

Advanced Placement United States History 2019-2020 Mr. Hansen

Welcome to Mr. Hansen's Advancement Placement U.S. History class. You are now a member of an elite group: students who dare to take on an exceptionally challenging course that focuses on the development of historical thinking skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative) and understanding of content learning objectives organized around seven themes, such as identity, peopling, and America in the world. It will emphasize the development of thinking skills used by historians and aligning with contemporary scholarly perspectives on major issues of U.S. History. Comprehensive persuasive writing is an integral part of this class. The central text is "American History: Connecting with the Past." Along with the Brinkley text will be series of readings in social history, and several landmark works as required outside reading. This is a college-level class which follows the format of many undergraduate survey classes. College credit (6 hours) may be obtained if a student scores a 3, 4, or 5 on the AP examination in May. Reading is assigned in blocks to be completed by the motivated, responsible student. Periodic reading quizzes will be given to ensure you are completing this task. You should expect to spend at least 1-2 hours each night preparing for the class. Discussions are far-ranging and do not replace the necessary independent reading. The major goal of this program is to instill a deep understanding of the flow of history and, in consequence, allow the students to score well on the **AP U.S. History national examination on May 8th**. The risks are great, but then so are the potential gains. We will take on this challenge together and when you are done, you will be justifiably proud of yourself.

Required Readings:

1. **Brinkley, Alan. *American History: Connecting With the Past*, Boston: McGraw-Hill. 14th edition, 2013 (textbook)**
2. *A People's History of the United States* by Howard Zinn
3. *A History of the American People* by Paul Johnson
4. *Amsco's Preparing for the APUSH Examination*
5. *The Reckless Decade: America in the 1890s* by H.W. Brands
6. *Coming of Age in Mississippi* by Anne Moody
7. *American Colonies: The Settling of North America* by Alan Taylor
8. *Digital History On line Textbook*: http://www.digitalhistory.uh.edu/database/hyper_titles.cfm

Primary/Secondary Source Supplements

1. *Opposing Viewpoints in American History Vol I-II* by William Dudley
2. *Taking Sides- Clashing Views on Controversial Issues in American History Vol I-II* by Larry Madaras and James M. SoRelle
3. *The Way We Lived- Essays and Documents in American Social History Vol I-II* by Frederick M. Binder and David M. Reimers
4. *HistoryTeacher.net* <http://historyteacher.net/AHAP/AHAPCourseMainPage.htm>
5. *History Matters: The US Survey Course on the Webs* <http://www.historymatters.gmu.edu/>
6. *Gilder Lehrman Institute* <http://www.gilderlehrman.org/>
7. *Great Issues in American History Vol. I-III* by Richard Hofstadter

Audio-Visual Aids:

A Biography of America Annenberg Media: Produced by Oregon Public Broadcasting:
<http://www.learner.org/biographyofamerica/>

Various articles and handouts

Grading:

Your grade will be based on the following criteria:

1. Eight Unit Examinations (each includes a multiple choice portion and LEQ essay) and four to five DBQ essays: 30% (Skyward Category: Tests)
2. Brinkley chapter quizzes, reading quizzes, projects, and any outside writing assignments: 60% (Skyward Category: Quiz)
3. Primary/Secondary Source readings, homework and short answer questions: 10% (Skyward Category: Homework)

Consideration for raising a grade at the end of each marking period and end of year (.3 % and less) will be based on the following: attendance, class preparation, completing **ALL** assignments, being on time (see tardy policy), class participation, following class rules and expectations and being organized. Having just one missed assignment disqualifies a student from any consideration for a grade bump. Being rewarded for not doing something is not how the real world works. In this class, we will use the following state grading scale system:

90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

Material Requirements:

Students are expected to bring the following materials to class everyday:

- Notebook (or folder) with paper
- Pen (blue or black ink) and pencil
- Student Planner

Notebook Requirements:

Each student should keep and maintain an APUSH notebook. The notebook must be a fairly large three ring binder w/ a set of dividers. It should be organized by each unit in the following fashion:

Section 1-Textbook and class notes (by unit)

Section 2-Unit Study Guides (terms and questions) and Chapter Study Guides

Section 3-Essays, FRQ's, other writing assignments

Section 4-DBQ and primary source work only

Section 5-Charts, maps, homework and miscellaneous, by unit

Students who do not keep accurate notebooks are more likely to fail or have low grades. Tests and quizzes are based on some material covered in class and if the student has not taken notes, he or she will have less material to study in preparation for the tests and quizzes.

Class Rules/Expectations:

All students are responsible for maintaining appropriate behavior in class at all times. There are a few simple rules and expectations for students to remember when coming to class:

1. Participate actively in all class discussions and take notes during class
2. Be in your seat when the bell rings and be prepared.
3. There is NO talking while I or another student is speaking.
4. Students are expected to respect themselves, their classmates and their teacher.
5. Students are expected to come to class prepared each day.
6. Do not bring food or drinks (except water) to class.
7. Do not sleep in class. (each occurrence will result in a five point deduction from your life skills grade)
8. **CELL PHONES ARE TO BE TURNED OFF OR IN SILENT MODE!!!**
9. **ALL CELL PHONES WILL BE PLACED IN A BOX AT THE FRONT OF THE ROOM OR ON MY DESK EACH DAY!!!(the "Nick" Rule). FAILURE TO DO SO ON ASSESSMENTS WILL RESULT IN AN AUTOMATIC ZERO GRADE!!**

Assignments:

All assignments MUST BE TYPED OR THEY WILL NOT BE ACCEPTED!!! (Unless otherwise instructed by the teacher) Any assignment turned in without your name on it will be not graded and will be deposited in the round file (trash can). This will result in a grade of a zero.

Late Work:

LATE WORK IS NOT ACCEPTED unless a student has an excused absence. All homework assignments are due at the beginning of the period. Going to ones locker to retrieve an assignment or requesting to email it to me later will **NOT** occur so don't ask!!! Only for extenuating circumstances, (when a student has approached me and discussed the matter **BEFORE** the due date), will a possible one-day extension be granted, at a penalty of one letter grade. My goal in class is to teach individual responsibility and prepare students for the real world.

Make-up work:

Posted on my web page is all assigned work (written and reading) for each day. It is updated on a daily basis. It is **YOUR RESPONSIBILITY** to obtain this information. I will not remind you to turn in any make-up work since this is your responsibility to do so. For each day missed you will have that number of days, plus one, to make-up your work. Failure to adhere to this schedule will result in a zero grade. This criterion does not apply to pre-announced quizzes and tests. (See below for procedure on making up tests and quizzes). **A 20% GRADE DEDUCTION WILL OCCUR IF YOUR ABSENCE IS UNEXCUSED!!!!**

Students who are absent on a **major due date** must email due assignments **prior to or on that due date by the end of your scheduled class period**. Projects and research papers would be considered such major assignments. Major assignments that cannot be emailed should be sent in with a friend or family member and delivered to the front office by class time or you will be penalized one letter grade.

IF YOU ARE ABSENT ON THE DAY OF A PRE-ANNOUNCED QUIZ/TEST/ESSAY YOU'RE EXPECTED TO MAKE UP A QUIZ/TEST/ESSAY UPON YOUR RETURN TO SCHOOL. FAILURE TO DO SO COULD RESULT IN A ZERO GRADE!!!!

AN EMAIL WILL BE SENT TO YOUR OCPS EMAIL AND CANVAS ACCOUNTS STATING THE MAKE UP SCHEDULE FOR THE MISSED ASSESSMENT.

YOU MAY ONLY MAKE UP A QUIZ/TEST/ESSAY AFTER SCHOOL. I STRONGLY ADVISE THAT YOU ARE PRESENT THE DAY A QUIZ/TEST/ESSAY IS GIVEN. A 20% GRADE DEDUCTION WILL OCCUR IF YOUR ABSENCE IS UNEXCUSED!!!!

Hall Passes:

Students must carry a classroom pass (located at the front of the room) if they must leave the room for any reason. No student may leave the classroom (not even to use the rest room) without this pass. Passes cannot be used the first and last ten minutes of class. The only exception is seventh period where passes are not given the last twenty minutes of class.

Tardiness:

Students are late if they are **not SEATED in their ASSIGNED seat when the bell rings**. No exceptions. Students have assigned seats, and if they are not in the appropriate seat when the attendance is taken, they will be marked absent. Obviously, official notes written by a school employee (i.e., administrator, other teachers, school resource officer etc....) will excuse the student for being tardy, although the student is still responsible for any work missed.

Digital Procedures

1. Make sure to view Canvas each and every day for announcements, assignments and calendar for new information.
2. All typed work must be saved as a google doc and placed in your specific APUSH class folder. **DO NOT SAVE ANY WORK TO THE HARD DRIVE ON YOUR DEVICE!!!!**
3. Make sure your device is fully charged each day. It is strongly recommended you charge it every evening.
4. Make sure to check your district assigned email every evening and 1st thing in the morning. Any changes to class homework, daily itinerary and test/quiz dates will be communicated via this platform. Test and quiz dates changes will also be reflected on your Canvas calendar.
5. Make sure to bookmark the course web page: <http://teacherpress.ocps.net/stephenhansen/>
The site contains a plethora of resources important for your success in the course.

Cheating Policy

- Cheating constitutes the following:
 - Copying another students homework
 - Letting another student copy your homework
 - Plagiarism
 - Receiving from another student information on a test, quiz or essay and using that information for your benefit
 - Informing other students of material that is contained on a test, quiz or essay
 - Copying answers from another student's paper during a quiz or test
- A student will receive a zero on the assignment in question for any violation of the above situations

GENERAL SYLLABUS

(Subject to change)

Unit I European Conquest of the Americas, Colonial America, French and Indian War

Historiography, Essay Work, Review Colonial America

August 12th to August 30th

2 1/2 Weeks

Readings: Brinkley, Ch 1-4 (107 pages)

Amsco, Ch 1-4 (61 pages)

Primary Source Readings

Dudley Vol I, pp. 62-74, 98-108

- *Bacon's Rebellion Is a Justified Revolution (1676) by Nathaniel Bacon*
- *Bacon's Rebellion Is a Treasonous Insurrection (1676) by William Berkeley*
- *Slavery Is Immoral (1700) by Samuel Sewall*
- *Slavery Is Moral (1701) by John Saffin*

Binder and Reimers Vol. I pp. 33-35, 72-77, 124-125

- *The Experiences of an Indentured Servant, 1623 by Richard Frethorne*
- *Voyage From Africa, 1756 by Gustavus Vasa*
- *An Immigrants Journey 1750 by Gottlieb Mittelberger*
- *Remember the Ladies 1776 by Abigail and John Adams*

Topics/Themes:

- First European contacts with Native Americans
- Spain's empire in North America
- French colonization of Canada
- English settlement of New England, the Mid-Atlantic region, and the South
- From servitude to slavery in the Chesapeake region
- Religious diversity in the American colonies
- Resistance to colonial authority: Bacon's Rebellion, the Glorious Revolution, and the Pueblo Revolt
- Population growth and immigration
- Transatlantic trade and the growth of seaports
- The eighteenth-century back country
- Growth of plantation of economies and slave societies
- The Enlightenment and the Great Awakening
- Colonial governments and imperial policy in British North America
- The French and Indian War

Unit II British Lose America, the Young Republic, the Country Moves West

August 30th to October 1st

4 weeks

Readings: Brinkley, Ch 4-8 (124 pages)

Amsco, Ch 4-8 (88 pages)

Primary Source Readings

Dudley Vol I, pp. 62-74, 98-108

- *Shay's Rebellion Indicates the Need for a New Constitution (1786) by George Washington*
- *The Threat Posed by Shay's Rebellion Has Been Exaggerated (1787) by Thomas Jefferson*
- *A National Bank Would Be Unconstitutional (1791) by Thomas Jefferson*
- *A National Bank Would Be Constitutional (1791) by Alexander Hamilton*
- *The Sedition Act Violates the Bill of Rights (1799) by George Hay*
- *The Sedition Act Does Not Violate the Bill of Rights (1799) from 5th Congressional Majority Report*

Topics/Themes:

- The Imperial Crisis and resistance to Britain
- The War for Independence
- State constitutions and the Articles of Confederation
- The federal Constitution
- Washington, Hamilton, and shaping of the national government
- Emergence of political parties: Federalists and Republicans
- Republican Motherhood and education for women
- Beginnings of the Second Great Awakening
- Significance of Jefferson presidency
- Expansion into the trans-Appalachian West; American Indian resistance
- Growth of slavery and free Black communities
- The War of 1812 and its consequences

Unit III Age of "The Common Man", Economic Revolution, Antebellum America,

October 2nd to October 25th

3 weeks

Readings: Brinkley, Ch 9-12 (108 pages)

Amsco, Ch 8-11 (170 pages)

Primary Source Readings

Dudley Vol I, pp. 168-177, 182-191, 197-207

- *The Bank of the United States Should Be Abolished (1832) by Andrew Jackson*
- *The Bank of the United States Should Not Be Abolished (1832) by Daniel Webster*
- *Indians Should Be Removed to the West (1829,1830) by Andrew Jackson*
- *Indians Should Be Permitted to Remain in Their Homeland (1830) by Cherokee Nation*
- *Women Hold an Exalted Status in America by Catherine Beecher*
- *Women Hold a Degraded Status in America by Elizabeth Cady Stanton and the Seneca Fall Convention*
- *Slavery Is Not Oppressive by Nehemiah Adams*
- *Slavery Is Oppressive by Peter Randolph*

Topics/Themes:

- The transportation revolution and creation of a national market economy
- Beginnings of industrialization and changes in social and class structures
- Immigration and nativist reaction
- Planters, yeoman farmers, and slaves in the cotton South
- Emergence of the second party system
- Federal authority and its opponents: judicial federalism, the Bank War, tariff controversy, and State's rights debates
- Jacksonian democracy and its successes and limitations
- Forced removal of American Indians to the trans-Mississippi West
- Evangelical Protestant revivalism
- Social reforms
- Ideals of domesticity
- Transcendentalism and utopian communities
- American Renaissance" literacy and artistic expressions

Unit IV Sectionalism and the Roads to Disunion, Reconstruction

October 28th to November 14th

2 ½ weeks

Readings: Brinkley, Ch 13-15 (93 pages)

Amsco, Ch 12-15 & Ch 17 pp. 317-321 (92 pages)

Primary Source Readings

Dudley Vol I, pp. 211-217, 252-257

- *American Should Not Annex Texas(1844) by Henry Clay*
- *America Should Annex Texas (1845) by John L. O'Sullivan*
- *Popular Sovereignty Should Settle the Slavery Question (1858) by Stephen Douglas*
- *Slavery Should Not Be Allowed to Spread (1858) by Abraham Lincoln*

Binder and Reimers Vol. II pp. 18-20

- *The Black Code of St. Landry's Parish, 1865 from US Congress, Senate Executive Document No. 2*

Topics/Themes:

- Western migration and cultural interactions
- Territorial acquisitions
- Early U.S. imperialism: the Mexican War
- Pro-and antislavery arguments and conflicts
- Compromise of 1850 and popular sovereignty
- The Kansas-Nebraska Act and the emergence of the Republican Party
- Abraham Lincoln, the election of 1860, and secession
- Two societies at war: mobilization, resources, and internal dissent
- Military strategies and foreign diplomacy
- Emancipation and the role of African American in the war
- Social, political, and economic effects of war in the North, South, and West
- Presidential and Radical Reconstruction
- Southern state governments: aspirations, achievements, failures
- Role of African Americans in politics, education, and the economy
- Compromise of 1877
- Impact of Reconstruction
- Reconfiguration of southern agriculture: sharecropping and crop lien system
- Expansion of manufacturing and industrialization
- The politics of segregation: Jim Crow and disfranchisement

Unit V Westward Expansion, the Industrialization and Urbanization of America, Imperialism

November 15th to December 13th

4 weeks

Readings: Brinkley, Ch 16-19 (122 pages)
Amsco, Ch 16-20 (96 pages)
The Reckless Decade: America in the 1890s

Primary Source Readings

Dudley Vol II, pp. 28-39

- *The Takeover of Indian Land: A White Man's View (1889) by Theodore Roosevelt*
- *The Takeover of Indian Land: An Indian's View (1879) by Chief Joseph*

Binder and Reimers Vol. II, pp. 36-42, 56-61

- *Homesteading in South Dakota in the 1880's (1930) by Caroline Reimers*
- *A Montana Cowtown, 1899 by Theodore Roosevelt*
- *Rules for an Indian School, 1890 by US Bureau of Indian Affairs*
- *A Government Official Describes Indian Race and Culture, 1905 by US Department of Interior*

Topics/Themes:

- Expansion and development of western railroads
- Competitors for the West: miners, ranchers, homesteaders, and American Indians
- Government policy toward American Indians
- Gender, race, and ethnicity in the far west
- Environmental impacts of western settlement
- Corporate consolidation of industry
- Effects of technological development on the worker and workplace
- Labor and unions
- National politics and influence of corporate power
- Migration and immigration: the changing face of the nation
- Proponents and opponents of the new order, e.g., Social Darwinism and Social Gospel
- Urbanization and the lure of the city
- City problems and machine politics
- Intellectual and cultural movements and popular entertainment
- Agrarian discontent and political issues of the late nineteenth century

Unit VI Imperialism, Progressivism, World War I and the 1920's

January 7th to February 10th

3 ½ weeks

Readings: Brinkley, Ch 20-22 (88 pages)
Amsco, Ch 20-23 (91 pages)

Primary Source Readings

Dudley Vol II, pp. 115-122 & 160-166

- *Women Should Have the Right to Vote (1909)* by Julia Ward Howe
- *Women Should Not Have the Right to Vote (1909)* by Emily P. Bissell
- *The United States Should Join the League of Nations (1919)* by James D. Phelan
- *The United States Should Not Join the League of Nations (1919)* by Lawrence Sherman

Binder and Reimers Vol. II, pp. 152-154, 168-171

- *Congress Debate Immigration Restriction. 1926* by Rep Lucian Parish (D.-Texas) and Rep James McClintic (D.-Okla.)
- *National Origins Formula Reaffirmed, 1951* by US Congress, Senate Committee of the Judiciary
- *Immigration Restriction Letter, 2006* by Rep Virgil Goode (R.-Va)
- *Happiness in Marriage, 1926* by Margaret Sanger
- *Moving Pictures Evoke Concern, 1922* by Senator Henry Myers

Topics/Themes:

- Origins of Progressive reform: municipal, state, and national
- Roosevelt, Taft and Wilson as Progressive presidents
- Women's roles: family, workplace, education, politics, and reform
- Black America: urban migration and civil rights initiatives
- American imperialism: political and economic expansion
- War in Europe and American neutrality
- The First World War at home and abroad
- Treaty of Versailles
- Society and economy in the postwar years
- The business of America and the consumer economy
- Republican politics: Harding, Coolidge, Hoover
- The culture of Modernism: science, the arts and entertainment
- Responses to Modernism: religious fundamentalism, nativism, and Prohibition
- The ongoing struggle for equality: African Americans and women

Unit VII Great Depression, New Deal, America between the Wars and World War II

February 11th to March 6th

3 weeks

Readings: Brinkley, Ch 23-26 (95 pages)

Amsco, Ch 24-25 (52 pages)

Primary Source Readings

Dudley Vol II, pp. 115-122 & 160-166

- *America Needs the New Deal (1932) by Franklin Roosevelt*
- *Roosevelt's New Deal Would Destroy America (1932) by Herbert Hoover*
- *The United States Should Give Lend-Lease Aid to Great Britain (1940) by Franklin Roosevelt*
- *Lend-Lease Aid Will Drag the United States into War (1941) by James F. O'Connor*
- *The United States Should Not Drop the Atomic Bomb on Japan (1945) by The Franck Committee*
- *The Decision to Drop the Atomic Bomb on Japan Was Justified (1947) by Henry L. Stinson*

Binder and Reimers Vol. II, pp. 188-192, 208-212

- *The Great Depression in Philadelphia, 1933 by Jacob Billikopf*
- *The Okies in California, 1939 by Carey McWilliams*
- *Shipyard Diary of a Women Welder (1940's), 1944 by Augusta Clawson*
- *Conditions in the Camps (1942-1945), 1948 by Commission on Wartime Relocation and Internment of Civilians*

Topics/Themes:

- Causes of the Great Depression
- The Hoover administration's response
- Franklin Delano Roosevelt and the New Deal
- Labor and union recognition
- The New Deal coalition and its critics from the Right and the Left
- Surviving hard times: American society during the Great Depression
- The rise of fascism and militarism in Japan, Italy and Germany
- Prelude to war: policy of neutrality
- The attack on Pearl Harbor and United States declaration of war
- Fighting a multi-front war
- Diplomacy, war aims, and wartime conferences
- The United States as a global power in the Atomic Age
- Wartime mobilization of the economy
- Urban migration and demographic changes
- Women, work, and family during the war
- Civil liberties and civil rights during wartime
- War and regional development
- Expansion of government power
- Origins of the Cold War

Unit VIII Cold War and Contemporary America

March 7th to April 17th

5 weeks

Readings: Brinkley, Ch 27-31 (126 pages)

Amsco, Ch 26-30 (115 pages)

Primary Source Readings

Dudley Vol II, pp. 273-282 & 289-295

- *American Should Seek Peace with the Soviet Union (1946)* by Henry A. Wallace
- *America Should Contain the Soviet Union (1947)* by George F. Kennan
- *Communist Subversives Threaten America (1950)* by Joseph McCarthy
- *McCarthyism Threatens America (1950)* by The Tydings Committee
- *The Suburbs: The New American Dream (1953)* by Harry Henderson
- *The Suburbs: The New American Nightmare (1956)* by John C. Keats
- *U.S. Actions in Vietnam Are Justified (1965)* by Lyndon Johnson
- *U.S. Actions in Vietnam Are Not Justified (1968)* by Young Hum Kim

Binder and Reimers Vol II, pp. 229-233, 250-252, 273-275

- *The Problem That Has No Name, 1963* from *Feminine Mystique* by Betty Freidan
- *Segregation in the Suburbs, 1994* from the *New York Times*
- *Opposition to the Civil Rights Bill, 1964* by Rep James Whitten
- *Vietnam Veterans Against the War, 1971* from *Hearings Before the Committee on Foreign Relations, US Senate*

Topics/Themes:

- Truman and containment
- The Cold War in Asia: China, Korea, Vietnam, Japan
- Diplomatic strategies and policies of the Eisenhower and Kennedy administrations
- The Red Scare and McCarthyism
- Impact of the Cold War on American Society
- Emergence of the modern civil rights movement
- The affluent society and the “the other America”
- Consensus and conformity: suburbia and middle-class America
- Social critics, nonconformists, and cultural rebels
- Impact of changes in science, technology, and medicine
- From the New Frontier to the Great Society
- Expanding movements for civil rights
- Cold War confrontations: Asia, Latin America, and Europe
- Beginning of Detent
- The antiwar movement and the counterculture
- The election of 1968 and the “Silent Majority”
- Nixon’s challenges: Vietnam, China, Watergate
- Changes in the American economy: the energy crisis, deindustrialization, and the service economy
- The New Right and the Reagan revolution
- End of the Cold War
- Demographic changes: surge of immigration after 1965, Sunbelt migration, and the graying of America

Unit IX AP Exam Review (during class and after school)

April 19th to May 9th

3 ½ weeks

Reading: Princeton Review: AP U.S. History Review book

Amsco’s Review Text

Included in review:

1. After school review sessions
2. Practice DBQ's with peer editing
3. Group FRQ's review
4. Thematic review outlines
5. Multiple Choice drill
6. Term Quizzes
7. Practice in Princeton Review
8. Study groups for AP review (assigned and independent)

Mr. Hansen
Room 237

Email: stephen.hansen@ocps.net

Student Name: _____ (please print)

I have read and understand the information contained in the syllabus for Advanced Placement United States History and Advanced Placement U.S. History Course Overview Parent Letter.

Student Signature

Parent or Guardian Signature