

**APUSH**  
**COURSE SYLLABUS**

**Course Description:** This course is designed to provide a college-level experience as well as preparation for the Advanced Placement Examination in May 2009. An emphasis is placed on interpreting documents, mastering a significant body of factual information, and writing critical essays.

The Advanced Placement U.S. history course is very intense. The reading, writing, and thinking required can be quite daunting. Create a schedule and stick with it. Do not allow yourself to fall behind. I have little sympathy for those students who choose not to complete the work that is required. This course fulfills the United States history graduation requirement, but is not specifically required for graduation; therefore, the requirements of the course will not change to suit the abilities of the students. Advanced Placement courses are demanding and require daily work. Students planning to earn a score of 4 or 5 on the national exam, or a “B” or better in the course will spend a **MINIMUM** of **SEVEN** hours per week studying. Begin planning and preparing now to take the A.P. exam in May.

Finally, remember that history is not a list of names, dates, and facts, but an interpretation of those facts, and, as such, is always biased by the perspective of the presenter, whether because of race, class, gender, ethnicity, political affiliation or other considerations. Consequently, in history there aren’t “right” answers; there are well reasoned and well supported answers, as well as poorly reasoned and poorly supported answers. So, question everything in order to determine what you believe and why you believe it.

**TEXTBOOK:** You will be responsible for weekly readings from the text. Due dates are on the accompanying pacing guide below, and on EdLine.

*THE AMERICAN PAGEANT: A History of the Republic*  
Thomas A. Bailey, David M. Kennedy, and Lizabeth Cohen  
13<sup>th</sup> ed., Houghton-Mifflin, 2006

**Document Readings:** Primary and secondary sources will be provided for additional readings. Some of these will be individually copied for your use at home. Others will come from:

*TAKING SIDES: Clashing Views on Controversial Issues in American History*, Vol. 1 & 2  
Larry Madaras and James M. SoRelle  
12<sup>th</sup> ed., Dushkin McGraw-Hill, 2008

**Required Fall Semester Parallel Readings:** You will be responsible for reading one assigned presidential biography, as well as preparing a book review to present to the class. Students will be assigned a president on the first day of the semester, and will need to submit a biography title for approval by the second Friday of the semester.

**Required Spring Semester Parallel Readings:** You will be responsible for reading one of the following books, as well as preparing a book review to present to the class.

*The Radicalism of the American Revolution*  
Gordon S. Wood  
Vintage, 1991

*The Tragedy of American Diplomacy*  
William Appleman Williams  
W.W. Norton, 1972

*CRADLE OF THE MIDDLE CLASS: The Family in Oneida Co. New York, 1790-1865*  
Mary P. Ryan  
Cambridge University Press, 1981

*CHANTS DEMOCRATIC: New York City and the Rise of the American Working Class, 1788-1850*  
Sean Wilentz  
Oxford University Press, 2004

*THE RISE OF AMERICAN DEMOCRACY: Jefferson to Lincoln*  
Sean Wilentz  
W.W. Norton, 2005

*The Political Culture of the American Whigs*  
Daniel Walker Howe  
University of Chicago Press, 1979

*The American Political Tradition, and The Men Who Made it*  
Richard Hofstadter  
Vintage, 1989

*A Short History of Reconstruction*  
Eric Foner  
Harper Perennial, 1990

*THE PECULIAR INSTITUTION: Slavery in the Ante-Bellum South*  
Kenneth M. Stampp  
Vintage, 1984

*The Unknown American Revolution*  
Gary B. Nash  
Penguin, 2005

*The Cycles of American History*  
Arthur M. Schlesinger Jr.  
Mariner, 1986

*The BLACK MAJORITY: Negroes in Colonial South Carolina From 1670 Through the Stono Rebellion*  
Peter H. Wood  
W.W. Norton, 1974

*THE INVASION WITHIN: The Contest of Cultures in Colonial North America*  
James Axtell  
Oxford University Press, 1985

*Battle CRY OF FREEDOM: The Civil War Era*  
James McPherson  
Oxford University Press, 1988

*Slavery*  
Stanley M. Elkins  
University of Chicago Press, 1979

*CHANGES IN THE LAND: Indians, Colonists and the Ecology of New England*  
William Cronon  
Hill & Wang, 2003

*OUT OF OUR PAST: Forces that Shaped Modern America*  
Carl N. Degler  
Harper Perennial, 1984

*THE LEGACY OF CONQUEST: The Unbroken Past of the American West*  
Patricia N. Limerick  
W.W. Norton, 1987

*FREE SOIL, FREE LABOR, FREE MEN: The Ideology of the Republican Party Before the Civil War*  
Eric Foner  
Oxford University Press, 1995

*WITH MALICE TOWARDS NONE: A Life of Abraham Lincoln*  
Stephen B. Oates  
Harper Perennial, 1994

### **Course Guidelines:**

1. All school policies will be enforced. Please review the Student Handbook.
2. You are expected to take notes in class and over assigned readings and keep track of all materials received in this class. **Do not throw anything away.** You will need all your materials (old tests, DBQs, handouts, etc.) to review at the end of the year.
3. Homework will consist of occasional written assignments, daily reading of the text, and daily reviewing of class notes, as well as projects and presentations. All written work completed outside class should be typed or written in blue or black ink. There will be very few homework grades. The good news is that you can plan your schedule around

long term assignments. The bad news is that if you slack off for a week, it will be extremely difficult to catch up... so don't slack off.

4. I use the percentage system for grading.
  - Homework/Classwork-10%**
  - Blog Discussions-10%**
  - Attendance & Behavior-5%**
  - Multiple Choice Tests-20%**
  - DBQs/FRQs-25%**
  - Projects & Presentations-15%**
  - Exams-15%**
5. Since the accelerated pace of APUSH precludes taking time for in depth class discussions on such things as current events, historical anecdotes, and the high pitched whiny sound of Abe Lincoln's voice (in other words "the good stuff"), you will be expected to make at least one **informed** post on the class blog every school week. The class blog can be found at <http://XXXXX.blogspot.com/>. These could be original discussion questions from class or your readings, comments on relevant current events, or responses to a classmate's post. (If you comment on a previous week's topic, make sure you put a note in my basket so I know to go back and look at the old topics). To receive credit, comments must be posted by 7:00 A.M. Monday of each school week, and be well reasoned and thoughtful (i.e. a nice paragraph). Go to [www.blogger.com](http://www.blogger.com) to set up an account. By the end of the first week of school you will need to post on the Welcome to APUSH thread so that I can get the address for grading.
6. Students who take the national exam in May will be exempted from the course final in June.
7. A significant portion of a student's success on the national exam is determined by a document based question (DBQ) and two free response questions (FRQ). These questions require students to analyze both primary source evidence (i.e. writings, charts & graphs, pictures, art) as well as historical interpretations, and present their analysis in a formal written essay. Consequently we will frequently (that means weekly at least) practice both analysis and writing skills, both in class and outside of class. I will tell you now that I am aware that this is not English class, so that you don't have to bring it up later.
8. The final six (post national exam) weeks of the course will be devoted to a project which will explore some of the more entertaining aspects of US history which are not on the national exam.
9. It is your responsibility to find out about any assignments missed during absences. I will not remind you, and I will assign zeros for missed work.
10. All assignments, projects, readings etc. will be posted on EdLine. You are responsible for checking EdLine daily.
11. I am available before school beginning at 7:00 am, after school, and via e-mail if you need help. If you are struggling with anything, please come see me for assistance.

## **THEMES OF AP US HISTORY COVERED IN THIS COURSE**

*These are the twelve broad themes through which we will study US History. They will be used as “lenses” through which we will view the history of our nation.*

1. **American Culture** – diverse individual and collective expressions through literature, art, philosophy, music, theater, and film throughout U.S. history. Popular culture and the dimensions of cultural conflict within American society.
2. **American Diversity** – diversity of U.S. people and relationships among different groups. The role of race, class, ethnicity, and gender in the history of the U.S.
3. **American Identity** –views of the American national character & ideas about U.S. exceptionalism. Recognizing regional differences within the context of what it means to be an American.
4. **Demographic Changes** – political, social, economic implications – changes in birth, marriage, and death rates; life expectancy and family patterns; population size and density. The economic, social, and political effects of immigration, internal migration, and migration networks.
5. **Economic Transformation** – changes in trade, commerce, and technology across time. The effects of capitalist development, labor and unions, and consumerism.
6. **Environmental Issues** – ideas about the consumption and conservation of natural resources. The impact of population growth, industrialization, pollution, and urban and suburban expansion.
7. **Globalization** – engagement with the world from the 15<sup>th</sup> century to present: colonialism, mercantilism, global hegemony, development of markets, imperialism, cultural exchange.
8. **Politics & Citizenship** – colonial and revolutionary legacies, U.S. political traditions, growth of democracy, & development of the modern state. Defining citizenship; struggles for civil rights.
9. **Religion in the U.S.** – the variety of religious beliefs and practices in America from prehistory to the 21<sup>st</sup> century; influence of religion on politics, economics, and society.
10. **Slavery and its impact and legacy** – systems of slave labor and other forms of unfree labor (e.g., indentured servants, contract labor) in Native American societies, the Atlantic World, and the American South and West. The economics of slavery and its racial dimensions. Patterns of resistance and the long-term economic, political and social effects of slavery.
11. **Social & Political Movements and Reforms** – includes anti-slavery, education, labor, temperance, women’s rights, civil rights, gay rights, public health, and government.
12. **War & Diplomacy** – armed conflict from the pre-colonial period to the 21<sup>st</sup> century; impact of war on American foreign policy and on politics, economy, and society.

**UNIT CONTENT AND THEMATIC EMPHASIS**

The list of topics for each unit is not exhaustive. Though all 12 of the AP US History themes are incorporated into most units, not all lend themselves to each one. The thematic emphases listed below each unit are the ones most relevant to that unit. The themes are indicated by the numbers listed in the elaboration of themes above.

**SEMESTER ONE**

**UNIT 1- BEGINNINGS THROUGH REVOLUTION**

<b><u>WK.</u></b>	<b><u>DATE</u></b>	<b><u>CHAPTER</u></b>	<b><u>TOPICS</u></b>	<b><u>UNIT THEMATIC EMPHASIS</u></b>
1	9/8	1 & 2	Before Columbus, Spanish and French Colonization, Push-Pull factors, Colonial Sections, Cultural Differences	#7, 8, 9 10
2	9/15	3	Push-Pull factors, Colonial Sections, Cultural Differences, Mercantilism, Patterns of Society	#7, 8, 9 10
3	9/22	4 & 5	Colonial Sections, Cultural Differences, Mercantilism, Awakenings, Patterns of Society	#7, 8, 9 10
4	9/29	6	Push-Pull factors, Cultural Differences, Colonial Rivalries, Native American Uprisings	#7, 8, 9 10

Unit Assessment: DBQ/FRQ

**UNIT 2-REVOLUTIONARIES TO RULERS**

<b><u>WK.</u></b>	<b><u>DATE</u></b>	<b><u>CHAPTER</u></b>	<b><u>TOPICS</u></b>	<b><u>UNIT THEMATIC EMPHASIS</u></b>
5	10/6	7 & 8	Post-1763 British Policy, Loosening Ties, The Colonies United, The War for Independence, War and Society	#3, 5, 8
6	10/13	9 & 10	Creation of State Governments, The Articles of Confederation, The Constitution, Federalists and Republicans, Hamilton vs. Jefferson	#3, 5, 8

Unit Assessment: Multiple Choice

**UNIT 3-FROM JEFFERSON TO JACKSON**

<b><u>WK.</u></b>	<b><u>DATE</u></b>	<b><u>CHAPTER</u></b>	<b><u>TOPICS</u></b>	<b><u>UNIT THEMATIC EMPHASIS</u></b>
7	10/20	11	The Revolution of 1800, The Marshall Court,	#2, 4, 5, 12

8	10/27	12	The War of 1812, The Marshall Court, Cultural Nationalism, Expansion, Era of Good Feelings, Sectionalism,	#2, 4, 5, 12
9	11/3	13	Mass Politics, Indian Removal, The Bank War, Jacksonian Democracy, Manifest Destiny	#2, 4, 5, 12
10	11/10	14	Westward Movement, European Immigration, Nativism & Assimilation, Transportation, Commerce and Industry,	#2, 4, 5, 12

Unit Assessment: DBQ/FRQ

**UNIT 4-AN AMERICAN CULTURE AND SECTIONALISM**

<u>WK.</u>	<u>DATE</u>	<u>CHAPTER</u>	<u>TOPICS</u>	<u>UNIT THEMATIC EMPHASIS</u>
11	11/17	15	The Changing Population, Transportation, Commerce and Industry, Remaking Society, Abolition, Temperance, Women's Rights	#1, 9, 10, 11
12	11/24	17	Manifest Destiny, Boundary Disputes, Tyler & Polk Presidencies, Mexican War	#1, 9, 10, 11
13	12/1	16 & 18	The Politics, Culture and Economics of Slavery, Sectional Differences, Abolition, Compromise Attempts	#1, 9, 10, 11

Unit Assessment: Multiple Choice

**UNIT 5-THE CIVIL WAR**

<u>WK.</u>	<u>DATE</u>	<u>CHAPTER</u>	<u>TOPICS</u>	<u>UNIT THEMATIC EMPHASIS</u>
14	12/8	19	The Crises of the 1850s, the Secession Crisis, Compromises, Dred Scott,	#3, 8, 10, 11, 12
15	12/15	20	Mobilization, Strategy and Diplomacy, Terrorism and Conflict, Economic Impact of War	#3, 8, 10, 11, 12
16	1/5	21	Strategy and Diplomacy, Terrorism and Conflict, Assassination of Lincoln	#3, 8, 10, 11, 12

Unit Assessment: DBQ/FRQ

**UNIT 6-RECONSTRUCTION AND RELOCATION**

<u>WK.</u>	<u>DATE</u>	<u>CHAPTER</u>	<u>TOPICS</u>	<u>UNIT THEMATIC EMPHASIS</u>
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17	1/12	22 & 23	Reconstruction, Radical Republicans, Impeachment, Governmental Corruption, Abandoning Reconstruction, Populism, DuBois vs. Washington, Consolidation.	#1, 2, 3, 4, 5, 6, 10
18	1/19	24 - 26	The New South, Societies of the West, Dispersal of the Tribes, Urbanization, Populism, Leisure, The Rise of Unionism, Immigration,	#1, 2, 3, 4, 5, 6, 10

Unit Assessment: Multiple Choice

## SEMESTER TWO

### UNIT 7-IMPERIALISM AND PROGRESSIVISM

<u>WK.</u>	<u>DATE</u>	<u>CHAPTER</u>	<u>TOPICS</u>	<u>UNIT THEMATIC EMPHASIS</u>
1	2/2	28	Progressivism, Women and Reform, TR and the Modern Presidency, Muckrakers, Immigration,	#3, 5, 6, 11, 12
2	2/9	29	Election of 1912, Wilson; Tariffs & Banking, Diplomacy in Latin America, American Neutrality	#3, 5, 6, 11, 12
3	2/16	30	America Goes To War, The Fourteen Points, Propaganda, Total War, Opposition to War, League of Nations, Treaty of Versailles	#3, 5, 6, 11, 12

Unit Assessment: DBQ/FRQ

### UNIT 8- BOOM TO BUST TO BIG BOOM

<u>WK.</u>	<u>DATE</u>	<u>CHAPTER</u>	<u>TOPICS</u>	<u>UNIT THEMATIC EMPHASIS</u>
4	2/23	31 & 32	New Cultures and Conflict, Jazz Age, Boom Times, Depression	#5, 7, 9, 11, 12
5	3/2	33	Depression, New Deal, Court Reactions, Extremist Alternatives, Society and Hard Times, Decline of the New Deal	#5, 7, 9, 11, 12
6	3/9	34	Isolationism and Internationalism, Neutrality,	#5, 7, 9, 11, 12
7	3/16	35	Intervention, War on Two Fronts, Alliances,	#5, 7, 9, 11, 12

Unit Assessment: Multiple Choice



**UNIT 9- POST-WAR AMERICA AND THE COLD WAR**

<b><u>WK.</u></b>	<b><u>DATE</u></b>	<b><u>CHAPTER</u></b>	<b><u>TOPICS</u></b>	<b><u>UNIT THEMATIC EMPHASIS</u></b>
8	3/23	36	Origins of the Cold War, Korea, Containment, Science and Technology, Red Scare, Marshall plan	#5, 7, 9, 11, 12
9	3/30	37	Rise of the Civil Rights Movement, Red Scare, Affluent America, Consumerism, McCarthyism, Space Race, Arms Race	#5, 7, 9, 11, 12
10	4/6	38	Flexible Response, Red Scare, The New Frontier & Great Society, Vietnam, 1968, The Youth Culture	#5, 7, 9, 11, 12

Unit Assessment: DBQ/FRQ

**UNIT 10- THE MODERN USA**

<b><u>WK.</u></b>	<b><u>DATE</u></b>	<b><u>CHAPTER</u></b>	<b><u>TOPICS</u></b>	<b><u>UNIT THEMATIC EMPHASIS</u></b>
11	4/20	39 & 40	The New Feminism, Mobilization of Minorities, Environmentalism, Turbulent Society, Watergate, the Reagan Revolution, End of the Cold War	#1, 2, 3, 4, 6, 7, 11, 12
12	4/27	41 & 42	Post Cold War Foreign Policy, Globalization, the New Partisanship, The Election of 2000, the War on Terror	#1, 2, 3, 4, 6, 7, 11, 12

Unit Assessment: Multiple Choice