

Mrs. Lynn Norris
U.S. History
2015-16

Course Description

This course is an introduction to American History starting with Reconstruction after the Civil War in 1865 through the Clinton Administration. History is a dynamic process resulting from the decision and actions of all men and women in our American past. We will examine the variety of expectations people held for the future; the constraints of time, place and multiple social and economic factors that these historical figures faced; the choices they made given the circumstances of their lives; and the expected and unexpected outcomes flowing from their decisions. We will cover 5 main themes in this course. The first theme is the political development of the nation, including federal and local, domestic and diplomatic policies, and the history of political parties. Second is the theme of national citizenry created by immigration. We will explore the conflicts, values, and aspirations of the American citizens. The third theme is regional economics and cultures. We will study the economics and cultures that existed between the different regions of the United States. The fourth theme is the rise and impact of social movements prompted by the changing material conditions and new ideas. The last theme is the relationship of the United States to foreign nations. We will explore the causes and consequences of our role in world conflict and diplomacy.

Course Objectives:

The student will learn:

- the Civil War Reconstruction advocated by President Lincoln, President Johnson and Congress
- conditions African Americans encountered during the first years of Reconstruction
- to identify the factors that led to the rapid growth of industrialization after the Civil War
- about the development of railroads and how they influenced other enterprises
- about the working conditions that Americans faced in the late 19th century
- the policies and problems that Native Americans Indians, Mexican Americans, and Chinese immigrants faced and how they responded
- how the range cattle industry, railroads, farmers, mining industry, and agribusiness helped settle the West
- how immigrants affected the United States demographics and how they assimilated
- to describe the roles of the political parties of the 19th century
- how America started to become a world power
- about the Spanish-American War and the acquisitions of new possessions from war

- of the role of the federal government in the economy and the power of the presidency
- Wilson's foreign policy plans in international relations and World War I
- explain the choices Wilson made in the peace treaty of Versailles and their outcomes
- how America's economic power influenced the world
- how prosperity soon turned to poverty
- Hoover's policies on how to get the United States out of depression
- FDR's New Deal programs and their outcomes
- about the measures that America took between 1935 and December 7, 1941 to help defeat Hitler and the Japanese expansion
- about the strategic choices the Roosevelt and Truman made that shaped the course of World War II
- Truman's foreign policies between 1946 – 1952
- Truman's policies about North and South Korea
- about the Cold War
- how Eisenhower's foreign policies, the "New Look," differed from Truman's policies
- Kennedy's domestic policy, the "New Frontier," and his approach to civil rights
- about the Cuban Missile Crisis
- about Johnson's Great Society programs and how they contributed to social tensions
- how the civil rights movement changed from a southern problem to a national one
- Johnson's foreign policy concerning Vietnam and military outcome of the policy
- Nixon and his ending of the Vietnam War
- how Reagan and his social and domestic policies affected the United States
- about the end of the Cold War and United States foreign policy
- of the changes in moral and social values affecting American policies

Methods of Instruction

Students will learn through the following activities:

1. Class lectures, notes, and discussions
2. Textbook readings, primary sources, and additional secondary sources such as magazine articles
3. Tests
4. Projects such as research projects, and presentations
5. Final Exam

Grading Policy

On any given writing-based assignment, content (that is, what you know) will be graded most heavily. However, poor writing (grammar, spelling, punctuation),

will negatively affect your grade. Late assignments will be accepted within two weeks of the assignment's due date, with 10 points taken off for each week late. If an assignment is more than two weeks late, it will NOT be accepted for credit. All grading will be done according to a 100-point scale. Numeric Grade Breakdown

90-100 A
80-89 B
70-79 C
60-69 D
0-59 F

Academic Honesty

All forms of academic dishonesty – cheating, copying, plagiarism – will not be tolerated. If you can find in on the Internet, I can as well. Also, I really read everything you turn in, so if you copy, I will catch you eventually – so just don't do it. The consequences of violating this code are outlined in the SHS student handbook and will be followed.

Contact Information

All contact must be made through either our school Gmail account and/or Canvas. As a student, you must check your school email and Canvas regularly. This is your responsibility to maintain and keep current with both Gmail and Canvas. My school email account is lnorris@swest.k12.in.us.