

Course Syllabus 2007-2008

Advanced Placement United States History is a survey course in US History from the Colonial Period to the present which culminates in the Advanced Placement US History Examination in May. That examination will consist of two sections, each weighted equally: Section I of 80 multiple choice questions in 55 minutes and Section II of one document based question (45% of the section) and two free response essays (55% of the section) in 130 minutes. Students who do well on the APUS examination (usually a 4 or a 5 out of 5) may receive college placement and/or credit. Advanced Placement US History is, therefore, a course which demands more of the student than is typical in high school courses.

Themes of the course include:

- American Diversity
- American Identity
- Culture
- Demographic Changes
- Economic Transformations
- Environment
- Globalization
- Politics and Citizenship
- Reform
- Religion
- Slavery and Its Legacies in North America
- War and Diplomacy

While I will not neglect any of these themes, my personal interests will lead me to emphasize some more than others. In particular, I intend to discuss extensively how the ideals of the Declaration of Independence have evolved in their application to new conditions. Directly or indirectly, the Declaration illuminates virtually all of the themes.

Textbooks:

Divine, Robert A., Breen, T. H., Fredrickson, George M., Williams, R. Hal, Gross, Ariela J., and Brands, H. W. *America: Past and Present*. Revised Seventh AP* Edition. New York: Pearson Longman, 2005. ISBN 0-321-24380-3.

Supplementary Textbooks:

Barbour, Michael K., Jones, Anthony, Rabinowitz, Len, Utz, Gordon. *AP* Exam Workbook to Accompany America Past and Present Seventh AP* Edition*. New York: Pearson Longman, 2005. ISBN 0-321-26328-6

Barnes, Thomas F., Utz, Gordon Price. *Multiple-Choice and Free-Response Questions With*

DBQ in Preparation for the AP United States History Examination. Fifth Edition.
Brooklyn, NY: D&S Marketing Systems, Inc., 2006. ISBN 0-9787199-4-8..

Henry, Michael. *AP*/Honors U.S. History Skillbook With Writing Instruction and Practice.*
Saddle Brook, NJ: The People's Publishing Group, Inc. 2005. ISBN 1-4138-0493-4

Other Material:

Each student will receive a CD with my lecture notes, Power Point presentations, Guides on Essay, DBQ, and Research Paper writing, as well as primary source material.

Historiography

A number of readers will be utilized to provide different interpretations of US History. Some specifics will be indicated under each unit although, since the field is dynamic, the lists are subject to revision.

Davidson, James West and Lytle, Mark Hamilton. *After the Fact: The Art of Historical Detection.* Vol. I and II. Second Edition. New York: Alfred A. Knopf, 1986.

Dollar, Charles M. And Reichard, Gary W. Ed. *American Issues: A Documentary Reader.* New York: Random House, 1988.

Grob, Gerald N. And Billias, George Athan, ed. . *Interpretations of American History.* Volumes I and II. Fourth Edition. New York: The Free Press, 1982

Wilenz, Sean, Ed. *Major Problems in the Early Republic 1787-1848.* New York: D. C. Heath, 1992.

Assessments, Grading and Rubrics

- **Fundamental to my approach to instruction and assessment is the belief that good instruction allows informal assessment and that good assessment is a means of teaching. For that reason I use essay questions and DBQs interchangeably as both the center of an instructional lesson and as a means of formal assessment.**
- *Essay questions* will be taken from previous AP US History (or, in some cases, IB HL History examinations). All essays will be graded using a generic form of the APUS FRQ rubric.
- ***Document Based Questions (DBQs)* written for assessment purposes will be from previous AP US History examinations.** All DBQs will be graded using a generic form of the APUS FRQ rubric.
- **All papers will be graded with the same rigor that I grade papers at the APUS**

Reading.

- The *Research Paper* (2600-3200 words) will be on any approved topic in US History from 1607-1990, and will be graded using the rubric for the IB Extended Essay in History. The paper will be assigned at the beginning of the second semester and will be due by Spring Recess.
- *Multiple choice examinations* will, as a general rule, be avoided (except for med-term and final examinations).
- *Multiple choice quizzes* (10-20 questions) will be used throughout the year. Questions will be similar to AP multiple choice questions. There will be at least one per unit, and likely more.
- *Individual and / or group projects* will be assigned throughout the year. Grades for projects are individual, regardless of whether the project was individual or group. **Projects may range from constructing a student made DBQ to researching a specific topic (such as a comparison of the mortality rate among slaves during the Middle Passage and indentured servants during their transportation to the New World) or thematic (the Constitutional argument of compact theory and states' rights from Hamilton's Report on Public Finance to Strom Thurmond's Dixiecrat Party or the reception of immigrant groups from the colonial Scots-Irish to Hispanics and Haitians today)**
- The weight given to all assessments will vary in order to reflect the magnitude of the assignment.
- **Some of the DBQs listed below as assessments will be used as instructional material.** In such cases, an essay examination will replace the DBQ.

Model Lesson

The model used for the typical lesson will involve

- Review of five history identifications
- Review of multiple choice questions (from Barbour)
- Essay modeling using previous AP essays as the starting point for a class discussion OR
- **Primary source document analysis (written, statistical, or graphic, usually primary but at times secondary) OR**
- Individual or group project activities (organization of assignments, research, writing, presentation to the class, etc.)

Major Units

Unit I Colonial Period 1492-1765

Textbook: Chapter 1 New World Encounters pp. 2-29
Chapter 2 New World Experiments: England's Seventeenth Century Colonies pp. 30-59

	Chapter 3	Putting Down Roots: Opportunities and Oppression in Colonial Society; pp. 60-91
	Chapter 4	Experience of Empire: Eighteenth Century America; pp 92-123
Supplemental		
	Barbour	Multiple Choice Questions p. 27 Free-Response Question p. 28
	Barbour	Multiple Choice Questions p. 33 Free-Response Question p. 34
	Barbour	Multiple Choice Questions p. 39 Document-Based Question p. 40 Free-Response Question p. 44
	Barbour	Multiple Choice Questions p. 49 Free-Response Question p. 51
CD	Lecture notes: “Founding of British America,” “Puritan Folkways,” “Colonial Society,” “Empire”	
Topics for Particular Attention:	The City Upon a Hill; Colonial Labor; Growth of Religious Tolerance; Salutary Neglect; Impact of French and Indian Wars	
Historiography	David Hackett Fisher, Edmund S. Morgan, Richard Hofstadter	
Assessment	DBQ: Chesapeake / New England 1993	

Unit II Revolutionary War, Critical Period, and Constitution 1765-1788

Textbook	Chapter 5	The American Revolution: From Elite Protest to Popular Revolt 1763-1783; pp. 124-155
	Chapter 6	The Republican Experiment; pp. 156-189
Supplemental		
	Barbour	Multiple Choice Questions p. 55 Free-Response Question p. 56
	Barbour	Multiple Choice Questions p. 61 Free-Response Question p. 62
CD	Lecture notes: “Origins of the American Revolution,” “The American Revolution,” “The Critical Period”	
Topics for Particular Attention:	Economic / Constitutional Causes of Revolution; Ideals of the Declaration of Independence; Weaknesses of the Articles of Confederation; Constitution as Economic or Political Document	
Historiography	Robert Paul Thomas, Charles Beard, Arthur M. Schlesinger Sr., Carl Becker, Louis Hacker, Oliver M. Dickerson, Robert E. Brown, Bernard Bailyn	
Assessment	DBQ: Democracy in Wethersfield 1976 DBQ: Articles of Confederation 1985	

Unit III **Early National Period: Washington to J. Q. Adams' Administrations 1788-1828**

Textbook	Chapter 7	Democracy in Distress: The Violence of Party Politics 1788-1800; pp. 190-217
	Chapter 8	Republican Ascendancy: The Jeffersonian Vision; pp. 218-245
	Chapter 9	Nation Building and Nationalism; pp. 246-271
Supplemental		
	Barbour	Multiple Choice Questions p. 67 Document-Based Question p. 69 Free-Response Question p. 73
	Barbour	Multiple Choice Questions p. 79 Free-Response Question p. 80
	Barbour	Multiple Choice Questions p. 85 Free-Response Question p. 86
CD	Lecture notes: "Washington Administration," "John Adams' Administration," "Jefferson Administration," "War of 1812," "Era of Good Feeling: Economy," "John Marshall," "Sectionalism and the Missouri Compromise"	
Topics for Particular Attention:	Jefferson vs. Hamilton; Anglo- vs Francophiles, The Marshall Court and Federal Authority	
Historiography	Douglas Adair, Carl Degler	
Assessment	DBQ: Era of Good Feeling 2002B Take Home Essay: Transportation and Beginning of Industrialization	

Unit IV **The Age of Jackson 1828-1850**

Textbook	Chapter 10	The Triumph of White Man's Democracy; pp. 272-299
	Chapter 11	Slaves and Masters; pp. 300-327
	Chapter 12	The Pursuit of Perfection; pp. 328-357
	Chapter 13	An Age of Expansionism; pp. 358-385
Supplemental		
	Barbour	Multiple Choice Questions p. 91 Free-Response Question p. 92
	Barbour	Multiple Choice Questions p. 96 Free-Response Question p. 97
	Barbour	Multiple Choice Questions p. 100 Free-Response Question p. 101
	Barbour	Multiple Choice Questions p. 105 Free-Response Question p. 106
CD	Lecture notes: "Jackson and Jacksonian Democracy," "Romanticism and Reform," "Antebellum Slavery," "Manifest Destiny"	
Topics for Particular Attention:	The Ideology of the Common Man, The Ideology of Reform; The Nature of Antebellum Slavery, Its Defenders, and Its Opponents, The Ideology of Expansion	

Historiography Arthur M. Schlesinger Jr., Robert Rimini, Bray Hammond, Alice Felt Tyler, Ulrich Bonnell Phillips, Kenneth Stampp, Eugene Genovese, Ira Berlin, Herbert Klein, David Brion Davis, *Remembering Slavery*,
Assessment DBQ: Reform in Jacksonian America 2002A

Unit V **The Civil War Era 1850-1876**

Textbook Chapter 14 The Sectional Crisis; pp. 386-417
Chapter 15 Secession and the Civil War; pp. 418-449
Chapter 16 The Agony of Reconstruction; pp. 450-479

Supplemental

Barbour Multiple Choice Questions p. 111
Document-Based Question p. 112
Free-Response Question p. 117
Barbour Multiple Choice Questions p. 122
Free-Response Question p. 124
Barbour Multiple Choice Questions p. 127
Free-Response Question p. 128

CD Lecture notes: “Compromise of 1850,” “Coming of the Civil War,” “The Civil War [sketch notes],” “Reconstruction”

Topics for Particular Attention: Interpretations of the Causes of the Civil War; Why Did the North Win / Could the South Have Won?; The Emancipation Proclamation; Effect of the War on the Nation; Why Did Reconstruction Fail?

Historiography Charles Beard, Carl Degler, Eugene Genovese, Eric Foner, Allan Nevins, Avery Craven, David M. Potter, William Freehling

Assessment DBQ: Failure to Compromise in 1860 2005B
DBQ: Reconstruction 1996

Unit VI **The Gilded Age 1865-1896**

Textbook Chapter 17 The West: Exploiting an Empire; pp. 480-509
Chapter 18 The Industrial Society; pp. 510-537
Chapter 19 Toward an Urban Society 1877-1900; pp. 538-571
Chapter 20 Political Realignment in the 1890s; pp. 572-599

Supplemental

Barbour Multiple Choice Questions p. 133
Free-Response Question p. 134
Barbour Multiple Choice Questions p. 139
Free-Response Question p. 140
Barbour Multiple Choice Questions p. 144
Free-Response Question p. 145
Barbour Multiple Choice Questions p. 151

Free-Response Question p. 152

CD Lecture notes: “Gilded Age: Industrialization,” “Gilded Age: Urbanization,” “Gilded Age: Politics”

Topics for Particular Attention: Entrepreneurship, Technology and Changes in US Economy; Impact of Industrialization on Cities; Industrialization’s Challenges to Democracy; The Struggle of Organized Labor; The Plight of the Farmer

Historiography Carl Degler, Thomas Sowell, Eric Goldman, Richard Hofstadter

Assessment DBQ: Organized Labor in the Gilded Age 2000A

DBQ: Agriculture 1865-1900 2007A

Research Paper (2600-3200 words)

Unit VII Imperialism and Progressivism 1896-1917

Textbook Chapter 21 Toward Empire; pp. 600-625
Chapter 22 The Progressive Era; pp. 626-653
Chapter 23 From Roosevelt to Wilson in the Age of Progressivism; pp. 654-687

Supplemental

Barbour Multiple Choice Questions p. 157
Free-Response Question p. 158
Barbour Multiple Choice Questions p. 163
Free-Response Question p. 164
Barbour Multiple Choice Questions p. 169
Document-Based Question p. 170
Free-Response Question p. 174

CD Lecture notes: “Imperialism,” “Progressivism”

Topics for Particular Attention: Ideological Motives for Imperialism; US Policies Toward Latin America; Progressivism as Protestant Crusade; Limitations of Progressivism: Women, African Americans, Immigrants

Historiography Richard Hofstadter, Eric Goldman

Assessment DBQ: Progressive Era Reform 2003B

DBQ: Washington vs. DuBois 1989

DBQ: Imperialism 1994

Unit VIII World War I and the Roaring Twenties 1917-1929

Textbook Chapter 24 The Nation at War; pp. 688-717
Chapter 25 Transition to Modern America; pp. 718-747

Supplemental

Barbour Multiple Choice Questions p. 179
Free-Response Question p. 180
Barbour Multiple Choice Questions p. 184

Free-Response Question p. 185

CD Lecture notes: “World War I,” “The Twenties,” “Herbert Hoover,” “Causes of the Great Depression”

Topics for Particular Attention: Reasons for Entry into World War I; Impact of World War I on Government; US Economy in the Twenties; Cultural Tensions in the Twenties, What Causes the Great Depression?

Historiography

Assessment DBQ: Treaty of Versailles 1991
DBQ: Social Change in the 1920s 1986

Unit IX The Great Depression and World War II 1932-1945

Textbook Chapter 26 Franklin D. Roosevelt and the New Deal; pp. 748-775
Chapter 27 America and the World 1921-1945; 776-805

Supplemental

Barbour Multiple Choice Questions p. 191
Document-Based Question p. 192
Free-Response Question p. 198
Barbour Multiple Choice Questions p. 205
Free-Response Question p. 206

CD Lecture notes: “FDR and the New Deal,” “Chronology of World War II”

Topics for Particular Attention: First and Second New Deals; Changes in the Role of Government in the Economy and Society; US Foreign Policy: From Isolationism to World War

Historiography Richard Hofstadter, Eric Goldman, Robert Heilbroner, Frank Friedel

Assessment DBQ: Changes in US Foreign Policy 1920-1941 2004B
DBQ: Hoover vs. FDR 1984

Unit X The Cold War Era 1945-1990

Textbook Chapter 28 The Onset of the Cold War; pp. 806-835
Chapter 29 Affluence and Anxiety; pp. 836-855
Chapter 30 The Turbulent Sixties; pp.856-891
Chapter 31 A Crisis in Confidence 1969-1980; pp. 892-925
Chapter 32 The Republican Resurgence 1980-1992; pp. 926-959

Supplemental

Barbour Multiple Choice Questions p. 211
Document-Based Question p. 212
Free-Response Question p. 218
Barbour Multiple Choice Questions p. 224
Free-Response Question p. 225
Barbour Multiple Choice Questions p. 231
Free-Response Question p. 232

	Barbour	Multiple Choice Questions p. 239 Free-Response Question p. 240
CD	Lecture notes:	“The Cold War,” “Civil Rights Movement”
	Topics for Particular Attention:	Origins of the Cold War; The Cold War in Asia, the Middle East, and Latin America; Reform Movements: Civil Rights, Feminism; LBJ to Reagan: Liberalism to Conservatism
	Historiography	Arthur M. Schlesinger Jr., John Spanier, Gar Alperovitz, George Kennan, John Lewis Gaddis, John Hope Franklin
	Assessment	DBQ: Civil Rights Movement 1995 DBQ: LBJ and the Great Society 2007B

Unit XI **The Post Cold War Era 1990-Present**

Textbook	Chapter 33	America in Flux; pp. 960-996
Supplemental		
	Barbour	Multiple Choice Questions p. 251 Free-Response Question p. 252
CD		
Assessment		