**EWU History 110 American Experience**

**Syllabus**

Welcome to History 110: American Experience. This course is a college level and credited study of United States History offered through Eastern Washington University. Students who successfully complete this course will earn 5 credits from Eastern Washington University. This will a challenging course that will demand considerable reading and writing skills. The course will apply historical themes and concepts to thematic periods of our nation’s history. We will examine both changes and continuity to these historical themes from pre-Columbian period to our contemporary world. The course will cover a significant amount of content material much of which you will be responsible for retaining. With that being said, the more important part of this course will be the application, analysis, and evaluation of historical content, data, and documents. You will be required to utilize historical inquiry and investigation throughout this course.

**Historical Thinking Skills:** Much of our time in History 110 will be spent developing Historical Thinking Skills. Your success in this class will depend more on your ability to apply these skills than on an extensive content knowledge. The skills are outlined below:

 I. Chronological Reasoning

* Compare causes and effects both short-term and long-term.
* Analyze and evaluate patterns of continuity and change.
* Connect patterns of continuity and change over time to larger historical processes or themes.
* Analyze and evaluate competing models of periodization of American history.

II. Comparison and Contextualization

* Compare related historical developments and processes across place, time, and/or different societies, or within one society.
* Explain and evaluate multiple and differing perspectives on a given historical phenomenon.
* Explain and evaluate ways in which specific historical phenomena, events, or processes connect to broader regional, national, or global processes occurring at the same time.

III. Crafting Historical Arguments from Historical Evidence

* Analyze commonly accepted historical arguments and explain how an argument has been constructed from historical evidence.
* Construct convincing interpretations through analysis of disparate, relevant historical evidence.
* Evaluate and synthesize conflicting historical evidence to construct persuasive historical arguments.
* Analyze features of historical evidence such as audience, purpose, point of view, format, argument, limitations, and context germane to the evidence considered.
* Based on analysis and evaluation of historical evidence, make supportable inferences and draw appropriate conclusions.

IV. Historical Interpretation and Synthesis

* Analyze diverse historical interpretations
* Evaluate how historians’ perspectives influence their interpretations and how models of historical interpretation change over time.
* Draw appropriately on ideas and methods from different fields of inquiry or disciplines.
* Apply insights about the past to other historical contexts or circumstances, including the present.

**Course Materials:**

Kennedy, David M., Lizabeth Cohen, and Thomas Bailey. *The American Pageant.* 14th ed. Boston, Mass.: Houghton Mifflin Co., 2010.

Epstein, Mark. *Preparing for the AP United States History Examination*. Wadsworth, Cengage Learning. 2010.

Davidson, James West, Mark Hamilton Lytle. *After the Fact, The Art of Historical Detection*. 5th ed. McGraw Hill. 2005.

McPherson, James. *The War that Forged a Nation*. Oxford University Press. 2015.

**Tests, Quizzes, Essays and Required Reading:**

**Grading:**

There will be three grading categories with a corresponding percentage value. There will be four major exams which cumulatively be worth 40% of your grade. These four exams will be a combination of multiple choice and short answer questions. Another category will consist of chapter quizzes, various essays, document quizzes, document analysis, and quizzes on supplemental readings. The third category will consist of various assignments, discussions, reading reflections, class participation, and quiz reviews (15%)

* 4 major Tests: 40%
* Chapter Quizzes, Reading Quizzes, Essays, Document Essays, Reading Reflections: 45%
* Chapter reviews, class participation, class discussions: 15%

**Course Schedule**

The following schedule is ambitious and will likely need to be adjusted as we progress. Assignments will likely be added and some deleted as we work through the next two trimesters. Regardless, be prepared to work diligently throughout this class.

1. American Pageant Chapters 1 and 2 (1 week).

* Major points of class discussions: Pre-Colombian cultures, consequences of Colombian exchange, economic features of mercantilism, early English colonies, economic links between Europe - Caribbean - and North American colonies, Why do we speak English and not Spanish (like most of the Americas)?.
* Class Discussion: **America in the World:** Explain how imperial competition and the exchange of commodities across both sides of the Atlantic Ocean influenced the origins and patterns of development of North American societies in the colonial period.
* **Document analysis** includes a review of essential elements of analyzing primary documents. Students will be instructed on and practice analyzing the author’s purpose, point of view, format, argument, the document’s context, and intended audience. All of these factors should be considered while analyzing primary documents as they will profoundly impact any interpretation.
	+ - Documents for the initial DBQ will include: “English-Indian Relations 1600-1700.” Documents: “Proceedings of the Virginia House of Burgesses, 1619.” “Report of Edward Waterhouse, 1622, from the records of the Virginia Company of London.” “ Matthaes Merian, An Indian Massacre of 1622 (**Visual,** engraving), in de Bry’s America, 1628.” “The Book of General Laws and Liberties Concerning the Inhabitants of the Massachusets [sic]..., 1647.” “John Easton, deputy governor of Rhode Island, *A Relation of the Indian War*, 1675.” “A Treaty between the Agents of Massachusett’s [sic] Bay, New-Plymuth, and Connecticut, and Sachems of the Five Nations, at Albany, in the Year 1689.”
		- This activity will be used as DBQ primer rather than an actual DBQ. A multiple choice comprehension quiz will accompany this DBQ.
1. American Pageant Chapter 3 (4 days)
* Major points of class discussion: The Puritan and their impact/influence, Features and distinct character of the Northern colonies, Pennsylvania Quakers, seeds of democracy in the Protestant churches.
* Varying Viewpoints discussion: Europeanizing America or Americanizing Europe.... Is America an extension of European culture or an amalgam and adaptation of various cultural influences.... something new?
* Quiz on Chapters 1,2, 3
1. American Pageant Chapter 4 (1 week)
* Major points of class discussion: Tobacco economy, Coercive labor patterns from indentured servants to slavery, Atlantic Slave trade, colonial distinctions from north to south (already distinct economies and cultures), Southern Society compared to Northern Society, African culture and slave life.
* Class discussion: Explain the differences and similarities between New England colonies and Southern Colonies that were evident by 1730. Include an examination of economy, labor patterns, expansion, religion, culture, and geography.
1. American Pageant Chapter 5 (4 days)
* Major points of class discussion: The Atlantic economy, The Great Awakening of the 1730s, education and culture, Colonial economy and social structure (north and south), immigration and population growth (demographics that will change history).
1. American Pageant Chapter 6 (4 days)
* Major points of class discussion: French ambitions in North America, English-French rivalries in North America (and Europe), the First World War?, The Seven Years’ War, Proclamation of 1763.
* Quiz on Chapters 4, 5, 6
1. American Pageant Chapter 7 (4 days)
* Major Points of class discussion: Mercantilism and its contribution to revolution, The Stamp Act crises, Townshend Acts, Boston Tea Party, The Intolerable Acts and Continental Congress, Lexington, and Concord.
* Class discussion: Globalization (Imperial rivalry and colonial revolt... a pattern established)
* Essay Response: **America in the World-1**, Explain the theory of mercantilism and the role it played in prompting Americans to rebel in 1776.
1. American Pageant Chapter 8 (1 week)
* Major Points of class discussion: American “republicanism,” Declaration of Independence, Patriots vs. Loyalists, Northern Campaigns and Southern Campaigns, the French jump in (why?), Yorktown and Peace of Paris.
* Historical interpretation discussion and analysis: **Ideas, Beliefs and Culture-4**, What caused the revolution... economics or ideas?
* Document Analysis: **Ideas, Beliefs and Culture-2**, Abigail Adams promotes women’s rights. Abigail Adams, Letter to Husband March 31, 1776. Class review of document Analysis: Point of view, author’s purpose, audience, context, and limitations.
* Quiz on Chapters 7, 8
* Document Quiz: “To what extent was the conflict between Great Britain and the North American colonies economic in origin rather than rooted in political and social controversies and differences?” Documents: “James Otis, Speech on Writs of Assistance, 1761.” “Stamp Act Resolutions, 1776.” “Charleston, South Carolina, Sons of Liberty, 1766.” “Gottfried Achenwall, ‘The Pattern of Colonial Commerce,’ interview with Benjamin Franklin, July 1766.” “Samuel Adams, ‘Declaration of Rights,’ Massachusetts Committee of Correspondence, 20 November 1772.” “John Dickinson, *Letters from an American Farmer*, II, 1767-1768.” “‘Declaration of Colonial Rights and Grievances,’ 1 October 1774, First Continental Congress.” “America in Flames” (**visual document**, political cartoon). “Proceedings in the Convention of Virginia Relating to the Proclamation of Lord Dunmore,” 25 January 1776.
1. American Pageant Chapter 9 (4 days)
* Major points of class discussion: Economic troubles following the revolution, The Articles of Confederation (too liberal?), The Northwest Ordinance, Shays’s Rebellion (the original Occupy Wall Street movement), Constitutional debate, the New Constitution, **Art Analysis as Primary Document**: *John Singleton Copley’s Family Portrait* and the values of Colonial America.
* Historical interpretation discussion and analysis: Was the new constitution revolutionary or counterrevolutionary? Was it conservative or liberal?
1. American Pageant Chapter 10 (4 Days)
* Major points of class discussion: The first presidency and development of the office, The Bill of Rights, Hamilton’s economic policies, Development of political parties (Federalists vs Republicans), The French Revolution (rub your neck if you’re wealthy), President Adams presidency.
* Salute to Washington: Revolutionary generals don’t give up power: David, Caesar, Cromwell, Napoleon, they become dictators... Washington was different!
* Class discussion: Politics and Citizenship... comparing the French and American revolutions... Why was ours relatively bloodless and France’s was a bloodbath?
* Quiz on Chapters 9, 10
1. American Pageant Chapter 11 (1week)
* Major points of class discussion: The “Revolution of 1800” a new president and political philosophy, The Jefferson presidency, The Supreme Court, Louisiana Purchase, Embargo 1807-1809, Barbary pirates, More troubles with Britain and the War of 1812.
* Historical analysis discussion: If Jefferson were alive would he Occupy Wall Street? What would Adams say about Occupy Wall Street? Discussion about government power and limits of liberty.
* Document Quiz: Although Thomas Jefferson and Alexander Hamilton fought bitterly over issues of constitutional interpretation in the 1790s, the policies of the Jeffersonian Republican Presidents Jefferson and Madison in the years 1801-1817 often reflected the beliefs of the Federalist Hamilton. To what extent is this an accurate statement? Thomas Jefferson, “Opinion on the Constitutionality of a National Bank, 15 February 1791. Alexander Hamilton, Tully No.III, 28 August 1794. James Madison, “Virginia Resolutions,” 1798. Thomas Jefferson, Annual Message, 8 December 1801. Map: Four Barbary States of North Africa 1805. Isaac Cruikshank, “The Happy Effects of that Grand System of Shutting Ports Against the English,” 1808 (visual document, political cartoon). John Adams to Benjamin Waterhouse, 11 March 1812. John Calhoon, Jeffersonian Republican Congressman from South Carolina, speech before Congress, 4 February 1817. John Randolph, Virginia Jeffersonian Republican Congressman, speech in Congress, on the 1816 tariff bill.
1. American Pageant Chapter 12 and 13 (1 week)
* Major points of class discussion: War of 1812, Treaty of Ghent, The Hartford Convention, Growth of American Nationalism, Westward Expansion, Missouri Compromise and sectional tensions, The Monroe Doctrine, Presidency of John Quincy Adams and Andrew Jackson, Indian Removal, South Carolina nullification crisis, Whig party and further development of a two party system, Data Analysis: *Voter Turnout by Country between 1840-2000* (table pg. 279).
* Discussion of the Development of Democracy and American national character... Analysis of Alexis de Tocqueville’s book “Democracy in America.”
* Quiz on Chapters 11, 12, 13.

**Midterm Test**

1. American Pageant Chapter 14 and 15 (1 week)
* Major points of class discussion: Developing national economy, Westward expansion, Irish and German immigration, Nativism and assimilation, beginning of the factory system, women’s rights, transportation developments, Cultural developments (religious revivals, Mormons, Temperance, national literature).
* Document Essay Question: Evaluate how and why the antebellum market revolution and Second Great Awakening affected the evolution of women’s role in the family, workplace, and society in the years 1815-1860. Documents: Charles G. Finney, comments on a convert in New York, memoir, 1831. “Selling a Mother from Her Child” *Antislavery Almanac*, 1840. E.L.F. “What Have Women to Do with Slavery: A Dialogue,” *The Liberator*, 1 November 1863. Harriet Farley, “Slave Labor vs Free Labor,” L*owell Offerin*g, December 1840. Editorial from *Godey’s Lady’s Book*, magazine, 1845. Dorothea Dix to the Massachusetts legislature, report, 1843. Sanory and Major, “The Happy Mother,” 1846. “Bloomer Costume,” *Harper’s New Monthly Magazine*, 1851. Petition to the Massachusetts legislature, 1853.
* Quiz on Chapters 14 and 15.
1. American Pageant Chapter 16 (1 week)
* Major points of class discussion: Southern economy and social structure, plantation system, life under slavery, growth of the abolitionist movement, north and south reaction to the abolitionist movement.
* Historical interpretation discussion and analysis: What was the true nature of Slavery?
1. American Pageant Chapter 17 and 18 (4 days)
* Major points of class discussion: Manifest Destiny, annexation of Texas, Oregon settlement, War with Mexico (causes and impact), “Popular sovereignty,” Compromise of 1850, Fugitive Slave Law, Kansas-Nebraska Act
* Class reflection and discussions: Patterns of Globalization... expansion of the U.S. and war with Mexico.
* Quiz on Chapter 16, 17 and 18.
1. American Pageant Chapter 19 (1 week)
* Major points of class discussion: Spread of the abolitionist movement, Kansas disaster, Dred Scott case, the Lincoln-Douglas debates, Lincoln and Republican victory, Secession, Voting Map Analysis of Presidential Election of 1860 by State and County (pg. 454).
* Historical interpretation, discussion and analysis: Historical debate on the causes and necessity of the Civil War.
* Document Essay Question: In the years 1830-1860, many northern Americans came to see slavery as an evil, while many southerners defended the institution as a positive good. Why did the North and South come to such different view of slavery in the years prior to the Civil War? Documents to be presented at the time of the test.
1. American Pageant Chapter 20 and 21 (1 week)
* Major points of class discussion: Advantages/disadvantages at the beginning of the war. Maneuvering around Fort Sumter situation, financing the war effort North and South, Data analysis of Manufacturing by Region in 1860 (chart page 470), Europe’s position during the war, Military campaigns through the war, Union strategy, Emancipation Proclamation, Confederate zenith and the turning tide of the war, Black soldiers contribution to Union war effort, Politics of the war, Lincoln’s assassination the end of the war.
* Historical interpretation, discussion and analysis: Historians debate the consequences of the Civil War.
* Reflection and discussions: War and diplomacy (causes of the conflict and America’s relationship with Europe during the war), Patterns of Globalization (Europe’s perspective on the war),
* Quiz on Chapter 20 and 21
1. American Pageant Chapter 22 (1 week)
* Major points of class discussion: Transition for freed slaves, Southern economy and society after the Civil War, Congress and Johnson’s reconstruction plans, The 14th and 15 Amendments, The South wins Reconstruction (reestablishment of white dominated society, Black Codes and the KKK).
* Document Analysis: Letter from a Freedman to his Old Master, Col. P. H. Anderson.
* Reflection and discussions: Reform Movements (civil rights), Labor patterns (sharecroppers), Economic Patterns (southern economy after Civil War).
1. American Pageant Chapter 23 (3 days)
* Major points of class discussion: Corruption and reform in the Grant Administration, The end of Reconstruction (Compromise of 1877), Jim Crow laws, Class conflict and ethnic clashes, the Homestead Strike, Populism.
* Reflection: Diversity (Chinese and Irish contributions to a growing nation),
* Free Response Essay: To what extent did the constitutional amendments ratified during reconstruction bring political and economic equality to the former slaves by 1900?
* Quiz on Chapter 22, 23

**Trimester Final**

1. American Pageant Chapter 24 and 25 (8 days)
* Major points of class discussion: The railroad boom, beginnings of government regulation, Lords of Industry and mass production, the growth of the industrial working class, growth of trade unions, Regulating trusts, Growing cities, Nativists and immigration, Evolution and education, Culture in the cities.
* Reflection and discussion: Reform movement (regulation of business), American Culture (changes in art, music, architecture, and entertainment), Demography (Americans move to the cities), Economic Patterns (rise of industrialism).
* Socratic Seminar on Historical Article: “*Imagine There is No Country*,” by Richard White of Stanford University.
* Free Response Essay: Analyze the part played by immigration in transforming the urban social fabric of the United States between 1870 and 1900.
* Document Essay: Historians have often portrayed the capitalists who shaped post-Civil War industrial America as either admirable “captains of industry” or corrupt “robber barons.” Evaluate which of these is a more accurate characterization of these capitalists. Documents: Henry George, *Progress and Poverty*, 1879. Andrew Carnegie, Gospel of Wealth, 1889. C.D. Warner, “The South Revisited,” H*arper’s New Monthly Magazine*, March 1887. The Robber Barons of Today (**Visual**: political cartoon), 1889. James B. Weaver, Populist presidential candidate, *A Call to Action*, 1892. E. Levasseur, “The Concentration of Industry and Machinery, in the United States,” *Annals of the American Academy of Political and Social Science*, March 1897. The Breakers, Vanderbilt “summer cottage,” Newport, Rhode island, ca. 1904. Built 1893-1895 by Cornelius Vanderbilt, II. Clement Studebaker, manufacture of horse-drawn vehicles, testimony to Chicago Conference on Trusts, 1899. Breaker Boys at Woodward Coal Mining, Kingstson, Pennsylvania, c.1900. John D. Rockerfeller, testimony to the U.S. Industrial Commission, before the House of Representatives, 1899.
* Quiz Chapter 24 and 25
1. American Pageant Chapter 26 (4 Days)
* Reflection and discussion: Patterns of Globalization (expansion into the West), Environment (American attitudes and impact on the West), War and Diplomacy (U.S. Indian policy)
* Historical interpretation, discussion and analysis: “Was the West Won?” Jackson Turner’s thesis from *“The Frontier In American History”* vs. modern historians’ interpretations.
* Essay Analyze and explain the role played by railroads in the rapid economic growth of the late nineteenth century America.
1. American Pageant Chapter 27 (4 days)
* Major points of class discussion: Causes of American expansionism, Expansion into the Pacific, Spanish-American War, American Imperialism and Power, TR as president, Panama Canal.
* Reflection and discussion: Patterns of Globalism (economic pressures and causes of imperialism), War and Diplomacy (causes of American expansion and its resulting conflicts), Environment (Roosevelt the naturalist), American Exceptionalism (conflicting values: imperialism and liberty?)
* Historical interpretation, discussion and analysis: Why did the U.S. become a world power?
* Quiz Chapters 26, 27
1. American Pageant Chapter 28 and 29 (1 week)
* Major points of class discussion: The Progressive movement (causes and impact), Temperance movement, Consumer protection, Taft’s “dollar diplomacy,” Early environmental movement, Regulating trusts, Wilson’s presidency, World War and neutrality, Data Analysis: U.S. Exports to Belligerents 1914 to 1916 (chart, pg.740).
* Global comparison discussion: Why did the U.S. resist socialism that developed in Europe?
* Document Essay: To what extent was the progressive movement an extension of reformers’ ideas and programs of the later nineteenth century? Documents will be presented at the time of the test, One document will contain a map of United States Expansion between 1857 and 1917. . .
1. American Pageant Chapter 30 (1 week)
* Major points of class discussion: Transition of American Neutrality to declaration of War, America’s mobilization (material and political), Home front workers (opportunity for women and blacks), Wilson’s 14 Points, Treaty of Versailles and America’s rejection.
* Reflection and discussion: Globalization (why couldn’t the U.S. stay out of WWI?), War and Diplomacy (Wilson’s 14 points), Politics and Citizenship (suspension of civil liberties during war times).
* Document Quiz: Prince William’s vision of war vs. Wilson’s
* Document Essay: Which factor, self-interest or idealism, was more important in driving American foreign policy in the years of 1895-1920? Documents will be presented at the time of the test.
* Quiz Chapters 28, 29, 30.
1. American Pageant Chapter 31 and 32 (1 week)
* Major points of class discussion: Red Scare, Immigration restrictions, mass-consumption economy, Technology and Urbanization change American culture, Isolationism during the 1920s, Coolidge and Hoover’s presidencies, “Good Neighbors” foreign policy, The crash, Great Depression and Hoover’s response.
* Reflection and discussion: Economic Patterns (continuing shift of American economy away from agriculture), Demography (America becomes a majority urban population in 1920).
* Quiz on Ch. 31 and 32
1. American Pageant Chapter 33 (1 week)
* Major points of class discussion: The Hundred Days legislation, The New Deal’s Three Rs, Great Plains drought, Social Security, Advanced for labor, Data Analysis: Costs of Model T between 1908 and 1924, and International Comparison of Number of Automobiles (charts, pg.738)
* Socratic Seminar on History articles: How radical was the New Deal? Debating the New Deal. As a class we will debate in a modified Socratic Seminar the impact and effectiveness of the New Deal. Students will read the following articles prior to the discussion: *“The New Deal: The Conservative Achievements of Liberal Reform,”* by Barton Bernstein, *“Franklin D. Roosevelt and the New Deal: The Roosevelt Reconstruction: Retrospect,”* by William Leuchtenberg, and *“The Anti-New Deal Turn in Political Science and James MacGregor Burns’s FDR,*” by Bruce Miroff.
* Free Response Essay Question: Analyze the long-term significance of the New Deal for three of the following groups: industrial workers, retired workers, women, and farmers and farm workers.
* Quiz on Chapter 33
1. American Pageant Chapter 34 and 35 (8 days)
* Major points of class discussion: German, Japanese, and Italian aggression, U.S. Neutrality efforts, Lend-Lease and moving toward war, Japanese-U.S. tensions in the Pacific and Pearl Harbor, Mobilizing for war, War’s impact on women, African-Americans, Mexican Americans, and Native Americans, Pacific and European Theater of Operations, The end of the War in Europe and Pacific, the Atomic Bomb.
* Reflection and discussions: Patterns of Globalization (Comparing America’s response to Depression and War with other industrial countries), Demography (war’s impact on migration in the U.S.)
* Historical interpretation, discussion, and analysis: Were the Atomic Bombs Justified?
* Quiz on Chapter 34 and 35

**Midterm Test**

1. American Pageant Chapter 36 and 37 (1week)
* Major points of class discussions: Causes and beginnings of the Cold War, Communism and the development of the Containment policy (Truman Doctrine, Marshall Plan, NATO), Postwar American society and economy, Consumer culture in the 1950s, Eisenhower’s presidency, Beginnings of the Civil Rights Movement, Space Race, Politics during the Cold War.
* Reflection and discussions: Reform Movement (causes and timing of the Civil Rights movement), Economic Patterns (Postwar economic boom), Demography (baby boom).
* Document Essay: From 1941 to 1945, the United States and the Soviet Union were allies in the fight to eliminate German Nazism and Japanese militarism. By 1953 they had become implacable enemies in the Cold War. Analyze the reasons why this occurred. Documents will be presented at the time of the test.
* Quiz Chapter 36 and 37
1. American Pageant Chapter 38 (1 week)
* Major points of class discussion: Kennedy’s presidency, Cuban Missile Crises, Beginnings of Vietnam, Kennedy and Civil Rights, Johnson’s Great Society, Failure in Vietnam, Counter Culture, Civil Rights explosion, Nixon’s presidency.
* Reflection and discussion: Politics and Citizenship (Liberal to Conservative swings in American Politics), American Culture (Contributions and excesses of the counter culture and its legacy), War and Diplomacy (Vietnam... the worst managed war in U.S. History).
* Document Essay: Historians tend to portray the 1950s as a decade of prosperity, conformity, and consensus, and the 1960s as a decade of turbulence, protest, and disillusionment. Do you agree or disagree with this view? In answering this questions, address to what extent these two decades differed from each other politically and socially. Documents will be presented at the time of the test.
1. American Pageant Chapters 39 and 40 (4 days)
* Major points of class discussion: Nixon’s Vietnam Policy, Cold War thawing?, Economic stagnation, Middle East Geo Politics become global crises, Watergate, Feminism, Racial issues, Carter’s presidency, Energy and inflation, Iran Hostage crises.
* Reflection and discussion: Reform Movements (Victories and limitations of the Feminist movement), Environment (impact of 100 years of industrialization and the EPA), Patterns of Globalization (Middle East geo politics), Economic Patterns (patterns of recession and economic growth), War and Diplomacy (How did we win the Cold War).
* Document Essay: In the years 1964-2005, what factors contributed to the resurgence of conservatism in American politics and government? Documents will be presented at time of the test.
* Quiz on Chapter 38, 39
1. American Pageant Chapters 40, 41 and 42 (1.5 weeks)
* Major points of class discussion: Reagan’s election, Cold War with Reagan and Gorbachev, The Religious Right as a political and social force, Supply-side economics, End of the Cold War, Persian Gulf War, Post Cold War World, Clinton’s presidency, economic growth, Bush’s election, 9/11 Terrorist attacks, War in Afghanistan and Iraq, The Tech-economy, Communication revolution, Immigration and changing face of the United States.
* Quiz on Chapter 41 and 42

**Final**