Hist 1302.09E: United States History from 1865
Spring 2015, TR 9:30am-10:45am

Instructor: Dr. Nick Nelson
Office Location: SS 147
Office Hours: TR 11am-11:45am
Office Phone: (please use email rather than phone)
University Email Address: Robert.Nelson@tamuc.edu

COURSE INFORMATION

Books:
READING ASSIGNMENT: Richard Feynman, Surely You're Joking, Mr Feynman.
Additional readings to be assigned in class (these will be available online or in library reserve)

Course Description
A broad interdisciplinary course in the historical development of the United States and North America from 1865. Note: Assignments will focus on reading, writing, and analysis. Pre/co-requisite Eng. 1301 or 1302.

Course purpose
This course is intended to familiarize you with significant events and themes in the history of the United States from Reconstruction onward. You should complete this course with a very basic understanding of many of the shaping factors of the social and political cultures of the United States.

Student Learning Outcomes:
1. Students will be able to form substantive and evidence-driven arguments to propose solutions to problems or explain phenomena.
2. Student communication will follow conventions of grammar and syntax appropriate to the audience, purpose and message.
3. Students will demonstrate awareness of societal and/or civic issues.
4. Students will be able to understand their role in their own education.
COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments
This will be primarily a lecture course, with some outside reading assignments. The lecture will provide the evidence you need for creating evidence-based answers to the essay questions on the exams. A list of all the potential essay questions for the semester will be made available on the Blackboard site for the course during the second week of class. You will need to prepare in advance to be ready to write a coherent, well supported essay during a timed exam.

Short ID style questions will be drawn from outside reading assignments. These questions should be answered as single paragraph, complete sentence answers addressing the basic concepts of who, what, when, where, how, why, and SIGNIFICANCE.

GRADING

Grade structure:
This course will include one reading quiz, SCOTUS quiz, two exams, and a final exam.

Reading Quiz: This quiz will be taken online. It will be available available through 24 April (due date, but take it EARLY).
SCOTUS Quiz: This quiz will be distributed online. You will need to complete it, print it, and turn it in 30 January.

Exams: These will include 20 multiple choice questions (2 points each), one short ID (paragraph length at 10 points) and an essay (50 points). You must be able to write a coherent, well structured essay that adequately addresses the question.
Exam dates (subject to delay): Th 19 Feb & Th 2 Apr.

Final Exam: THURSDAY 14 at 8:00 am – 10:00 pm
This will be organized like the previous exams, but with 40 multiple choice (1 point each), and the addition of a cumulative portion (within the multiple choice) that will draw from the entire semester. The essay portion of the final will be 60 points.

Grading breakdown: Reading Quiz 5% (5 points)
Scotus Quiz 5% (5 points)
Exam1: 20% (20 points)
Exam2: 30% (30 points)
Final: 40% (40 points)
(100 points total)

Make-ups:
Make-ups for major exams will be arranged on a per case basis. However, you must complete it by 10am one week after the original exam date. This means you must contact me ASAP to arrange a make-up. I don’t want an excuse, just let me you know missed it (do not tell me why) and ASK for a makeup. I will only be on campus Tuesday and Thursday, so your opportunities for make-up times are extremely limited. It is best if you contact me the day of the missed exam. Make-ups may be a different format at my discretion.
ACCESS AND NAVIGATION

eCollege
This course is enhanced through eCollege, the Learning Management System used by Texas A&M University-Commerce. To access eCollege you will need an internet connection, preferably high speed, and your CWID and password. If you do not know your CWID or have forgotten your password, please contact Technology Services at 903-468-6000 or helpdesk@tamu-commerce.edu. To get started with the course, go to: https://leo.tamu-commerce.edu/login.aspx. eCollege will be used to send you announcements and reminders, to post grades, and to provide access to course materials (except required readings) such as handouts and assignments. Be sure that you can access the email account the university has on record for you.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement
If you need to reach me outside of class or office hours, please use email. The chance of me receiving a phone message from a shared office when I’m only on campus 2 days each week are not in our favor. I typically respond to email within 12 to 36 hours during the week. Do not expect a response during the weekend.

When sending an email always do the following:
1) Use a subject line. This tells me what the topic is and prevents your message from ending up in my junk mail.
2) Include your class and section (or classtime). I need to know exactly which of my courses you are in.
3) End the email with your name, that is “sign” your message. I also need to know who you are.

eCollege Student Technical Support
Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.
- Chat Support: Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.
- Phone: 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- Email: helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
- Help: Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc…)

COURSE AND UNIVERSITY PROCEDURES/POLICIES
Course Specific Procedures

Attendance
Attending class benefits you. I will track attendance for record-keeping purposes. I will not lower your grade for not attending, but poor attendance does result in poor test scores. I also will not drop you from the course, managing your enrollment is YOUR responsibility.

Academic Honesty and Dishonesty
You are expected to do your own work. Dishonesty will not be treated lightly. On each graded assignment I expect each student to honor the following pledge: “I hereby give my word that I have neither given nor received aid while completing this assignment.” Any student found violating this policy will receive a grade of zero for the assignment. Please review the Student Handbook policy on Academic Honesty.

Cell-phones, Laptops, Pagers, etc
I recommend that students not use laptop computers for taking notes. Do not use your laptop for any other purpose during class, as it distracts those around you. All cell-phones and pagers must be turned off or set to silent during class. Do not check or use cell-phones or pagers during class, unless given express permission by the instructor. Disrupting class by using one of these devices will get you an invitation to leave for the remainder of class; this includes texting. If you aren’t going to be mentally present in class, you can do that more efficiently from a different physical location.

On exam day, you may not use laptops and should turn off pagers and phones before entering the room. If a pager or phone goes off during the exam, wait for me to come to you before turning it off. Anyone using one of these electronic devices during an exam will automatically receive a grade of zero and be asked to leave the exam room.

Extra-credit
I do not usually give extra credit. Do not ask; that will lower the chances even further.

University Specific Procedures

ADA Statement

Students with Disabilities
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library- Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu
Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook). A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

COURSE OUTLINE / CALENDAR

(Tentative Calendar, subject to delay)

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I. Reconstruction, 1865-1877
   A. Introduction to the Era
      1. Presidential Reconstruction
      2. Congressional Reconstruction
      3. Republican Governments in the South
      4. Redemption
      5. Failure?
   B. Presidential Reconstruction, 1863-1867
      1. Lincoln’s 10 Percent Plan
      2. Congressional Opposition
         a. Radical Republicans
            1. Thaddeus Stevens and Charles Sumner
            b. Wade-Davis Bill
      3. Reconstruction under Andrew Johnson
         a. 13th Amendment
         b. Black Codes
      4. Congress Blocks Presidential Reconstruction
         a. Joint Committee on Reconstruction
         b. Freedmen’s Bureau Bill, 1866
         c. Civil Rights Act, 1866
         d. Proposed 14th Amendment
      5. Radical Republican Victory, 1866-1867
         a. Congressional Elections of 1866
         b. Reconstruction Acts, 1867
         c. Tenure of Office Act, 1867
      6. Impeachment of Andrew Johnson, 1868
         a. Edwin Stanton
         b. Benjamin Butler
         c. Edmund Ross
   C. Congressional Reconstruction, 1867-1870
      1. The Process of Congressional Reconstruction
         a. The Right to Vote (the Franchise)
         b. 14th Amendment, 1868
         c. 15th Amendment, 1870
      2. Restoration of the Union
   D. Republican State Governments in the South, 1868-1877
      1. Leadership and Support
         a. Carpetbaggers
         b. Scalawags
         c. Blacks
      2. Corruption and High Taxation
      3. Opposition to Republican State Governments
         a. Reasons
         b. Conservative Party (Redeemers)
         c. Ku Klux Klan
         d. Force Act, 1870
         e. KKK Act, 1871
      4. Weakening Support in the North
         a. End of the Freedmen’s Bureau, 1872
         b. General Amnesty Act, 1872
         c. Election of 1872
            1. Liberal Republicans (Horace Greeley)
   E. Redemption
1. Victories for the Redeemers
2. Election of 1876
   a. Rutherford B. Hayes v. Samuel Tilden
   b. Electoral Commission Act, 1877
   c. David Davis
   d. Joseph Bradley
   e. Compromise of 1877

F. The Impact of Reconstruction
1. Conservative Politics in the Solid South
   a. Limited and Inexpensive Government
2. Economic Weakness
   a. Tenant Farming and Sharecropping
   b. Crop Lien System
   c. New South Creed – Henry Grady
3. Race Relations
   a. Civil Rights Act, 1875
   b. Discrimination and Segregation
      1. Civil Rights Cases, 1883
      2. Plessy v Ferguson, 1896
   c. Disfranchisement
      1. Literacy Test and Poll Tax
   d. Violence
      1. Lynchings and Race Riots
   e. Booker T. Washington
      1. Tuskegee Institute, 1881
   f. William E.B. DuBois
      1. NAACP, 1909-1910
4. Reasons Reconstruction Failed the Freedmen
   a. Racism
   b. Constitutionalism
   c. Laissez Faire
5. Unkept Promises
II. Industrialization and Urbanization in the Gilded Age, 1865-1900

A. Factors Supporting Industrialization
   1. Resources, Labor, Capital, Technology
   2. Railroad Building (Government Aid)
   3. Rise of Big Business
      a. John D. Rockefeller and Standard Oil of Ohio

B. Impact of Industrial Expansion
   1. Positive
      a. Productivity
      b. Higher Standard of Living
      c. Power
   2. Negative
      a. Abuses of Monopoly Power
         1. Rebates
         2. Interstate Commerce Act, 1887
         3. Trust
         4. Sherman Anti-Trust Act, 1890
         5. Holding Company
      b. Extremes of Wealth and Poverty
      c. Damage of the Environment

C. Conservative Philosophy of the Gilded Age
   1. Laissez Faire
   2. Traditional Political Beliefs - Liberty
   3. Protestant Economic Ethic
   4. Conservative Darwinism
      b. Herbert Spencer
   5. Popular Conservatism
      c. Horatio Alger

D. Summary
III. Labor in Industrial America, 1865-1900

A. The Problems of Industrial Labor
   1. Dependency
   2. Hours, Wages, and Working Conditions
B. The Need for Organization
   1. Which Workers to Organize?
      a. Trade Unions – National Labor Union, 1866
      b. Industrial Unions – Knights of Labor, 1878
C. Opposition by the Public and Government
D. American Federation of Labor, 1886
   1. Samuel Gompers
   2. Conservative Unionism
E. Industrial Unrest in the Gilded Age
   1. Homestead Steel Strike, 1892
   2. Pullman Strike, 1894
      a. American Railway Union
      b. Eugene V. Debs
F. Summary
IV. Politics, Protest, and the Populist Movement, 1877-1896
A. Politics in the Gilded Age
   1. Leadership
      a. Grover Cleveland
   2. Spoils System
      a. James A. Garfield
      b. Pendleton Civil Service Reform Act, 1883
   3. Issues of the Era and Laissez Faire Policies
      a. Protective Tariff
      b. Texas Seed Bill Veto, 1887
B. The Decline of Agriculture
   1. Overproduction
   2. Transportation Costs
   3. Monetary System
      a. Deflation
      b. *de facto* Gold Standard
      c. Inflation and Free Silver
      d. Sherman Silver Purchase Act, 1890
C. Farmers Begin to Organize
   1. The Grange, 1867
   2. Farmers Alliances, 1880s
D. Farm Protest Turns to Politics
   1. Populist Party, 1890-1892
   2. Omaha Platform, 1892
      a. Subtreasury System
      b. Free Silver
   3. Rejection of Laissez Faire
   4. Mary E. Lease
E. Election of 1892
   1. Benjamin Harrison vs. Grover Cleveland
   2. Impact of the Populists
F. Grover Cleveland and the Panic of 1893
   1. Repeal of the Sherman Silver Purchase Act, 1893
   2. Saving the Gold Standard
      a. J. P. Morgan
   3. Wilson-Gorman Tariff, 1894
   4. Coxey’s Army, 1894
G. Election of 1896
   1. Mark Hanna
   2. William McKinley
   3. William Jennings Bryan
      a. “Cross of Gold” speech
   4. The Populists and ‘Fusion’
   5. Results and Significance
      a. Gold Standard Act, 1900

V. War, Imperialism, and World Power, 1898-1904
A. Realism and Moralism in Foreign Policy
B. Expansionism in the 1890s
   1. Hawaiian Islands
   2. Ideas and Interests Supporting Expansion
      a. Markets
      b. Naval Power – Alfred T. Mahan
      c. Racism – Josiah Strong
C. The Spanish-American War, 1898
   1. The Cuban Situation, 1895-1898
   2. Yellow Journalism – William Randolph Hearst and Joseph Pulitzer
   3. The DeLome Letter
   4. USS Maine, 1898
   5. Teller Amendment
   6. A “Splendid Little War”

D. The Decision on Imperialism
   1. Treaty of Paris, 1898
   2. Puerto Rico, Guam, and the Phillipines
   3. Anti-Imperialism
   4. Election of 1900

E. Continuing Far Eastern Imperialism
   1. Pacifying the Philippines, 1899-1902
      a. Emilia Aguinaldo
   2. Open Door Policy in China, 1899-1900
      a. John Hay
      b. Boxer Rebellion, 1900

F. Imperialism in Latin America
   1. Panama Canal Zone
   2. Roosevelt Corollary to the Monroe Doctrine, 1904
VI. The Progressive Era and Federal Regulation of the Economy, 1901-1917

A. The Nature of Progressivism
   1. Problems of Industrial/Urban America
      a. Socialist Party of America, 1901
   2. A Continuation of Populism?
   3. Saving the American Dream
   4. Upper Class Leadership
      b. Aristocrats and Plutocrats
   5. Business Support and Reform
   6. New Ideas
      a. Reform Darwinism – Lester Frank Ward
      b. Social Gospel – Charles Sheldon
   7. Range of Progressive Reform
      a. Muckrakers – Upton Sinclair
   8. The Central Issue of Progressivism
      a. The National Government and Big Business

B. Theodore Roosevelt and Big Business, 1901-1909
   1. Power and Responsibility
   2. Regulation v Anti-Trust
      a. Northern Securities Co Case, 1902-1904
      b. Bureau of Corporation, 1903
   3. Anthracite Coal Strike, 1902
   4. Election of 1904
      a. Square Deal
      b. Alton Parker
   5. Robert LaFollette
   6. Eugene V. Debs
   7. Hepburn Act, 1906
   8. Pure Food and Drug Act, 1906
   10. Conservation Movement – Gifford Pinchot

C. Election of 1908
   1. William H. Taft v. William Jennings Bryan

D. The Taft Administration, 1909-1913
   1. Trust Busting
   2. 16th and 17th Amendments, 1913
   3. Conservative-Progressive Split in the Republican Party
      a. Payne-Aldrich tariff, 1909
      b. Ballinger-Pinchot Controversy
   4. TR and the New Nationalism

E. The Election of 1912
   1. Fight for the Republican Nomination
   2. TR and the Progressive Party
   3. Woodrow Wilson and the New Freedom

F. The First Wilson Administration, 1913-1917
   1. Underwood-Simmons Tariff, 1913
   2. Federal Reserve Act, 1913
   3. Clayton Anti-Trust Act, 1914
   5. Louis Brandeis
7. Woman Suffrage
G. Election of 1916
   1. Progressivism and Peace
H. Summary of the Progressive Era
   1. The National Government and Big Business
   2. Progressive Reform with Conservative Purposes
VII. The Diplomacy of World War I, 1914-1920

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   1. Allies vs. Central Powers
   2. Neutral Duties (Loans and War Materials)
   3. Neutral Rights (Trade)
B. British Violations of Neutral Rights
   1. Blockade
C. German Violations of Neutral Rights
   1. Submarine Warfare
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   2. Lusitania, May 1915
   4. Sussex, 1916
   5. “Sussex Pledge,” May 1916
D. Election of 1916
   1. Wilson vs. Charles Evans Hughes
   2. “He Kept Us Out of War”
E. Wilson Seeks Peace Negotiations, 1916-1917
   1. “Peace Without Victory”
F. War with Germany, 1917
   1. Unrestricted Submarine Warfare, 1 February 1917
   2. Zimmerman Telegram
   3. The Great Crusade
   4. Legalism, Moralism, and Idealism
G. Wilson’s Wartime Diplomacy, 1917-1918
   1. Fourteen Points, 1918
      a. League of Nations (International Collective Security)
H. Armistice, 11 November 1918
I. Paris Peace Conference, 1919-1920
   1. Wilson’s Loss of Support in the U.S.
      a. Henry Cabot Lodge
   2. Treaty of Versailles, 1919
      a. Big Four
      b. Mandates and Reparations
J. Creation of the League of Nations
   1. Covenant of the League (Article X)
K. Defeat in the Senate
   1. Irreconcilables – William Borah
   2. Reservationists – Henry Cabot Lodge
   3. Wilson’s Appeal to the Public
   4. Failure of the Great Crusade
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   1. “Business as Usual”
   2. Labor Unrest
      a. Boston Police Strike
      b. Calvin Coolidge
   3. Red Scare
      a. A. Mitchell Palmer
B. The Election of 1920 – “Back to Normalcy”
   1. Warren G. Harding
   2. James Cox
C. The Harding Administration, 1921-1923
   1. Herbert Hoover
   2. Albert Fall
   3. Teapot Dome Scandal
D. Calvin Coolidge and the Election of 1924
   1. John W. David
   2. Robert LaFollette – Progressive Party
E. Republican Policies
   1. Fordney-McCumber Tariff, 1922
   2. Tax Reduction
      a. Andrew Mellon
   3. Promotion of Business and Industry
F. Survivals of Progressivism
   1. Prohibition – 18th Amendment
   2. Immigration Restriction – National Origins Act
G. Summary – “Welfare Capitalism”?
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   2. New Industries
   3. New Methods in Production
B. Government and the Economy
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   2. Trade Associations
C. The Business Creed
   1. Bruce Barton
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   1. Depression in Agriculture
   2. Over-concentration of Wealth
   3. Government Policies
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   1. Herbert Hoover vs Al. Smith
B. Stock Market Crash, 1929
   1. Wild Bull Market
      a. Buying on Margin
   2. Reasons for the Crash
      a. Selling Short
      b. Psychology
C. Stock Market Crash Leads to the Depression
   1. Investment and Consumer Spending
   2. Loss of Confidence
   3. Downward Spiral of the Depression
   4. Impact of the Depression
D. Hoover and the Depression
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   2. Committee on Unemployment Relief, 1930
   3. Smoot-Hawley Tariff, 1930
   4. European Economic Collapse, 1931
   5. Reconstruction Finance Corporation, 1932
   6. Bonus Expeditionary Force, 1932
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A. Election of 1932
   1. Roosevelt vs Hoover

B. Characterization of the New Deal
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   2. “Philosophy” of the New Deal
   3. Relief, Recovery, Reform

C. The First New Deal, 1933-1934
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      b. Banking Reform – FDIC, 1933
   2. Reform of the Financial Markets
      a. Truth-In-Securities Act, 1933
   3. Actions for the Relief of the Unemployed
      a. Federal Emergency Relief Act, 1933 (Dole)
      b. Civilian Conversation Corps, 1933
      c. Public Works Administration, 1934
      d. Civil Works Administration, 1934 (Work Relief)
   4. 1st Agricultural Adjustment Act, 1933
   5. National Industrial Recovery Act, 1933
   6. Home Owners Loan Act, 1933
   7. Tennessee Valley Authority, 1933

D. Opposition to the New Deal
   1. American Liberty League, 1934
   2. Dr Francis Townsend
   3. Huey Long

E. The Second New Deal, 1935-1939
   1. Works Progress Administration, 1935
   2. National Youth Administration, 1935
   5. Rural Electrification Administration, 1935
   6. Revenue Act of 1935

F. Election of 1936 - FDR vs. Alfred Landon

G. Battle with the Supreme Court, 1937
   1. The “Four Horsemen”
   2. Judiciary Reorganization Bill, 1937

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   1. Recession of 1937
   2. 2nd Agricultural Adjustment Act, 1938
   3. Fair Labor Standards Act

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   2. U.S. Reaction

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   2. Germany – Hitler
      a. Nazism
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C. The U.S. Seeks Protection in Isolation
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   2. Peace Movement of the 1930s
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D. The Axis Powers Move Toward War, 1937-1939
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         1. Panay Incident
   2. Fascist Expansion in Europe
      a. Austria, 1938
      b. Czechoslovakia, 1938-1939
         1. Sudetenland
         2. Munich Conference

E. World War II Begins in Europe, September 1939
   1. Nazi-Soviet Non-Aggression Pact
   2. Invasion of Poland

F. FDR’s Position on the War in Europe

G. From Neutrality to Undeclared War in Europe, 1939-1941
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   2. Destroyers for Bases Deal, 1940
   3. Election of 1940 – Wendell Willkie
   4. Lend-Lease Act, 1941
   5. Germany Attacks Russia, June 1941
   6. Patrolling the North Atlantic
      a. USS Greer incident

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      a. Greater East Asia Co-Prosperity Sphere
      b. French Indochina
         1. Hanoi, 1940
   2. Tripartite Pact, 1940
   3. Unsuccessful Negotiations, 1941
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I. Pearl Harbor, 7 December 1941
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   1. Roosevelt, Churchill, Stalin

B. The Tehran Conference

C. Opening the Second Front, 1944

D. Election of 1944
   1. Thomas Dewey

E. Yalta Conference, 1945
   1. The Yalta Agreements
   2. “Sell Out” Theory

F. Completing the Defeat of Germany, 1944-1945
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   2. Problems with the Soviet Union
      a. Poland and Rumania
      b. Berlin and Prague
   3. V-E Day, 7 May 1945

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   2. Hiroshima
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   1. George Kennan
   2. Truman Doctrine, 1947
   3. National Security Act, 1947
   5. Berlin Blockade, 1948-1949
   6. German Federal Republic, 1949

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E. The “Loss” of China
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