Overview of Purpose and Objectives:

Advanced Placement United States History is currently offered as a one year (two semesters) course. The goal is to simulate a college learning experience as much as possible, relying heavily on seminar, discussion, debate, analysis, synthesis and the development of writing skills. Heeding the advice and caution disseminated at AP conferences, a major goal is to ensure that the student bears the responsibility for maintaining the required reading schedule which demands a reading every night. Although multiple choice tests are given at the end of a unit, a particular emphasis is placed on development of a thesis and harnessing information to support it. Questions are most often DBQs but the pressure of a forty minute a day class schedule requires that DBQ’s, most often, be prepared at home and submitted for grading as a test and written homework assignment. At home DBQ’s demand that the student include every document, as well as supply outside information. Hence, they are all mini-research papers. A formal research paper is also required in each semester, utilizing a combination of primary and secondary sources and emphasizing the goal of recognizing historical tension so the student may learn to reconcile differing points of view. Students are taught to master methods of annotation, currently supported by the Modern Language Association format.

Although success on the AP exam is a goal, it is hoped that students will appreciate the study of history and appreciate historiography as a method of improving their analysis of American institutions, society and culture. The ability to appreciate the unique nature of America while recognizing external geopolitical and philosophical roots is encouraged. Students are expected to appreciate the development of American political traditions; economic evolution and resolution of problems in an agrarian, industrial and post-industrial age; and the ramifications of a pluralistic, democratic society. As a high school course with higher aspirations, an appreciation for geography is also fostered. In combination, students are expected to become knowledgeable, skilled and more sophisticated in their understanding and responses to the challenges of historical inquiry and to the world they live in.

In broadest terms, this aspires to be a unique learning experience on many thought-provoking levels.

Ultimately students are expected to:

- Develop an appreciation for historical inquiry
- Recognize the unique nature of the American experience: culturally, politically, socially and economically
- Understand the evolution of American institutions and recognize the forces that cause change
- Relate current issues to their historical roots
- Take and defend a position using historical data for support
- Establish a relationship between the United States and the rest of the world
- Demonstrate writing, research and critical thinking skills
- Ultimately, to be prepared to take, and excel, at the AP exam

Expectations for students and Grading Policy:

A reading syllabus is distributed at the start of each term. A daily calendar is established which announces examinations and expectations for completion of reading assignments. Class attendance is mandatory and
participation in all activities is required. Reading outlines, quizzes, classwork, research papers, and position papers comprise 40% of the final grade. Full length DBQ’s, essays and multiple choice exams comprise 60% of the final grade.

Major Research Papers:

A five to seven page research paper is required each semester utilizing at least three primary and three secondary sources. Students are instructed on how to use MLA annotation and a works cited page. A thesis statement must be developed and supported by historical, empirical evidence. Students are allowed to select an approved topic of interest to them but a suggested list will be provided. For many, this is their first college level paper and thus time must be taken to provide instruction and field questions as they arise. Standard rules of format are taught. Propriety in paraphrasing, and awareness of avoiding plagiarism via appropriate annotation is stressed. A discussion of historiography is essential and samples are offered to illustrate the existence of varying viewpoints. This is reinforced by an analysis of varying viewpoints at the conclusion of every unit throughout the length of the course.

Textbooks/


*Primary sources: (readings in italics)


WEEK I. Origins of America as a Colonial Experience

Analysis of the motives, causes and effects of colonial conquest of “The New World”
Comparison and contrast of Spanish, Portuguese, French, Dutch, and English colonial organization
English transplantation to the Chesapeake, New England, the Middle-Atlantic and the South

Readings: Chapters 1, 2 and 3 in Bailey and Primary: Columbus’ Letter to Ferdinand and Isabella; Mayflower Compact; Spirit- Chapters 1 and 2

First essay: Comparative analysis of Spanish, French and English colonization

WEEK II. Development of American Society and Institutions in the Colonial Period

Distinct lifestyles, classes and economies emerge in the New England, Middle and Southern colonies
Causes and results of Bacon’s Rebellion
Students analyze the myth that America was founded “for religious freedom”
Comparison of the role of women across the colonies including Salem Witch Trials
Religiosity and its influence: Puritanism, Quakers, and Catholics
Origins of self-government and democratic institutions
Establishment of an American Identity and First Great Awakening

Readings: Bailey pp. 55-63; 36-42; 64-83 and chapter 5 and Primary: Maryland Act of Toleration and Ben Franklin Autobiography Map study: original 13 colonies; Spirit—Chapters 4 and 5

DBQ: 1993 Exam- New England and the Chesapeake

WEEK III. Propulsion toward Revolution

Impact of the French and Indian War on international and internal relations between England and the colonies
Mercantilism and the policy of salutary neglect
Influence of the Enlightenment and “The Madness of King George”
Roots of revolution

Readings: Bailey: 106; 112-113; 115; 118-121-138; Primary: Excerpts from Thomas Paine; Intolerable Acts; Boston Massacre; Patrick Henry Virginia Resolves; Letters from a Pennsylvania Farmer; Paul Revere’s Ride; etc; Spirit- Chapters 6 and 7

DBQ: 2004 Exam- Impact of the French and Indian War on British-American Relations

WEEK IV. A New Nation is Born

The formal break and extent of support within the colonies
Key battles, French aid, dark days at Valley Forge, weakness of the Continental Dollar
Diplomatic factors enabling ultimate success and Treaty of Paris
First American government under Articles of Confederation- structure, strengths and weaknesses
Impact of American Revolution on the rest of the world

Readings: Bailey: 122, 140-163-177; Primary: Declaration of Independence; Burkes Conciliatory Speeches; Northwest Ordinance; Annapolis Convention; Spirit- Chapters 8 and 9

Historiography- Varying viewpoints on significance of American Revolution

Essay: Impact of Enlightenment on Colonial Ideology; or How Revolutionary was the Revolution; or Evaluating the Revolution as a Failure of British Policy

WEEK V. The American Constitutional System Established

Evaluating the need vs. the desire for change
Assessment of the Convention: how representative were the delegates of the American people
Tenets of the Constitutional System: Federalism, separation and division of powers, structure
The need for compromise as a reflection of contentious issues and potential harbingers of trouble
The fight over ratification; Bill of Rights, and Federalist Papers

Readings: Bailey: 177-189  Primary: Excerpts from Machiavell; The Constitution; Federalist #10, 51, and 78, Beard’s Economic Interpretation of the Constitution

Major exam: From colony to nationhood—world connections, reflections of colonial experience on political structure and thought

WEEK VI and VII. Federalism in Practice

Washington’s practical realities: beginnings of an unwritten Constitution
Hamilton vs. Jefferson—ideological differences; origins of first two party system
Jefferson’s concept of “Republican Motherhood”
Foreign entanglements and response— Neutrality, Quasi-war with France, Jay and Pinckney Treaties
Revolution of 1800- Louisiana Purchase, embargo
Students analyze why Jefferson wrote his own epitaph and omitted his presidency
Marshall’s enduring influence: Marbury v Madison; McCulloch v Maryland; Dartmouth; Gibbons v Ogden, etc.
War of 1812: causes, “war hawks” and Hartford Convention Was this the 2nd American Revolution?

Readings: Bailey: 190-240 Primary: Hamilton’s Financial Plan and Report on Manufactures; Farewell Address; Virginia and Kentucky Resolutions; Marbury v Madison; McCulloch v Maryland; Hartford Convention; Star-Spangled Banner; Spirit: Chapters 10, 11 and 12

DBQ: 1998 Characterizations of Federalists and Jeffersonian Republicans and the impact of power upon them

WEEK VIII and IX. Cultural Nationalism; Era of Good Feelings and the Age of Jackson

Cultural Nationalism flourishes during the Era of Good Feelings
Adams-Onis Treaty
The Monroe Doctrine as a cornerstone of American foreign policy and Metternich’s response
Anti-Masons
Election of 1824 brings on Age of Jackson – corrupt bargain; second two party system; rise of mass politics
King Mob- Bank policy, nullification crisis, spoils system; Indian removal and Trail of Tears; Taney Court
Reform and Culture: Student skits: Public education; Dorothea Dix; 2nd Great Awakening (Finney’s ‘perfectionism’; Abolition; Temperance; Utopian experiments; Transcendentalism; Seneca Falls

Readings: Bailey: 240-255; 256-286; Chapters 14 and 15 pp. 240-255 Star Spangled Banner; Hudson River School; Historical interpretations of Age of Jackson – Schlessinger, Pessen, etc. and DeToqueville, Democracy in America: Chapters 12-16 in Spirit
DBQ- 1990 Jacksonian Democracy

WEEK X and XI. Expansion and Increased Sectionalism

The National Economy: population growth, transportation, communications, and technology (canals and railroads)
Turner Thesis is analyzed and validity assessed
Immigration of Irish, Germans, Chinese; Emergent nativism and Know-Nothing Party
Lowell system and Cult of Domesticity
Texas War for Independence and resulting tensions
“Log Cabin Campaign” and Whig ideology
The Slavery Controversy: Data analysis: slave-owning patterns; teacher supplied materials; Cotton Kingdom and Whitney’s Cotton Gin impact on ante-bellum South
Abolition movement
Manifest Destiny, Polk’s Presidency assessed, Spot Resolutions, Maine, Oregon and Texas
“Santa Anna’s Revenge” Map study emphasizing intensification of sectionalism; Wilmot Proviso
Students debate whether Manifest Destiny is another name for imperialism.

Readings: Bailey, Chapters 14-18; Elkins, Stampp, etc. on The Peculiar Institution; Spirit Chapter 17; Hinton Rowan Helper, The Impending Crisis

Examination (Multiple choice and essay on relationship between expansion and sectional conflict)

WEEK XII and XIII. The Civil War

Failure of the Compromise of 1850
Gold Rush and population patterns
(Ostend Manifesto, Dred Scott, Free-Soilers and Republicans, Bleeding Kansas)
Reenactment of Lincoln-Douglas Debates (Freeport Doctrine)
Ultimate causes of the Civil War—Lincoln’s control over Army of the Potomac; suspending habeas corpus in Maryland
The Furnace of the Civil War – mobilization in N and S; Davis leadership vs. Lincoln; evaluation of strengths and weaknesses of each side: militarily and morally; draft resistance in North and South
Diplomacy of the Civil War- Alabama Claims, influence on emancipation; Trent Affair
Major battles –Antietam; Gettysburg; Vicksburg, Sherman’s March to the Sea and Lincoln’s re-election

Readings: Chapters 19-21 and Primary: John Brown’s Body; Lincoln’s Speeches and 2nd Inaugural
Spirit: Chapters 19 and 22

DBQ- (1987) The 1850’s : Prelude to Civil War

WEEK XIV. Reconstruction

Issues of Reconstruction: Wade-Davis; Presidential Plan; Congressional Plan
Radicals and conservatives—state suicide theory--
Black Codes; Freedmen’s Bureau
Sumner and Stevens; Cabinet v. Johnson- impeachment
13th, 14th, 15th amendments—analysis of significance- then and now
Radical or Military reconstruction—scalawags, freedmen and carpetbaggers
Grant’s Administration- Klan Act, Force Act, Whiskey Ring and Credit Mobilier
Compromise of 1877
The South after Reconstruction and the Bourbon Restoration; Jim Crow Laws

Readings: Bailey, Chapter 22 and 504-512 and Primary: Teacher supplied materials: Black codes; impeachment of Johnson; BookerT Washington on freedom, Spirit: Chapter 23

DBQ: 1996 How Revolutionary was Reconstruction?

WEEK XV. America the Industrial in the Gilded Age
Politics of the Gilded Age—“waving the bloody shirt”; tariff debates; spoils system; reformers; Garfield; Pendleton Act
Trusts as the preferred form of business organization (steel and oil—vertical and horizontal integration)
Railroads, Robber Barons and Unions (Morgan, Carnegie, Rockefeller and Vanderbilt)
Urbanization 1865-1900 Tweed Scandal; New Immigration- factors promoting and population analysis; architectural impact: dumbbell tenements and skyscrapers
Social Darwinism vs. Edward Bellamy and Henry George; Social Gospel

Readings: Bailey: pp.502-503; 514-529 Chapters 24 and 25 Primary:Carnegie, Gospel of Wealth; Spirit: Chapters 24-26 and ;“Honest Graft”; Nast cartoons

Essay: How did a widespread acceptance of Social Darwinism influence two of the following:
a) government policy  b) growth of labor unions  c) business practices  d) treatment of immigrants  e) concern for landless (share-cropping) freedmen in the South after the Civil War

WEEK XVI. The Last of the West and Closing of the Frontier
The Romance of the West pp. 594-612 (Remington)
The Reality of the West pp. 612-625 Was this truly “A Century of Dishonor?”
Chinese Exclusion Act
Dislocated farmers in an industrial world- The Grange, Munn v Illinois, Wabash, bimetallism; Farmer’s Alliances and Populist Party; Interstate Commerce Act; Sherman Anti-trust laws
Significance of Cross of Gold Speech as a cause of political realignment

Readings: Bailey- Chapter 26 Primary: Spirit Chapters 27 and 28

DBQ: 1992 The Settlement of the West

FINAL EXAMINATION for Term 1: American Roots to 1898
TERM II. America on the World Stage

WEEK I. America becomes a world power

A New Manifest Destiny?
America, the Imperialist: Hawaii, Spanish American War—debate over motivation
Teddy and a New Monroe Doctrine—“Big Stick” diplomacy debated, Panama Canal
Asian policy: Gentlemen’s Agreement and Russo-Japanese War
How can we pursue an Open Door with China while excluding Asians from entry here?

Bailey: pp. 626-643 and Primary: Spirit: Chapter 29 and 30

DBQ: 1994 Imperial Expansion

WEEKS II and III. Progressivism

Movements and Muckrakers (16, 17, 18, 19 amendments); The Wisconsin Idea; Ida Tarbel, Lincoln Steffens, Upton Sinclair
Teddy brings Progressivism to the White House – expansion of presidential power; trust-busting; Square Deal and New Nationalism philosophy; labor relations; consumer protection and environmentalism
The Tragedy of Taft: Pinchot Ballinger, Payne Aldrich Tariff, Uncle Joe Cannon; Dollar Diplomacy
Landmark cases: Muller v Oregon; Northern Securities
Election of 1912
Wilson’s New Freedom vs Teddy’s New Nationalism debated
Underwood Tariff; Federal Reserve and Clayton Act analyzed
He Kept Us out of War? Is it possible to stay “neutral in thought as well as deed?”
Debate: Washington, Jefferson and Lincoln are easy to explain, but does Teddy deserve to be the fourth face on Mt. Rushmore?

Bailey: pp. 654-710 and Primary: Spirit: Chapters 31 and 23; Excerpts: The Jungle; How the Other Half Lives; Inaugural Address

Examination: Multiple choice + an essay comparing Populism to Progressivism.

WEEKS IV and V. Returning to Normalcy

Analysis of the failure of the 14 Points to dominate the Treaty of Versailles
Fight over the League (Borah and Lodge)
Washington Naval Conference
Examining the evidence: To what extent was America an isolationist in the 1920’s?
Conservative policies in a post-Progressive Age
Does moral sag accompany a war?
The Roaring 20’s 720-745 Student skits: Jazz Age; Harlem Renaissance; Lindbergh; Red Scare; Teapot Dome; Nativism; Prohibition; Scopes Trial
Analysis of how “boom” turned to “bust”
Bonus March and Stimson Doctrine explored as appropriate responses
Al Smith’s candidacy for the presidency analyzed

Readings: Bailey pp. 710-773; Spirit: Chapters 33, 34 and 35

Examination: Multiple choice and essay: Did the policies of the 1920’s pave the way for a depression?”

WEEKS VI and VII. The Great Depression and the Misery of the 1930’s
A New Deal: 100 Days; Brain Trust and examination of legislation
Trouble with the Court: Schechter v US, Butler, Court-packing
Analysis: Did the New Deal cure the Depression? Why was FDR both beloved and reviled?
A troubled world - Good Neighbor Policy; isolationists vs interventionists: Lincoln Brigades, America First
Movement, Ludlow Amendment
An analysis of fascism and communism: which posed a greater threat to American interests?
Moving towards war; abandoning neutrality – an analysis of FDR’s relationship with Churchill
Analysis of electoral election results in the Roosevelt era
Readings: Bailey pp. 773-820; Spirit: chapters 36 and 37

DBQ: 2003 Responses of FDR to the Great Depression

WEEKS VIII and IX. “THE BIG ONE” World War II and life in the 40’s
When did America abandon neutrality?
America at War – What enabled us to supply guns and butter?
Military strategies and objectives
Was Japanese interment necessary?
Yalta, Potsdam and the bomb- as war policies and seeds of Cold War
Analyzing the evidence: transformation of America politically, internationally, technologically, socially
Was the 22nd amendment necessary?

Readings: Chapter 35 Teacher supplied materials on Pearl Harbor and the BOMB; Spirit: Chapter 38

Exam: Multiple choice and essay: Why did America fail to maintain neutrality in both World Wars I and II?

WEEKS X and XI. Post-war America=Cold War but not peace (The “fabulous 50’s” and turbulent 60’s)
Age of Affluence—postwar economic transition is examined; baby boom; suburbanization
Why were the World War II veterans treated to a significant GI Bill?
Truman’s Cold War: Truman Doctrine; Marshall Plan; Berlin Airlift; Korea; National Security and NATO
Containment is debated
1948 Presidential election is analyzed
McCarthy Hysteria is explored
Ike to the rescue (do great generals make great presidents, once again?) :Ike’s military and political career is explored. Emphasis on concept of “Modern Republicanism.”
Civil Rights after Brown v Board of Ed; the liberal decisions of the Warren Court and Little Rock
Doctrine of Massive Retaliation; the Interstate Highway Act; the U2 incident; CIA in Iran and Guatemala
Nixon’s entrée into national politics is examined

Readings: Bailey: 850-908 Spirit: Chapter 39

**DBQ: 2001 – Eisenhower and the Cold War Fears of the 1950’s**

JFK and Camelot  *Inaugural Address*  Bay of Pigs, Missile Crisis; Peace Corps; Berlin Wall specifically examined
Was Kennedy a great president or simply a master of the media?
Controversy surrounding Kennedy’s life, times and assassination is evaluated
Were the reactions of Madame Nhu and Malcolm X to the assassination of JFK harbingers of the future?
LBJ’s Great Society: The 1964 Campaign against Goldwater
Analysis of legislation as compared to New Deal and Progressivism to end poverty and institutionalized racism
Did Kennedy’s death facilitate Johnson’s legislative accomplishments?
Did Vietnam destroy LBJ’s Great Society?
Decade of assassination: Malcolm X, The Warren Commission Report, Martin Luther King Jr. and Bobby
Kennedy and impact on youth culture; counterculture; Black Panthers and urban riots; women’s movement;
American Indian Movement, Stonewall Riots; an overly liberal Warren Court?
1968 at Chicago
Nixon Triumphant Returns!

Readings: Bailey: pp. 909-937 Spirit: Chapter 40

**DBQ: 1995 Civil Rights**

**WEEK XII. The Stagnant 70’s**

Vietnam: The War there and the war over it here…. 938-949  (analysis of protest music lyrics: *Draft
Dodger Rag; I Ain’t Marching Anymore; Blowin in the Wind; Where Have All the Flowers Gone; Handsome Johnny
Watergate
Evaluation of Nixon as a historical figure: analysis of “Peace with Honor,” “Vietnamization,” invasion of Cambodia, China policy, détente, Kent State, court appointments, Southern Strategy, New Federalism
The story of Spiro Agnew is assessed; propitious use of the 25th amendment
Watergate is examined—should Nixon have resigned? Should Ford have pardoned Nixon?
Carter’s Presidency: election of 1976 is analyzed, Camp David agreements, Afghanistan, Panama Canal returned

Readings: Bailey: 938-957 Spirit: Chapter 42

Examination: Multiple choice and essay: When he died, Bill Clinton declared a national day of mourning for Richard Nixon and the only notable who refused to attend was Spiro Agnew. Did the legacy of Nixon’s presidency earn him this?

**WEEK XIII. Reagan’s Eighties**
Carter: The Middle Eastern Connection—Hostage Crisis
Reagan and the right turn: Reagonomics; Star Wars; Lebanon, Grenada and Iran-contra are debated
Breakthroughs for women: O’Connor on the Court and Ferraro on the ticket
Why did Bush’ stunning success in the Gulf War become eclipsed by the tax revolt?
Do either Reagan or Bush deserve credit for the end of the Cold War?
How and why was the “moral majority” activated as a political force?

Readings: Bailey: pp. 957-965 and Chapters 40  Spirit: Chapters 43 and 44

WEEK XIV. Clinton’s Impeachment and Bush v Gore in 2000
Affluence and inequality: poverty rates and federal income taxes analyzed; cost of social welfare
Is affirmative action necessary?
The election of 1992 analyzed
Clinton’s domestic agenda: failed health care reform; welfare reform; deficit reduced; “Don’t ask, don’t tell”
Clinton’s foreign policy: NAFTA, Bosnia, Haiti, Middle East
“Contract with America” Congress of 1994—debate over partisanship, stalemated government
Did Clinton deserve to be impeached?
The election of 2000: analysis of Bush v Gore
9/11

Readings: Bailey: Chapters 41 and 42

Essay: Analyze the impact of the media on the reputations of the three of the following presidents: a)FDR b)John Kennedy  c)Richard Nixon  d)Ronald Reagan  e)Bill Clinton

Prepare for AP Exam: simulated exam culled from 1988, 1996, 2001 exam

END OF TERM: After the Cold War…Where are we now and where are we headed?
Analysis of current news
Identification of problems requiring public policy