ADVANCED PLACEMENT UNITED STATES HISTORY

SYLLABUS FOR THE 2018-2019 SCHOOL YEAR

**I. Course Purpose:**

The AP program in United States History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States History. The program prepares students for intermediate and advanced college courses. Students should learn to assess historical materials – their relevance to a given interpretive problem, their reliability, and their importance – and to weigh the evidence and interpretations presented in historical scholarship. An AP United States History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

**II. Course Description**

The Advanced Placement United States History program of study surveys the nation’s chronicle from New World beginnings, the planting of English America, the road to revolution, Manifest Destiny, a nation divided, industrialism, twentieth century world wars, ultimately progressing to the current realm of Americans facing the 21st century.

Throughout this survey, numerous themes will be broached and conceivably explored in detail as warranted. These salient themes include chronological organization, political dynamics, economic patterns and dependencies, geographical literacy, social and cultural trends, intellectual developments, influences on the arts and sciences, and religious conditions. Through this holistic approach to the content, it is intended that students will foster a more comprehensive and encompassing awareness of United States History.

Moreover, analysis of the evolution and dynamics of issues and circumstances will be emphasized over the mere memorization and regurgitation of isolated facts. Furthermore, the AP course will emphasize numerous additional key themes, as well as the topics aforementioned. The College Board’s key themes are included as a supplement to this syllabus, and will be noted within the scope and sequence. These themes have been concluded by the College Board as salient to a comprehensive and inclusive study of United States History.

**III. Themes in AP U.S. History**

The themes mentioned below serve as unifying concepts to help students synthesize material and place the history of the United States into larger analytical contexts. These themes may also be used to provide ideas for class projects and or assessments.

IDENTITY (ID)

This theme focuses on the formation of both American national identity and group identities in U.S. history. Students should be able to explain how various identities, cultures, and values have been preserved or changed in different contexts of U.S. history, with special attention given to the formation of gender, class, racial, and ethnic identities. Students should be able to explain how these sub-identities have interacted with each other and with larger conceptions of American national identity.

WORK, EXCHANGE, & TECHNOLOGY (WXT)

This theme focuses on the development of American economies based on agriculture, commerce, and manufacturing. Students should examine ways that different economic and labor systems, technological innovations, and government policies have shaped American society. Students should explore the lives of working people and the relationships among social classes, racial and ethnic groups, and men and women, including the availability of land and labor, national and international economic developments, and the role of government support and regulation.

PEOPLING (PEO)

This theme focuses on why and how the various people who moved to, from, and within the United States adapted to their new social and physical environments. Students examine migration across borders and long distances, including the slave trade and internal migration, and how both newcomers and indigenous inhabitants transformed North America. The theme also illustrates how people responded when “borders crossed them.” Students explore the ideas, beliefs, traditions, technologies, religions, and gender roles that migrants/immigrants and annexed peoples brought with them and the impact these factors had on both these peoples and on U.S. society.

POLITICS & POWER (POL)

Students should examine ongoing debates over the role of the state in society and its potential as an active agent for change. This includes mechanisms for creating, implementing, or limiting participation in the political process and the resulting social effects, as well as the changing relationships among the branches of the federal government and among national, state, and local governments. Students should trace efforts to define or gain access to individual rights and citizenship and survey the evolutions of tensions between liberty and authority in different periods of U.S. history.

AMERICA IN THE WORLD

In this theme, students should focus on the global context in which the United States originated and developed as well as the influence of the United States on world affairs. Students should examine how various world actors (such as people, states, organizations, and companies) have competed for the territory and resources of the North American continent, influencing the development of both American and world societies and economies. Students should also investigate how American foreign policies and military actions have affected the rest of the world as well as social issues within the United States itself.

ENVIRONMENT & GEOGRAPHY – PHYSICAL & HUMAN (ENV)

This theme examines the role of environment, geography, and climate in both constraining and shaping human actions. Students should analyze the interaction between the environment and Americans in their efforts to survive and thrive. Students should also explore efforts to interpret, preserve, manage, or exploit natural and man-made environments, as well as the historical contexts within which interactions with the environment have taken place.

IDEAS, BELIEFS, & CULTURAL (CUL)

This theme explores the roles that ideas, beliefs, social mores, and creative expression have played in shaping the United States. Students should examine the development of aesthetic, moral, religious, scientific, and philosophical principles and consider how these principles have affected individual and group actions. Students should analyze the interactions between beliefs and communities, economic values, and political movements, including attempts to change American society to align it with specific ideals.

**IV. HISTORICAL THINKING SKILLS**

This section presents the historical thinking skills that are meant to be explored by students throughout the AP U.S. History course. Every AP Exam question will require a student to apply one of the historical thinking skills to one of the thematic learning objectives.

**HISTORICAL CAUSATION:**

- Compare causes and/or effects, including between short- and long-term effects.

- Analyze and evaluate the interaction of multiple causes and/or effects.

- Assess historical contingency by distinguishing among coincidence, causation, and correlation, as well as critiquing existing interpretations of cause and effect.

**PATTERNS OF CONTINUITY & CHANGE OVER TIME:**

- Analyze and evaluate historical patterns of continuity and change over time.

- Connect patterns of continuity and change over time to larger historical processes or themes.

**PERIODIZATION:**

- Explain ways that historical events and processes can be organized within blocks of time.

- Analyze and evaluate competing models of periodization of U.S. history

**COMPARISON:**

- Compare related historical developments and processes across place, time, and/or different societies or within one society.

- Explain and evaluate multiple and differing perspectives on a given historical phenomenon.

**CONTEXTUALIZATION:**

- Explain and evaluate ways in which specific historical phenomena, events, or processes connect to broader regional, national, or global processes occurring at the same time.

- Explain and evaluate ways in which a phenomenon, event, or process connects to other, similar historical phenomena across time and place.

**HISTORICAL ARGUMENTATION:**

- Analyze commonly accepted historical arguments and explain how an argument has been constructed from historical evidence.

- Construct convincing interpretations through analysis of disparate, relevant historical evidence.

- Evaluate and synthesize conflicting historical evidence to construct persuasive historical arguments.

**APPROPRIATE USE OF RELEVANT HISTORICAL EVIDENCE:**

- Analyze features of historical evidence such as audience, purpose, point of view, format, argument, limitations, and context germane to the evidence considered.

- Based on analysis and evaluation of historical evidence, make supportable inferences and draw appropriate conclusions.

**INTERPRETATION:**

- Analyze features of historical evidence such as audience, purpose, point of view, format, argument, limitations, and context germane to the evidence considered.

- Based on analysis and evaluation of historical evidence, make supportable inferences and draw appropriate conclusions.

**SYNTHESIS:**

- Analyze diverse historical interpretations.

- Evaluate how historians’ perspectives influence their interpretations and how models of historical interpretation change over time.

**V. TEXTS (\*not all texts listed will be employed in their entirety)**

Cooper, John Milton. Breaking the Heart of the World, Woodrow Wilson and the Fight

For the League of Nations. Cambridge University Press, 2001.

Ellis, Joseph J. American Sphinx, The Character of Thomas Jefferson. Vintage Books,

New York, 1998.

Ellis, Joseph J. Founding Brothers The Revolutionary Generation. Vintage Books,

New York, 2000.

Gaddis, John Lewis. The United States and the Origins of the Cold War.

Columbia University Press, New York, 2000.

Hamby, Alonzo. For the Survival of Democracy; Franklin Roosevelt and the World

Crisis of the 1930’s. Free Press Publishing, New York, 2004.

Kennedy, David M., Cohen, Elizabeth, and Bailey, Thomas A. The American Pageant.

Twelfth Edition. Houghton Mifflin Company, Boston, 2002.

Kennedy, David M., and Bailey, Thomas A. The American Spirit; Volumes 1 & 2.

Sixth Edition. D.C. Heath and Company, Lexington, Massachusetts.

Kennedy, David M., Cohen, Lizabeth, and Bailey, Thomas A., Mel Piehl

The American Pageant; Guidebook: A Manual for Students .

Twelfth Edition . Boston Houghton Mifflin Company, 2002.

Kennedy, David M. Freedom From Fear, The American People in Depression and War,

1929-1945. Oxford university Press, 1999

Leuchtenburg, William. Franklin D. Roosevelt and the New Deal. Harper & Row,

Publishers, New York, 1963

MacMillan, Margaret. Paris 1919. Random House Trade Paperback Edition, 2001.

Reich, Jerome. Colonial America. PrenticeHall Inc. New Jersey. 1989.

Smith, Richard Norton. Patriarch George Washington and the New American Nation.

Houghton Mifflin Company, Boston & New York, 1993

**VI. SCOPE & SEQUENCE/ TOPIC OUTLINES**

Each period will consist of one to five chapters per area of study. Length of period is subject to correlation between themes and topic. The area of study for a given week will include historiography on a specific content, evolution of interpretation of events, how one time period’s issues have affected posterity, and how reevaluation continues to mold the way historians evaluate our modern world.

**WEEK 1 - PERIOD 1: PRE & POST – COLUMBIAN AMERICA (1491 – 1607)**

**American Pageant; Chapter 1, New World Beginnings 30,000 B.C. – A.D. 1769**

- Early explorations, Europe in the 16th century, and Early European settlements in the new world, and lasting influence.

*(THEMES: WXT, PEO, CUL)*

**PERIOD 2: COLONIAL AMERICA (1607-1754) American Pageant; Chapter 2 ,The Planting of the English America 1500 – 1733 & Chapter 3, Settling the Northern Colonies, 1619-1700**

- Compare and contrast the social, economic, and political growth of the northern, middle, and southern English colonies, British mercantilism, religious dissent, and origins of slavery.

(THEMES: ID, PEO, WXT, POL CUL)

**WEEKS 2 TO 3 - PERIOD 2: COLONIAL AMERICA (1607 – 1754)**

**American Pageant; Chapter 4, American Life in the 17th Century 1607-1692**

- Social structure of the family, emergence of American Culture, (the American Mind), and farm & town life.

*(THEMES: PEO, ID, CUL)*

**American Pageant; Chapter5, Colonial Society on the Eve of the Revolution,**

**1700 – 1775**

- The Great Awakening, and immigration and demographics

*(THEMES: ID, WXT, PEO, WOR, ENV, CUL)*

**WEEKS 4 TO 9 - PERIOD 3: REVOLUTIONARY AMERICAN & EARLY REPUBLIC (1754 – 1800)**

**American Pageant; Chapter 6, the Duel for North America 1608-1763**

- Anglo French rivalries at home and abroad; the French and Indian War, the Proclamation of 1763, and the rise of organized colonial discontent.

*(THEMES: PEO, CUL, ID,POL, WXT ENV, WOR)*

**American Pageant; Chapter 7, The Road to Revolution 1763-1775**

- Enforcement of mercantilism, end of salutary neglect, British legislation affecting the colonies, and planned and spontaneous resistance to British control.

*(THEMES: WOR, POL, CUL)*

**American Pageant; Chapter 8, America Secedes from the Empire 1775-1783**

- Second Continental Congress, intellectual framework for revolt, Declaration of Independence, significance of Washington’s appointment and leadership, war society, war economy, French alliance, major theaters of battle, and the Treaty of Paris of 1783.

*(THEMES: ID, WOR, CUL)*

**American Pageant; Chapter 9, The Confederation and the Constitution 1776-1790**

- Articles of Confederation (strengths and weaknesses), underpinnings of the U.S. Constitution, Philadelphia Convention, Compromises, Federalists vs. Anti-Federalists.

*(THEMES: CUL, ID, WOR, POL)*

**American Pageant; Chapter 10, Launching the New Ship of State 1789-1800**

- Washington’s Administration, the Bill of Rights, Hamilton’s financial plan, the emergence of political parties, and John Adam’s presidency (foreign and domestic difficulties).

*(THEMES: ID, CUL, WOR, WXT, POL)*

**WEEKS 10 TO 13 – PERIOD 4: JEFFERSONIA & JACKSONIAN AMERICA (1800 – 1848)**

**American Pageant; Chapter 11, The Triumphs and Travails of Jeffersonian Democracy**

**1800-1812**

- Revolution of 1800, paradox of Jeffersonian philosophy, Louisiana Purchase and the significance of the west, the Marshall Court, James Madison and early causes of the War of 1812.

*(THEMES: ID, WXT, ENV, WOR, POL)*

**American Pageant; Chapter 12, The Second War for Independence and the Upsurge of**

**Nationalism 1812-1824**

- War of 1812 (conduct and theaters), Hartford Convention, Battle of New Orleans, James Monroe and the Era of Good Feelings, settlement of the west, Missouri Compromise, and foreign affairs (Canada, Florida, and the Monroe Doctrine).

*(THEMES: ID, PEO, ENV, WOR, POL)*

**American Pageant; Chapter 13, The Rise of Mass Democracy 1824-1830**

- The Election of 1824; Jacksonian Democracy and the “common man”, nullification crisis, the bank war, Native American policy, the Whig Party.

*(THEMES: ID, PEO, POL)*

**American Pageant; Chapter 14 Forging the National Economy 1790-1860**

- Economic and transportation revolutions, beginning of the American factory system, emergence of “King Cotton”, immigration and nativism.

*(THEMES: ID, PEO, ENV, WXT)*

**American Pageant; Chapter 15, The Ferment of Reform and Culture 1790-1860**

- Cult of Domesticity, Second Great Awakening, reform movements, utopian experiments, Transcendentalism, national literature and art.

*(THEMES: ID, PEO, CUL)*

**WEEKS 14 TO 18 – PERIOD 5: DESTINY & DIVISION (1844 – 1877)**

**American Pageant; Chapter 16, The South and Slavery Controversy 1793-1860**

- “Peculiar Institution”, abolitionism, gradation of white southern society, and the plantation system.

*(THEMES: ID, CUL, PEO, WXT)*

**American Pageant; Chapter 17, Manifest Destiny and its Legacy, 1841-1848**

- Manifest Destiny & mission, Oregon Boundary dispute, Texas annexation, War with Mexico and ensuing treaty, Wilmot Proviso.

*(THEMES: ID, PEO, WXT, POL, WOR, ENV)*

**American Pageant; Chapter 18, Renewing the Sectional Struggle1848-1854**

- Popular sovereignty, Compromise of 1850, Uncle Tom’s Cabin, and Gadsden Purchase.

*(THEMES: Culture, Demographic Change, Globalization, Politics and Citizenship, Reform)*

**American Pageant; Chapter 19, Drifting towards Disunion 1854-1861**

- Kansas Nebraska Act, Dred Scott Decision, Lincoln Douglas debates, emergence of the

Republican Party, John Brown’s Raid on Harper’s Ferry, and the Election of 1860.

*(THEMES: ID, PEO, POL)*

**American Pageant; Chapter 20, Girding for War: The North and the South 1861-1865**

- Compare and contrast strengths and weaknesses of the north and the south, civil liberties in the Union, Confederate and Union foreign diplomacy, role of women and African Americans.

*(THEMES: ID, POL, WOR)*

**American Pageant; Chapter 21, The Furnace of War 1861-1865**

-Military strategy, campaigns, leadership, and battles, Emancipation Proclamation, regional and national legacies of the war.

*(THEMES: PEO, ID, WOR, POL)*

**American Pageant; Chapter 22, The Ordeal of Reconstruction 1965-1877**

- Presidential plans, Lincoln & Johnson, Freedman’s Bureau, Civil War Amendments (13 & 15), Radical Republicans, appearance of the Ku Klux Klan, and Johnson’s Impeachment.

*(THEMES: ID, CUL, PEO, WXT, POL)*

**WEEKS 19 TO 21 – PERIOD 6: THE GREAT AMERICAN WEST & THE GILDED AGE (1865 – 1898)**

**American Pageant; Chapter 26, The Great West and the Agricultural Revolution, 1865-1896**

- Subordination of Plains Indians and dispersal of tribes, mining, agriculture, and cattle, the railroad and the west, agrarian discontent, Populism, and Election of 1896.

*(THEMES: PEO, ID, CUL, WXT, ENV, POL)*

**American Pageant; Chapter 23, Political Paralysis in the Gilded Age 1869-1896**

-The “unforgettable presidents”, Compromise of 1877, Jim Crow laws, and Congressional power.

*(THEMES: PEO, ID, CUL, POL)*

**American Pageant; Chapter 24, Industry Comes of Age 1865-1900**

- Captains of Industry vs. Robber Barons, Gospel of Wealth, industrial growth (railroad, iron, coal, steel, oil, and banks), and laissez fare conservatism.

*(THEMES: ID, PEO, WXT, ENV, POL)*

**American Pageant; Chapter 25, America Moves to the City1865-1900**

- Lure of the city, immigration, urban problems (slums and machine politics), Social Darwinism, awakening conscience and reform, the social sciences, mass culture and the use of leisure, and journalism.

*(THEMES: PEO, ID, CUL, WXT)*

**WEEKS 22 TO 27 – PERIOD 7: AMERICA EMERGES AS A WORLD LEADER (1890 – 1945)**

**American Pageant; Chapter 27, The Path to Empire, 1890-1899 & Chapter 28; America on the World Stage, 1899-1909**

- Intellectual framework of American imperialism, political and economic expansion, Spanish American War, Open Door Policy in China, annexation of the Philippines, compare and contrast Manifest Destiny, Imperialism, and “nation building”.

*(THEMES: PEO, ID, CUL, WXT, ENV, WOR, POL)*

**American Pageant; Chapter 29, Progressivism and the Republican Roosevelt, 1900-1912**

- Origins of the Progressive Movement, effects of progressivism on federal, state, and local(municipal) governments, Theodore Roosevelt’s foreign and domestic policies, T.R.’s leadership and how it compares with other chief executives, women and progressivism, William Taft’s presidency and his role in the progressive movement, the rift in the Republican Party and the Election of 1912.

*(THEMES: PEO, WOR, ENV, POL)*

**American Pageant; Chapter 30, Wilsonian Progressivism at Home and Abroad, 1912-1916**

- Wilson’s New Freedom, African Americans and progressivism, Mexico and Wilson, The

Great War in Europe and American neutrality, Wilsonian diplomacy, causes of U.S. entry

into World War I.

*(THEMES: WOR, POL)*

**American Pageant; Chapter 31, The War to End War, 1917-1918**

-The American home front (WW I), Wilson’s Fourteen Points, silencing enemies at home and abroad, Wilson in Paris, battle over the ratification of the Treaty of Versailles, and the “solemn referendum”.

*(THEMES: PEO, ID, CUL, WXT, WOR, POL)*

**American Pageant; Chapter 32, American Life in the “Roaring Twenties,” 1919-1929**

- The culture of Modernism: science, the arts, and entertainment, business of America and the consumer economy, tensions that arose as a result of Modernism: religious fundamentalism, nativism, Prohibition, Harlem Renaissance, Marcus Garvey, women’srole in a changing society.

*(THEMES: ID, PEO, CUL, WXT, ENV)*

**American Pageant; Chapter 33, The Politics of Boom and Bust, 1920-1932**

- The domestic and foreign agendas of Presidents Warren Harding, Calvin Coolidge, and

Herbert Hoover, isolationism and the diplomacy of the 1920’s, causes of the Great Depression, Hoover’s initial response to the Great Depression.

*(THEMES: WXT, ENV, WOR, POL)*

**American Pageant; Chapter 34, The Great Depression and the New Deal, 1933-1939**

- FDR and “recovery, relief, and reform”, first 100 days: “alphabet agencies”, compare and contrast first and second New Deal, critics left and right, local history and the New Deal,

Supreme Court fight, compare and contrast Hoover and FDR’s approaches.

*(THEMES: ID, PEO, CUL, WXT, ENV, POL)*

**American Pageant; Chapter 35, Franklin D. Roosevelt and the Shadow of War, 1933-1941**

- Isolation and neutrality legislation, the aggressors (Japan, Italy, and Germany) in the 1930’s, appeasement, FDR’s attempts at internationalism, Atlantic Charter, U.S. diplomacy from 1939-1941, Pearl Harbor.

*(THEMES: WOR, POL)*

**WEEKS 28 TO 31 – PERIOD 8: POST WAR AMERICA (1945 – 1980)**

**American Pageant; Chapter 36, America in World War II, 1941-1945**

- European and Pacific Theaters, home front (WW II), social, political, and economic changes for women and African Americans, comparing and contrasting Wilson’s 14 Points with the Atlantic Charter, diplomacy and tensions among the allies, the decision to use the atomic bomb.

*(THEMES: PEO, WXT, WOR, POL)*

**American Pageant; Chapter 37, The Cold War Begins, 1945-1952**

- Postwar prosperity and the and the Baby Boom, communism and containment, diplomacy, the Marshall Plan, Berlin Crisis, NATO, Korean War, and the Red Scare, the United Nations.

*(THEMES: PEO, ID, WXT, ENV, WOR, POL)*

**American Pageant; Chapter 38, The Eisenhower Era, 1952-1960**

- McCarthyism, space race, the “atomic culture”, Brown v. BOE , the emergence of the modern civil rights movement, John Foster Dulles’ foreign policy, consumer culture of the 50s.

*(THEMES: ID, PEO, CUL, WXT, ENV, WOR, POL)*

**American Pageant; Chapter 39, The Stormy Sixties, 1960-1968**

- Kennedy’s New Frontier, JFK & the Cold War, leadership of Martin Luther King, Jr., Vietnam, Johnson’s Great Society, counterculture, evolution of the Civil Rights Movement, 1968 – “a defining year”.

*(THEMES: ID, PEO, CUL, WXT, WOR, POL)*

**WEEKS 32 TO 33:**

American Pageant; Chapter 40, The Stalemated Seventies, 1968-1980

- foreign policy (Vietnam, China, Soviet Union), economic turmoil, feminism, Watergate Crisis and resignation, foreign oil, civil rights movement continues, presidencies of Ford and Carter.

*(THEMES: CUL, WXT, ENV, WOR, POL)*

**American Pageant; Chapter 41, The Resurgence of Conservatism, 1980-2000**

- Reagonomics, the “New Right”, end of the Cold War, foreign crisis (Persian Gulf & Central America), the Clinton years, Election of 2000. (THEMES: American Identity,

Culture, Economic Transformations, Environment, Globalization, Politics and Citizenship)

**American Pageant; Chapter 42, The American People Face a New Century**

-Old & new urban problems, Asian & Hispanic immigration, domestic and foreign terrorism on U.S. soil.

*(THEMES: PEO, ID, CUL, WXT, ENV, WOR, POL)*

**WEEK 34**

1. Review major themes, possible essay & DBQ questions, review questions, and

political cartoons for the period 1607 - 1823

2. Review major themes, possible essay & DBQ topics, review

questions, and political cartoons for the period 1824 - 1877

3. Review major themes, possible essay & DBQ topics, review questions,

and political cartoons for the period 1878 – 1917

4. Review major themes, possible essay & DBQ topics, review questions,

and political cartoons for the time period 1918 - present

5. Final exam preparations

\*In addition to the review schedule listed above, there will be additional time allocated for reviewing all of the major themes studied in AP US. The best way for you to ensure an acceptable score on the test is to study early and often for the AP test in May. All students are STRONGLY encouraged to take the AP test to measure your knowledge and attempt to earn college credit.

**VI. Course Expectations**

1. This is a “reading” course. You are expected to keep up with the reading and read all assigned pages. Reading will allow you to participate more easily in the class discussion concerning each assignment. There will be a reading assignment every night. Questions will be given regularly on the readings that are due.

2. You will be required to keep an AP US History Binder. Each week you will be quizzed on the contents of the binder. It should be kept all year and be made up of the following:

a. important documents handed out during the course of the year

b. required chapter notes

c. completed chapter guides

d. completed reading questions

e. this syllabus

3. The course will also require you to answer Document Based Questions (DBQ). The questions will focus on a paramount issue related to the various chapters.

4. Students are expected to keep up with current events at the local, state, national, and international level. Students may use a daily newspaper, watch a TV news station, or access a reliable online source. Today’s current events turn into tomorrow’s history.

5. Wicomico County Grading Policy

Formative Assignments (Classwork, Homework, Group Activity, Presentation) ……(50% of total points)

Summative Assignments (Tests, Quizzes, Projects, Writing assignments)……………..(50% of total points)