Purpose
The Advanced Placement United States History course gives students the wonderful opportunity to take a college level course in high school. Students are taught the skills necessary to analyze effectively historical events. In the process, students gain the knowledge of an introductory college-level U.S. History course. Writing and research skills are learned in this course. In teaching this course, my passion for history is important because students see that history is not just a collection of dates and facts. Constructing a thesis on a controversial question requires critical thinking. Defending a coherent argument requires thought and preparation, and I emphasize this throughout the course. I teach that history is a search for the truth and the process of attempting to find out the truth is fun and rewarding, as well as educational.

Textbooks/Readers Used for the Course


Other Resources Used
Power point presentations are given by students and I create my own presentations. Presentations are saved on CD-ROMs and DVDs and presented to the class using a laptop computer and an LCD projector. Interactive CD-ROMs are used to present and analyze political cartoons, drawings, video clips, audio clips, maps, and documents. Handouts are also reproduced in order to give each student valuable primary source documents in order to teach document analysis skills.

Course Objectives
In this course, students will have the opportunity to do the following:
Develop an appreciation for the study of American History;
Develop an understanding of the history of the United States-in cultural, political, social, and economic terms;
Take positions on controversial questions in American History and defend them;
Learn writing, research, and critical thinking skills;
Develop an understanding of current events and the connections that current events have to the past
Be prepared to take the AP exam

Grading Policy
Tests and quizzes make up 54% of a student’s grade. Homework, classwork, and reports make up 46% of the grade. Tests consist of multiple-choice questions, short answer questions and a document-based essay question. Position papers that require college-level research are counted towards the homework and project part of the grade. The final exam counts as two regular period tests. Quizzes are given once a week and tests are given every two weeks.

Homework
Homework is assigned every day. I give out a homework calendar every month with all of the required readings and written assignments. Reading is required each day. Written homework is required three times per week. Key chapter questions are given to the students and graded. Essays are assigned periodically and a Document-Based Question (DBQ) project is assigned during the first semester. The DBQ assignment requires students to find primary sources that are relevant to a question given to them. They must then write a 2-4 page essay incorporating their analysis of the documents and their outside knowledge of the topic. A major research paper is assigned each semester and I will describe the requirements and the learning process below.

Major Research Paper
Students are required to write a five to seven page research paper. Three primary sources are required and three secondary sources must be used. Modern Language Association format must be used and a works cited page is required. A thesis statement must be written in the introduction and historical evidence must be cited in support of any generalizations made. Arguments must be presented clearly and logically. Topics will be provided and their will be some choices available to the students.

---In class preparation – Instruction will be provided on how to write a research paper. A lesson will be given on the proper format and the proper way to do research and cite sources. A lesson will be given on what plagiarism is and how to paraphrase properly. A lesson on historiography will be taught to demonstrate to students that historians have
different viewpoints on the same historical events. An analysis of two different perspectives on the roots of the American Revolution is conducted. Students compare and contrast the findings of Arthur Schlesinger Jr. and James Truslow Adams. After examining this scholarly debate, students answer the following question and complete an in-class essay that will count towards their first test grade.

“Despite the view of some historians that conflict between Great Britain and its thirteen North American colonies was economic in origin, in fact the American Revolution had its roots in politics and other areas of American life.” Assess the validity of this statement.

This preparation will take several days and will teach students the process of historical analysis and interpretation. An analysis of varying viewpoints of historians is done on the last two days of each unit. The Viewpoints textbook is used to supplement these lessons.

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Unit 1: The Colonial Period

Week 1
1. Exploration---motivation, causes and effects
2. Comparison of European Colonization---Spanish, French, Dutch, English
3. Comparison of English Colonies---New England, Mid-Atlantic, Southern

✓ Readings: Chapters (Chs.) 1, 2, 3; Brinkley, American History: A Survey (Brinkley). Chs. 1 (B2, D3), 2 (B1, C2); Bailey and Kennedy, The American Spirit. (Spirit)

Week 2
1. American Life/Culture in the 17th Century---Puritan New England, Plantation South, Colonial Slavery, Early Settlers’ social and cultural life
2. Colonial Society in the 18th Century---Structure of Colonial Society, The Great Awakening, Colonial Folkways

✓ Readings: Chs. 4, 5; Bailey, The American Pageant (Bailey).
✓ Chs. 4, 5; Spirit.
✓ Test – 30 multiple-choice questions, identifications, and a document based essay question---To what extent and why did religious toleration increase in
the American colonies during the seventeenth and eighteenth centuries?
(Three primary sources analyzed)

Week 3
1. The French and Indian War---expansion as a cause, causes and effects of British victory
2. The Road to Revolution---mercantilism, roots of revolution, salutary neglect
3. Ideology---Paine, Jefferson, Samuel Adams

✓ Readings: Chs. 4, 5; Brinkley. Ch. 8 (B1, B3); Spirit.

Week 4
1. Events of the American Revolution---Key Battles, French aid, timeline of key events
2. Formal Break with Britain---diplomacy, voices of dissent, A Civil War within a Civil War
3. Treaty of Paris, 1783---diplomacy
4. The Articles of Confederation---government structure, strengths and weaknesses
5. The U.S. Constitution---checks and balances, Federalists vs. Anti-Federalists, separation of powers, federalism, how it addressed problems with the Articles

✓ Readings: Chs. 8, 9; Bailey. Chs. 8 (A2, 3), 9; Spirit.
✓ Test - 30 multiple-choice questions, identifications, and a document-based essay question---“The American Revolution should really be called ‘The

British Revolution’ because marked changes in British colonial policy were more responsible for the final political division than were American actions.”
Assess the validity of this statement for the period 1763-1776. (Three primary sources analyzed)

Unit 2: Conflict in the New Republic, Republicanism, and Nationalism, 1789-1850
Week 5
1. The Bill of Rights---civil liberties, controversial debates, civil liberties today
2. Alexander Hamilton versus Thomas Jefferson---ideological and policy differences, the Marshall Court
3. Alien and Sedition Controversy---Federalists, Republicans, Kentucky, and Virginia Resolutions
4. Jeffersonian Democracy---the Louisiana Purchase, the issue of sailor’s rights, the embargo

✓ Readings: Chs. 10, 11; Bailey. Ch. 10 (B3), Ch. 11; Spirit.

Week 6
1. The War of 1812---Causes of the war, War Hawks, the Hartford Convention
2. The Upsurge of Nationalism---The American System, the Era of Good Feelings, judicial nationalism, the Monroe Doctrine
3. Sectionalism---Slavery and the sectional balance, The Missouri Compromise, westward expansion

✓ Readings: Ch. 12; Bailey. Ch. 12 (A4, B2, 3); Spirit.
✓ Test – 25 multiple-choice questions and a thematic essay---How and why did the Monroe Doctrine become a cornerstone of U.S. policy by the late nineteenth century? (Two historians and their perspectives must be cited)

Week 7
1. The Rise of Jacksonian Democracy---Compare and contrast the following: Jackson, Calhoun, and Clay, the Turner thesis, the rise of mass politics
2. The Nullification Crisis---The South Carolina Exposition and Protest, the Webster-Hayne Debate
3. The Removal of the Native-Americans---The Black Hawk War, Trails of Tears

✓ Readings: Ch. 9 (pages 290-304); Brinkley. Ch. 13 (A1,2,3,C1,2); Spirit.
✓ Ch. 13; Bailey.

Week 8
1. Jacksonian America---Jackson and the Bank War, Biddle’s institution
2. The Taney Court---Charles River Bridge v. Warren Bridge
3. Democrats versus the Whigs—Van Buren, Webster, Clay, Calhoun, Jackson examined, Log Cabin Campaign

✓ Readings: Ch. 9 (pages 305-322); Brinkley. Ch. 14; Spirit.
✓ Ch. 14; Bailey.
✓ Test – 30 multiple-choice questions, identifications, and a document-based essay—Analyze the extent to which TWO of the following influenced the development of democracy between 1820 and 1840: Jacksonian economic policy, changes in electoral politics, Westward movement. (Three primary sources are analyzed)

Week 9
2. The Rise of Nativism—Know-Nothings, Catholicism versus Protestantism
3. Transportation, Communications, and Technology—canals, railroads, telegraph system
4. Emergence of the Factory—recruiting a native work force, women at work
5. Cult of Domesticity—benefits and costs

✓ Readings: Ch. 10; Brinkley. Ch. 15 (B1,2,3,C1,2); Spirit.

Week 10
1. The Reformers—Motives, the leaders of the movement
2. Social Reform—Causes and effects, role of women
3. Abolition—tactics, effectiveness, impact of abolition on other reformers, Southern pro-slavery response

✓ Readings: Ch. 16; Bailey. Ch. 16 (A1,2C1,D1); Spirit.
✓ Test – 25 multiple-choice questions, identifications, and a document based essay—“American reform movements between 1820-1860 reflected both optimistic and pessimistic views of human nature and society.” Assess the validity of this statement in reference to reform movements in two of the following areas: women’s rights, utopian experiments, temperance. (Three primary sources are analyzed)
Unit 3: Manifest Destiny, the Mexican War, and the Sectional Struggle, 1844-1861

Week 11
2. Manifest Destiny---Maine, Texas, Oregon
3. James K. Polk---Presidential politics, expansion
4 The Mexican War---Wilmot Proviso, Treaty of Guadalupe Hidalgo, how the war upset the sectional balance of power

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✓ Readings: Chs. 17, 18; Bailey. Ch. 17 (A2), Ch. 18 (B4); Spirit.

Week 12
1. Renewing the Sectional Conflict---Gold Rush, Compromise of 1850, the demise of the Whigs, Ostend Manifesto, Kansas-Nebraska Act analyzed, the Republican Party organized
2. The Crises of the 1850s---What caused “Bleeding Kansas?” The Slavery Debate,
3. The Dred Scott Decision---constitutional analysis, impact of the case
4. The emergence of Lincoln---Lincoln-Douglas debates reenacted, Stephen A. Douglas and the Freeport Doctrine analyzed
5. John Brown’s Raid---Harpers Ferry, Brown the martyr
6. The Election of Lincoln---electoral map examined, split of the Democrats analyzed
7. Process of Secession Begins---South Carolina secedes first, the failure of compromise

✓ Readings: Ch. 13; Brinkley. Chs. 19, 20; Spirit.
✓ Test - 30 multiple-choice questions and a document based essay---“I am not, nor ever have been, in favor of bringing about in any way the social and political equality of the white and black races.” How can this 1858 statement of Abraham Lincoln be reconciled with his 1862 Emancipation Proclamation? (Four primary sources are analyzed)

Unit 4: The Civil War, Reconstruction, and the Conquest of the Far West, 1861-1890

Week 13
1. The Secession Crisis---Fort Sumter, the causes of the war
2. The Mobilization of the North---economic measures, military issues, wartime politics, the politics of emancipation debated, African-Americans, women
3. The Mobilization of the South---The Confederate government is debated, money and manpower
4. Diplomacy---Lincoln, Davis, Grant, Lee analyzed, Europe and the war
5. Campaigns and Battles---Antietam’s importance analyzed, Lincoln’s reelection, “March to the Sea” debated, Appomattox

✓ Readings: Ch. 14; Brinkley. Ch. 21 (A1,2, 3, B1), Ch. 22 (A1, C1, 2 D2, E2, F1); Spirit.

Week 14
1. The Aftermath of War---emancipation, competing ideas of freedom
2. Issues of Reconstruction---Wade-Davis Bill, Lincoln assassinated, Johnson becomes President, different plans for Reconstruction debated/compare and contrast.
3. Military Reconstruction---Congress versus the President, A. Johnson impeached

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4. The Amendments---13th, 14th, 15th Amendments analyzed
5. Grant becomes President---“redeemer” governments, “Whiskey ring” scandal
6. Compromise of 1877---Hayes, federal troops withdrawn from South
7. “Jim Crow” laws passed---constitutional analysis, state and local governments examined, lynching increases

✓ Readings: Ch. 15; Brinkley. Ch. 23 (A1, B1, 4, C1); Spirit.
✓ Test - 25 multiple-choice questions, identifications, and a thematic essay---How do you account for the failure of Reconstruction (1865-1877) to bring social and economic equality of opportunity to the former slaves? (Two historians and their varying viewpoints must be cited)

Week 15
1. The Societies of the Far West---western tribes, Hispanic New Mexico, California, and Texas
2. The Chinese Migration—discrimination examined, Chinese Exclusion Act analyzed
3. Migration from the East—Homestead Act, Desert Land Act
4. Individualism—Individualism versus government aid, Timber Culture Act
5. Changing western economy—labor, farming, ranching, mining examined, cowboy culture analyzed
6. The dispersal of the tribes—Indian Wars, the Dawes Act and assimilation debated

✓ Readings: Ch. 16; Brinkley. Ch. 27 (A1, B1, 2, 3, D1, 2, 3); Spirit.

Unit 5: An Industrial Society, Politics in the Gilded Age, Industrial Supremacy, Urbanization, Populism, 1868-1900

Week 16
1. Corruption—Grant is reelected, Tweed Scandal, Credit Mobilier scandal analyzed
2. Panic of 1873—depression, demands for inflation versus sound money
3. Civil Service Reform—spoils system versus reform, Garfield, Pendleton Act
4. Civil Rights Cases—constitutional analysis, civil rights are still denied in 1883
5. Tariff Debate—Cleveland battles for a lower tariff, Harrison defeats Cleveland

✓ Readings: Ch. 24; Bailey. Ch. 24; Spirit.
✓ Test – 30 multiple-choice questions, and a document based essay—Why was the period from 1869-1889 known as “the Gilded Age”? (Four primary sources are analyzed)

Week 17
1. The Railroads—capital and ownership, labor and immigration, the Union Pacific Railroad, federal loans and aid

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2. Railroad Consolidation—Vanderbilt, transcontinental railroad,
3. The Life of the Workers—Knights of Labor, American Federation of Labor is analyzed
4. Interstate Commerce Act—weak enforcement, significance of Interstate Commerce Commission, Wabash case debated
5. The Supremacy of Steel---Carnegie, Morgan examined
6. Standard Oil Company---Rockefeller examined
7. The Gospel of Wealth---Carnegie analyzed
8. Social Darwinism---William Graham Sumner debated
9. Impact of the Industrial Age on cultural and social life---Gibson Girl, factory work schedules examined

✓ Readings: Ch. 25; Bailey. Ch. 25 (A1, 2, B1, 2, 3); Spirit.

Week 18
1. The Urban Frontier---Statistics on the shift to the city, infrastructure
2. Dumbbell tenements---difficult living conditions examined
3. “New Immigration”---eastern and southern immigration analyzed and compared and contrasted to “old” immigration
4. Literary Achievements---Mark Twain, Emily Dickinson, Stephen Crane, Walt Whitman
5. Families and Women in the City---Marriages and Divorce statistics examined, temperance reform
6. Artistic Achievements---portraits, landscapes, music of the period
7. Amusements---“Wild West” shows, basketball invented, croquet
8. Populist Challenge in 1892---The People’s Party’s Platform debated

✓ Readings: Ch. 26, 28; Bailey. Ch. 26 (A3, B1, D1), Ch. 28 (D1, E1, F1); Spirit.
✓ Test – 30 multiple-choice questions, and a thematic essay---“Paradoxically, Darwinism provided a justification for both social conservatism and social reform in the period from 1870-1915.” Discuss this statement. (Two historians and their perspectives must be cited and discussed)

Unit 6: Isolation to Empire, and the Rise of Progressivism, 1890-1916

Week 19
1. Stirrings of Imperialism---Examine a map of imperialism in 1900, Hawaii and Samoa, analyze factors that led to overseas hegemony
2. The Spanish-American War---the controversy over Cuba, reasons for the war are debated, the role of the navy in the war, effects of the war are analyzed
3. Theodore Roosevelt and foreign policy---“Big Stick” diplomacy is debated, the Panama Canal is analyzed, the Roosevelt Corollary: was it a perversion of Monroe’s Doctrine, Gentleman’s Agreement is analyzed, Root-Takahira agreement

4. Why did America Become a World Power?---different scholarly arguments are discussed and debated

✓ Readings: Ch. 20; Brinkley. Ch. 30; Bailey. Ch. 29 (A1, 2), Ch. 30 (A1, 2, B1, C1); Spirit.

Week 20
1. Progressive Roots---analyze the causes and motives of the Progressives, Progressive Reform: did it represent a new era of government regulation?
2. The Muckrakers---Ida Tarbell, McClure’s, Lincoln Steffens, Jacob Riis
3. Political Progressivism---direct primaries, the 16th, 17th, & 19th Amendments, state and local reform is analyzed
4. Teddy Roosevelt’s Square Deal---labor issues, coal mines of Pennsylvania
5. Progressive legislation---Hepburn Act, Meat Inspection Act, Pure Food and Drug Act

✓ Readings: Chs. 31, 32; Bailey. Ch. 31 (A1, B1). Ch. 32 (A1, A2); Spirit.
✓ Test – 25 multiple-choice questions, identifications, and a document based essay---“The Progressive movement of 1901 to 1917 was a triumph of conservatism rather than a victory for liberalism.” Assess the validity of this statement. (Three primary sources are analyzed)

Unit 7: World War I, the 1920s, 1914-1929

Week 21
1. The Road to War---competing alliances, the collapse of the European peace
2. Neutrality---Was it true neutrality? Causes of U.S. entry into the war are debated
3. World War I---Why did Wilson ask Congress for a declaration of war? The military struggle is analyzed, the war and American society, propaganda,
4. Effects of World War I---the goals and effectiveness of the Fourteen Points are analyzed, the Paris Peace Conference is examined
5. Post-World War I---Industry and Labor, immigration, racial issues are examined
6. The Retreat from Idealism---Senate rejected the Treaty of Versailles, the election of 1920 analyzed and debated

✓ Readings: Ch. 23; Brinkley. Ch. 33 (A1, C1, 2, E1, 2); Spirit.

Week 22
1. Big Business---analyze the extent of prosperity in the 1920s, examine the role of
government in promoting business, Harding, Coolidge and Hoover are analyzed
2. Cultural differences---rural versus urban, prohibition is debated, fundamentalism, the rise of the KKK, the Scopes trial is analyzed, Literature and the Lost Generation, the Jazz Age is analyzed, women and family issues, the flappers are analyzed, the Harlem Renaissance is examined
3. Consumerism---the automobile, advertising, the movies, and broadcasting analyzed
4. The New Economy---economic growth is analyzed, consolidation is debated, maldistribution of wealth is discussed, and labor in the New Era is examined
5. The “Old Guard” Republicans Return---Teapot Dome Scandal is examined, the Washington Conference is analyzed, Harding and Coolidge conservatism is discussed, the plight of the farmers is examined, the move towards isolationism is debated, Hoover and the Stock Market Crash is analyzed

✓ Readings: Ch. 24; Brinkley. Ch. 35; Bailey. Ch. 34 (C1, 2, D1, D3) Ch. 35 (C1,2,3,4); Spirit.
✓ Test – 25 multiple-choice questions, identifications, and a thematic essay---“The economic policies of the federal government from 1921 to 1929 were responsible for the nation’s depression of the 1930’s.” Assess the validity of this generalization. (Two historians and their different perspectives must be cited and discussed)
Unit 8: The Great Depression, the New Deal, World War II, and the Cold War, 1933-1989

Week 23

1. The Great Depression---the causes of the depression are analyzed and debated, FDR and his political career, The election of 1932, FDR and his relief, recovery, and reform are analyzed, the effectiveness of the New Deal is debated
2. The plight of farmers---the Dust Bowl, the Agricultural Adjustment Act is analyzed
3. The popularity of FDR and the criticisms from the left and the right---Alf Landon, the Supreme Court, the elections of 1936 and 1940 are analyzed, Huey Long, Father Charles Coughlin
4. How radical was the New Deal---Analyze how effective the alphabet soup programs were, Debate the opinions of various historians on how radical the New Deal was

✓ Readings: Ch. 36; Bailey. Ch. 36 (C3, E3, E4); Spirit.

Week 24

1. Foreign Policy in the 1930s---the London Conference, Good Neighbor Policy, Neutrality Acts debated
2. The Rise of Fascism---Hitler, Mussolini, the Holocaust is examined
3. Aid to Britain---the Destroyers Deal, the Lend-Lease Act is analyzed
4. Mobilizing for War---Compare and contrast U.S. preparations for WWII to WWI
5. The War in Europe---Major battles examined, strategy is analyzed
6. The War in the Pacific---Major battles examined, strategy is analyzed
7. The War’s Impact on the Home Front---Japanese internment is analyzed, womanpower in the workplace, African-American migration is examined
8. The Effects of World War II---Was Truman justified in using the bomb? The United Nations, the Allied victory is examined, U.S. power, the Cold War is analyzed
Readings: Ch. 37, 38; Bailey. Ch. 37 (A1, A2), Ch. 38 (A1, A2); Spirit.

Test – 30 multiple-choice questions, and a document based essay---Prior to American involvement in both the First and Second World Wars, the United States adopted an official policy on neutrality. Compare the policy and its modification during the period 1914-1917 to the policy and its modification during the period 1939-1941. (Three primary sources must be analyzed)

Week 25
1. The Yalta Conference---Was it a bargain or a betrayal? Truman is analyzed, shaping the postwar world, the Cold War is debated
2. The Cold War---The U.S. and the Soviet Union-two superpowers are analyzed and debated, NATO, the Marshall Plan is analyzed, the Truman Doctrine, containment is debated
3. The Korean War---the causes and effects are debated
4. The Postwar economic transition---the GI Bill is analyzed, the economic boom is examined, and the defense budget is debated
5. The Postwar Baby Boom---the Sunbelt is examined, the move to the suburbs is examined, and the population trends are analyzed

Readings: Ch. 39; Bailey. Ch. 39 (B1, C1, F1); Spirit.

Unit 9: The Eisenhower Era, the Sixties, and the Seventies, 1952-1980
Week 26
1. Eisenhower’s Military and Political Career---the general, the election of 1952 is analyzed
2. The Civil Rights Movement---Eisenhower’s weak civil rights record, the causes of the movement are examined, Brown v. Board of Ed. is analyzed, the Little Rock crisis is discussed
3. Dynamic Conservatism---attempts at balancing the budget, the Interstate Highway Act is examined

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4. Eisenhower’s Foreign Policy: A New Look---CIA coup in Iran, Geneva Summit Meeting, Soviets crush Hungarian revolt, Suez Crisis is examined, the Eisenhower Doctrine is debated, the U-2 incident is discussed
5. McCarthyism---causes and effects are debated, Truman and Eisenhower’s styles are compared and debated in reference to their handling of McCarthy
6. Literature in Postwar America---Steinbeck is discussed, Heller, Vonnegut, and Tennessee Williams are examined, and William Faulkner is analyzed

✓ Readings: Ch. 40; Bailey. Ch. 40 (A1, B1, 2); Spirit.
✓ Test – 30 multiple-choice questions, identifications, and a thematic essay---To what extent did the decade of the 1950’s deserve its reputation as an age of political, social, and cultural conformity? (Three historians must be cited and their varying viewpoints discussed)

Week 27
1. Kennedy’s New Frontier---struggles with Congress are examined
2. Kennedy’s foreign policy---Flexible response is debated, the Bay of Pigs, and the Cuban Missile Crisis are debated, getting involved in Vietnam is examined
3. Kennedy assassinated---theories are debated
4. Johnson becomes President---the election of 1964, Great Society legislation is analyzed, the Warren Court is debated
5. Civil Rights in the 1960s---the Civil Rights Act is examined, the Voting Rights Act is analyzed
6. Escalation of the Vietnam War---the Tet Offensive is analyzed, the election of 1968 is discussed, Protests of the war intensify
7. The 1960s: Constructive or Destructive? This question is debated by examining many historians’ points of view

✓ Readings: Ch. 41; Bailey. Ch. 41 (B2, C1, D7, E3); Spirit.

Week 28
1. Nixon’s Domestic Policy---EPA is discussed, Clean Air Act is examined, “Law and Order” is analyzed, Watergate is analyzed and Nixon’s resignation is debated
2. Nixon’s Foreign Policy---the invasion of Cambodia is examined, Nixon’s visit of China and the Soviet Union is analyzed, SALT I is debated, “peace with honor” is debated, the War Powers Act is debated
3. Ford’s Presidency---the pardon is debated, the Helsinki Accords are examined, inflation is discussed and analyzed
4. Carter’s Presidency—the election of 1976 is analyzed, the Camp David agreement is debated, the Iranian hostage Crisis is analyzed
5. Social Issues—Roe v. Wade is analyzed, religion and politics is debated

✓ Readings: Ch. 42; Bailey. Ch. 42 (A1, B2, D1); Spirit.

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✓ Test — 25 multiple-choice questions, identifications, and a document based essay—In what ways did the Great Society resemble the New Deal in its origins, goals, and social and political legacy? Cite the specific programs and policies in support of your arguments. (Five primary sources must be analyzed)

Unit 10: Conservatism, the Balance of Power, and the Politics of Distrust, 1980-present

Week 29
1. The Election of Ronald Reagan—the triumph of conservatism is analyzed and debated, the Reagan Revolution is analyzed
2. Reagan’s Domestic Policies—the 1982 recession is examined, budget battles are analyzed, military spending increase is analyzed, social spending cuts are debated, budget deficits are examined, Reaganomics debated
3. Reagan’s Foreign Policy—SDI analyzed, Lebanon is analyzed, Grenada is examined, Reagan-Gorbachev summits are analyzed, and the Iran-contra scandal is debated
4. Bush’s (41) Domestic Policy—“No New Taxes” pledge is analyzed, Americans with Disabilities Act is examined, the deficit is analyzed within the context of the 1992 election
5. Bush’s (41) Foreign Policy—Does Reagan and/or Bush (41) deserve credit for the end of the Cold War? Persian Gulf War is analyzed and compared to the Iraq War
6. Social Issues—School prayer is debated, gun rights debated, gay rights debated, abortion rights debated

✓ Readings: Ch. 43; Bailey. Ch. 43 (A1, A3, B3, B4, C1); Spirit.

Week 30
1. Affluence and Inequality—Poverty rates examined, federal income taxes analyzed
2. Government expenditures for social welfare---charts examined, costs and benefits are discussed
3. Bill Clinton---the “New Democrat” is analyzed, the election of 1992 is examined
4. Clinton’s Domestic Policies---the budget deficit is reduced, welfare reform is analyzed, NAFTA is analyzed
5. Clinton’s Foreign Policy---NAFTA is debated, Bosnia is discussed, Haiti is analyzed, Northern Ireland is examined, Kosovo is discussed
6. Congressional Elections of 1994---the “Contract with America” is analyzed, partisanship is analyzed, the government shutdown is debated
7. The Impeachment of Clinton---Did Clinton deserve to be impeached?

✓ Readings: Ch. 44; Bailey. Ch. 44 (A1, B1, B3, C1, D1); Spirit.
✓ Test – 30 multiple-choice questions and a thematic essay---“Presidents who have been notably successful in either foreign affairs or domestic affairs have seldom been totally successful in both.” Assess this statement with reference to TWO presidents, one in the first half of the twentieth century, and the other in the second half of the twentieth century, giving reasons for success or failure in each case. (Two historians and their different perspectives must be cited and analyzed)

Week 31
1. The Election of 2000---How does the Electoral College work? Bush v. Gore is analyzed
2. George W. Bush’s Domestic Policies---the prescription drug extension is analyzed, the influence of the religious right is analyzed, September 11th and its impact on society is analyzed, budget deficits are analyzed, tax cuts are debated
3. George W. Bush’s Foreign Policy---the “War on Terror” is analyzed and debated, the war in Afghanistan is analyzed and debated, and the Iraq War is analyzed and debated


Week 32
1. Review for the Advanced Placement United States History Exam---DBQs are given and graded, practice multiple choice questions, review of the exam’s format

✓ Final Exam – 55 multiple choice questions, 2 thematic essays, and a document based essay---Compare the goals and strategies of African-American reform movements of the period 1890-1910 to the goals and strategies of African-American reform movements in the period 1950-1970. (Eight primary sources must be analyzed)

Weeks 32-36 (after the A.P. exam in May and June)
1. Current Events – public policy is examined, students analyze current news stories and make connections to past events.

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