

2001-2002 ADVANCED PLACEMENT COMPENDIUM

UNITED STATES HISTORY 1500 - 1980

INSTRUCTOR: MR. MCCORMICK

ROOM # B210

1. COURSE DESCRIPTION

The course is an examination of American history from 1500 to 1996. The course will focus on the development of those political, economic and social institutions which help explain present day U.S. society. Specifically, the course will focus on contemporary issues; the Nixon Era; the "New Frontier" and "Great Society"; republicanism; WWII and Cold War; diplomacy; the "New Deal"; economic cycles and depression; "New Era" society and culture; WWI; Progressivism; imperialism; agrarianism; unionization; class conflict; industrialization; corruption; race relations; slavery and the Civil War; expansionism; sectionalism; nationalism; reform and culture; political party systems; the Revolution, Confederation and Constitution period; colonization; and the displacement of European, Native American and African peoples. Finally, the student will be exposed to historiography, which will greatly facilitate in examination of the strengths and the weaknesses of current American social, economic and political systems.

2. COURSE OBJECTIVES

The major goal of this course is to instill a deep understanding and appreciation for the American historical experience, and for the continuation of the experiment into the twenty-first century. To this end, elevated levels of cognitive scholarship are expected; including the analysis, synthesis, and evaluation of historical information. Student essays are expected to contain thesis statements and critical evaluation. Additional objectives include:

- 1) To develop critical thinking skills in both verbal and written communication.
- 2) To develop a sense of the cause-effect relationship of history.
- 3) To develop an attitude of critical inquiry in approaching all historical events.
- 4) To work with primary and secondary sources in testing historical data.
- 5) To be able to detect bias in historical writing.
- 6) To be able to argue for a position based on historical data (D.B.Q.)
- 7) To expose the student to differing viewpoints of major historians (historiography).
- 8) To show both the strengths and the weaknesses of the American social, economic and political system over the years.
- 9) To learn from the mistakes of the past
- 10) To instill an appreciation for sustainable economic growth in a world of dwindling resources
- 11) To instill a respect for all cultures and basic human rights

3. RECOMMENDATIONS/GUIDELINES

As the title suggests, this is a college level course. Its format follows that of survey classes found in many colleges and universities. Also, college credit may be obtained (3-6 credit hours) if the student scores a 3, 4, or 5 on the AP examination given in May.

The course emphasizes a critical approach to the study of history. Historiography (i.e., the different interpretations of major American historians) is also studied in depth. The use of

primary sources and critical thinking skills and the application of comprehensive persuasive writing are an integral part of this study of American History.

Reading is assigned in blocks to be done by the motivated, responsible student. Lectures are far-ranging and do not "mimic" the text. Students are responsible for all reading assigned besides the lecture material, which serves only for clarification and for establishing causal connections of interrelated historical events, **NOT** as a substitution for the independent reading.

4. COURSE PRESENTATION

This course will consist of units, lectures and documentary films which are outlined in this syllabus. All additions or deletions to this syllabus will be made at the discretion of the instructor.

5. COURSE REQUIREMENTS

Thirty-three percent of the course grade will be determined by non-cumulative objective tests (based on readings and lectures). Students will also complete DBQ's and free-response essays which will be averaged in as test grades. Papers and/or book reports on supplemental readings will count for thirty-three percent of the course grade. Thirty-three percent of the grade will be based on homework/quizzes. The remaining one percent of the course grade will be based on attendance and class participation. See attached grading example for further clarification.

6. ATTENDANCE/ADDITIONAL NOTES

Students are expected to attend all classes. Students are responsible for work missed due to emergency or illness. Students should bear in mind that this course requires roughly 100 pages of reading per week. Given the time constraints, any student with more than five unexcused absences will receive an automatic F. Please also note that student essays are expected to contain thesis statements and critical evaluation.

7. REQUIRED TEXTS

The central text is The American Pageant. This is currently the most commonly used textbook for the college survey course in American History. Besides the text, students will also be responsible for supplemental readings as listed below and in the syllabus. These additional materials will serve as valuable tools in preparation for the AP Examination:

Bailey, Thomas A. & Kennedy, David M. & Cohen, Lizabeth, The American Pageant (Eleventh Edition, Boston, Massachusetts: Houghton Mifflin Company, 1998)

Donald, David, Why the North Won the Civil War (New York, New York: Collier Books/Macmillan Publishing Company, 1962)

Johnson, Paul E., A Shopkeeper's Millennium (New York, New York: Hill and Wang, 1988)

Neely, Jr., Mark E., The Last Best Hope of Earth - Abraham Lincoln and the Promise of America (Cambridge, Massachusetts: Harvard University Press, 1995)

Paine, Thomas, Common Sense (Harmondsworth, Middlesex, England: Penguin Books LTD, 1986)

Remini, Robert V. The Legacy of Andrew Jackson (Baton Rouge, Louisiana: Louisiana State University Press, 1988)

Schlesinger, Stephen & Kinzer, Stephen, Bitter Fruit: The Untold Story of the American Coup in Guatemala (Garden City, NJ: Anchor/Doubleday, 1983)

Sinclair, Upton, The Jungle (New York, New York: Bantam Books, 1906/1981)

8. AFTER SCHOOL HOURS

Monday, Tuesday, Wednesday, Friday: 2 - 5 PM. Thursday: 2 - 3 PM.

After school hours also by appointment.

Home Phone (978) 589 - 0995

E-MAIL address: jmccormick@bmrds.net

9. MAKE-UP EXAMINATIONS

Make-up examinations will be given only in cases where the student can provide the instructor with conclusive evidence of debilitating illness, accident or other extenuating circumstances of an extreme nature (i.e. excused absence).

10. SYLLABUS

<u>TOPICS/READINGS</u>	<u>DUE DATES/EXAMS/FILMS</u>
1. F&I War, Revolution, Independence: 1608-1783 Bailey Ch 1-8 <u>Common Sense</u> Due Sep 10	Aug 29 - Sep 10 Washington PBS Liberty series
2. Confederation and Constitution Bailey Ch 9-10	Sep 11 - Sep 20 Exam 1 Sep 21
3. Jefferson, War of 1812, Nationalism: 1800-1824 Bailey Ch 11-12	Sep 22- Sep 28 Films: PBS Jefferson series The Corps of Discovery
4. Jacksonian Revolution: 1824-1840 Bailey Ch 13-14 <u>Legacy of Jackson</u> Due Oct 19	Oct 1 - Oct 15 Exam 2 Oct 15
5. The National Economy, Reform: 1790-1860 Bailey Ch 15-16	Oct 16 - Oct 25
6. Slavery, Expansion, Sectionalism: 1793-1854 Bailey Ch 17-19 <u>Shopkeeper's Millennium</u> Due Nov 13	Oct 26 - Nov 2 Exam 3 Nov 5 Films: Frederick Douglas
7. Disunion and Civil War: 1854-1865 Bailey Ch 20-22	Nov 6 - Nov 20 Films: PBS Civil War series Abraham Lincoln and Emancipation

8. Reconstruction, The Gilded Age: 1865-1889
Bailey Ch 23-24
Best Hope of Earth Due Dec 19
- Nov 21 - Dec 3
Exam 4 - Dec 4
Films: KKK - Legacy of Hate in America
Conclusion at Appomattox
- Dec 5 - 13
Films: The Prize
Carnegie-The Richest Man in the World
9. Rise of Industry and Cities: 1865-1900
Bailey Ch 25-26
10. The Great West, Populism: 1865-1900
Bailey Ch 27-28
- Dec 14 - 19
Exam 5 Dec 20
Films: In the White Man's Image
The Way West
11. America Builds an Empire: 1890-1909
Bailey Ch 29-30
Why the North Won the Civil War Due Jan 4
- Dec 21 - Jan 7
Films: PBS Teddy Roosevelt series
12. The Progressive Era: 1901-1921
Bailey Ch 31-32
- Jan 8 - Jan 17
Exam 6 Jan 18
13. The Great War, Roaring Twenties: 1914-1929
Bailey Ch 33-34
- Jan 21 - Feb 4
Films: PBS-The Great War series
The Great Crash
The Man Who Built Miami Beach
14. Boom/Bust, Depression and New Deal:1920-1938
Bailey Ch 35-36
The Jungle Due Feb 11
- Feb 5 - Feb 27
Exam 7 Feb 28
Films: PBS FDR series
Rise of the UAW
15. World War II: 1933-1945
Bailey Ch 37-38
- Mar 1 - Mar 21
Exam 8 Mar 22
Films: China in Revolution
Memory of the Camps
America and the Holocaust
Radio Bikini
16. Cold War/Eisenhower Era: 1945-1960
Bailey Ch 39-40
Bitter Fruit Due April 22
- Mar 25 - Apr 11
Exam 9 Apr 12
Films: Biography-Joe McCarthy
People's Century-Cold War
Atomic Cafe
Castro-The Last Communist
Roots of the Sixties
17. The Sixties, The Seventies: 1960-1980
Bailey Ch 41-42
- Apr 15 - May 10
Films: Vietnam-Roots of a War, Tet, Cambodia,
Homefront USA, Nixon, Making Sense of the Sixties
18. Review for AP Exam
After School from 2-4 PM
- 10 May 2002 ETS APUSH EXAM (AM)**

19. The Resurgence of Conservatism: 1980-1996

May 13 - May 28
Films: October Surprise
PBS Reagan series

20. Contemporary America: 1996- Present

May 29 - June 18
Classic American Film Festival
Semester Exam
Week of June 10

11. GRADING SYSTEM/POINT BREAKDOWN

- 1. Chapter Tests- 2 to 4 per nine weeks 100 points
- 2. Vocabulary/Quizzes/Home work- minimum of once a week for vocabulary quizzes and/or pop quizzes at the teacher's discretion 100 points
- 3. Classwork and homework-4 to 8 DBQ and/or free-response essay assignments per 9 weeks 100 points
(counted as test grade)
- 4. Book Reports-Special Assignments-Papers - T.B.A. 100 points

12. EXAMPLE OF GRADING SYSTEM

<u>Unit tests/Essays</u>	<u>Quizzes/HW</u>	<u>Reports/Papers</u>	<u>Participation</u>
78	80 100	60	<u>100</u>
85	70 90	70	
<u>95</u>	50 75	<u>50</u>	
	85 75		
	<u>60</u> <u>80</u>		
250	765	180	100
250/3= 83 ave.	765/10= 77 ave.	180/3= 60 ave.	100/1= 100 ave.
x.33	x.33	x.33	x.01
27.39 +	25.41+	19.8 +	1.0 = 74 (final grade)

13. GENERAL INFORMATION ABOUT THE AP EXAM

The examination is 3 hours and 5 minutes in length and consist two sections: a **55-minute multiple-choice** section and a **130-minute free-response** section. The free-response section begins with mandatory 15-minute reading period. Students are advised to spend most of the 15 minutes analyzing the documents and planning their answer to the document-based essay question (DBQ) in Part A. Suggested writing time for the DBQ is 45 minutes. Parts B and C each include two standard essay questions that, with the DBQ, cover the period from the first European explorations of the Americas to the present. Students are required to answer one essay question in each part in a total of 70 minutes. Suggested time to be spent on each of the essay questions they choose to answer in Parts B and C is 5 minutes of planning and 30 minutes of writing.

14. QUESTION INTERVALS

Both the multiple-choice and the free-response sections cover the period from the first European explorations of the Americas to the present, although the majority of questions are on the nineteenth and twentieth centuries. In the multiple-choice section, approximately one-sixth (**approximately 13**) of the questions deal with **the period through 1789**, one-half (**approximately 40**) with **the period 1790-1914**, and one-third (**approximately 27**) with **the period 1915-present**. Whereas the multiple-choice section may include a few questions on the period since 1975, neither the DBQ nor any of the four essay questions in Parts B and C will deal exclusively with this period.

15. QUESTION CONTENT

Together, the multiple-choice and free-response sections cover political institutions and behavior and public policy, social and economic change, diplomacy and international relations, and cultural and intellectual developments. **Political institutions and behavior and public policy** account for approximately **35 percent** of the questions and **social change** for approximately another **35 percent**. The remaining questions are divided between the areas of **diplomacy and international relations**, approximately **15 percent**; **economic developments**, approximately **10 percent**; and **cultural and intellectual developments**, approximately **5 percent**. A substantial number of the social and economic history questions deal with such traditional topics as the impact of legislation on social groups and the economy, or the pressures brought to bear on the political process by social and economic developments. Because historical inquiry is not neatly divided into categories, many questions pertain to more than one area.

16. QUESTION RATIONALE

The questions in the multiple-choice section are designed to test student's factual knowledge, breadth of preparation, and knowledge-based analytical skills. Essay questions are designed, additionally, to make it possible for students from widely different courses to demonstrate their mastery of historical interpretation and their ability to express their views and knowledge in writing.

17. FREE RESPONSE QUESTIONS

The standard essay questions may require students to relate developments in different areas (e.g., the political implications of an economic issue), to analyze common themes in different time periods (e.g., the concept of national interest in United States foreign policy), or to compare individual or group experiences that reflect socioeconomic, ethnic, racial, or gender differences (e.g., social mobility and cultural pluralism). Although historiography is not emphasized in the examination, students are expected to have general understanding of key interpretations of

major historical events. When questions based on literary materials are included, the emphasis will not be on literature as art but rather on its relation to politics, social and economic life, or related cultural and intellectual movements. Answers to standard essay questions will be judged on the strength of the thesis developed, the quality of the historical argument, and the evidence offered in support of the argument, rather than on the factual information per se. Unless a question asks otherwise, students will not be penalized for omitting one or another specific illustration.

18. DOCUMENT BASED QUESTION

The required DBQ differs from the standard essays in its emphasis on the ability to analyze and synthesize historical data and assess verbal, quantitative or pictorial materials as historical evidence. Like the standard essay, however, the DBQ will also be judged on its thesis, argument, and supporting evidence.

Although confined to no single format, the documents contained in the DBQ are unlikely to be the familiar classics (the Emancipation Proclamation or Declaration of Independence, for example), but their authors may be major historical figures. The documents vary in length and are chosen to illustrate interaction and complexities within the material. The material will include—where the question is suitable—charts, graphs, cartoons, and pictures, as well as written materials. In addition to calling upon a broad spectrum of historical skills, the diversity of materials will allow students to assess the value of different sorts of documents.

The DBQ will typically require students to relate the documents to a historical period or theme and, thus, to focus on major periods and issues. **For this reason, outside knowledge is very important and must be incorporated into the student's essay if the highest scores are to be earned. It should be noted that the emphasis of the DBQ will be on analysis and synthesis, not historical narrative.** The DBQ in the scheduled 2002 examination will fall in the time period **1810-1860**.

Scores earned on the **multiple-choice** and **free-response** sections each account for **one-half** of the student's examination grade. Within the free-response section, the **DBQ** counts for **45 percent**; the **two standard essays** count for **55 percent**.

19. ADDITIONAL NOTES ON MULTIPLE CHOICE QUESTIONS

The 80 questions that appear in the multiple-choice section of the examination are designed to measure what candidates know of the subject matter commonly covered in introductory college courses in United States history. The difficulty of the multiple-choice section of the examination is deliberately set at such a level that a candidate has to answer about 60 percent of the questions correctly to receive a grade of 3, in addition to doing acceptable work on the broader questions in the free-response section. Students often ask whether they should guess on the multiple-choice questions. **Haphazard or random guessing is unlikely to improve scores because one-fourth of a point is subtracted from the score for each incorrect answer.** However, if a candidate has some knowledge of the question and can eliminate one or more answer choices, selecting the best answer from among the remaining choices is usually to his or her advantage.