

APUSH Syllabus

Introduction

Advanced Placement United States History (APUSH) is an academic course that is similar in its design to that of a freshman college survey course, which is becoming rare at colleges. The intent is to give you a scope and structure of American History in its sweeping panorama, in order to succeed at the more finite curricula taught at college. The penultimate culmination of the course is the AP Exam, which provides an opportunity for students to earn college credit. You still have to take the Regents exam in June. The course itself is primarily a survey of the history of the United States from the Age of Exploration and Discovery to the present. Students must be proficient in reading and writing, as well as possess a willingness to devote considerable time to research and study. The structure of the course provides students the analytical skills and content necessary to examine US historical data and develop informed interpretations substantiated by evidence.

AP US History is a rigorous, challenging class that requires an extensive commitment from you if you are to be successful. Grading will be based upon College Board standards without fail. There is a heavy load of reading, and if you are a slow reader, this course will be even more difficult for you. If you cannot meet the requirements of the course, it is suggested that you choose a course with a lighter burden of work. But if you make the commitment and with evident effort, I will do everything I can to help you be successful. Your grades will probably be lower than you are used to; but you will be graded fairly, and according to College Board standards. Remember, xxxx gives a weighted grade for AP Courses.

Your attendance in class is essential in this course. This is the single biggest issue at xxxx. I believe that it is a wonderful problem to have so many rich experiences that you would miss classes, and I will take you on a field trip, which will impact other teacher's objectives. But know that when you are not in my class, you are not learning what I am teaching, and you need to be there as much as you can. The fewer days missed the better your chance of succeeding. If you miss a class, you will miss material that could make the difference on the AP Exam- you never know what will be tested this year. But time does not stand still for any of us. In the event of an unscheduled absence, you will be expected to make arrangements with me to make up any missed assignments. Students will be given *one* 'free' unexcused late assignment. Students who do not make up the missing assignment within a reasonable time (I reserve my discretion to define it) of the return from an emergency absence will receive a zero.

The AP Exam

In 2007, it is expected that over 13,000 schools will participate in AP exams. Out of the 35 subject areas that offer AP exams, the exam with the largest number of participants is the APUS History exam. On average, 62% of xxxx students who take an APUSH exam pass, however, the pass rate for US History is only 51%. Although this is a difficult

exam, there are many advantages to participation. It affords the opportunity to earn college credit, increases the skills required to be successful in college, and it strengthens your chances for university admission.

The exam itself is three hours and five minutes in length and contains both an essay and multiple-choice section. Fifty-five minutes are set aside for the multiple-choice section (80 questions), which accounts for 50% of their exam score. The remaining time is set aside for the two free-response essays and the DBQ (Document-Based-Question). The DBQ is worth 22.5%, and the remaining two essays are each worth 13.75% of their composite score. The student's composite score is then transferred to an overall AP exam score. Please see the College Board's website for further details

Housekeeping

Home page: The homepage for this course will be xxxxxxxxxxxxxxxx Bookmark the Quia site on your computer at home.

Here you will find assignments posted on the online calendar, online quizzes, this syllabus, and useful links. You will be taking quizzes on this site. I will post the current Unit Guide on this website. You will need Acrobat Reader, which is available free, linked from the course homepage. I will remind you of assignments via email. I know many of you use several email addresses.

Sign up with an email address that you check often. At times, because of absences, field trips, lessons, etc. this will be your only notification that you have work due. Check you email daily!

A Note on Technology

This course will be a college level class, and you will find when you go to college that much of your work will be online. If you are a total techno-spazz, start learning to deal with it now. Your future depends on it.

Don't forget Murphy's Law: What can go wrong will. Do not leave your online work until the last minute, because that is when your computer will crash. That excuse is the 21st century version of "my dog ate my homework". Plan ahead, deadlines are announced and enforced.

However, random events do occur. So you will be give one "free pass" each quarter for one Quia Quiz as I will drop the low grade. Use this to your advantage.

If you do not have internet access at home, even temporarily, notify me immediately.

We have hundreds of computers available at the school, and I am usually in my classroom before 7am, so you can use my computer then if all else fails. It is your responsibility to get access and do the work assigned. No excuses here.

Absences/Lateness:

You will be absent from my classroom for any number of reasons. Time does not stand still for this reason, and yes, just one day matters. Any missed class work for excused absences (field trips, guidance, college visits, music lessons, musical "teasers", class

meetings, athletic contests, etc., etc.) must be turned in immediately upon your return. Plan ahead if you know you will be out. If you are unexpectedly ill, check the course homepage. I will give you 24 hours to make up any missed in-class work. You can also email me to find if you missed something that day. Penalties for lateness to class will be strictly enforced according to school policy. Late to school is by definition late to class. Be in your seat when the bell rings.

Extra Help:

Do not expect to “get it” always the first time through a topic. History requires sustained thought, and you will struggle with some of the concepts. I am available for extra help most days at 7-7:30 am, and 2:30-3:00 pm. (check with me ahead of time). Come with specific questions, so we can focus our inquiry.

Classroom Procedures/Rules:

Basic rules that you learned in Kindergarten. Respect is shown for each other at all times. Everything else flows from that simple premise. Raise your hand if you have a question or answer or comment. Do not raise your hand if you need to go to the potty. Come up to me with your passbook and I will sign it, while I continue teaching. Only one student is allowed out to the potty at a time. I know some of you don’t have a lunch, so only then will I let you eat in the room. No cooked food at any time. It stinks up the room. Clean up after yourself, or the privilege of eating in the classroom will be revoked for everyone.

What we do as a Class:

“We raise our hand to speak. We are kind and respect each other. We keep hands, feet and objects to ourselves. We share. We walk in the classroom and halls. We keep our room neat and clean. We listen when our teacher or classmate is speaking. We follow directions.”

What you do as a student:

“I will always do my best. I will positively participate in all classroom activities. I will stay on task without disturbing or distracting others. I will not use ‘put downs’ or harass others. I will respect other people’s differences and opinions. I will enter and exit the room quietly. I will complete all assignments on time. I will actively listen when the teacher is speaking.”

Materials / Bring to class every day:

A 3-ring binder notebook with a folder, a lot of paper, and a writing utensil is required everyday.

I would prefer that you keep your text at home, close at hand to where you study. Any reading that we do during class time will be provided in class.

By the 2nd Friday in September, bring in at least 5 differently colored pencils and a sharpener. I will collect them and keep them in the room. We will be analyzing maps in this class.

Learning Materials

The major text will be:

Brinkley, Alan, *American History: A Survey*, Eleventh Edition
(New York: Mc Graw-Hill, 2003)

An excellent survey: well written and detailed, with a nice balance of social, cultural, political, economic and diplomatic history. Great images, graphs and maps. Two very important features: an emphasis on the American environment, and a “Where Historians Disagree” section on crucial themes. We will address these sections directly in class.

As an accompaniment to the above, you will be required to read:

Foner, Eric, *The Story of American Freedom* (New York: Norton Publishing, 1998)

Eric Foner has given a gift here to the beginning student of history. A thematic overview of American History through the lens of the often challenged meaning of freedom, the work weaves ideas of American exceptionalism, race, class, ethnicity, and gender around the centrality of the meaning of freedom. Examining culture, politics and the meaning of citizenship, the impact of reform movements to recast the lot of marginalized groups, shows how too often how one group asserts its own right to freedom through the denial of another group’s notion of freedom.

Our documentary reader will be:

America Firsthand (Volumes 1 & 2), Seventh Edition, edited by Robert D. Marcus, David Burner and Anthony Marcus. (New York: Bedford/St. Martin’s Press, 2007)

An excellent collection of primary sources: first hand accounts, some famous, most not. Good visual galleries, questions and online support from their website.

We will utilize the *Hammond Atlas of United States History* (Maplewood NJ: Hammond, 1998) for geographic literacy.

You will also receive a packet of all the DBQs and Free Response Questions that have been published by the College Board from 1999-2006 (With a few older ones). You will write DBQs from this packet. I will show you the sample student essays online, so we all know what is publicly available. Plagiarism is punished with a zero.

In class critical readings will be from selections taken from:

Hofstadter, Richard, *The American Political Tradition* by (New York: Vintage Press, 2002)

Written in 1948, there is a reason that this classic is still in print and widely used.

Zinn, Howard, *A People's History of the United States* (Cambridge: Peoples Press, 2003 teaching edition)

This book has the nuance of a sledgehammer. You guys will want to read every word.

Documentary Films

We will watch select parts of:

(Don't get excited- we watch 5 minutes portions at a time and then discuss it.)

New York: A Documentary History

Lewis and Clark: The Journey of the Corps of Discovery

Ken Burns' *The Civil War*

The Prize: the Epic Quest for Oil

Between the Wars

Making Sense of the Sixties

Vietnam: A Television History

War and Peace in the Nuclear Age

The Fog of War

Learning Activities and Assessments

1. Discussion Questions/"Assess the Validity" (ATV) Answers

In History, you need to place answers to questions in context of larger themes. **Each unit will have ATV questions that you will respond to via a thesis statement and outline, which will be handed in and graded.**

2. DBQs/FRQs

Each unit has at least one DBQ (which you will find in the packet that I will hand out on the first day of class). **You will be required to write the DBQ marked by an asterisk (*) by the assigned date during each unit.**

3. Ordering, Categorizing the "Important Stuff"- Thinking like an Historian:

An Historian (yes it is *an*) has the task of taking a huge amount of information, sorting it, weighing the importance, and then trying to construct an argument centered on a thesis.

Indeed, often the most important decisions historians make are what they can *leave out*.

After reading the text material and taking notes, complete the following task: Group the terms, concepts and names (from the list of Key Terms) together in 3-4 categories.

Construct a top twenty list of the overall most important terms. Then narrow this list to the top ten in reverse order of importance (10-1, with 1 being the most important), with a sentence justifying the placement of that term absolutely and relatively.

4. Quia Quizzes

You will have **weekly multiple choice quizzes on the textbook reading**. The quizzes are taken and graded online, at quia.com and you will be required to complete them before the deadline. This will help you keep pace with the reading. I will always give you an appropriate amount of time to complete the quizzes, and I will notify you via email when they are posted. It is your responsibility to notify me immediately if you have any technological issues which would impede the completion of the task.

5. In-Class Debates, Controversy and Document Analysis

You will be actively participating in the formulation of in-class debate positions. I will form small groups of students, and you will be given documents, maps, cartoons to formulate positions on controversial questions in United States history.

6. Unit Tests

Comprehensive multiple choice with essay tests will be given for each unit.

Grading

You will be assigned a quarterly grade based on the following factors:

<u>Assessment</u>	<u>Weight</u>	<u>Frequency</u>
Unit Tests (Multiple choice with essay)	40%	3 per quarter
Written Homework:		
(ATV, Document Analysis, DBQ)	15%	2-3 total per week
Quia Online Quizzes	20%	1 per week
Class Participation/Good Citizenship	5%	Everyday
Quarterly Cumulative Exam	20%	1 per quarter

Your summer reading assignment will have a weight of 2 within the Unit Tests component. There will be two (1st and 3rd) quarterly exams worth 2 Unit Tests, and a Midterm with a weight of 3 Unit Tests. There will be Regents Exam practice for your 4th quarter grade. This is subject to change at my discretion.

Your grades will be determined based upon a conversion formula correlating to College Board standards.

Your final grade will be the average of the 4 quarter grades and your Regents Exam grade, each with a weight of one fifth.

The Course

This is a *survey* course in US History. As such, we will look at the major themes that historians work with, and the controversies that have developed over the past 40 years or so as the field continues to evolve with fresh interpretations. You and I have no hope of knowing “everything”. That is the exciting aspect of the study of history. There are discoveries being made all the time, and a continual process of questioning, revision and reinterpretation of history that continually challenges scholarship to evolve.

I like to think of the course metaphorically in the terms of a property survey: A surveyor plots the parameters of a property and delineates the major structures contained therein. It is the destiny of the purchaser of that property to do with it as s/he will.

The following are the 12 units of study, and some of the major ideas that we will be looking at in those units.

Each unit of study will be approximately 2-3 weeks in length, which will allow us to “complete” a survey of United States History in time to take the AP Exam in May. For each unit, I have included the broad theme, selected major discussion topics, required and supplemental readings, and required DBQs.

Each of the discussion topics reflects an interesting avenue of inquiry. These will serve as a point of discussion, rather than discourse by the instructor. They are both of the form of specific points that I would like to make within the themes that we are examining and touchstones of a multi-dimensional examination of the interconnected approach that I would like to take in this class. By no means is it an inclusive or exclusive list of the topics that we will examine, but rather a springboard for inquiry.

I have also included topics of recent FRQs that fall in that unit. These will serve as in-class guiding questions that will link the discussion topics together. You will not have to write on these topics specifically, but they should serve as a reference point for the themes that we develop within the unit.

Historiography-Historical interpretations of note within the units will be discussed collectively by reviewing academic journal reviews of those works. I have selected these out of so many potential others because I have read them and they illustrate many of the over all themes fit into that particular unit.

College Board Themes

The College Board has developed 12 themes to “serve as unifying concepts to help students synthesize material and place the history of the United States into larger analytical contexts.” They are (in alphabetical order):

1. American Diversity
2. American Identity
3. Culture
4. Demographic Changes
5. Economic Transformations
6. Environment
7. Globalization
8. Politics and Citizenship
9. Reform
10. Religion
11. Slavery and Its Legacies in North America
12. War and Diplomacy

To the above list we can add a few more:

13. Women’s History
14. Western History
15. Labor History
16. Ethnicity and Immigration, and “Whiteness Studies”

Each unit will examine most, if not all of the themes, and they will be emphasized appropriately throughout each unit. Unit wide assessments will incorporate the interactions of these themes, and as the course progresses you will see the themes develop over time. That is the study of history.

Unit 1: *The “Discovery” and Colonization of America 1607-1763*

The first unit is primarily used to introduce the students to the study of history and complete tasks that they have completed as part of their summer reading assignment. The origins of American exceptionalism will be emphasized in relation to the English inheritance and relations with Native Americans. The role of ethnic and religious diversity as a source of the American character, with an emphasis on Puritan ideology, lays the groundwork for future comparison.

Discussion Topics:

Push-pull factors of European Colonization

French, Spanish, English and Dutch rivalries, successes, failures

From servitude to slavery: the Morgan thesis

Transplantations and Borderlands- cultural isolationism and interaction

Religious diversity and cultural pluralism: pragmatic toleration

Geographic influences on settlement and development patterns
The Navigation Acts- early disregard and independent patterns
Colonial development as a reflection of developments within England
The emergence of American cultural traits and the factors that contributed to them
Distinctly regional patterns and how they evolved/Early resistance to distant authority
Global Capitalism within the mercantile framework: the Breen thesis

Historiography: William Cronon: *Changes in the Land*; Kathleen Brown: *Good Wives, Nasty Wenches & Anxious Patriarchs*; Richard White, *The Middle Ground*, T.H. Breen, *Marketplace of Revolution: How Consumer Politics Shaped American Independence*

Readings:

Brinkley: Chapters 1-4

Foner: "The Birth of American Freedom"

Zinn: "Columbus, the Indians, and Human Progress"

Document Analysis: "Indians and Europeans: New World Encounters" (Two views of Spanish Conquest; John Smith in Virginia; the French encounters with Indians; A white woman's account of her capture),

"The Colonial Experience: A Rapidly Changing Society" (Salem Witchcraft Trials; The Slave Trade; Benjamin Franklin, from the *Autobiography*; Women's legal rights)

DBQ Assessment:

*1993: New England and Chesapeake regional development to 1700.

FRQs:

2006: Spanish/English Colonies in the 17th Century

2005: How economics affected politics in Massachusetts and Virginia 1607-1750

2005 (B): Geography as a development factor for the colonies in the 17th century.

2003 (B): Tensions in colonial society: Bacon's Rebellion, Pueblo Revolt, Salem witchcraft trials, Stono Rebellion.

2002: Impact of religion on colonial regions

2002 (B): Impact of Atlantic trade routes on economic development 1650-1750.

2001: Economic, geographic and social factors encourage growth of slavery 1607-1775.

2000: British, French and Spanish relations with Indians to 1750

Unit 2: American Independence and The Age of Atlantic Revolutions 1763-1776 (and beyond)

The second unit develops the political, social and economic strains within the British Empire as a consequence of what was really the First Global War. We examine the political developments within the context of the development of individual American identity, while keeping the diversity present at the outset within this unit. Emphasis is placed on the export and import of ideas in the Revolutionary period, with an examination of how the American Revolution influenced the French, Haitian and Latin American Revolutions in the "Age of Atlantic Revolutions"

Discussion Topics:

“Imagined Communities”: Print-capitalism and the development of nationalism
Colonial governments and imperial policy
The Stamp Act Crisis-Conservative radicalism
Colonists reevaluate their relationship with Great Britain- Virtual and Actual representation; the nature of sovereignty; the theme of anti-monopoly
Liberty Poles and Hats- the origins of a national political cultural language and identity
“In Public Houses”: Tavern culture and revolution
The Boston Massacre from the British perspective
Sam Adams, John Hancock and Paul Revere- the radical American insurgency
The American Revolution as a radical or conservative movement
Thomas Paine-Common Sense
The Declaration of Independence as A declaration of independence and a rhetorical device- “American Scripture”
The impact of the American Revolution in the context of the Atlantic World:
France, Haiti, Latin America
The paradox of slavery in the American Revolution
The effect on women in the Revolutionary period

Historiography: Woody Holton, *Forced Founders: Indians, Debtors, Slaves, and the Making of the American Revolution in Virginia*; Pauline Maier, *American Scripture*; Benedict Anderson, *Imagined Communities*; Lynn Hunt, *Politics, Culture and Class in the French Revolution*; Bernard Baylin, *Ideological Origins of the American Revolution*; John Phillip Reed, *Constitutional History of the American Revolution*

Readings:

Brinkley: Chapters 4-5

Foner: “To Call it Freedom”

Zinn: “Persons of Mean and Vile Condition”

Document Analysis: “Resistance and Revolution: Struggling for Liberty” (Part 1: Two views of the Boston Massacre; Loyalist women; Common soldiers’ experiences; A slave joins the British Army)

DBQ Assessments:

*2004: Impact of French and Indian War on political, economic and ideological relationships between Britain and American Colonies.

1999: Development of Sense of American identity 1750-1776

Unit 3: The Critical Period, the Constitution and the Early Republic 1777-1815

The unit is primarily concerned with the development of political institutions, with an emphasis on the writing and ratification, and implementation of the Constitution, which must be understood well so that later controversies will be understood well. The theme of

economic nationalism, in its limitations and its potential, will be used throughout the proceeding units.

Discussion Topics:

The War for independence – Military failures and French assistance
Loyalists and Patriots- an American Civil War
Impact of colonial experience on post-independence state and national government
The Origins of National Politics
Daniels Shay's rebellion- "We have some errors to correct"
The mind of James Madison
The struggle over the writing and ratification of the Constitution
The influence of the Scottish Enlightenment and Adam Smith
The Federalist Papers and American political philosophy
From Parchment to Power: how the Bill of Rights saved the Constitution
The precedents of the Washington administration: Federalism low
Hamilton's financial plan
The emergence of political parties and the factors that divided them
His Rotundity -The Adams administration- Federalism high
The Revolution of 1800-Peaceful transfer of power from one political party to another
The Jeffersonian presidential paradox: did Jefferson out-federalize the federalists?
An Empire for Liberty and American Exceptionalism
Lewis and Clark- the Corps of Discovery
The development of sectional economic specialization and interdependence
American Identity- Parson Weems, Noah Webster, James Fennimore Cooper,
The development of political culture in the public sphere: Parades and celebrations
Rewriting of State Constitutions- the example of New York Emancipation
The Factory System and national economic growth: Lowell Mills
National Cultural development, Republican motherhood, Separate Spheres
Mr. Madison's war and the assertion of national sovereignty
The conflict between national power and states' rights- the Hartford Convention

Historiography: Gordon Wood: *The Radicalism of the American Revolution*, David Waldstriecker: *In the Midst of Perpetual Fetes*, Michael Kammen: *A Machine that Would Go of Itself: The Constitution and American Culture*; Jack Rakove, *Original Meanings*; Joseph Ellis, *American Sphinx*

Readings:

Brinkley: Chapters 6-8
Foner: "An Empire of Liberty"
Hofstadter: "The Founders: an Age of Reason", "Jefferson: The Aristocrat as Democrat"
Document Analysis: "Resistance and Revolution: Struggling for Liberty" (Part 2: Republican Motherhood; Shays Rebellion)

DBQ Assessment:

*2005: To what extent did the American Revolution fundamentally alter society?

FRQs:

2006 (B): The Constitution as a counter-revolution
 2004: Impact of the American Revolution on slavery and women 1775-1800.
 2004 (B): “The Revolution of 1800”: impact on economics, foreign policy, judiciary, politics.
 2003: Effectiveness of the Articles of Confederation
 2003 (B): Motives and effectiveness of opposition to new National government: Whiskey Rebellion, Virginia and Kentucky Resolutions, Hartford Convention, Nullification Crisis.
 2002: Contributions of Adams, Jefferson and Washington to a stable government after the adoption of the Constitution

Unit 4: Society, Politics and the Market Revolution 1815-1848

This period used to be taught in as the “Age of Jackson”, but more recent scholarship has tended to emphasize that the period is best understood in terms of “market relationships”. Here we discuss the theme of emergent nationalisms- competing visions of the American dream, and how best to achieve it. Introduced during this unit and repeated throughout the course will be an examination of “whiteness” and how racial categorization is a social construct. A remarkable outburst of reform, which will be seen cyclically throughout United States history, will be closely examined as various groups, for various reasons and with various degrees of success try to re-make society.

Discussion Topics:

The Era of not-so-good feelings
 The Monroe Doctrine in global perspective
 Changes in political party positions/alignments
 Judicial Economic Nationalism: The Marshall- Hamilton nexus
 The reemergence of a two party system and the emergence of the “common man”
 The most controversial presidency of Andrew Jackson- The Bank War and the nullification crisis
 Geographical and economic expansion: “Let us conquer space”, The Trail of Tears
 New York City- the control of water: Erie Canal, Croton water, fire, sewage and power
 Immigration, nativism and “whiteness”- Irish, German immigration and the rise of the Know- nothings
 Artisans into workers
 Women’s role: the Cult of Domesticity and the Seneca Falls Convention
 Reform and the American character
 Garrison Abolitionism: A Radical Movement
 Transcendentalism and utopian communities: optimistic and pessimistic views of society
 Fredrick Douglass at the Seneca Falls Convention

Historiography: George Dangerfield, *The Era of Good Feelings*; Charles Sellers, *The Market Revolution*, Sean Wilentz, *Chants Democratic*; Matthew Frye Jacobsen, *Whiteness of a Different Color* (to be used throughout the course); Drew McCoy, *The Elusive Republic* Alan Taylor, *William Cooper's Town: Power and Persuasion on the Frontier of the Early American Republic*

Readings:

Brinkley: Chapters 8-12

Foner: "The Boundaries of Freedom in the Young Republic"

Zinn: "We Take Nothing by Conquest, Thank God"

Document Analysis: "An Age of Reform: Rearranging Social Patterns"(Nat Turner's Rebellion; Lowell Textile Workers; Life under Slavery; Seneca Falls Convention; John Brown's early life)

DBQ Assessments:

*2006: Changing ideals of American Womanhood

2002: Reform movements and democracy 1825-1850

2002 (Form B): The Era of Good Feelings"- sectionalism and nationalism

FRQs:

2006 (B): Industrial development as a factor between the North and South 1800-1860

2005: How the Mexican War debates reflected sectional interests 1845-1855

2004 (B): Change of Roles of Women 1790-1860- domestic, economic, political, social.

2003: Impact of developments in Transportation on economic and social change 1820-1860.

2001: Was the Jacksonian period the 'era of the common man'? Economics, politics, reform movements

2000: Impact of Missouri compromise, Mexican war, Compromise of 1850, Kansas-Nebraska act on opposition to the spread of slavery

1999: Reemergence of a two party system 1820-1840- political personalities, states' rights, economic issues.

Unit 5: The Civil War and Reconstruction 1845-1877

The most tumultuous period in United States history results in a war that leaves 2% of the population dead, and results in a "new birth of freedom". For a time. The emphasis in this section is on the causes, conduct and legacy of the "war between the states". The aftermath of the war is quite controversial- was Reconstruction a glorious failure? We will also examine the conquest of the Far West in this unit, and weave together the variety of meanings of freedom, liberty and identity in a transformative period.

Discussion Topics:

Nationalism, Manifest Destiny and the Mexican War: Early U.S. Imperialism?

Forging the Territorial Shears-

Henry Clay, John C. Calhoun-Sectionalism and the failure of compromise

Free Soil ideology- Small fisted Farmers and the rise of Lincoln

Bleeding Kansas, Preston Brooks and John Brown
The Dred Scott Decision
Slavery and other causes of the Civil War
Secession and war
Lincoln
Civil Liberties and *Ex Parte Milligan*- connections to *Korematsu* and *Hamdi*
Two societies at war: mobilization, resources and internal dissent
Military strategies and foreign diplomacy
Emancipation and war: social, political and economic effects
Race and class issues in the New York Draft Riots
Reconstruction issues and plans
The struggle for equality: an unfinished revolution- was Reconstruction a “glorious failure?”
The Plains wars, Reservation policy and the Dawes Act
Gender, race and ethnicity in the far West
Environmental impacts of Western settlement

Historiography: David Potter, *The Impending Crisis*; James Mc Pherson, *Battle Cry of Freedom*; Drew Gilpin Faust, *Mothers of Invention*; Eric Foner, *Reconstruction: America’s Unfinished Revolution*; Karl Jacoby, *Crimes Against Nature*

Readings:

Brinkley: Chapters 13-16
Foner: “A New Birth of Freedom”
Hofstadter: “Calhoun: the Marx of the Master Class”, “Lincoln and the Self made myth”
Zinn: “Slavery without Submission, Emancipation without Freedom”
Document Analysis: “Civil War and Reconstruction: The Price of War” (Two views of Pickett’s Charge; NY City Draft Riots; Civil War Nurses; Emancipation in South Carolina; Reconstruction through white and black frames of reference; Little Big Horn; Sharecroppers; Western migration)

DBQ Assessments:

2005 (Form B): Failure of political compromise 1820-1860

*(Date ?) Reconstruction as a social, political and economic revolution

FRQs:

2006: Change in the role of the federal government 1861-1877
2006 (B): Who was the West a land of opportunity for in 1865-1890?
2004: Effectiveness of compromise in easing sectional strife 1820-1861.
2003: Impact of Civil War on political and economic developments in the South, North, and West 1865-1900.
1999: Impact of technology and government actions on Plains Indians 1875-1900

Unit 6: The Rise of Business and Labor 1877-1900

Sunshine and Shadow- the United States undergoes profound economic and technological change, and a society is transformed yet again. This unit is primarily about change within the themes of economic nationalism as established in the early nineteenth century by Hamilton and Marshall, and the reordering of the socio-economic order. The myth of Laissez Faire government will be examined, as will the process of monopolization and corporate consolidation under the leadership of the titans of industry. Against this backdrop, individual workers try to organize with some success to better their condition, but ultimately are weak due to hostility from without and division within.

Discussion Topics:

Oil, Steel, Rail: Heavy Industry and technological change
Political alignment and corruption in the Gilded Age- the Politics of equilibrium
Social Darwinism and efficiency: Industrial reorganization and consolidation
The Social Gospel and the Gospel of Wealth
Role of Government in economic growth and regulation
Social, economic and political impact of industrialization
Race, class, gender in the workforce- common laborers, specialists and operatives
Working conditions- the examples of light bulb manufacturing women, the steelmaking hierarchy of skilled and unskilled labor and “cotton screw men”- race and class
Labor and unions- strategies, success and limitations- local, trade and national organization
Jim Crow institutionalized- *Plessy v Ferguson* and Justice Harlan’s dissent
Demographic change- the push/pull factors of internal migration

Historiography: David Montgomery, *The Fall of the House of Labor*; C. Vann Woodward, *The Strange Career of Jim Crow*; Ron Chernow, *Titan*; Eric Arnesen, *Waterfront Workers of New Orleans: Race, Class and Politics*

Readings:

Brinkley: Chapters 17-19
Foner: “Liberty of Contracts and its Discontents”
Document Analysis: “The Gilded Age: Industrial Growth and Crisis” (Industrialization and Progress- Two views; Honest graft; Standard Oil’s tactics; Anti-lynching in Tennessee; the depression of the 1890’s; Pullman Strike)

DBQ Assessment:

*2000: How successful were labor unions in bettering working conditions from 1875-1900?

FRQs:

2003 (B): Reaction of Farmers and Industrial workers to Industrialization 1865-1900.
2001: Transportation developments impact on economic development 1860-1900.

Unit 7: Public Life in Industrial America 1877-1917

The most remarkable thing about society in the late nineteenth and early twentieth century is how they organized in a plethora of public groups, all having in object the

betterment of society as they saw it. By using the theme of “modernization”: the notion that America was transformed from “island communities” to a nation where cosmopolitan interests held sway, we can tie together a remarkable burst of social and political history, and compare this period to other periods, most notably Unit 4.

Discussion Topics:

The largest migration in human history and its impact: Varieties of migration and immigration, ethnic and racial composition, and the reaction against the “mongrelization” of the “American stock”

Urbanization, the Public Sphere, and Popular Culture

Central Park, Coney Island and the concept of leisure

The City Beautiful Movement and the 1893 Chicago Columbian Exposition

Interaction of economic, cultural and demographic change

Populism:

“The last gasp of Jeffersonian democracy”

Inflation/Deflation- Role of government in the economy

Role and effectiveness of third parties

Progressivism: Managerial Classes/the Professions

A Search for Order and Status Anxiety: Mugwump Reform

Women’s roles: family, workplace, education, politics, reform

The Triangle Shirtwaist Factory Fire and reform of working conditions

Lochner v. New York- judicial limits of reform

Black America: urban migration and civil rights initiatives: the case of Ossian Sweet

W.E.B. Du Bois- The Niagara Movement

TR, Taft, Wilson: Conservatives as Progressives

The establishment of the Broker state (reform to preserve)

Historiography: Lawrence Goodwyn, *The Populist Moment*; Gabriel Kolko, *The Triumph of Conservatism*; Robert Wiebe, *A Search for Order*; Ruth Bordin, *Women and Temperance*; John Milton Cooper, *The Warrior and the Priest*; Stephen Skowronek, *Building a New American State*; Kevin Boyle, *Arc of Justice*

Readings:

Brinkley: Chapters 21, 22

Foner: “Progressive Freedom”

Document Analysis:” An Age of Reform: Responses to Industrial America” (Triangle Shirtwaist Fire; Jewish Ghettos; *The Jungle*; The Great Black Migration)

DBQ Assessment:

*2003 (Form B): Effectiveness of Progressive reform at the national level

FRQs:

2006: Why did Progressive reform lose momentum in the 1920s?

2005 (B): Effectiveness of Progressive reform in working conditions, urban life and politics.

2004 (B): Causes of population shift from rural to urban 1875-1925.

2001 (B): Factors that changed the American city 1850-1900.

Unit 8: Imperialism and the Great War 1898-1919

Here we break with the so far chronological study of US History to examine the theme of foreign policy and interventionism. Challenges to Washington's isolationism come in the form of interventionism and develop over time into a full blown empire with truly Globalized interests.

Discussion Topics:

The changing role of the US in world affairs- from isolationism to world power
"Commerce not conquest"- then colonization
Colonization and democracy- "in our image"
The Insular Cases- Can 'Our little Brown Brothers' enjoy the fruits of citizenship?
The longer view in Global context: Intervention abroad- 1875-1930
Neutrality, US motives in WWI, post war agreements
The Warrior (Gunboat) and the Priest (Moral), and Dollar Diplomacy
The first age of Globalization- the end of the British and the beginning of the American century
Causes of US entry into World War I- economic and cultural ties
The effects of internationalism on domestic politics
The Pandemic Influenza of 1918 and its impact on world affairs
The tragedy of Versailles
Is Imperialism such a bad word?

Historiography: Walter LaFeber, *The New Empire*; Phillip Darby, *Three Faces of Imperialism*; James Barry, *The Great Influenza*; Niall Ferguson, *Colossus*

Readings:

Brinkley: Chapters 20, 23
Foner: "The Birth of Civil Liberties"
Zinn: "The Empire and the People", "War Is the Health of the State"
Document Analysis: Map the growth of US economic and political expansionism.

DBQ Assessment:

*1991: Strength of opposition forces that led to defeat of the Treaty of Versailles

FRQs:

2000: Did the US achieve its objectives that led it into World War I?

Unit 9: Prosperity, Depression and the New Deal 1920-1940

Discussion Topics:

"Normalcy"-Post WWI compared to post Civil War nativism, laissez faire, labor relationships, farmers dilemma, and attitudes toward reform.
"The business of America is business"- nullification by administration
American consumerist culture & the culture of modernism in science and the arts

The Tribal Twenties/cultural conflicts: native v. foreign, urban v. rural, secular v. fundamentalist, prohibition

A revolution in manners and morals

Ethnicity and Immigration restriction- the role of Eugenics

The Great Crash and Hoover's response

Human suffering and response to the Great Depression

The New Deal- "Socialism" to preserve capitalism

Labor and union recognition-

Voices of Protest

Political realignments: the New Deal coalition

Historiography: Roy Rosenzweig, *Eight Hours for What We Will*; Michael Berger, *The Devil Wagon in God's Country*; Robin Kelley, *Hammer and Hoe: Alabama Communists during the Great Depression*; Erica Lee, *At America's Gates*; Alan Brinkley, *The End of Reform*, and *Voices of Protest*

Readings:

Brinkley: Chapters 25-27

Foner: "The New Deal and the Redefinition of Freedom"

Zinn: "Self-help in Hard Times"

Document Analysis: "A New Society: Between the Wars" (The Scopes Trial; Harlem Renaissance; Sanger and Birth Control; Letters to FDR during the Depression; Sit down Strikes)

DBQ Assessment:

*2003: New Deal effectiveness and role of federal government

FRQs:

2006 (B): Impact of Advertising, Entertainment and Mass Production in the 1920s.

2004: Compare Progressive and New Deal Reform with respect to poverty.

2002 (B): Effectiveness of New Deal programs: relief, recovery, reform.

2001: Account for the rise of nativism 1900-1930

1999: The Roaring Twenties- economics and entertainment

Unit 10: The failure of Versailles: World War II and Origins of the Cold War 1939-1952

The thematic approach in this unit is primarily diplomacy and the conduct of the war, with key questions including: Did FDR pull us into war? Did we drop the atomic weapon primarily to intimidate the Soviets? Who began the Cold War?

Postwar America, especially the civil rights movement, cannot be understood without emphasizing the developments on the home front during the war.

Discussion Topics:

The rise of fascism and militarism in Japan, Italy and Germany

Neutrality and the Arsenal of Democracy

The catcher was a spy: Moe Berg and the desire to go to war/ Pearl Harbor

Wilson and Roosevelt as neutrals, wartime leaders, Allied partners and post war planners

Rosie the Riveter and the domestic consequences of WW II

The Zoot Suit Riots

The decision to drop the bomb

Domestic developments and conduct during and after the war

The development of containment policies: anti communism abroad and at home

The Pumpkin Papers and the rise of Nixon

McCarthyism

Truman Doctrine, NATO, Berlin Airlift, NSC-68

The Korean War and the United Nations

Historiography: Kai Bird and Martin J. Sherwin, *American Prometheus*; John Morton

Blum, *V was for Victory: Politics and American Culture during World War II*; John

Lewis Gaddis, *Strategies of Containment*; Ellen Schrecker, *Many are the Crimes:*

McCarthyism in America

Readings:

Brinkley: Chapters 28-29

Foner: "Fighting for Freedom"

Document Analysis: "The American Century: War Affluence and Uncertainty"

(Building and using an Atomic Bomb; Rosie the Riveter; Japanese Internment Camps, Bataan Death March; Red Scare Blacklisting)

DBQ Assessment:

*2006 (Form B): Growing tensions between the US and USSR 1941-1949

2004 (Form B): Changes in US foreign policy 1920-1941

FRQs:

2002: Compare US foreign policies after the World Wars.

Unit 11: Post War Domestic Issues & Foreign Policy from Eisenhower to Nixon 1952-1975

This huge unit will integrate domestic and foreign policy developments that were taught earlier as separate themes, and hopefully will get you to see the "big picture". The thematic approach is the interaction between domestic and foreign policy developments. Some historians use consumerism as their focal point, others use politics. We will use a mixture within the theme of "grand expectations".

Discussion Topics:

Continued impact of New Deal in government's role in society

The Baby Boom, Suburbs, conformity- seeds of the sixties

Television

Eisenhower prosperity, Kennedy's Idealism

Struggle for civil liberties and civil rights- legal victories, “with all due speed”, “massive resistance”, Little Rock
CIA wars-Guatemala, Iran, Cuba, Chile
The fifties weren’t so conservative and the sixties weren’t so radical?
Silent Spring and the Environmental movement
JFK- Camelot and the Death of Idealism
Bay of Pigs and the Cuban Missile Crisis
LBJ- The Great Society Dream- Civil Rights Act of 1964
Election of 1964-The Daisy Girl Ad- Destruction of Goldwater and the Rise of Reagan
The Vietnam War- roots, escalation, withdrawal
Why the antiwar protesters should not be labeled the counterculture
Compare: The Summer of Love, Woodstock, Kent State, SDS, Yippies
Civil Rights- Latinos and Caesar Chavez, Native Americans and Wounded Knee, Women and Roe, Gays and Stonewall
The trauma of 1968- Tet, MLK, RFK assassinations, Chicago
LBJ and Nixon: Destruction of trust in government
Pentagon Papers Case and the role of the media
Watergate- break-in, cover-up, resignation- loss of trust in government
Nixon and Ford- resignation and pardon
Freezes and thaws between the Eagle and the Bear-détente, SALT
The Vietnam syndrome in foreign policy

Historiography: Kenneth Jackson, *Crabgrass Frontier*; Taylor Branch, *Parting the Waters: America in the King Years*; Allen Matusow, *The Unraveling of America*; Robert Caro, *The Master of the Senate*, and *The Power Broker*; Neil Sheehan, *A Bright Shining Lie*; Larry Berman, *Planning a Tragedy*; Thomas Sugrue, *The Origins of the Urban Crisis*

Readings:

Brinkley: Chapters 30-33
Foner: “Cold War Freedom”, “Sixties Freedom”
Zinn: “-Or Does It Explode?”
Document Analysis: “Contested Boundaries: Moral Dilemmas at Home and Abroad”
(The My Lai Incident; Protesting Miss America 1968; Freedom Summer; American Hostages in Iran; Illegal Immigration)

DBQ Assessment:

*2001: Effect of the Cold War on American fears, and success of Eisenhower in addressing those fears.

FRQs:

2006: Reaction against the status quo of consensus and conformity in the 1950s: Youth, Civil Rights, Intellectuals.
2005: Impact of Civil Rights, anti war and women’s movements in 1960s and 1970s.
2005 (B): Changes in mid-twentieth century women’s lives as a result of wars, literature, popular culture, medical and technological advances.

2004: Successes and failures of containment 1945-1975: East/Southeast Asia, Europe, Latin America, Middle East.
2003: Compare 1920s with 1950s: race relations, women, consumerism.
2003 (B): Changes in the presidency via the media: Camelot, Great Society, Watergate.
2002: How Civil Rights movement addressed failure of Reconstruction
2002 (B): Affect of postwar politics: anticommunism, women's movement, the silent majority.
2000: The 1960s as a time of profound cultural change: education, gender relations, music, race relations.
1999: Success of containment 1945-1975.

Unit 12:

The United States in the Globalized World: 1975-2000

Although the AP Exam does not thoroughly test this time period, there may be some questions covering the following topics. As one of my professors once said, "I like my history with a little must on it." But what may be current events to me, is history to you.

Discussion Topics:

The Camp David Accords and the rise of Islamic fundamentalism
The Iranian hostage crisis
Carter-Stagflation and malaise
Reagan and the conservative reaction
Iran- Contra scandal
The collapse of the communist world
Human rights v. strategic self interest in policy formulation
Interrelationship of foreign policy and economic stability- OPEC
George H.W. Bush-The first Gulf War
Clinton- the fabulous Nineties, Impeachment
9/11 and its aftermath

AP Exam

Readings:

Brinkley: Chapter 34
Foner: "Conservative Freedom"
Document Analysis: "New World Order? Angry Realignment after the Cold War"
(Somalis in Lewiston, Maine; Growing up Muslim in America; Rodney King; Matthew Shepard; 9/11; Abu Ghraib)

DBQ Assessment: We will construct our own DBQ for this topic after the AP Exam.

FRQs:

2005: Patterns of immigration and responses- 1820-1860, 1880-1924, 1965-2000.
2004 (B): Progress for political and social equality 1960-1975: African Americans, Asian Americans, Latinos, Native Americans, and Women.

Post Exam Activities

The Schleschinger Presidential Poll- Rate the Presidents
10 Events that unexpectedly changed History

Regents Exam Review

20% of your overall grade will be the New York State Regents Examination in United States History and Government.

The last 7-10 days of class will be in review for this exam, as it covers some things, such as the mechanisms of government and civil rights/liberties through Supreme Court interpretation, with more emphasis than given in the AP curricula.

Addendum to the Syllabus

This is the first unit outline/assignment sheet. Each year I change it up a bit, but this is the general idea. I will hand out a copy to you in class, and post it on the class website.

APUSH

Mr. Rood

Unit 1: “The Discovery” and Colonization of America

2 ½-3 weeks

Reading:

Chapters 1-3 *American History: A Survey* (Text)

Pg, 3-12 *The Story of American Freedom* (SAF),

Parts Chapter 1 “Columbus, the Indians and Human Progress” *A Peoples History of the United States* (Zinn), in class.

Assignments:

Summer Reading Exam

Quia online quizzes (3)

Categorization Exercise: Thinking like an Historian

Assess The Validity (ATV) Outline (submitted in Summer Reading Assignment)

SAF Discussion Questions

Key Terms, Concepts, Names

The following is a list of key terms beginning with “The Arrival of the English” in Chapter One (Text) and continuing through the end of Chapter Two.

Chapter 1

Richard Hakluyt
English Reformation
Calvinist Puritans
Church of England
Separatists
Elizabeth I
James I
Plantations
Enclosure movement
Merchant Capitalist
Mercantilism
Spanish Armada
Sir Walter Raleigh
Utopia
Pocahontas

Chapter2

London Company
“Starving time”
House of Burgesses
Lord Baltimore
Headright system
Sugar cultivation
Plymouth Plantation
Puritans
“Freemen”
Anne Hutchinson
Pequot War
Partroonship
William Penn
Oglethorpe
Diversity
John Cotton

Jamestown
John Smith
Tobacco
Sir William Berkley
Bacon’s Rebellion
Separatists
Theocracy
“City upon a Hill”
Fundamental Orders
King Phillips War
Quakers
John Rolfe
Indentured Servants
Powhattan
Staple crops
Extractive Industries

Toleration Act	“The Elect”
William Bradford	Hudson River
Visible Saints	New Amsterdam
Mayflower Compact	“Inner Light”
Squanto	Philadelphia
John Winthrop	Navigation Acts
James River	Mercantilism
Thomas Hooker	Glorious Revolution
Roger Williams	Sir Edmund Andros
Dominion of New England	

Ordering, Categorizing the “Important Stuff”- Thinking like an Historian:

An Historian (yes it is *an*) has the task of taking a huge amount of information, sorting it, weighing the importance, and then trying to construct an argument centered on a thesis. Indeed, often the most important decisions historians make are what they can *leave out*.

After reading the first two chapters of the text and taking notes, complete the following task, which will be discussed in class and checked the day before the unit exam and collected and graded the day of the exam.

Group terms, concepts and names (from the list above) together in 3-4 categories. Construct a top twenty list of the overall most important terms. Then narrow this list to the top ten in reverse order of importance (10-1, with 1 being the most important), with a sentence justifying the placement of that term absolutely and relatively.

The “top-ten list” will be checked visually and orally on the day before the exam, and will be handed in on the day of the unit exam.

SAF “Although” Questions

In History, you need good answers, but *better* questions. An imaginative curiosity is part of being an Historian. We try to reconstruct worlds others have lived in. So you will be assigned unit assignments which will require you to ask “big questions” based on your reading to solicit discussion and debate. The more insightful and controversial your question, the more debate it will provoke.

Hand in two questions about the SAF reading assigned, with the first word of the question being “Although”. This assignment will be handed in on the day of the unit exam.

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