



Penn Manor High School
United States History II (1914-present)
Dr. Mealy, Room C307
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Statement of Purpose

This course is recommended for students considering post-secondary education but whose primary interests are away from the Social Studies field. This chronicle of the United States since World War I critically examines our recent past by focusing on urbanization, industrialization, major wars, and twentieth century economic and social change. Relationships are developed among historical events within the United States, Pennsylvania and the local community. Current issues are addressed. Essential reading, writing, and technological skills necessary for success at the post-secondary level are developed through research projects, instructional activities on reading and writing strategies, and both teacher-directed and student centered learning. A historical writing research component is included. Daily homework is expected.

Course Scope

In 1903, social historian W.E.B. Du Bois predicted the problem of the twentieth century would be the issue of the "color-line;" however, a Gallup Poll taken in the final year of the century revealed that the public felt World War II was the biggest issue of the century, followed by women's suffrage, the dropping of the atomic bomb, and the Nazi Holocaust. The passage of the 1964 Civil Rights Act came in fifth on Gallup News Service's 1999 survey of the most important events of the twentieth century. Despite the conflicting views of the nature, structure, and importance of racial and ethnic identification, this course will evaluate Du Bois' assertion by chronicling the history of the United States since 1914 by emphasizing two themes in 20th Century U.S. history: war and society.

Works Studied in Course

1. Cayton, Perry, et al. *America: Pathways to the Present* (New Jersey: Prentice Hall, 2003)

COURSE PHILOSOPHY

Note Taking:

This is a Discussion-based course. Begin class with your notebook on your desk. Discussions treat a single question, or thesis, with a hierarchical organization of major and minor discussion points. This approach allows me to present broad concepts and factual information. In order to prevent redundancy and boredom, students are expected to generate ideas in response to a lecture's thesis. Expect the pace of each discussion to change every 20 minutes. Discussions are designed to keep students involved, so I expect you to be involved in discussion, ask questions, and challenge my theses.

Also, each week, some students may present BRIEF (less than 5 minutes) factual findings on contextual 'mini-topics' I assign. This is to help ensure a common baseline of factual knowledge for daily discussions and to enhance student involvement.

Word to the Wise for Mastering the Material and Enjoying the Course:

Spend time every night rewriting your notes. Make certain that your notes make sense to you. Fill in missing terms, ideas, and information. Develop questions that you can bring to class the following day. That means I suggest that you take your daily notes home and rewrite them into a separate notebook every evening after a lecture. This way you repeat the day's lecture and better organize your things.

Notebooks/3-Ringed Binder

All students should have a 3-ringed binder and notebook. In the binder, you will hold all quizzes, assignments, and handouts. Notebooks will be used only to keep notes.

Suggestion for how the binder should look

- Dividers (one divider per unit, a divider for Midterm/Final, a divider for project):
- All history notes and study guides accounted for
- Only history notes, no other subjects mixed in
- Syllabus is first thing in the binder
- Study guides are the first paper in each section of your binder
- All papers are 3-hole punched and neatly arranged in your binder by unit-of-study

PROCEDURES, RULES, AND WORK STANDARDS

Entering the Classroom – come to class Prepared.

- Be in your seat when the bell rings.
- Have your notebook on your desk immediately, and every day.

Classroom Etiquette

- Once class begins, do not get out of your seat without permission.
- Make sure pencils are sharpened before class begins.
- Make sure you've thrown out any trash before class begins.
- When class begins, you should have on your desk – notebook open, binder, study guide

Leaving Class While in Session

- I will only allow four (4) students out of the classroom per day.
- You must get your passbook signed.
- No one is excused during a lecture or mini topic (unless you have an early dismissal pass).
- No one is excused until you have completed an exam or quiz.
- Do not get out of your seat for any reason when I am lecturing unless you received permission.

Classroom Circles

- This classroom will implement Classroom Circles, a practice that will grant students a degree of agency in classroom culture. These circles are designed to support one another by collectively addressing challenges, disciplinary infractions, and content knowledge. Classroom Circles may be utilized at any time. For instance, we may take time at the beginning or end of class to clarify content from the previous class meeting. We might also call a Classroom Circle in the middle of class but immediately following a violation to classroom standards in order to support one another to learn from misbehavior. While Dr. Mealy will decide the right time for a Classroom Circle, students have the right to make a motion to convene a circle.

While You Were Out/Absences

There are several procedures put in place to ensure students receive materials and assignment information for days missed. Here are the procedures:

1. **Google Classroom** – students will be able to retrieve readings, handouts, and assignments in the Google Classroom. The join code is _____. Kept in the Google Classroom will be a weekly “While You Were Out” list of the week’s assignments.
2. **Student Scribe** (for notetaking) – one student will volunteer to be the class note-taker. While all students are responsible for taking notes, the scribe will provide copies of lecture notes for absent students. The Scribe will receive a class gift at the end of the semester.
3. **Assignment Partners** – Assignment partners are pairs of students who will be assigned the task of providing information for each other. Each student serves as a point of contact for the other to clarify information about homework and assignments. This is meant to be a peer-support strategy that should be utilized for absences and in-school assignments. Partners will have to exchange a means to contact the other (cell phone, email, Facebook messenger, etc.). Dr. Mealy will assign partners.

Equity Statement

Diversity, equity and inclusion fuels a functional and just classroom environment. It is my policy to maintain an environment free of harassment and free of discrimination against any person because of race, color, ancestry, national origin, language, religion, creed, gender, identity, orientation, dis/abilities, or political ideas. Discriminatory conduct and harassment violates the dignity of individuals, impedes the realization of this school’s mission, and will not be tolerated.

Academic Honesty Code:

All forms of academic dishonesty, including the increasingly popular practice of “cutting and pasting” writing assignments from the Internet is a serious violation and will be treated accordingly. Be aware that there are a number of tools available for instructors to spot such electronic cheating, including increasingly sophisticated software. Examples of academic dishonesty include the following types of actions and behavior: Unauthorized sharing of test answers; copying from another’s test during examinations; forgery in academic forms, records and documents; falsification of authorship in academic work or portions of work submitted as one's own. Cheating, forgery, plagiarism, and dishonesty are prohibited and have serious consequences ranging from course failure, denial of future registration, disqualification, to dismissal. Any violation of Academic Honesty you will receive a zero for the assignment, quiz, and/or exam.

GRADES: Grades will include, but not limited to, the following:

Discussion & Attendance

Success of a class structured like this hinges upon the students' ability to show up for class and share their ideas and insights with the group. To give students a strong incentive to get involved, discussion and attendance are assessed daily and will factor into the overall grading scheme. A student's lack of participation in discussion will not lower a grade; however, it can make a difference in boosting a grade at the end of a marking period. Students are graded daily on having notebooks and binder on their desks and ready to begin class.

Chapter Assessments

There will be at least four assessments in a marking period. A course **Mid-Term** will be administered to all students at the middle of each semester (October and March, respectively). A **Final Exam** will be administered to all students at the end of the semester (January and June, respectively). The Final Exam will count for 8 percent of the student's overall grade.

Quizzes

Quizzes are in the form of multiple choice questions and short essays.

| TOPICS OF STUDY | |
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| THEME 1: WAR | |
| World War I | |
| | War-Related Geography |
| | The Origins of WWI |
| | American Neutrality and Entry into WWI |
| | Black American Soldiers in the War |
| | The American Home Front |
| | The End of WWI: Armistice and Peace in Paris |
| World War II | |
| | Totalitarianism: Hitler, Mussolini, Stalin and the Dictators of Europe |
| | The Third Reich: Hitler's Conquest of Europe |
| | The Earliest Years of the War |
| | American Neutrality |
| | Pearl Harbor |
| | U.S. and the War in Europe |
| | The Holocaust |
| | The Home Front: Women, Black Americans, Mexican Americans, and Native Americans During WWII |
| | The Pacific Theater |
| | The Atomic Bomb and the End of World War II |
| The Cold War | |
| | Cold War: A Definition |
| | The Berlin Crisis |
| | The Korean War |
| | Return to Conservatism: Eisenhower, the CIA, and the '50s |
| | McCarthyism: The Second Red Scare |
| | Election of JFK and the Space Race |
| | JFK and Cuba |
| | The Assassination of JFK |
| | After Kennedy: Lyndon Johnson's Great Society and the Election of 1964 |
| | The Vietnam War: Origins |
| | The Vietnam War: 1964-1968, The Johnson Administration |
| | The Vietnam War: 1969-1972, the Nixon Administration |
| | The Vietnam War: Anti-War Activism and the Generation Gap |
| | The end of the Cold War |
| | The Iran Hostage Crisis |
| | The Shooting of Ronald Reagan |
| | The Persian Gulf War |
| War on Terror | |
| | Clinton Administration (Kenya, Tanzania, USS Cole) |
| | Sept. 11 & the Bush Administration |
| | Wars in Afghanistan and Iraq |

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| | Patriot Act |
| | Obama Administration & Death of Osama bin Laden |
| | ISIS |
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| THEME 2: SOCIETY | |
| The Roaring Twenties | |
| | The Red Scare & Democracy's Fragility |
| | American Heroes: Hollywood, Sports, & Celebrities of the 1920s |
| | The Prohibition Movement |
| | The Suffrage Movement |
| | 1920s Consumerism: Henry Ford and the Model T |
| | The Scopes Trial & the Religion Debate in American Schools |
| | The Nadir of Race Relations |
| | Immigration Restriction, Nativism, and the Second Founding of the Ku Klux Klan |
| The Great Depression | |
| | Causes of the Great Depression |
| | The Hoover Administration: The Failed Response to the Depression |
| | The Depression's Impact on Women and the Black community |
| | The Election of FDR and the New Deal |
| | The New Deal's Critics |
| Civil Rights & Other Social Movements | |
| | The Civil Rights Movement: A Definition |
| | Charles Hamilton Houston and the Effort to Desegregate Schools in the 1930s and 1940s |
| | Brown v. Board of Education: The Browns, The Trial, and the Aftermath |
| | The Little Rock Nine |
| | Bridges, Georgia, and Ole Miss |
| | Commencing the Grassroots Movement: Emmett Till |
| | Rosa Parks, Martin Luther King, & the Montgomery Bus Boycott |
| | The sit-ins, Freedom Rides, and the Campaign in Birmingham |
| | The March on Washington and Other (More) Important MLK Speeches |
| | The Freedom Summer and Selma March |
| | The Black Power Movement: A Definition |
| | The Nation of Islam, Malcolm X and Muhammad Ali |
| | Black Power on College Campuses |

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| | Second Wave Feminism and Other Power Movements (AIM, Gay Pride) |
| | American Indian Movement |
| | Watergate |
| | The Presidency Post-Nixon |