

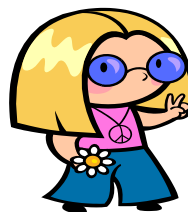
# AP American History

**Instructor:** Dr. Sandra B. Carihfield

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**Location:** Room 210, Building 13

**Course Description**→ A survey course of US History from 1400-1877. The course encompasses the social, political, economic, and geographic history of America. Emphasis will be placed on the people who shaped our past, the cause and effect of great events, and the tracing of the themes in the American experience.

**Text**→ Out of Many, A History of the American People, third edition by Faragher, Buhle, Czitrom, and Armitage. (See full citation below.) Each student will receive a text to take home to use. The student is responsible for returning the text, in good condition, at the end of the year or pay for a replacement (\$72.00). A classroom set of the same books will be available in the classroom. The text is also available on the Internet on the text website on-line. A link for the text is located on the instructor's website.

**Primary Resources for Supplemental Reading**→ The student is required to read additional material throughout the semester. (See full citations listed below) The readings will be available in the classroom, the library, and on the web. The articles will be read in the library, the Internet, or the classroom on the student's own time. The library sources may be copied on the library copier. The schedule of readings is attached and may be changed or added to throughout the semester.

## References

Binder, F. M. & Reimers, D. M. (1992). The Way We Lived, Vol. I. Lexington, MA: D. C. Heath & Co.

Binder, F. M. & Reimers, D. M. (2000). The Way We Lived, Vol. 2 (4<sup>th</sup> ed.). NY: Houghton Mifflin Co.

Bontemps, A (1973). *The Old South "A Summer Tragedy"*. NY, New York: Mead Dodd.

Davidson, J.E. & Lytle, M. H. (1992). After the Fact, the Art of Historical Detection. NY: McGraw-Hill, Inc.

Elkins, S. & Mc Kittrick, E. *Political Science Quarterly, Vol. LXXXVI, No. 1* (June 1961).

Federalists Essays #10 & #78. Retrieved May 14, 2009, from Congress Web site:  
<http://Congress.org>

Faragher, J. M., Buhle, M. J., Czitrom, D., & Armitage, S.H. (2002). Out of Many, A History of the American People. Upper Saddle River, N.J.: Prentice Hall.

Slave Narratives. Retrieved May 14, 2009, from Historic News Articles Archives Web site:  
<http://Archives.org>

Marcus, R. D., & Burner, D. (1989). America Firsthand Vol. II, From Reconstruction to the Present. NY: St Martin's Press.

Nash, R. & Graves, G. (1991). A Biographical Approach to American History, Vol. I. NY: Harper Collins.

Wilson, J. (ed.). (1991). Forging the American Character, Vol.1. New Jersey: Prentice Hall.

**Website and E-Mail** → The website has all the materials the student needs to successfully navigate the course. It also has links to the text, supplemental readings, and a calendar for the course. Web site URL: <http://shshistory.com> All communications via e-mail should be at the school address [sandy\\_crihfield@sarasota.k12.fl.us](mailto:sandy_crihfield@sarasota.k12.fl.us). I check my e-mail at least once a day but do not expect an immediate answer it will take 24 hours for a guaranteed reply. If you want me to preview an assignment or store a document you may use the Yahoo address to send it. At the same time e-mail the school e-mail address to tell me to look for it. I only look at the Yahoo site once a week. Make sure to put your full name and AP American History in the subject line. All outlines and on-line quizzes need to be sent to the Yahoo account. If you do not have an e-mail address you may use the Yahoo account by signing in as [dr\\_crihfield](#) and the password is [school](#). This account is only used for assignments. You may also send items to Angelweb, there is a link on the home page of my web site.

**Course Goals** → The student will be able to:

Develop a desirable attitude toward the study of history

Develop a clear understanding of the interdisciplinary approach to the study of history

Develop a clear understanding of the larger historical themes and to correlate the supporting task

Understand the value of other's feelings and the importance of seeing worth of their individual as a human being

Understand that the principal names and events in history are of importance to the personal orientation

**Identify and appreciate the reasons why knowledge of the past is relevant and important to every American**

**See the influence of the past on the present and to understand that American history is much more than a list of presidents or a series of name and dates**

**See the influence of the history upon the future**

**Conceptualize and develop analytical questions for analyzing political, economic, and social systems**

**Write historical persuasive essays based on factual evidence\write an essay based on a primary source document**

**Correctly utilize the tools of historical research**

**Construct and read graphs, timelines, maps, and political cartoons**

**Correctly cite material used in all assignments**

**Evaluate materials as to the ethnic and gender bias in documents, texts, and media**

**Create their own interpretations and themes of American History based on a body of facts**

**Utilize research tools relevant to the study of history**

**Compile a body of factual information on American History**

**Correctly utilize note taking skill, writing skills, and discussion skills in the science of history**

**Employability Skills**→ According to school board policy, the following skills will observed and recognized. The skills are: attendance, punctuality, bringing required materials to class, appropriate on task behavior, task completion, and displaying an attitude of cooperation. The employability component of the course is 20% of the course grade for each nine weeks. Additional information about employability skills will be discussed later in this document.

**Seminars**→The instructor will hold after school seminars to assist students in writing essays, APA citations, and multiple choice exam reviews during the first semester. The second semester the instructor will conduct review seminars to prepare for the AP exam. The second semester seminars will be held one day a week till May. The days will alternate depending on my school schedule for the year. These seminars are voluntary on the part of the students and do not affect the student grade. After school is necessary because of school interruptions (FCAT, TAP, etc.) that the instructor cannot control but the AP curriculum must be covered and the program does not make exceptions to these school policies.

**Evaluation**→ The nine week evaluation is based on the following criteria: essays, projects (books and oral histories), outlines and on-line quizzes, exams, and employability skills. Employability skills count 20% and the academic achievement is the remaining 80% of the grade. This 80 % is equally based on the following four criteria: 1) The student will

write two in class essays each nine weeks. The average of the two will be counted as the essay grade. 2) The first semester the student will read a book from the summer reading list and write a thematic historical essay about it and have an interview with the instructor after school to discuss the book. The second semester the student will complete an oral history project that will include an interview. 3) The student will write chapter outlines and on-line quizzes. The grade will be based on the completion of these tasks on a weekly basis. 4) The student will complete one, in class, multiple choice exam each nine weeks. Missed or late assignments will count as 0% and receive no credit. Make sure have up to date information as to due dates, assignment criteria, and evaluation procedures. Plagiarism, cheating with the computer or phone, and missed assignments will not be tolerated. All assignments must be word processed in Microsoft Word.

**Assignments** → 1) Read text in an ongoing manner to match material from lectures (approximately 10 pages a day) 2) Supplemental Readings should be read in an on going manner (see calendar for exact dates) 3) Additional assignments, as necessary, to prepare the student for the successful completion of the course goals 4) Write two historical persuasive essays each nine weeks (topics must match the current topic being discussed). 5) Projects each nine weeks- 1<sup>st</sup> semester- reading and essay and 2<sup>nd</sup> semester oral history interview and essay. 6) Take one in class multiple choice exam each nine weeks. 7) The on-line quizzes and outlines of the text chapters. 8) The student is responsible for learning APA citation to reference all written work submitted.

## **ON-LINE QUIZZES AND OUTLINE ASSIGNMENT:**

This grade is made up of two components: taking on-line quizzes provided by the text web site and producing outlines of the text chapters. Every two weeks the text on-line quizzes must be taken for each chapter and e-mailed to the instructor via the Yahoo.com e-mail account and filed under your individual folder. The dates that these quizzes are due are on the calendar. They are due every other week. The assignments must be completed on or before this date or they do not count and the appropriate points deducted. The other component for the optional grade is a two to four page word processed outline of the chapter. This must follow the same procedure as the quizzes. If the optional grade is completed according to the above criteria the student will receive a 100% for the grade. The value of each chapter is 10% of the grade ( 5% for the quiz and 5% for the outline). If outlines are poorly constructed or the quizzes are extremely low, the student will receive one warning to improve and if not the quiz or outline will be rejected. There are no late submissions on this grade. The outlines can be electronically sent via e-mail. Absent from school is not an excuse for lateness as the dates are posted from the first day of the semester.

# PROJECTS

## SUMMER READING PROJECT:

The student will select a book from the summer reading list: All Quiet on the Western Front, The Autobiography of Ben Franklin, A Narrative of the Life of Frederick Douglass, The Souls of Black Folk, Walden, Incidents in the Life of a Slave Girl, Malcolm X, The Jungle, and Profiles in Courage. All of the books can be found in the school library or the county library and do not need to be purchased. The SHS library has twenty copies of the first five books. They may be checked out for the summer.

✚ The student will read one of the selected books over the summer break and be ready to schedule an interview to discuss the book with the instructor. The interview will take 15 to 20 minutes and will be scheduled after class and be one on one. The student is encouraged to express their own thoughts on the book and will not be asked to recite others opinions on the book and all opinions of the students are welcomed and encouraged by the instructor. There are no right or wrong answers to this process. To prepare for this interview the student is encouraged to book mark or note the passages that they find important to the understanding of the book. The following are topics the student should be ready to discuss.

1. Select five favorite quotes and why you like them.
2. Select four characters and why or how they support the main character.
3. What is the significance of the story to the study of American History?
4. What did you learn from the characters?
5. What did you enjoy about the book? Support your ideas.
6. What are five themes in the book? Support you ideas with passages you have bookmarked.
7. How would you change the book to make it more enjoyable or better convey the theme of the book? (Characters, scenes, concepts, etc.) Even if the book is a autobiography what would you omit from the book?

✚ After the interview the student will write a one-two page essay on the important themes of the book. The themes should be supported by the scenes in the book. The essay should be cited and referenced with APA citation.

## GRADING RUBRIC:

Interview knowledge of book (50%)+ Essay on themes of the book (50%) = Summer Reading Project Grade

Interview knowledge is based on student responses to questions about the book, see seven questions above. The essay is graded on the standard AP grading format for essays, see website for grading model for AP essays and correct citation method. The essay must be turned in on the appropriate date and word processed. No late essays will be accepted. Failure to show for the book interview will result in a zero for that part of the grade. Instructor comments will be provided for each part of the assignment.

## **ORAL HISTORY PROJECT:**

- ✚ This project is an oral history project. Elements of the project are as follows:
- ✚ The student will read the article *View from the Bottom Rail*. This article can be found under the tab Class Readings and Video Clips on the instructor website shshistory.com. After the student has finished the article the student will write a one-two page essay on the major points pertaining to the article.
- ✚ The student then needs to find an oral history on line and listen or read the transcript of the oral history they have chosen. A link to slave oral histories is on the Class Readings and Video Clips if you chose this one. There are many other topics available by typing in oral histories to the search line. Then the student will write a one-two page essay to evaluate and analyze the process of the oral history they listened. This essay must be cited and referenced.
- ✚ The student will select a subject to interview. The student needs to explain the assignment to the subject and their right to privacy. The subject can request to stay anonymous or use their names. The student needs to create a waiver for the subject to sign (as to privacy and who will read). The student will select topics and time periods to be discussed and develop fifty questions to ask the subject. These questions must be approved by the instructor in advance of the interview. Questions and answers can be submitted by word-processing the questions and answers or video tape or audio tape the interview. Tapes will not be returned and the student must provide a method to play the interview to the instructor. (They can be dvds or cassette audio recordings without further equipment needed.)
- ✚ The student will write a one-two page overview of their experience. This essay needs to address the process of interviewing, the changes that could be made to improve the process, and lessons learned from the process and the information.
- ✚ The project must be word processed and be turned in on the appropriate date to be accepted for consideration for a grade. Failure to complete this project will result in a grade of 0%.

## **GRADING RUBRIC:**

**Title page and waiver, grammar and structure, clean workable project, followed directions – 10%**

**References and citation process according to APA citation methods -10 %**

**Fifty questions and approval –10%**

**Fifty answers – 20%**

**Essay on *View from the Bottom Rail* – 10%**

**Essay on oral history of your choice – 10%**

**Essay on your own interview – 10%**

**Uniqueness or extras included in project – 10%**

## **AP AND HONORS COMMITMENT**

### **Present**

You have elected to be an honor student; the student must be present for successful completion of course goals. Being absent will cause the student to fall behind and excessive absences will result in a parent conference.

### **On Time**

Being tardy is unacceptable, if you have to be late place the note on my desk and then sit and start note taking or the assignment without disturbing the class or instructor. Changes to the schedule and important announcements will be made at the beginning of the class period

### **Prepared**

Be ready for all class assignments. No late assignments will be accepted. Reading the text and supplemental materials is a minimum requirement. Monitor the website calendar to check due dates for assignments

### **Respect**

The student is responsible to follow all SHS and county rules and guidelines. The student is responsible to articulate his/her needs for a successful semester and behave in a respectable manner to all students and the instructor. There will be zero tolerance to disrespectful language, gestures, or written material as regards to race, sex, or cultural heritage. Tolerance of other people's ideas is important to the understanding and development of the American experience

### **Responsibility**

Come to class ready to work. NO CELL PHONES! Cell phones disrupting class is unacceptable, if I see it or hear it, it is gone for the day. If this happens again, half of the employability points will be deducted. If you need to use the restroom, take the pass and go. We will be moving on without you

## Attention & Note Taking

This is not a place to do homework, to sleep, to talk on the phone, or to run errands. Playing on the computer during class lectures will cause the privilege to be revoked. If you choose to use a computer, follow all class computer rules. You have chosen to take on this responsibility.



AP American history

### COURSE OUTLINE for READINGS

- 1400-1650      Unit One   Three Cultures Meet**  
*Christopher Columbus* From the Beginnings, A Biographical Approach to American History, Vol. 1  
*Indians and Europeans* The Way We Lived, Vol. 1
- 1650-1770    Unit Two   The Colonies**  
*Crossing the Atlantic* The Way We Lived, Vol. 1
- 1775-1783    Unit Three   The Revolution**  
*The Founding Fathers: Young Men of the Revolution* Political Science Quarterly, Vol. LXXXVI  
*Husbands and Wives, The Way We Were, Vol. 1*  
*Federalists Papers –Essays #10 & #78* <http://Constitution.org>
- 1783-1820    Unit Four    The New Nation**  
*The True Cult of Womanhood* Forging the American Character, Vol. 1
- 1820-1850    Unit Five    America Grows and Reforms**  
*The Cherokee Removal* The Way We Lived, Vol. 1  
*Tecumseh* Forging the American Character, Vol. 1
- 1850-1865    Unit Six    The War**  
*View From the Bottom Rail* After the Fact, the Art of Historical Detection
- 1865-1877    Unit Seven    Reconstruction**



**1877-1900 Unit Eight Manifest Destiny**

*The Wounded Knee Massacre* America Firsthand, Vol. II From Reconstruction to the Present

*Deadwood Dick (Nat Love)* America Firsthand, Vol. II From Reconstruction to the Present

*A Summer Tragedy, The Old South*

**1900-1920 Unit Nine The New Century**

*Conditions of the Slaughterhouse* America Firsthand, Vol. II From Reconstruction to the Present

*The Triangle Factory Fire*, HistoricNewsArticles Archive.org,

**1920-1940 Unit Ten The Depression**

*The Depression Years* The Way We Lived, Vol. II

**1940-1950 Unit Eleven The War Years**

*The Internment of the Japanese Americans*, The Way We Lived, Vol. II

**1950-1980 Unit Twelve The Times They Are A'Changin**

*Song My or My Lai*, After the Fact

## **Course Outline**

### **1 Pre-Columbian Societies**

**Early inhabitants of the Americas**

**American Indian empires in Mesoamerica, the Southwest, and the Mississippi Valley**

### **2. Transatlantic Encounters and Colonial Beginnings, 1492-1690**

**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**

### **3. Colonial North America, 1690-1754**

**Population growth and immigration**

**Transatlantic trade and the growth of seaports**

**The eighteenth-century back country**

**Growth of plantation economies and slave societies**

**The Enlightenment and the Great Awakening**

**Colonial governments and imperial policy in British North America**

### **4. The American Revolutionary Era, 1754-1789**

**The French and Indian War**

**The Imperial Crisis and resistance to Britain**

**The War for Independence**

**State constitutions and the Articles of Confederation**

**The federal Constitution**

### **5. The Early Republic, 1789-1815**

**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's presidency**

**Expansion into the trans-Appalachian West; American Indian resistance**

**Growth of slavery and free Black communities**

**The War of 1812 and its consequences**

### **6. Transformation of the Economy and Society in Antebellum America**

**The transportation revolution and creation of a national market economy**

**Beginnings of industrialization and changes in social and class structure**

**Immigration and nativist reaction**

**Planters, yeoman farmers, and slaves in the cotton South**

### **7. The Transformation of Politics in Antebellum America**

**Emergence of the second party system**

**Federal authority and its opponents: judicial federalism, the Bank War, the tariff controversy, and states' rights debates**

**Jacksonian democracy and its successes and limitations**

## **8. Religion, Reform, and Renaissance in Antebellum America**

**Evangelical Protestant revivalism**

**Social reforms**

**Ideals of domesticity**

**Transcendentalism and utopian communities**

**American Renaissance: literary and artistic expressions**

## **9. Territorial Expansion and Manifest Destiny**

**Forced removal of American Indians to the trans-Mississippi West**

**Western migration and cultural interactions**

**Territorial acquisitions**

**Early U.S. imperialism: the Mexican War**

## **10. The Crisis of the Union**

**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**

## **11. Civil War**

**Two societies at war: mobilization, resources, and internal dissent**

**Military strategies and foreign diplomacy**

**Emancipation and the role of African Americans in the war**

**Social, political, and economic effects of war in the North, South, and**

**West**

## **12. Reconstruction**

**Presidential and Radical Reconstruction**

**Southern state government: aspirations, achievements, failures**

**Role of African Americans in politics, education, and the economy**

**Compromise of 1877**

**Impact of Reconstruction**

## **13. The Origins of the New South**

**Reconfiguration of southern agriculture: sharecropping and crop lien system**

**Expansion of manufacturing and industrialization**

**The politics of segregation: Jim Crow and disfranchisement**

#### **14. Development of the West in the Late Nineteenth Century**

**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**

#### **15. Industrial America in the Late Nineteenth Century**

**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**

#### **16. Urban Society in the Late Nineteenth Century**

**Urbanization and the lure of the city**

**City problems and machine politics**

**Intellectual and cultural movements and popular entertainment**

#### **17. Populism and Progressivism**

**Agrarian discontent and political issues of the late nineteenth century**

**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**

#### **18. The Emergence of America as a World Power**

**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**

### **19. The New Era: 1920s**

**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: religions fundamentalism, nativism, and Prohibition**

**The ongoing struggle for equality: African Americans and women**

### **20. The Great Depression and the New Deal**

**Causes of the Great Depression**

**The Hoover administration's response**

**Franklin Delano Roosevelt and the New Deal**

**Labor union recognition**

**The New Deal coalition and its critics from the Right and the Left**

**Surviving hard times: American society during the Great Depression**

### **21. The Second World War**

**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**

### **22. The home Front during the War**

**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**

### **23. The United States and the Early Cold War**

**Origins of the Cold War**

**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**

#### **24. The 1950s**

**Emergence of the modern civil rights movement**

**The affluent society and “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**

#### **25. The Turbulent 1960s**

**From the New Frontier to the Great Society**

**Expanding movements for civil rights**

**Cold War confrontations: Asia, Latin America, and Europe**

**Beginning of Détente**

**The antiwar movement and the counterculture**

#### **26. Politics and Economics at the End of the Twentieth Century**

**The election of 1968 and the “Silent Majority”**

**Nixon’s challenges: Vietnam, China, Watergate**

**Changes in the American economy: the energy crisis,**

**De-industrialization, and**

**The service economy**

**The New Right and the Reagan revolution**

**End of the Cold War**

#### **27. Society and Culture at the End of the Twentieth Century**

**Demographic changes: surge of immigration after 1965, Sunbelt migration, and**

**the graying of America**

**Revolutions in biotechnology, mass communication, and computer**

**Politics in a multicultural society**

#### **28. The United States in the Post-Cold War World**

**Globalization and the American economy**

**Unilateralism vs. multilateralism in foreign policy**

**Domestic and foreign terrorism**

**Environmental issues in a global context**