US History Syllabus:
Regular, Honors, and Advanced Placement

1. Overview:

This course will cover United States history from its pre-colonial period beginning in c. 1492 to the present. It covers all major aspects of American history during that period including: political, diplomatic, intellectual, cultural, economic and social. In addition, the course deals extensively with learning how to read, understand, analyze and interpret a wide variety of both primary and secondary texts together with the maps, graphs and pictorial materials associated with them. The course also aims to help students to put the knowledge and understanding they are gaining into practice through sharpening their oral and written communication skills. This will be achieved in two ways: First, through regular class discussions and occasional assigned oral presentations or debates. Second, through the regular writing of focused essays that require both knowledge and analytical and interpretive skills. Though challenging, this course is extremely important in understanding the United States of America as it exists in the world today. Students will be rewarded in a myriad of ways for the effort they put into it. Finally, if the past is any guide to the present – and I believe that you will learn that it is – this course will be one of the most enjoyable and beneficial that you will ever take in your high school career.

2. Course Requirements:

This US History course is taught at a high college preparatory level for Regular and Honors students and at a college level for AP students. The expectations for students will be equivalent to those levels. We will begin with some summer assignments for AP students relating to pre-colonial and colonial America as well as the memorization of a basic time-line of US History. The summer reading will enable the AP students to get a head start on the course material and to get used to the advanced level of reading. On average an AP US History student should expect to spend about one hour per day on this course outside of class during the course of the year. In particular, a great deal of reading will be required both from the main texts and from other secondary, and especially, primary sources. All students – Regular, Honors and AP - must keep up with their readings! Lectures will be aimed at covering the most important subject matter and increasing understanding. They will not simply go over the reading material in the text. Instead, they will augment it and go beyond it. Good note-taking is essential! Each student should have a notebook or large section in a larger notebook solely for U.S. history. Each day’s class activities should be documented in this notebook. The classes will also include regular oral participation and group work.

Students should choose to take the course at the Regular, Honors or AP level based on their interests and, in particular, a realistic assessment of their own abilities and their willingness to put forth the necessary effort to succeed. All three levels will be rigorous; however, each additional level will require more work with the AP students, in particular, being expected to maintain the maturity, study skills, and work habits necessary to
achieve success at a high college level. Despite being justly committed to having an open AP enrollment policy at our school, we have had good success by our students on the AP US History exam in the past. This shows that for students who accept the challenge of AP hard work and effort can pay off not only in terms of personal growth but also in academic achievement.

3. Grading:

Trimester Grades will consist of:

50% on Tests, Essays, etc. + 50% on Homework and Class-work.
Class participation can improve one’s grade but it cannot hurt it.

The Yearly Grade will consist of: Three Trimester Grades of 25% each (= 75%) + Mid-term Exam of 12.5% + Final Exam of 12.5% = 100 % total.

4. Main Texts and Additional Sources:

The main texts:

For All students:

DiBacco, et al. History of the United States. Boston: Houghton-Miffin. I have used this book for all of the years that I’ve taught at Woods and have not yet found a better one for high school students. It is well organized, well-presented and well written throughout. There will, on average, be one chapter assigned from this book each week with a corresponding chapter review due each week.

For AP students:

In addition to the basic text above for all students, AP students need to read extensively on their own. Two very readable, insightful, and highly interpretative books that are comprehensive yet read like stories will be used. AP students should read as much from these as possible. These two books provide different perspectives on U.S. history and should enable the student to compare these two perspectives and to form the student’s own conclusions:

Paul Johnson, A History of the American People, New York, HarperCollins Publishers, 1997. This very popular book is written by a prolific British historian who has a great fondness and respect for the American system of government and for the ideals, values and accomplishments of the American people. It is comprehensive and insightful and the author does not hesitate to make known his own judgments, opinions, and conclusions. This book has been highly successful in bringing about renewed interest in the study of American history.

and/or
George Brown Tindall and David E. Shi, *America: A Narrative History*. New York: W.W. Norton & Company, 5th Edition. This extremely readable and engaging text written by two highly respected professors of U.S. history has become a classic for college and AP US History courses. As its title implies, it is a narrative story of American history rather than a typical textbook. This makes it a pleasure to read and allows the authors the opportunity to share their knowledge, insights and opinions which they are not hesitant to do.

In addition, AP students will have at their disposal one basic comprehensive college textbook to help them as necessary:

Murrin, Johnson, McPherson, et al., *Liberty, Equality, Power: A History of the American People*. Thomson Wadsworth, 5th Edition. This is a very comprehensive college textbook written jointly by several specialists in particular areas of U.S. history. The combined expertise and different “voices” make for an outstanding basic text. We will use this both as a main textbook, for the study of maps, graphs, charts, etc., and as a supplement to the narrative texts above.

For All Students:

**Historiography:**

Historiography is about the study of history itself, or very simply, the history of history. We will use a variety of works to for the purpose of this study. These include, first and foremost, the different perspectives of our main texts listed above. Our introductory work on the study of history, however, is: John Lukacs, *A Student’s Guide to the Study of History*. Wilmington, Delaware: ISI Books. We will also draw on Lukacs’ specific historiographical writings concerning US history in his anthology: Mark G. Malvasi and Jeffrey O. Nelson, Editors, *Remembered Past: John Lukacs on History, Historians, and Historical Knowledge, A Reader*. Wilmington, Delaware, ISI Books, 2005. Finally, we will use readings from: James M. McPherson and Alan Brinkley, General Editors, *Days of Destiny: Crossroads in American History*. New York: A DK Publishing Book. This book includes an excellent introduction to American historiography and includes individual chapters written by many different outstanding American historians focusing on significant moments in US history from varied perspectives.

**Articles:**

Most articles on US current events, etc. will come from our local press as well as from major US newspapers and magazines such as *The New York Times*, *The Washington Post* and *The Wall Street Journal*. In addition students will be expected to keep up with US current events so that we can discuss them on an on-going basis.

**Films:**
We will watch several outstanding film presentations throughout the course of the year on historical figures and events. This should help students gain a feel for the historical times of the history that they are learning.

Primary Documents Sources:

Primary sources will be from books and Internet sources. Books include: Milton Viorst, Editor, *The Great Documents of Western Civilization*. New York, Barnes & Noble Books and Jerome B. Agel, Editor, *We the People: Great Documents of the American Nation*. New York, Barnes & Noble Books. There is so much available on the Internet that we will primarily use those sources such as:

http://www.vlib.us/amdocs/
http://www.law.ou.edu/hist/

5. Guest Speakers and Field Trips:

To help us with our understanding of US history we will endeavor to have several guest speakers who can speak from their own personal experience or expertise about life and history in the United States. As appropriate we will also attend public presentations or take field trips that will enhance our understanding of US history or current US life.

6. Course Outline:

This course will follow a chronological scheme of study that is in line with its main texts. The Course Outline below follows a basic outline form. The readings from the main texts and other major secondary works follow the topical outline and are followed by the primary document readings and then the assignments. In addition to the readings the student should pay close attention to all of the maps, illustrations, graphs, pictures and other aids to learning in the main texts. These are all an intricate part of the books and are emphasized throughout the course. Other articles, readings and primary texts will be assigned as appropriate. We will not, however, spend the same amount of time on each topic. This will depend on the importance of the topics as well as on the interests of both the teacher and students. However, the above method of study will ensure that all of the most important material is thoroughly covered through readings, primary sources, lectures and discussions. Some sort of notebook system should be maintained by all students so as to arrange all readings, lecture-notes, hand-outs, etc under the given topic. All essays, debates, presentation, and tests in the syllabus are marked by an *. Many essay and discussion topics are stated in the syllabus but they are subject to change and the precise essay question will be given only when it is assigned.

Themes: Throughout the course we will emphasize five major themes which are of continual importance and special relevance in U.S. history from the founding to the present:
1. America the Beautiful: its Geographical Position  
2. The Role of Religious Faith  
3. Self-Government and The Rule of Law  
4. The Free Market Economy  
5. Leadership and the Art of Compromise

These themes will be continually emphasized in lectures and discussions and will provide a framework for the entire course. Regular essays will also center on various aspects of these themes.

First Semester

**Unit I: The Exploration and Colonization of the Americas**


A. Introduction: First Week  
   1. Welcome Back: policies, procedures, syllabus and books and resources for the course.  
   2. Go over present day map of US and discuss the relevant geographical and other significant features.  
   3. Discuss time-line of US history.  
   4. Make a time-line of US history for our Classroom  
   5. Discuss principles of historiography based on John Lukacs’ book *A Student’s Guide to the Study of History*

*Test: Present Day Map of the US and Time-line for US History*

B. The First American Peoples (to c. 1500)  
   1. The First Peoples: When They Came, Where they Came from and Where they went; Were they “Native Americans?” What’s the Best Term to Use?  
   2. The Cultures of the First American Indian Peoples  
   3. The American Indian Peoples at the Time of Columbus: Geographical Locations; Similarities and Differences  

_Readings:_

All Students (All): DiBacco, Ch. 1; Paul Johnson p. 3

AP (Advanced Placement): T&S (Tindall & Shi) Ch. 1 p. 5-46  
LEP (Liberty, Equality and Power) Ch. 1  
Paul Johnson p. 3
Primary Documents: the Iroquois Constitution

*Discussion: These are Questions for Discussion and Consideration as We Proceed Through the Course. There are at Least Two Major “Sins” of American History: the Unfair Treatment of American Indians and the Enslavement of Black Africans. Do the Ideals of the American Republic Ultimately “Redeem” its Major Sins as They are Worked Out in American History? Does the “Redemptive Process” Still Go On? (Paul Johnson Part I, p. 3. Johnson’s Opening Comments on p. 3 are the Point of Departure for the Discussion)

*Essay: Almost All Nations Have Been Founded through Conquest or the Result of War. What Rights Do, or Should, the Original Settlers of Lands Have in the Face of Those Who Displace Them Later? Use the Native American Indians as the Basis for Your Discussion and Draw on Other Historical Examples that You Might Know?

C. The Beginnings of the Colonial Era (c. 1500-1700)

1. The World of Columbus: The Renaissance, Reconquista and Sea Exploration
2. The First Discoveries and the Beginnings of Colonization: Reasons for Going and Reasons for Staying
3. The Making of New Spain: Cortez, Spanish Technological Superiority and the Factor of Disease
4. The Role of Catholicism in the Empires of Spain and Portugal: the Pope, the Spanish as the Vanguard of the True Faith, and the Hierarchical Structure of Society in New Spain
5. The Reformation and Challenges to the Spanish Empire: the Dutch and the British
6. French Explorations and Outposts in the North
7. The War of the Spanish Armada and its Significance on the Settlement of North America

Readings:

All: DiBacco ch. 2;

AP: T&S Ch. 1 p. 5-46;
LEP Ch. 2
Johnson p. Part I, p. 3-117
Zinn, Chs. 1-2, p. 1-75

Primary Documents: Columbus, Coronado

*Essay and Discussion: God, Gold and Glory? the Political, Religious and Economic Reasons for European Exploration and Colonization (Columbus and Others in their Own Words; Did Their Actions Match Their Words?) Historiography: Discussion and Essay based on the starting point of historiography. That is, the analysis and interpretation of the original documents such as those of Columbus and Coronado –
apart from historians’ views. The aim is to let the original documents speak for themselves as much as possible and have the students analyze them independently for themselves, forming their own judgments of history, before moving on to the views of other historians. After we have done that we will consider the views of various historians such as those listed in the Readings above.

D. The English Colonization of North America (c.1600-1775)
1. The Lost Colony and the First Permanent English Colony
3. The Settlement and Development of the Three Colonial Regions: Comparing New England, the Middle Atlantic and the South

*Discussion and Essay: Compare and Contrast the Political, Social, Religious, and Economic Aspects of the Three Colonial Regions

5. Two Unifying Movements for American Colonists: the Great Awakening and the Enlightenment
6. Rivalries and Conflicts Between the Colonists and the Indians
7. The French and Indian War: the Turning Point for America

Readings:

All: DiBacco ch. 3;

AP: T&S Ch. 2 p. 47-104, Ch. 3 p. 105-162, Ch. 4 p. 165-197
   LEP Ch. 3 & 4
   Johnson Part I p. 3-117;


*Discussion and Essay: the Unifying Aspects of the Great Awakening and the Enlightenment; One ‘From Above’ and the Other ‘From Below’ – But Which Was Which? The Common Effects on the Colonists’ View of American Unity and Equality (Historiography: Comparing the views of historians such as Tindall and Shi, Paul Johnson, John Demos, and David Daniell).

Unit I Review
**Unit I Test: Multiple Choice and Essays – Comparing and Contrasting the Spanish, French, and British Colonial Systems in the Americas**

**Unit II: The ‘American Experiment’ in Republican Government: the Founding and Establishing of a New Nation (1763-1815)**

A. The American Revolution
   1. The Road to Revolution: the Proclamation of 1763 to No Taxation Without Representation and Beyond
   2. The Declaration of Independence: Was it “An Expression of the American Mind?”
   3. The Struggle for Independence: “the Times that Try Men’s Souls”
   5. The Role of Leadership: Comparing the Political and Military Leadership of the British and Americans in the Revolutionary War Era

Readings:

All: DiBacco ch. 4

AP: T&S Ch. 5 p.198-239, Ch. 6 p. 245-290
   LEP Ch. 5 & 6 to p. 206
   Johnson Part II, p. 121-176;
   Zinn Ch. 5 p. 77-102


*Essay and Discussion: Was the Declaration of Independence “An Expression of the American Mind.”? For Whom was the American Revolution Fought? Who was In and Who was Left Out? Was it a ‘Just War”? The views of the Founders. How Should We Judge Them Today? (Historiography: the Changing Views of American Historians on the American Revolution from the Founders to the Present)

B. The Debates, Making, and Ratification of the U.S. Constitution (1787-1791)
   1. The Articles of Confederation and the Need for Stable Government
   3. The Ratification Process and the Call for a Bill of Rights

Readings:
All: DiBacco ch. 5;

AP: T&S Ch. 7 p. 292-326
    LEP Ch. 6 p. 207-218
    Johnson Part II p. 177-210;
    Zinn Ch. 5 p. 77-102;
    McPherson and Brinkley, “The Day the Constitution Was Saved” by Gordon S. Wood.


C. The New Nation: Passing the Tests of Survival
1. Washington’s Leadership in the First Government: Precedents for the American Republic - A Strong Central Government and Non-Entanglement in Foreign Affairs
3. The Jeffersonian Republic: Interpreting the Constitution; Exploration and Expansion at Home; Troubled Waters Abroad; A Distinguished Citizen but a Disillusioned Politician

Readings:

All: DiBacco ch. 6;

AP: T&S Ch. 8 p. 327-369, Ch. 9 p. 371-407
    LEP Ch. 7
    Johnson p. 211-266;
    McPherson and Brinkley, “The Second American Revolution” by Joyce Appleby, p. 91-100


Unit II Review

Unit II Test: Multiple Choice and Essays: “Interpreting the Constitution” – ‘Strict Constructionism’ or ‘Loose Constructionism?’ The Battle over Interpreting and Applying the US Constitution with a Case Study of Jefferson and the Louisiana Purchase

**Unit III: Westward Expansion, A House-Divided, and an Unfinished Reconstruction (1815-1877)**

A. National Unity, Westward Expansion and Sectionalism Resurrected
   1. The Era of Good Feelings: Nationalism, the American System and the Monroe Doctrine
   2. King Cotton and the Growth and Spread of Slavery in the South
   3. The Advent of Jacksonian Democracy: the Age of the Common Man; The Use of Presidential Power – The Trail of Tears and the Bank of the U.S.
   4. The Second Great Awakening, the Spirit of Reform, and the Reform Movements
   5. Manifest Destiny: Westward Expansion by American “Realpolitik” and War
   6. Special Topic in American Cultural Studies: American Nationalism, Romanticism, Transcendentalism, and their Expression in the Hudson River School of Art

Readings:

All: DiBacco ch. 7

AP: T&S Ch. 10 p. 408-440, Ch. 11 p. 447-483, Ch. 12 p. 485-534, Ch. 13 p. 536-579, Ch. 14 581—621
   LEP Ch 11
   LEP Ch 13
   LEP Ch 8-10, 12 The North, the South, Religion, Reform and American Culture (1790-1860)
   Johnson p. 267-423
   McPherson and Brinkley “The Liberator” by Ira Berlin and “The Seneca Falls Convention” by Christine Stansell

*Essay and Discussion*: “Democracy in America” Tocqueville’s Description of Democracy and Life in America (Historiography: Different Views on Tocqueville and Democracy in America by John Lukacs and Garry Wills

**B. The Civil War: A House Divided Against Itself (1850-1865)**

1. The Cause(s): Sectionalism, States-Rights, and Slavery
2. The War: Strengths and Weaknesses of Each Side; the Turning Points; The Emancipation Proclamation
3. Union Victory and Lincoln’s Desire for a Compassionate Reconciliation

**Readings:**

All: DiBacco ch. 8

AP: T&S Ch. 15 p. 627-670, Ch. 16 p. 673-721, Ch. 17 p. 723-786;
LEP: Ch 14-16
Johnson Part IV p. 424-498;
Zinn Ch. 9 p. 172-210; McPherson and Brinkley “The Day of Dred Scott” by Sean Wilentz.

**Primary Documents:** Sojourner Truth, Harriet Beecher Stowe, Frederick Douglass, Kansas Nebraska Act, Charles Sumner, The Dredd Scott Case, Lincoln, Jefferson Davis, Sullivan Ballou, Letter to His Wife

*Essay and Discussion*: “The Causes of the Civil War” - Did it Have to Be? How Could it Have Been Different? (Historiography: Considering Different Historical Views such as Johnson, Zinn and Others); What They Thought Then

**C. Reconstruction: Presidential, Congressional and a Job Left Unfinished**

1. Presidential Reconstruction: The State of the South; Lincoln’s Desire and Johnson’s Policies
2. Congressional Reconstruction: the Rise of the Radical Republicans
3. The Reality of Life in the South: the Different Groups and their Status and Reality; the Rise of the Ku Klux Klan and the Democratic Solid South
4. A Job Left Unfinished: Jim Crow Established, Entrenched and Confirmed

**Readings:**

All: DiBacco ch. 9

AP: T&S Ch. 18 p. 789-834
LEP Ch 17
Johnson 499-510
McPherson and Brinkley “Equality Before the Law” by Eric Foner and “The End of Accommodation” by David Levering Lewis


Unit III Review:

*Unit III Test: Multiple Choice and Essays: the Causes of the Civil War

End 1st Trimester

Unit IV: The Transformation of the Nation: Industrialization, Urbanization, Immigration, and Western Expansion in the Gilded-Age (1860-1900)

A. Industrialization: the Engine of a Modern Nation
   1. Capitalism and the Industrialization of America
   2. The Industries and their Structures
   3. Inventions and Innovations Power the Growth
   4. Big Business and Government

Readings:

All: DiBacco ch. 10

AP: T&S Ch. 20 p. 887-927
    LEP Ch 19-20 These chapters cover A, C, and D and Unit 5 section A
    Johnson Part V p. 511-614;
    Zinn Ch. 10 p. 211-251, Ch. 11 p. 253-296
    (The Readings in Johnson and Zinn Overlap and Pertain to the Entire Unit IV)

Primary Documents: Adam Smith, Morse, Edison, Carnegie, Morgan, Sherman Anti-Trust Act

*Essay and Discussion: Capitalism, the Free Market and the Rise in American Standards of Living; the Role of Government in Regulation; Who was Left Out? (Historiography: Comparing the Views of Johnson, Zinn and Others)

B. Westward Expansion: From Sea to Shining Sea
1. Indians, Indian Policies, and the Subjugation of the Indian Nations
2. The American Cowboy
3. Fueling the Nation: Ranching, Farming, Mining and Lumbering
4. The Romantic Draw of the West on the American Psyche

Readings:

All: DiBacco ch. 11

AP: T&S Ch. 19 p. 839-885;
LEP Ch 18
   McPherson and Brinkley “I Will Fight No More Forever” by Elliot West.

Primary Documents: The Homestead Act, Seward’s Folly, John Wesley Powell, Custer, Lakota Accounts of the Massacre at Wounded Knee, the Dawes Act, Theodore Roosevelt


C. Urbanization: the Rise of the Great American Cities
   1. The Growth of the American Metropolis
   2. Immigration: Old and New
   3. Life in the Big Cities

Readings:

All: DiBacco ch. 12;

AP: T&S Ch. 21 p. 929-988
   LEP Ch 19-20 These chapters cover C and D and Unit V section A

Primary Documents: Personal Accounts of Immigration, The Chinese Exclusion Act


D. Life in the Gilded Age
   1. A Rising Middle Class and an Elite New Rich
   2. The Urban and Rural Poor
   3. The Age of Government Corruption: National, State and Local
   4. The Free Market Gone Wild?

Readings:
All: DiBacco ch. 13

AP: T&S Ch. 22 p. 989-1012
    LEP Ch 19-20 These chapters cover C and D and Unit V section A

Primary Documents: Mark Twain, The Civil Service Act

*Essay and Discussion: “Free Market Capitalism in the Gilded Age” – its Successes, its Failures, and its Reforms

Unit IV Review

*Unit IV Test: Multiple Choice and Essays

**Special Event: U.S. History Immigration Dinner

V. Challenge and Reform: Populism, Progressivism, and an Imperial America (1865-1920)

A. The Beginnings of Agrarian and Labor Movements: Organization and Action
   1. The Labor Movement: Organizing and Striking
   2. The Labor Movement: Successes and Failures
   3. The Agrarian Movement: Farmers Organize
   4. The Populist Movement: Successes and Failures and Sowing the Seeds for Future Change

Readings:

All: DiBacco ch. 14

AP: T&S Ch. 22 p. 1012-1029
    LEP Ch 19-20 p. 582-585, 615-621
    Johnson p. 598-613,
    Zinn Ch. 11 as Above;
    McPherson and Brinkley “Affirming the Sexual Division of Labor” by Alice Kessler-Harris

Primary Documents: William Jennings Bryan

*Essay and Discussion: “The Reform Movements of the Agrarian and Labor Classes”
(Historiography: Comparing the Views on Reform Movements of Johnson, Zinn and Others)

B. The Progressive Movement
   1. Who Were the Progressives and What Kind Of Progress Did they Want?
2. Reforms in Local Governments: the States and Cities
3. The Progressive Constitutional Amendments
4. The Progressive Presidents:
   a. Theodore Roosevelt: the Progressive Leader and a Square Deal
   b. William H. Taft: Carrying on the TR Legacy (But Enough?)
   c. Woodrow Wilson: Wilsonian Democracy

Readings:

All: DiBacco chs. 15 & 16

AP: T&S Ch. 24 p. 1072-1116;
   LEP Ch 21
   Zinn Ch. 13 p. 321-357
   McPherson and Brinkley “The Great Demand” by Nancy F. Cott

Primary Texts: Theodore Roosevelt, William Howard Taft, Woodrow Wilson, 16th-19th Amendments

*Essay (Chart) and Discussion: Make a Chart Comparing and Contrasting the Populist and Progressive Movements; Discuss the Charts Describing the Successes and Failures of Each Movement

C. Imperial America: Progress at Home and Imperialism Abroad
1. American Attitudes About Imperialism and Reasons for and Against It
2. Pacific Involvement: Trade Routes, Missions, and “The White Man’s Burden”
3. “Open Doors” in China and Involvement in Asia
4. Latin America: “Speak Softly and Carry A Big Stick”
   a. TR: America the Policeman of Latin America
   b. Taft: Dollar Diplomacy
   c. Wilson: A Moral Foreign Policy

Readings:

All: DiBacco chs. 17 & 18;

AP: T&S Ch. 23 p. 1035-1070
   LEP Ch 22
   Zinn Ch. 12 p. 297-320
   Johnson p. 607-626

Primary Texts: Hay, TR, Taft, Wilson, Bryan

*Essay and Discussion: “American Attitudes towards Imperialism” – Then and Now (Historiography: Comparing the Views of Johnson, Zinn and Other Historians)
   1. The Causes WWI
   2. Neutrality and the Traditional American Policy of Non-entanglement
   3. Entering the War: the Reasons
   4. America at Home – Life in America During WWI
   5. Peace, Peacemaking, and the Failure to Ratify a Treaty

Readings:

All: DiBacco ch. 19

AP: T&S Ch. 25 p. 1117-1161
    LEP Ch 23
    Johnson p. 627-654;
    Zinn Ch. 14 p. 359-376


*Essay and Discussion: A Study in Diplomatic History: American Foreign Policy from Washington to Wilson – National Interest and Non-entanglement vs. Morality and Making the World Safe for Democracy (Historiography: Comparing the Different Views)

Historiography: Comparing and Contrasting two Great Nineteenth Century Historians and their Views of American History: Henry Adams and George Bancroft (Lukacs, Remembered Past, p. 244-251 and 153-160)

Unit VI: The US From War to War: Prosperity, Depression, and World War II

A. The Roaring Twenties
   1. After the War: Unrest and the Red-Scare
   2. Return to Normalcy: From Harding to Coolidge to Hoover
   3. A Cultural Revolution: Fashion, Art, Literature, the Harlem Renaissance, and a Lost Generation
   4. A Divided America: Capitalists, Labor, Farmers, Gangsters, and Segregation

Readings:

All: DiBacco ch. 20

AP: T&S Ch. 26 p. 1163-1194, Ch. 27 p. 1196-1230
    LEP Ch 24
B. The Great Depression: Hoover and FDR
1. The Causes of the Great Depression
2. The Hardships of the Great Depression and Hoover’s Response
3. FDR and the New Deal(s): Relief, Recovery, and Reform
4. The Reality of Life in the Depression under FDR; His Critics Right and Left
5. Packing the Court and its Effects
6. The Lasting Role of the Federal Government in American Life

Readings:
All: DiBacco chs. 21 & 22
AP: T&S Ch. 28 p. 1232-1282
  LEP Ch 25
  Johnson p. 727-767
  Zinn Ch. 15 p.377-406

Primary Documents: Hoover, FDR, Eleanor Roosevelt, Jane Adams, Father Coughlan, Huey Long, The Social Security Act

*Essay and Discussion: The Role of the Federal Government in the Great Depression; (Historiography: Different American Views – Then and Now)

C. American Foreign Policy Between the Wars: the Search for Peace
1. Isolationist or Traditional Non-Entanglement?
2. Peace Conferences and the Outlawing of War
3. Latin America: Being a Good Neighbor
4. The Rise of Dictators and the Clouds of Coming War
5. Breaking Neutrality to Enter the War: from Lend-lease to Pearl Harbor and Beyond

Readings:
All: DiBacco ch. 23
AP: T & S Ch. 29 p. 1286-1319
  Johnson p. 768-776
Primary Documents: the Washington Conference, the Kellog-Briand Treaty, Roosevelt, Churchill, Hitler, Mussolini, Stalin

*Essay and Discussion: “Being a ‘Good Neighbor’” – American Relations with Latin America

D. World War II: The End of Non-Entanglement – the US Becomes a Global Power
1. The Allies and their Strategy: the US, Britain, and the USSR
2. America at Home in the War
3. The Turning Points
4. Peace in Europe and the Pacific
5. A New World

Readings:
All: DiBacco ch. 24
AP: T&S Ch. 30 p. 1321-1373
   LEP Ch. 26
   Johnson p. 777-803
   McPherson and Brinkley “The Most Terrible Bomb in the History of the World” by John W. Dower

Primary Documents: Churchill, Stalin, FDR, Eisenhower, Truman

*Essay and Discussion: “The Atomic Bomb” (Historiography: Different Historical Views on the Use of the Atomic Bomb; What They Thought Then and the Growing Dispute Ever Since); Essay: Was the United States Justified in Using the Atomic Bomb?

Unit VI Review

*Unit VI Test: Multiple Choice and Essays

End 2nd Trimester

Unit VII: A Cold War Abroad and Happy Days at Home (1945-1960)

A. The Truman Years
   1. The Truman Years:: the Cold War – The Truman Doctrine, Marshall Plan, Berlin Airlift, NATO, and the Korean War
2. The Truman Years: From Inflation to Prosperity; A Fair Deal, Desegregation by Executive Order; The McCarthy Red Scare

B. The Eisenhower Years
1. The Eisenhower Years: Ending the Korean War; Roll-back in Word but Containment in Deed: the Arms Race; Sputnik; the Military-Industrial Complex
2. The Eisenhower Years: Happy Days at Home: the Economic Boom and the Baby Boom; the Beginnings of a Counter-Culture

Readings:

All: DiBacco chs. 25 & 26

AP: T&S Ch. Ch. 31 p. 1379-1421, Ch. 32 p. 1423-1458, Ch. 33 p. 1460-1499
LEP Ch 27-28 to p. 884
Johnson p. 792-844
McPherson and Brinkley “The President Learns About Civil Rights” by William E. Leuchtenburg and “A Farewell to Arms” by Douglas Brinkley


*Essay and Discussion: “Truman and Eisenhower: Comparing and Contrasting their Characters, Styles and Leadership” (Historiography: Views Then and Now; Especially Comparing the Views of Johnson and Lukacs)

Unit VII Review:

*Unit VII Test: Multiple Choice and DBQ

**Unit VIII: Turmoil at Home and Abroad (1960-1980)**

A. JFK and LBJ
1. JFK and The Cold War: Weakness and Strength – the Arms Race; the Bay of Pigs; the Summit; the Cuban Missile Crisis; the Beginnings of the Vietnam War
2. JFK and the Domestic Front: Camelot, the Economy, Civil Rights, and Assassination
3. LBJ at Home: Capitalizing on the Aura of a Fallen President – Civil Rights Legislation and the Great Society
4. LBJ and the Vietnam War: Escalation, Stagnation, and the Despair of a President
5. Special Topic: the Civil Rights Movement in American History

Readings:

All: DiBacco chs. 27 & 28

AP: T & S Ch. 34
   LEP Ch. 28 p. 885-Ch. 29 p. 921

B. The Nixon Years: from Strength to Disgrace
   1. America at Home: a Divided Nation and Stagflation
   2. The Cold War: Vietnam – Peace With Honor?; The Opening with China
      and Détente with the USSR
   3. Watergate and the Crisis of Constitutional Government; Resignation
   4. Special Topic: The Vietnam War

Readings:

R & H: DiBacco chs. 29 & 30

AP: T & S Ch. 35 p. 1550-1592
   LEP Ch. 29 p. 921-932.

C. The Carter Years: Economic Malaise and Disappointment Abroad
   1. Ford: Pardon and Quiet Leadership; Stagflation, Détente
   2. Carter at Home: Stagflation Continues amid a National Identity Crisis
   3. Carter Abroad: Camp David; Arms Control; the End of Détente; Crisis in
      Iran

Readings:

All: DiBacco ch. 31;

AP: T&S Ch. 34 p. Ch. 35 p. 1588-1603
   LEP Ch. 35 p. 938-943
   Johnson p. 845-910
   Zinn Ch. 19 & 20 p. 503-562
   McPherson and Brinkley “Days of Rage: The Life and Death of Newark, New
   Jersey” by Kenneth T. Jackson

Primary Documents: JFK, LBJ, McNamara, Martin Luther King Jr., Robert
Kennedy, Richard Nixon, Sam Ervin, Gerald Ford, Jimmy Carter

*Essay and Discussion: “The Imperial Presidency” – the Power Struggle in
U.S. History Between the Presidency and Congress
Unit VIII Review

*Unit VIII Test: Multiple Choice and Essays

Unit IX. Communist Collapse and Economic Boom: the Reagan, Bush and Clinton Years (1980-2001)

A. The Reagan Revolution
   2. Personal Diplomacy Abroad: the Second Cold War and SDI; Reagan, Gorbachev and the Beginning of the End of the Cold War
   3. Bush Carries on the Legacy: the End of the Cold War; Desert Storm; a New World Order?

Readings:

All: DiBacco ch. 32

AP: T & S Ch. 36
   LEP Ch. 30

B. Bill Clinton and the New Democrats
   1. The Roaring 90s: the Economic Boom Continues; NAFTA, Technology, and Dot.com. Boom
   2. Managing the ‘New World Order’
   3. The Crisis of the Clinton Presidency

Readings:

All: DiBacco ch. 33

AP: T&S Ch. 37 p. 1649-1688
   LEP Ch. 31-32 to p. 1004
   Johnson p. 910-976

Primary Documents: Reagan, Thatcher, Gorbachev, Bush, James Baker, Clinton

*Essay and Discussion: “The Collapse of Communism and a ‘New World Order’” (Historiography: Different Historical Views of Why Communism Collapsed – Johnson, Lukacs, Gaddis, Reagan, Gorbachev, etc.)
Unit IX Review:

*Test: Multiple Choice and Essays

Unit X: Afterword: the Bush Presidency and the Age of Terrorism

A. A Contested Election
B. 9/11 and the War on Terrorism: Afghanistan, Iraq, and the Patriot Act
C. The Bush Legacy?

Readings:

All: Hand-out on George W. Bush Years

AP: LEP Ch. 32 p. 1004-1013

*Discussion: The Presidency of George W. Bush: the 2000 Election Compared to the Elections of 1824 and 1876; 9/11 and “The War on Terrorism”? Where to Now?

AP Exam and Honors and Regular Exam Review: Format of the Exam, Review of the Material, and Practice AP Exams

AP Exam and Honors and Regular Exams

After the AP Exams are over we will do a variety of activities until the end of school. These will include discussing AP Current Events and dealing with matters related to the upcoming Senior year.