaki**

United Nations

**Soviet Expansion**

# The Truman Doctrine

**The Marshal Plan**

**The Cold War**

**“Containment”**

**Berlin Airlift**

**Moderate Liberal Consensus**

Mao Zedong

**H.U.A.C.**

The Rosenbergs

Korean War

**Sen. Joseph McCarthy**

**The Baby Boom**

**The G.I. Bill**

**Levitt & Sons**

Suburbia

Mass Consumerism

**Beatniks**

Rock’n Roll

**Brown vs. Board of Ed.**

**Desegregation**

**Rosa Parks**

**Martin Luther King**

S.C.L.C.

**M.A.D. & Brinkmanship**

**Sputnik**

Summit

Fidel Castro

**Vietnam**

**Ho chi Minh**

J.F.K.’s New Frontier

**Peace Corps**

**The Bay of Pigs**

**The Berlin Wall**

**The Cuban Missile Crisis**

Lee Harvey Oswald

**S.N.C.C.**

Freedom Rides

# L.B.J.’s Great Society

Medicare & Medicaid

# The Civil rights Act of 64

The Warren Court

# Domino Theory

**Tonkin Gulf Resolution**

# Escalation

Students for a Democratic Society

# Hawks vs. Doves

# The Counterculture

Betty Friedan vs. Phyllis Schlafly

**1968!**

Chicago Dem. National Convention

**Tet Offensive**

**King Assassination**

**R.F.K. Assassinations**

**Malcolm X**

# Stokely Carmichael

# The Black Panthers

Nixon’s Vietnamization

**Kent State!**

**Détente’**

**Nixon’s Soviet & China visits**

**Watergate** scandal

Gerald R. Ford

Inflation

**Jimmy Carter**

**Camp David Accords**

Arab Oil Embargo

Stagflation

## Soviet Hegemony?

**Malaise**

**Iranian Hostage Crisis**

“Entitlements”

Reverse Discrimination

Moral Majority

**The Reagan Revolution**

Supply-side economics

S.D.I.

Sandra Day O’Connor

Deregulation

## Mikhial Gorbachev

Iran-Contra Scandal

George Bush

## Fall of the Soviet Union

Saddam Hussein

**The Persian Gulf War**

**Ross Perot**

**Bill Clinton**

Whitewater; Travelgate

Newt Gingrich

“Contract with America”

**Midterm elections of 1994**

International Terrorism

Clinton-perjury scandal

**Clinton’s Impeachment**

**Election of 2000**

The 9-11 Attacks