**Advanced Placement U.S. History 2015-2016**

**Instructor: Mrs. Crystal Parten, M.A. History E-mail: partenc@mcduffie.k12.ga.us**

**Description:** Advanced Placement U.S. History is a college-level introductory course which examines the nations’ political, diplomatic, intellectual, cultural, social, and economic history from 1491 to the present. A variety of instructional approaches are employed and a college-level textbook is supplemented by primary and secondary sources.

**Grading Criteria & Scale:** Students’ grades will be determined by teachers, peers, and self-evaluation. Students are responsible for keeping track of their own grades. Graded work will include reading quizzes, logs, unit exams, revised writings, and projects.

Summative Assessments (Celebrations of Knowledge, Projects, Essays): 45%

Formative Assessments (Quizzes, Class Activities, Discussions, Blogs): 30%

Homework (Notes, Note Cards, SQ5R, etc.): 25%

Benchmarks: TBD

Georgia Milestone’s End of Course Exam U.S. History: 20% of final grade

**Course Materials**

**Primary Text**

**Liberty**, **Equality**, **Power**: Concise: 5th (Fifth) Edition [James M. McPherson, Norman Rosenberg, Paul E. Johnson, Emily S. Rosenberg John M. Murrin]

**Supplemental Materials:** Students should have these sources no later than August 21, 2015.

1. Zinn, Howard, Anthony Arnove, and Howard Zinn. *Voices of A People's History of the United States*. New York: Seven Stories Press, 2004. (from $3.99 used on Amazon.com)

2. Lebsock, Suzanne. *A Murder in Virginia: Southern Justice on Trial*. New York: W.W. Norton & Co, 2003. (from $5.00 used on Amazon.com)

3. Sinclair, Upton. *The Jungle*. New York: Doubleday, 1906. (from $3.00 used on Amazon also accessible at: <http://www.online-literature.com/upton_sinclair/jungle/1/>)

**Website and Technology Information:**

1. [www.bulldogapush.weebly.com](http://www.bulldogapush.weebly.com)

2. For access to our Google Classroom the code to join is: 4yzfr8

3. Remind Texts:

Text: @cpcp77ccc To: 81010

**Each unit will contain the following activities:**

1. **Lecture and discussion of topics:** Students will participate in discussions based on course topics. Reading quiz content is embedded in class discussions.
2. **Reading Quizzes OR BLOG:** Students will periodically take “reading quizzes” or BLOG on the chapter assignments, usually every Monday. These quizzes/BLOGS are integrated into class discussions.
3. **Primary Source Analysis:** Read and evaluate each of the sources. Students analyze the sources for two or more of the following features: historical context, purpose and intended audience, the author’s point of view, type of source, argument and tone. (Appropriate use of historical evidence.)
4. **Author’s Thesis Paper and ATP 2:** Students are provided with opposing viewpoints expressed in either primary or secondary source documents, and in writing, must determine the following:

The Thesis:

* What is the main argument of each author?

The Evidence:

* Looking at the supporting evidence, analyze whether they are logically interpreted by the authors. Do they clearly support the thesis?

Critical Analysis:

* What do the sources add to your own understanding of the topic?
* What points are strongly made and well documented?

Final Analysis: (Your opinion is expressed here without the use of any form of the pronoun “I”.)

* Which of the sources makes the most convincing case and why?

\*\*\*For each source, complete the thesis, evidence, and critical analysis sections.

1. **You Be the Judge and YBTJ 2:** Students analyze disparate primary source documents on the same topic. Students then compare and contrast the viewpoints expressed in the documents, and—supported by the evidence presented, and in the context of the historical period—determine which authors made the better case.
2. **History in the Making Assignments:** Students will compare how the issues they are studying were covered by American history textbooks in the past. They will then assess the extent to which earlier interpretations differ from that presented in their text.
3. **DBQ Deconstruction:** Students, working in groups, will read the sources from and debate the question posed by the DBQ. This activity may take place on the BLOG as an alternative.
4. **Six Degrees of Separation:** Students will be provided with two events spanning decades, but related by their theme. They will select six events in chronological order that link the first event in the series with the last. Students will write the name of each selected event, and use their research and knowledge of the time period to create an argument to support the events selected. Students must emphasize both cause and effect and/or demonstrate continuity or change over time in their linking. There will be at least one Six Degrees assignment per unit. Some events can and will include environmental impact data. This assignment provides students with the opportunity to observe continuity and change over time.
5. **Chronological Reasoning Lesson:** Students are provided with ten events, in no particular chronological order, which they will then place in order, naming the decade in which each occurred. Students will complete the exercise by providing the following:
6. Identify the period in which these occur;
7. Identify continuity and change over time exemplified by the selections; and
8. Identify the theme(s) under which these issues and developments might be categorized
9. **Celebration of Knowledge:** An exam, known as a Celebration of Knowledge, will be given at the end of each unit. The exam will have three components: analytical multiple choice questions (MC), analytical short answer questions (SA), and either a free response essay (FRQ) or a document based question (DBQ). Each component of the exam will emphasize the application of historical thinking skills to answer the question. Information from prior units is often a critical component of the response.

These activities are organized around AP U.S. History’s seven major themes—American and National Identity; Work, Exchange and Technology; Migration and Settlement; Politics & Power; America in the World; Geography and Environment; and Culture and Society and are designed to develop the student’s historical thinking skills.

**Class Expectations:**

1. **Be Prepared!** Come to class on time with a Pen, pencil, Binder, Homework and Agenda.
2. ***Be Respectful!***  Use appropriate language and tone, keep your hands and personal objects to yourself, tell the truth, listen when someone is talking, do not pack up before the bell rings and do not go to sleep.
3. **Be Involved!** Bored is not an option. Be ready to participate, pay attention, volunteer, help others, do more than you have to, strive to be your very best every day!
4. **No Excuses!** Take responsibility for your actions, do not whine, complete all of your work on time and do not blame others.
5. **Food and Drink:** Do not bring any food or beverage into Mrs. Parten’s classroom.

**All school policies apply in my classroom. Refer to your student handbook or ask me if you have any questions about Thomson High School expectations.**

**Technology in APUSH:** This year we will be trying to make APUSH as paperless as possible. Students will submit work via Google Classroom and through Blogging. I will also require that students retrieve resources from my website and print them at home or in the library. They need to plan ahead for these situations, as it will be their responsibility to have adequate time to locate and use the appropriate technology for the assignment.

**Recent Changes in the APUSH Curriculum**

Advanced Placement United States History has been completely revised over the past several years. The curriculum as well as the testing format has changed and the new format rolled out in the 2014-2015 school year. Therefore, this is only the second year of the new APUSH exam and curriculum. For more information on these changes please refer to the College Board website, and specifically the following page, to become educated on these changes: <https://advancesinap.collegeboard.org/english-history-and-social-science/us-history>

Here is a link on my website explaining the changes to the curriculum:

<http://bulldogapush.weebly.com/changes-to-apush-course-2014.html>

**Summary of the APUSH Exam Changes:**

Students will now be required to complete the following when they sit for the AP US History Exam:

1. One Document-Based Question Essay (Extended Essay)

2. One Long Essay Question (formerly known as the Free-Response Question) (Extended Essay with no accompanying documents)

3. Three Short-Answer Questions (about a page each in length, utilizing historical thinking skills)

4. 55 Multiple Choice Questions (extended readings with questions that compare or contrast several readings simultaneously).

**Parents Guide to AP Courses: A Survival Guide**

First, continually congratulate your student for enrolling into challenging courses!  These are difficult courses that require continual mental exertion.  Many students back away from the challenge so keep encouraging yours to “stick with it.”

Quiz/Test Grades

* Many times students will come home frustrated because they are not scoring well on the assessments.  In most cases, your student is working hard- encourage them to keep their chin up.   Many of the tests and quizzes given in AP courses simulate the AP exams; students need this practice if we expect them to be successful on the exams.
* In most classes, if the students do their best on the exams and essays and do ALL of their homework, they will receive an acceptable mark (C or higher).

Grades and Colleges

* Colleges want to see students taking AP courses and exams.  Because there are so many students applying to colleges, admissions selection committees look for a variety of things:

              Ordered by preference

              1.  AP course(s) with exam score of 3, 4, or 5

              2. AP course(s) with exam score of 1 or 2

              3. AP course(s) but no exam score

              \*colleges often question why the student did not take the exam.

                   4. Honors classes

                   5. Regular classes

* Admissions selection committee example:  this year the University of Georgia had over 18,000 applicants yet only accepted around 8,000! (Most of those 18,000 had taken an average of 6 AP/IB courses and had a GPA of 3.7 or higher).  What do they look for next?  Clubs, sports, jobs, community service; any extra-curricular activities that will show the committee that the student is well rounded socially and academically.  So, what can your student do?  It is best to get involved with a school club or activity and show school pride while learning time-management skills.  There are a number of sports, clubs and activities for students to get involved in at any time during the school year.

Course load/homework

* AP courses are demanding.  They require a lot of homework because there simply is not enough time to cover everything that could potentially be on the exam.
* Students will have homework for nearly every AP course and for many of their regular/honors classes too!  Your student should have homework each night.
* If students tell you they do not have any schoolwork, they are WRONG!  There is always homework/studying to be done for AP courses.  A typical AP course will require an average of five to seven hours of homework each week.  Multiply that by two or even three AP courses, plus other classes, and you can see that students have a lot that they could be doing at home!

\*Homework suggestion:  if you want to guarantee that your student is working on their homework, create a study spot somewhere at home where there is little distraction (much of the homework is reading) and feel that you can freely check in on them.  Highly discourage allowing your student to study in their own room, especially if there are devices like telephones/cell phones, TVs, stereos, etc.  Teach them BEFORE COLLEGE to find a place with few distractions to study.  This is the #1 studying mistake college freshmen make.

* What should students do when they have no “formal” homework?  They should be studying!  In many AP courses, they should be creating notes from the textbook reading, finding resources online, creating notecards with key terms and then STUDYING those notecards from previous chapters.  AP exams are cumulative, so the information learned in the first week could be on the test.  Students need to keep that information refreshed in their memory.
* If a student tells you that s/he does not have any homework, quiz them yourself.  Use their notes, notecards, or any other course material to quiz them on what they have learned.  Keep yourself informed on what is going on by communicating via phone or email with the teacher.  I will gladly share with you what we are currently learning and would be happy to advise you on how to help your student study.

Test time

* The testing period is a stressful time for students (especially if they have multiple AP courses) since they are still expected to do well in other classes while trying to pass each AP exam.
* The week before the test(s), encourage your student, but do not put pressure on them.  Students already feel an internal pressure within themselves and they need support.
* Two nights before the test(s), make sure they get eight hours of sleep.  It takes two nights to “catch up” on sleep.
* The day before the test(s), have students finish studying around five or six in the evening and then allow them to “go out” for a little bit of fun.  This will help the student to relax and make testing day less stressful.  \*Note:  Make sure they are home at a decent hour!  They need a full night’s sleep!
* On the day of the test(s) students should be up two hours before the exam.  This will allow them to “wake up” and make them more alert for the test(s).
* Do not allow the students to have: caffeine, sugar, etc. before the test(s).  Many times students will have that caffeine/sugar “crash” during the test.  Instead, give them a protein shake/bar, fruit, etc.
* Finally, wish them luck!

After the exams

* AP courses continue after the exams are over.  The courses may be a little easier at this point, there may not be much homework, but students will continue to learn.  If you have questions about this time after the exams, please contact your student’s teacher.
* Exam scores will be mailed to your student in July.  No matter what they scored, keep telling them how proud you are and encourage them to take other AP or honors courses.

\*Thank you for taking the time to learn how to support your student.  We know that many of you never had this opportunity in high school and we appreciate your efforts to help your student succeed!

Adapted from original document created by Stephanie Cox sneffers@peoplepc.com

Dear AP U.S. History Parents,

 I am so excited to welcome your students into the exciting world of United States History! This year-long journey of study, reflection, analysis and exegesis of our shared past will certainly be challenging for your child but it is my goal to also make it interesting and fun! Please review the course syllabus paying careful attention to my classroom expectations as well as the Valdosta High School Social Studies Department Course Expectations. This is a rigorous course that requires a substantial amount of student self-motivation and study. Please help me keep your child motivated by ensuring they are doing what they need to be doing at home: completing their nightly readings, studying their notes and readings every day, practicing essays and DBQ’s, etc.

 Understand that it is normal for students to receive lower marks in an AP course at the beginning of the course as they get used to new ways of learning and testing. Please do not be alarmed if your student’s grades are lower than previously earned scores. This is expected and temporary. However, please feel free to call or e-mail me if you ever have a question or concern.

 Although Thomson High School does not require AP students to sit for the AP Exam in May, I expect the students in my class to take this exam. All year, we will be working on writing specific types of essays for the AP exam, answers AP level multiple choice and following the AP curriculum. Not only are we learning at a college level, we are preparing for a test that can earn your child college credit, thus saving you thousands of dollars in tuition when they enter college. I would like my time to be spent with those students dedicated to earning college credit so that the maximum number of students possible can find success in the class and on the test. If a student does not want to take the AP Exam, there are accelerated U.S. History courses available for them to take at THS that will still challenge them.

I look forward to a wonderful year and know that with your help we can make it a successful year for your child!

Sincerely,

Mrs. Crystal Parten

***Please sign the contract below:***

***By signing this agreement you are verifying that you have read the content of this syllabus and understand the requirements for successful performance in this class.***

**I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, agree to do all work in Mrs. Parten’s class with honesty and integrity. I will be prepared, responsible and involved daily. I understand and agree to follow all classroom and school policies while in her class.**

**Signature of Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, have read the course syllabus and understand its contents. I fully understand Mrs. Parten’s academic, classroom and behavioral expectations for my child.**

**Signature of Parent: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**(Check One) My child plans on taking the AP US History Exam in May 2016: \_\_\_\_\_\_ (yes) \_\_\_\_\_\_ (no)**

**Parent/Guardian contact Information** (Please Print)

Primary Contact Name & Relationship to Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Home Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Work/Cell Number \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Can you be contacted at work? \_\_\_\_\_\_\_\_\_\_\_\_\_

E-mail Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Secondary Contact Name & Relationship to Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Home Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Work/Cell Number \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Can you be contacted at work? \_\_\_\_\_\_\_\_\_\_\_\_\_\_

E-mail Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Check One:**

 \_\_\_\_ I DO Have access to internet, computer and printer at home.

 \_\_\_\_ I DO NOT have access to internet, computer and printer at home.

**APUSH UNITS**

**Fall Term**

**Unit 1: Exploration and Settlement of the New World, 1492-1650**

Themes: Globalization, religion, politics, economic transformations.

 The focus of this unit will be to introduce students to the study of historical

 documents, historiography, how to read for content, bias, and validity of the source.

Topic Outline:

1. Europe in the 15th and 16th centuries

1. Economic, religious and political causes of exploration

 B. Pre-Columbian Native American civilizations

 C. Spanish, English and French exploration

 D. Conquest of the American Indians

 1. The social, economic, and political impact of the Columbian Exchange

 E. First English settlements; successes and failures

 1. Jamestown

 2. Plymouth

 F. Spanish and French settlements and influence

**Unit 2: Colonial America to 1754**

Themes:

This unit focuses on the English traditions of political salutary neglect and economic mercantilism in its American colonies, the differences in religious, social and economic development in the New England, Mid-Atlantic and Southern colonies and finally the rise of an American culture. We will also examine the themes of American religious reformation, as well as cultural and political change.

Topic Outline:

 A. Development of the Chesapeake

 B. Growth of New England

 C. Impacts from the Restoration colonies

 D. Mercantilism; the Dominion of New England

 E. Origins of slavery

 F. Social structure of the mid-eighteenth century by region

 1. Family

 2. Farm and town life

 G. Culture

 1. Impact of the Great Awakening

 2. Development of the American identity

 H. New Immigration

 1. Regional differences

 2. Issues and results

 I. Effects of colonization on Native Americans

**Unit 3: Colonial Discontent and the Road to Revolution**

Themes:

## This unit focuses on the factors that drove a wedge between the American colonies and England, the varied conflicts the American colonists experienced with the Spanish, French , Dutch and Indians and their larger and impacts; the weakening of external enemies causing the colonies to focus on internal change. Additionally, the growing tensions and frustrations felt on both sides will be examined as will the development of the American mindset. Finally, the role of the Sons of Liberty as “salesmen of revolution” will be discussed.

Topic Outline:

A. Anglo-French rivalries and resultant colonial wars; including the Seven Years War

B. British Imperial reorganization of 1763

1. The Stamp Act and effects
2. The incendiary Declaratory Act
3. The Townsend Acts and Colonial responses
4. The propaganda of the Boston Massacre and the Boston Tea Party and their impacts

##  C. The ideological philosophy of the American Revolution

**Unit 4: The American Revolution 1775-1783**

Themes:

The diplomatic and political organization, economic policies, social changes and military actions of the Revolution form the structure of this unit. The themes of American cultural and political perception and the Crown’s failed attempts at control are essential. Finally the fragile nature of the entire campaign as well as the successes and sometimes dismal failures of the new nation will be examined.

Topic Outline:

## A. The Continental Congress and its achievementsB. The Declaration of Independence and its implicationsC. The Revolutionary War  1. The support for, and the effects of the French alliance  2. The Loyalists versus the Patriots; Political and social struggle 3. The wartime economy and financing the new nationD. The successes and weaknesses of the Articles of ConfederationE. The Peace of Paris and the remnants of British ImperialismF. The organization of State governments and future conflicts 1. The birth of political parties 2. Social and political impacts on slaves, native Americans, and religious groups 3. The virtues of Republican Motherhood

**Unit 5: The Constitution and Early Republic 1776-1800**

Themes:

The new nation under the Articles government did represent a step forward toward a more democratic and egalitarian society but it did have some flaws. These, along with the need for more centralized authority to solve trade issues and friction between states, spurred many to seek a stronger, or at least more effective, governmental structure. This unit will examine the roots of American party politics in Washington’s divided cabinet and the subsequent rise and fall of the Federalists.

Topic Outline:

## A. The Philadelphia Convention: drafting the ConstitutionB. Federalists versus Anti-Federalists and their arguments on ratificationC. The Bill of RightsD. Washington's Presidency; forming the office of the President 1. Alexander Hamilton's Financial program 2. Foreign and domestic difficulties 3. Emergence of political partiesE. John Adam's presidency 1. The Alien and Sedition Acts 2. The XYZ affair 3. The Election of 1800; peaceful passage of political power

**Unit 6: The Rise of Jeffersonian Democracy, 1800-1816**

Themes:

The Election of 1800 saw the first peaceful transfer of political power between rivals in history but also a dramatic change in many areas of American life. Voting rights were issued to more Americans and the style of his presidency was less aristocratic than under the Federalists. The country grew exponentially as a result of the somewhat unpopular Louisiana Purchase, the role of the federal government was further refined by the Supreme Court and our unresolved issues with the English were readdressed, although still not fully resolved during the War of 1812. Nationalism grew out of this struggle and a new line of American heroes were created including Jackson.

Topic Outline:

 A. Thomas Jefferson’s Presidency

1. The Louisiana Purchase
 2. The Burr conspiracy
 3. The Supreme Court under John Marshall; Precedents
 4. Attempts at neutrality, impressments and the

embargo

 B. James Madison

 C. War of 1812; the second war for independence

 1. Issues with the British
 2. The Invasion of Canada and outcomes
 3. The Hartford Convention; National disunity
 4. The mechanics of the War
 5.The Treaty of Ghent; Stalemate
 6. The Battle of New Orleans and the rise of Jackson

**Unit 7: Nationalism and Economic Growth**

Themes:

With the British problem lessened, the country again set its sights on physical and economic expansion. The Monroe Doctrine became our template but we could not grow out of our sectional difficulties especially the “peculiar institution” of slavery. Compromises were made that were aimed at bypassing these differences such as the Missouri Compromise and the tradeoffs in the 1824 election, but in many ways these expanded the problems. The North took a lead in manufacturing and internal developments, while the South held fast to an agrarian based economy, a move that would later serve to defeat its cause. Both vied for control of the nation.

Topic Outline:

## A. James Monroe; Era of Good FeelingsB. The causes and effects of the Panic of 1819 C. Expansion to the West D. The Missouri Compromise; reasons and resultsE. Diplomacy and Foreign Affairs: Canada, Florida, the Monroe Doctrine F. The Election of 1824: end of the Virginia Dynasty G. Economic Revolution  1. Early canals and railroads, sources of labor by region 2. Growth of American business and extremes ofwealth  3. Emergence of the American factory system 4. Early labor movements and outcomes 5. King Cotton and the South’s lack of industry 6. Agricultural revolutions

**Unit 8: Growth of Sectionalism**

Themes:

The North and South had grown as two distinct entities that strongly differed socially, economically, religiously and politically. This theme continued throughout most of the history of the new nation. It may be said that far more set them apart than tied them together. As the nation expanded, people from each area spilled into the frontier and carried these feelings with them. The result was a nation divided.

Topic Outline:

 A. The South

 1. Cotton Kingdom and the weaknesses of Plantation agriculture

 2. Southern trade and industry

 3. Southern society and culture

 a. Social hierarchy

 b. The use and practice of slavery

 c. The mind of the South

 B. The North

 1. Northeast Industry

 a. sources and types of labor

 b. Immigration and its effects on the country

 c. The growth of urban slums

 2. Northwest agriculture

 C. Westward Expansion

 1. Advance of agricultural frontier

 2. Life on the frontier; squatters

 3. The Act of Indian Removal

**Unit 9: The Age of Jackson; The Rise of the Common Man 1828-1848**

Themes:

The election of 1828 ushered in a move towards more complete “white male suffrage” but many groups were left out most especially women, African- Americans and Natives- Americans. Jackson and his spoils system moved forward with a primary focus on destroying The Bank. Political evolution continued with the rise and fall of the Democratic-Republicans and Whigs. Sectional conflicts surged during the Bank War, the Nullification Crisis, the tariff debates and finally the Panic of 1837. These themes combined to make the Age of Jackson a very turbulent point in American History.

Topic Outline:

 A. American Democracy and the “Common Man”

 1. Expansion of White male suffrage

 2. Rotation in office and the Spoils System

 B. Second Party System

 1. Democratic Party

 2. Whig Party

 C. Internal improvements and States Rights

 1. The Maysville Road veto

 D. The Nullification Crisis; the state versus the Federal Government

 1. The Tariff issue; debate becomes sectional

 2. Threat of succession; John C. Calhoun and Andrew Jackson

 E. The Bank War: President Jackson and Nicholas Biddle

 F. Martin Van Buren

 1. The Independent Treasury system

 2. The causes and effects of the Panic of 1837

**Unit 10: Territorial Expansion and Sectional Crisis**

Themes:

As the United States expanded so did the basic ideological conflicts that had been unresolved since the initial founding of the nation especially those on opposing sides of the slavery and expansionist debates. With both sides fighting for control of the nation and thereby their own destinies, the results were plans done and undone, and compromises made and later broken as control fluttered from one side to the other. This served to escalate tensions and the continual revisiting of the slavery question, the authority of state versus federal governments and the economic focus that the nation would hold, be it agriculture or industry.

Topic Outline:

A. Rationalizing Expansion; Manifest Destiny, foundations, and actions
B. The annexation of Texas, the Oregon boundary and the addition of California
C. James Polk and the Mexican war; the possible expansion of slavery and the Wilmot Proviso
D. Later expansionist efforts

**Unit 11: Reform, Social and Cultural Changes in America 1790-1860**Themes:
While the nation remained divided on other issues there were many who wished to improve the nation along the lines of the ideal set forth in the Constitution. In this way, many institutions that were built along a dated model were revisited, and with the leadership of reformers such as Dorothea Dix, improvements and modernization made in the areas of education, prisons and mental health. The Great Awakening also served to make women more active in American politics and religion. Many were additionally challenged by new American literature, intellectual fervor or fear of the new immigrants. American culture and society did change as a result especially the view by many that slavery must end, and therefore the South must defer.

Topic Outline:
 A. The surge in nationalism;
 B. Educational reform and the birth of American Public Education
 C. Religion revived ; another Great Awakening
 D. Utopian experiments: Mormons, Oneida Community, the Shakers and others
 E. Transcendentalists and impacts on American thought
 F. National literature, art, architecture and growing Nationalism
 G. Reform efforts as crusades
 1. Feminism ; addressing the roles of women in the nineteenth century
 2. Abolitionism
 3. Temperance
 4. Criminals; punishment or reform?

**Unit 12: The 1850’s: A Decade of Crisis and Compromise**Themes:
Compromises between the North and South over the fundamental issues of slavery such as the Compromise of 1850 and the Kansas-Nebraska Act of 1854 and the shaky balance of power between the States and the Federal government are the thematic focus of this unit. These never solved the original issues and prolonged and in some cases, escalated the tensions as each expansion fueled a new conflict and attempt at compromise. The Lincoln-Douglas Debates, the bloodshed in Kansas and the diplomatic nightmare experienced in European markets put the slavery question on the national and international stages. The election of Lincoln, an advocate of the ending of slavery on a national basis, triggered the South to posture a move toward to secession. To its surprise, the South wasn’t immediately begged to rejoin, angering the South and setting the stage for war.

Topic Outline:
 A. Compromise of 1850
 B. Fugitive Slave Act and Uncle Toms Cabin
 C. Kansas Nebraska Act and realignment of parties
 1.The end of the Whig party
 2. The emergence of the Republican Party
 D. The Dred Scott decision, the Lecompton Constitution
 E. Bleeding Kansas, John Brown’s Raid and impacts on popular opinion
 F. Lincoln-Douglas debates, 1858
 G. The Election of 1860, successes of Abraham Lincoln
 H. The secession crisis, Lincolns actions and results

**Unit 13: The Civil War**Themes:
The war, though beginning as a limited struggle soon turned bloody and both sides realized that the war would take longer than expected. At its end it had escalated into Total War and claimed the lives of in excess of 600,000 men. The North had the key advantages of substantially greater industrial, economic, political and human resources but was forced to fight a war to reclaim a region that didn’t wish to rejoin. This mobilization did in fact strengthen northern society but the same cannot be said for the South. The South struggled through odds firmly set against them and fought an almost purely defensive war that sapped its economic, industrial and human resources almost beyond recognition. The border states were romanced by both sides but Lincoln’s political skill kept them loyal to the Union and most certainly shortening the war. Abroad, the world watched the spectacle, as both sides claimed their virtue and sought support. In the end the nation was faced with rebuilding itself.

Topic Outline:
 A. The Union
 1.Mobilization, leadership and finance
 2. Civil liberties- expressed and suppressed, control of the press

3. Election of 1864; issues and outcomes
 4. Military Strategy
B. The South
 1. Confederate Constitution; re-emergence of the Articles
 2.Mobilization, finance and leadership
 3. States' rights and the Confederacy
 4. Military Strategy
C. Foreign affairs and diplomacy

 D. Military campaigns and battles
 E. The abolition of slavery; timing and outcomes
 1. Confiscation Acts
 2. Emancipation Proclamation
 3. Freedman's Bureau
 4. Thirteenth Amendment
 F. Effects of war on American Society
 1.Inflation and the public debt
 2.The changing roles of women and minorities
 3.Devastation of the South; social, economic and political consequences
 4. Changing labor patterns; sharecropping and peonage

**Second Semester- Outline Continued**

**Unit 14: Reconstruction to 1877**

Themes:

Re-assembling the broken country proved to be difficult with no clear guidelines in the Constitution as to what branch of government would actually engineer the process. Lincoln’s original plan was left to a somewhat inept Johnson. These plans were presented before a Congress and Republican Party that was divided amongst those who sought to punish the South and those who were more moderate. Added to the mess was a bitter South that would not submit and resisted all attempts at control especially the 14th and 15th Amendments. Eventually the Compromise of 1877 ended the Reconstruction, but left racial unrest, inequality of blacks and bitterness firmly in place.

Topic Outline:

 A. Presidential Plans; Lincoln’s plan versus Johnson’s actions

 B. Radical (Congressional) Plans

 1. Civil Rights and the Fourteenth Amendment; lack of enforcement

 2. Military reconstruction

 3. Impeachment of Johnson

 4. African American suffrage: the Fifteenth Amendment

 C. Southern State governments: problems, achievements, weaknesses

 D. Compromise of 1877 and the end of Reconstruction

**Unit 15: The New South and Taming the West**

Themes:

While the South went through a period of rebuilding after the war, the western plains also saw a boom in population and activity. The South underwent a huge change from the plantation system to wage labor through heavy industrialization and land redistribution. This fueled economic competition between whites and minorities and the growth of Jim Crow laws and white supremacist organizations especially the KKK. Poor whites and many freed slaves did not see a real economic gain and were unable to unionize and effectively seek improvements. The West also experienced change as the frontier was increasing more settled, The plains became increasingly developed with the coming of the railway and the consolidation of ranching and mining interests into Federally- supported cooperate control sealing the fate of the wandering Plains Indians.

Topic Outline:
 A. Politics in the New South
 1. The Redeemers
 2. Race relations in the New South and the rise of white supremacists
 3. Subordination of freed slaves: Jim Crow
 B. Southern Economy; colonial status of the South
 1. Sharecropping
 2. Southern industrialization
 C. The Cattle Kingdom
 1. Open-range ranching
 2. Day of the Cowboy
 D. Building the Western railroad
 E. Subordination of American Indians: dispersal of tribes and U.S. Indian policy
 F. Farming the plains; problems in agriculture
 G. Mining bonanza; economic, social, and political impacts

**Unit 16: Industrialization and Corporate Consolidation**

Themes:

The nation again had to rationalize industrial profits against the needs of the worker and the associated debate between the popular concepts proposed through the Gospel of Wealth, Social Darwinism, and the American ideal of the “self made man” juxtaposed against the real need for protection of workers as proposed by trade unions. The need for reforms came to the forefront through the horrific Homestead and Pullman Strikes and the Haymarket Square fiasco. The government’s relative failure to act pushed many to unionize, some to seek a new form of government; socialism. Politics and economics were fused together along party lines.

Topic Outline:
 A. Industrial growth: railroads, iron, coal, electricity, steel oil, banks
 B. Lassiez-faire conservatism
 1. The Gospel of Wealth
 2. the American myth of the "self made man"
 3. Social Darwinism; survival of the fittest
 4. Social critics and dissenters
 C. Effects of technological development on worker/workplace
 D. The rise of the Union Movement
 1. Knights of Labor and American Federation of Labor
 2. Haymarket, Homestead and Pullman

**Unit 17: Modern Urban Society and Reforms**Themes:
The rapid growth of industry brought with explosive growth in the cities and the movement of millions of Immigrants into industrial centers. The results were drastic; crowded slums, cultural conflicts between established and “New” immigrants, and an increasing fear among whites that their way of life were being threatened. They fought back by pushing for limits on immigration especially those deemed undesirable such as the Chinese. Politically, parties evolved into Party machines that traded economic advantage for voting loyalty and corrupted in the process as is demonstrated by the actions of Boss Tweed. Women again sought a place in this new scheme and made some inroads in politics but especially in social reforms such as Adam’s *Settlement Houses* andthe provision of basic services to the poor. The growing cultural diversity of America did truly turn it into the “melting pot”.

Topic Outline:
 A. The Lure of the City
 B. Immigration; Causes, sources and impacts
 C. City Problems
 1. The slums
 2. Machine politics; *Boss* Tweed
 D. Awakening conscience; reforms
 1. Social legislation
 2. Settlement houses: Jane Addams and Lillian Wald
 3. Structural reforms in government
 E. Education reform
 F. Mass culture; leisure and journalism

**Unit 18: National Politics, 1877-1896: The Gilded Age**Themes:
The Gilded Age saw an increase in overall wealth in the nation, but this was focused in the hands of very few people. On the federal level, both parties appeared to be almost identical on the issues; they ignored them. While labor demanded rights, the poor for help, minorities for equality, farmers for aid and Women for the vote, both sides practiced the status quo. On the local level public funds was divided among party supporters and jobs along the spoils system. Out of the west came the Populist party and quickly rose to power with the support of farmers after the economic disasters of the 1890s. The gold/silver standard and farmers’ issues became real issues on the Federal stage. Its rise soon fizzled as Bryan abandoned his party before the Election of 1896 and the Populist platform was absorbed by the Democrats.

Topic Outline:
 A. A conservative presidency
 B. Issues
 1. Tariff controversy
 2. Railroad regulation
 3. Trusts
 C. Agrarian discontent
 D. Crisis of the 1890’s
 1. Populism and the Grange
 2. Silver question
 3. The election of 1896: William McKinley vs. William Jennings Bryan

**Unit 19: American Imperialism and Foreign Policy; 1865-1914**Themes:
America in the years following the Civil War quickly grew into one of the World’s most powerful countries, much to the dismay of the much older European nations. The combination of political will, economic productivity, the public’s firm belief in Manifest Destiny and technological advancements pushed the nation beyond its borders and into an Imperialistic mode. While some opposed this on the grounds that it violated the ideals of the revolution, the US dominated Spain in the Spanish-American War, freed and later occupied Cuba and the Philippines and intervened in a host of other countries. Roosevelt’s Big Stick policy at once controversial and effective. The US positioned itself on the world stage and became a force to be reckoned with prior to the upheavals of WWI.

Topic Outline:
 A. William Henry Seward and the purchase of Alaska
 B. The New Imperialism
 1. James Gillespie Blaine and Latin America
 2. International Darwinism: missionaries, politicians, and naval expansionist
 3. Spanish-American War
 a. Cuban independence
 b. Debate on Philippines
 C. The Far East: John Hay and the Open Door
 D. Theodore Roosevelt
 1. The Panama Canal
 2. The Roosevelt Corollary
 3. Far East
 E. William Howard Taft and dollar diplomacy
 F. Woodrow Wilson and moral diplomacy

**Unit 20: The Progressive Era 1901-1912**Themes:
The themes of this unit are the origins of modern progressivism in local and State governments, the roll of the muckrakers in illustrating the need for reform on the Federal level and the growing role of the government in solving the nation’s social and economic problems. This will be traced through the actions of President Roosevelt, Taft and Wilson. This period also saw a re-growth in the civil rights movement under the opposing strategies of Booker T Washington and W.E.B Dubois.

Topic Outline:
 A. Origins of Progressivism
 1. Progressive attitudes and motives
 2. Muckrakers
 3. Social Gospel
 B. Municipal, state, and national reforms
 1. Political: suffrage
 2. Social and economic: regulation
 C. Socialism: alternatives
 D. Black America
 1. Washington, Du Bois, and Garvey
 2. Urban migration
 3. Civil rights organizations
 E. Women’s role: family, work, education, unionization and suffrage
 F. Roosevelt’s Square Deal
 1. Managing the trusts
 2. Conservation
 G. William Howard Taft
 1. Pinchot-Ballinger controversy
 2. Payne-Aldrich Tariff
 H. Wilson’s New Freedom
 1. Tariffs
 2. Banking reform
 3. Antitrust Act of 1914

**Unit 21: Neutrality and the First World War**Themes:
The Wilson presidency saw a host of domestic reforms and a switch to relative isolationism on the world stage, although the nation still asserted itself in a number of regional conflicts in the Caribbean and Mexico. As the war blossomed in Europe, Wilson saw both economic opportunity and diplomatic challenges as significant populations in the nation supported each side. The problems of remaining neutral while still economically viable, maintaining a policy of preparedness while still claiming neutrality and the resulting diplomatic hurdles are also a key focus of study. Wilson’s declaration of war after the *Lusitania* incident, the rallying of the nation around the war effort and the limited military but key role America took in the Allied victory also may be seen as triumphs of his administration. Finally, Wilson’s Fourteenth Points and the League of Nations and the political missteps that sunk both ending Wilson’s tenure on a sour note are crucial.

Topic Outline:
 A. Problems of neutrality
 1. Submarines
 2. Economic ties on both sides
 3. Psychological and ethnic ties
 B. Preparedness and Pacifism
 C. Mobilization for the conflict
 1. Fighting the war
 2. Financing the war
 3. War boards
 4. Propaganda, public opinion, civil liberties
 D. President Wilson’s Fourteen Points
 1. Treaty of Versailles
 2. Ratification flight

**Unit 22: New Era: The 1920’s**Themes:
The twenties saw a boom in new industries such as automobile production, radio, aviation and the downturn in the need for labor in others such as agriculture. In addition, America turned inward and found solace in the traditional values of conservatism and consumerism. Mistrust of outsiders due to the pains of the war triggered a re-growth in protectionist ideologies; Prohibition, nativism, and religious fundamentalism. Side effects were the growth of organized crime and an upswing in White Supremacist organizations. Anxiety abounded as new realities were juxtaposed against traditional values triggering the literary works of people such as Hughes and Fitzgerald. Women saw an increased participation in American life and achieved suffrage early in the period.

Topic Outline:
 A. Republican governments
 1. Business creed
 2. Harding scandals
 B. Economic development
 1. Prosperity and Wealth
 2. Farm and labor problems
 C. New culture
 1. Consumerism: automobile, radio, movies
 2. Women, the family
 3. Modern religion
 4. Literature and alienation
 5. Jazz age
 6. Harlem Renaissance
 D. Conflict of cultures
 1. Prohibition, bootlegging
 2. Nativism
 3. Ku Klux Klan
 4. Religious fundamentalism vs. modernists
 E. Myth of isolation
 1. Replacing the League of Nations
 2. Business and diplomacy

**Unit 23: The Great Depression and The New Deal**Themes:
The booming economies of the 1920s were quite unstable and the stock market crash of 1929 ushered in a crushing, long lasting world wide depression that decimated the American economy and nearly destroyed the nation. The response of the federal government from Hoover was perhaps too limited and did not curtail the problem costing he and his party the election of 1932.As the pressure mounted, the newly elected FDR had a huge public mandate and formed the New Deal, a massive set of federal programs designed to re-start the economy, reformat broken economic institutions and bring relief to the poor. This expanded role of the government was to remain in place much longer than many imagined.

Topic Outline:
 A. Wall street crash
 B. Depression Economy
 C. Moods of despair
 1. Agrarian unrest
 2. Bonus march
 D. Hoover-Stimson diplomacy; Japan
 E. Franklin D. Roosevelt
 1. Background, ideas
 2. Philosophy of New Deal
 F. 100 Days; alphabet agencies
 G. Second New Deal
 H. Critics; left and right
 I. Rise of CIO; labor strikes
 J. Supreme Court fight
 K. Recession of 1938
 L. American people in the Depression
 1. Social values, women, ethnic groups
 2. Indian Reorganization Act
 3. Mexican American Deportation
 4. The racial issue

**Unit 24: Diplomacy in the 1930’s**Themes:
As the depression eased, FDR faced a new set of diplomatic hurdles as war again loomed in Europe and The Pacific, and the US was again pressured to join the fray although it openly expressed the desire to remain neutral. When appeasement failed and the war finally came, the rapid spread of totalitarianism throughout Europe moved FDR to send more and more support to a now struggling England amid opposition from critics. Even before the official declaration of war, the US was supporting the Chinese as they resisted the Japanese, and cooperating with the allies in opposing German U-boats in the Atlantic.

Topic Outline:
 A. Good Neighbor Policy: Montevideo, Buenos Aires
 B. London Economic Conference
 C. Disarmament
 D. Isolationism: neutrality legislation
 E. Aggressors: Japan, Italy and Germany
 F. Appeasement
 G. Rearmament; blitzkrieg; Lend-Lease
 H. Atlantic charter
 I. Pearl Harbor

**Unit 25: The Second World War**Themes:
The Japanese attack on Pearl Harbor brought a unified nation into the war backed by the huge power of America’s industrial base. This mobilization had long lasting economic, social, political and cultural consequences and in fact permanently altered American society. The Allied decision to derail the Germans first and liberate Europe and then slowly destroy the Japanese through island-hopping perhaps sealed the decision to use “the bomb” to more quickly end combat operations. A further theme is the possible role that racism took in the Allied decision to inter the Japanese for the duration of the war.

Topic Outline:
A. Organizing for war
 1. Mobilizing Production ; America as warehouse
 2. Propaganda; selling the message
 3. Internment of Japanese Americans
B. The war in the Europe, Africa and the Mediterranean; D-Day
C. The war in the Pacific: Hiroshima, Nagasaki
D. Diplomacy
 1. War aims
 2. Wartime conferences: Teheran, Yalta, Potsdam
E. Postwar atmosphere; the United Nations

**Unit 26: Truman and the Cold War**

Themes:

The end of WWII saw America takes its place as the world’s strongest economic power a position it would hold firmly until the present. A postwar economic boom lasting nearly two decades saw the nation moving the suburbs to find the American dream, while the poor were left in the industrial cities where crime and unrest blossomed. Out of this unrest came the move towards civil rights and the resurgence of protests. The US was rivaled militarily by the Soviet Union and the resultant positioning of the Cold War stalemate between democracy and communism left America nervous and suspicious triggering another “red scare”. The expansion of communism into China, the conflict in Korea and the challenges of containment all provided challenges for Truman.

Topic Outline:

A. Postwar domestic adjustments
B. The Taft-Hartley Act
C. Civil Rights and the election of 1948
D. Contamination in Europe and the Middle East
 1. Truman Doctrine
 2. Marshall Plan
 3. Berlin Crisis
 4 NATO
E. Revolution in China
F. Limited war: Korea, Macarthur

**Unit 27: Dwight Eisenhower and Modern Republicanism**

Themes:

Eisenhower’s presidency was characterized by economic prosperity and moderate conservatism but he still faced significant domestic challenges; civil rights unrest, economic problems in urban areas and the tensions of the continuing Cold War. Americans tried to put these out of view through the consumerism of the baby boomers and the conformity of mainstream media especially popular music, television and the movies. This perhaps fueled the witch hunts of McCarthyism as all who were different were to be feared. Eisenhower’s rigid confrontations with the communists on the world stage and the resultant interventions made people feel as though Ike could keep them safe.

Topic Outline:

A. Domestic frustrations; McCarthyism
B. Civil rights movement
 1. The Warren Court and Brown vs. the Board of Education
 2. Montgomery Bus Boycott
 3. Greensboro sit-in
C. John Foster Dulles' foreign policy
 1. Crisis in Southeast Asia
 2. Massive Retaliation
 3. Nationalism in Southeast Asia, the Middle East, Latin America
 4. Khrushchev and Berlin
D. American people: homogenized society
 1. Prosperity: economic consolidation through big business
 2. Consumer culture; the boomers
 3. Consensus of values; conformity and patriotism
E. Space Race; catching up with the Soviets

**Unit 28: Kennedy’s New Frontier and Lyndon Johnson’s Great Society**Themes:
The nation saw in Kennedy another chance to build the American dream. His new policies continued the work of other reformers and focused on building equality through active means; the war on poverty, affirmative action and activism. Civil rights movements grew and evolved into political machines opposed by the establishments of the South and the counter culture took aim on the values of the boomers. Added to the tumult was a heating of the Cold War in Cuba and Vietnam, although Kennedy’s “flexible response” doctrine proved to be ill suited to the task as neither situation was improved. Johnson’s escalation of the war in Vietnam proved disastrous and the death toll and protests skyrocketed. The unrest in the nation overshadowed his Great Society plans and civil rights reforms and he was pushed from power.

Topic Outline:
 A. New Domestic programs
 1. Tax cut
 2. War on poverty
 3. Affirmative action
 B. Civil Rights and civil liberties
 1. African Americans: political, cultural, and economic roles
 2. The leadership of Martin Luther King, Jr.
 3. Resurgence of feminism
 4. The New Left and the Counter culture “hippies”
 5. Emergence of the Republican Party in the South
 6. The Supreme Court and the Miranda decision
 C. Foreign Policy
 1. Bay of Pigs fiasco
 2. Cuban Missile Crisis; political capital
 3. Vietnam quagmire

**Unit 29: The Nixon Era**Themes:

Nixon’s found limited diplomatic and foreign policy success with the downsizing of the American involvement in Vietnam. Detente with the Soviets and China did lessen tensions of the Cold War and bring some accolades but growing unrest in the Middle East made energy prices skyrocket and with it inflation. Internal struggles in the Supreme Court and the Watergate scandal and attempts at impeachment finally lead to Nixon’s resignation and a subsequent mistrust of politics.

Topic Outline:

A. Election of 1968
B. Nixon-Kissinger foreign policy
 1. Vietnam: escalation and pullout
 2. China: restoring relations
 3. Soviet Union: détente
C. New Federalism; redefining the role
D. Supreme Court and Roe v. Wade
E. The Watergate crisis and resignation

**Unit 30: The United States since 1974**

Themes:

The post Watergate era of Ford and Carter brought with it inflation, high energy prices, economic downturn, post-Vietnam disillusionment and the perceived inability of these administrations to get things done. The election of Reagan brought with it conservative economic and social policies that continued through George Bush’s presidency, and brought new economic growth and a huge expansion of the national debt. Regional conflicts in the Middle-East, Central America and Afghanistan are relit the Cold War fuse. This resurgence in the Cold War, American technological and military re-growth and the eventual end of the Soviet Union placed America as the world’s only superpower. American use of military power in the Persian Gulf, the Balkans, Africa and the Caribbean have fueled the debate over the America‘s role abroad. Internal societal and economic happenings such as affirmative action, the participation of minorities in politics, increased Hispanic immigration and re-awakening of religious fundamentalism and the move toward centrist politics continued through the Clinton presidency. With George W. Bush came a move back towards conservatism and the disaster of 9/11.

Topic Outline:

A. The New Right and the conservative social agenda
B. Ford
C. Carter
 1. Deregulation
 2. Energy and inflation
 3. Camp David Accords
 4. Iranian hostage crisis, Afghanistan and the Russians and results
D. Reagan
 1. Tax cuts and budget cuts
 2. Defense buildup; “Star Wars”, the “Evil Empire” and effects
 3. New disarmament treaties
 4. Foreign crises: the Persian Gulf and Central American
E. Society
 1. Urban problems
 2. Asian and Hispanic immigrants; the browning of America
 3. Resurgent fundamentalism; another awakening
 4. African Americans and local state and national politics
F. Clinton: from NAFTA through Impeachment
G. Bush II; the 2000 Election , 9/11 through Iraq