

# AICE American History Syllabus

**Instructor:** Dr. Sandra B. Cribfield

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**Location:** Room 210, Building 13

**Course Description** → The History of the USA c. 1840-1968

This paper focuses on key developments that transformed the USA from an isolated agrarian society to the world's leading superpower in terms of economic strength, military power, political and diplomatic influence, and cultural and social impact on other nations and peoples. The themes are:

- ◆ Theme 1 Westward Expansion and the Taming of the West, c. 1840-96
- ◆ Theme 2 Civil War and Reconstruction, 1861-77
- ◆ Theme 3 The Impact of Economic Expansion, 1865-1917
- ◆ Theme 4 Civil Rights, 1895-1968
- ◆ Theme 5 Boom and Bust, 1920-41
- ◆ Theme 6 The USA's Rise as a World Power, 1890-1945
- ◆ Theme 7 Social Developments, 1945-68

**Text** → *An Introduction to American History 1860-1990* by Alan Farmer and Vivienne Sanders (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 old Advanced Placement books will be available in the classroom. This a complete text with in depth material to supplement the AICE text. It is Faragher, J. M., Buhle, M. J., Czitrom, D., & Armitage, S.H. (2002). Out of Many, A History of the American People.

**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. 1 (4<sup>th</sup> ed.). NY: Houghton Mifflin 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 Kitrick, 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.
- Farmer, A. & Sanders, V. (2009). *An Introduction to American History 1860-1990*. UK: Hodder Education.
- 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 Angel network 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 Angel network when something is due to grade or when you ask me to look at it. Make sure to put your full name and AICE American History in the subject line. All outlines need to be sent to the Angel network or handed in to me in person. If you do not have an e-mail address you may use the Yahoo account by signing in as [dr\\_crihfield](mailto:dr_crihfield) and the password is **school**. This account is only used for assignments.

## **Instructor 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**

## **AICE Course Aims → The educational aims of Cambridge A & AS Level History are for candidates to gain historical knowledge understanding and skills. These aims include:**

- **Developing an interest in the past and an appreciation of human endeavor**
- **Gaining a greater knowledge and understanding of historical periods or themes**
- **Gaining a greater awareness of historical periods or themes**
- **Appreciating the nature and diversity of historical sources available, and the methods used by historians**
- **Exploring a variety of approaches to different aspects of History and different interpretations of particular historical issues**

- Thinking independently and making informed judgments on issues
- Developing empathy with people living in different places and at different times

**Assessment** → The primary method of assessment in the course will be essay or as the AICE program calls them – papers. There will be some multiple choice assessment of vocabulary and terms but the primary method will be essay format assessment. The final AICE exam or paper is described below.

**Assessment objectives:** To pass the Cambridge History, candidates must be able to:

1. Demonstrate an understanding of the complexity of issues and themes within a historical period
2. Distinguish and assess different approaches to, interpretations of, and opinions about the past
3. Express awareness of historical concepts such as change and continuity, cause and effect
4. Present a clear, concise, logical and relevant argument
5. Evaluate and interpret source materials as historical evidence and use them effectively

Assessment objectives 1 through 4 will be tested in essay questions. No attempt will be made to allocate mark weightings separately to these four objectives. Assessment objective 5 will be tested in source-based questions.

#### **Scheme of assessment:**

**Essay questions:** The essays will be assessed on Assessment objectives 1-4. Each essay question will have a weighting of 25 marks.

Candidates' answers should be focused on the question, and show a depth of historical understanding and evidence of reading. In addition, answers should demonstrate a high level of conceptual understanding and /or evaluation of the assumptions implied in the question. Where candidates are expected to answer in continuous prose, the quality of the language they use will be taken into account in marking. Essay questions will not be set on subject matter selected for source-based study.

**Source –based questions:** The source-based question will be assessed on assessment objective 5. The source-based question will have a weighting of 25 marks and will consist of one sub-question. The will present candidates with an assertion which they need to test against given sources and their background knowledge of the issue.

Candidates will be expected to have a sound “A” Level knowledge of the topic, and be familiar with the kinds of sources available, and the uses to which they can be put.

Questions will be based on sources that might be used by historians in building up an

account of the period or topic. Candidates will be expected to have an understanding of the ways in which sources may be evaluated.

**Employability Skills**→ According to school board policy, the following skills will be 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 reviews during the first semester. The second semester the instructor will conduct review seminars to prepare for the AICE exam. The second semester seminars will be held one day a week till the end of school. 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.

**Evaluation**→ The nine week evaluation is based on the following criteria: essays, projects, outlines, 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 three in class essays each nine weeks. 2) The first semester the student will select a theme and collect information for a PowerPoint presentation due each nine weeks. The second semester the student will complete an oral history project that will include an interview. 3) The student will complete outlines for essays and exams on subject knowledge before each essay assignment each nine weeks. These outlines and exams will create and average and become one grade. 4) The student will outline the supplemental reading assignments and each nine weeks they will create an outline average. Missed or late assignments will count as 0% and receive no credit. Make sure you have up to date information as to due dates, assignment criteria, and evaluation procedures. Plagiarism, cheating with the computer or phone, or splitting assignments with friends, and missed assignments will not be tolerated. All assignments must be word processed in Microsoft Word.

**Assignments**→ 1) Read the text in an ongoing manner to match material from lectures (approximately 10 pages a day) and read additional texts as suggested by the AICE program 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 three historical persuasive essays each nine weeks (topics must match the current course goals 4) Projects each nine weeks- 1<sup>st</sup> semester- thematic PowerPoint and 2<sup>nd</sup> semester oral history interview and essays. 5) Create three essays

during in class writing, each for separate grades 6) Create two page topical outlines for the supplemental readings. 7) The student is responsible for learning APA citation to reference all written work submitted.

## **OUTLINE ASSIGNMENT FOR SUPPLEMENTAL READINGS:**

The topical outlines are to be word processed and submitted the day the reading is discussed. They are to include the author, date, the publication they are found in, and to summarize all the separate articles in each reading. There are no late outlines accepted and follow the same policy for lateness as the papers. They should be approximately two pages long and should include the major points of the reading. The topical outlines will be graded on the above criteria and will be averaged together to form one outline grade.

The outlines can be electronically sent via the Angel network or handed in to the instructor the day they are due. Absence from school is not an excuse for lateness as the dates are posted from the first day of the semester. The outlines must be sent to Angel the day they are due.

## **PROJECTS**

### **1<sup>ST</sup> SEMESTER THEMATIC POWERPOINT PROJECT:**

The student will select a theme from an approved list to develop information throughout the nine weeks. The student then will provide the following information about the theme:

- The student will select ten laws that pertain to their topic. 5 pts.
- The student will select twenty-five terms to define that pertain to the topic. 10 pts.
- The student will select twenty-five persons that pertain to the topic and identify them. 10 pts.
- The student will select twenty images that portray the theme. 10 pts.
- The student will create an annotated bibliography of at least ten sources that would be important to researching the theme. 15 pts.
- The student will create a fact sheet of at least twenty five items to show support to their theme concept. 10 pts.
- The student will create a twenty five question multiple choice exam on their topic material. 15 pts.
- Select maps, charts, graphs, statistical representations, etc. to represent your theme (at least one of each) 5 pts.

- A section of your own choosing 10 pts.
- Workable PowerPoint 10 pts.

Total Points = 100

**Grading Rubric For This Thematic PowerPoint Project:** The project will be graded on the point value listed above. It must adhere to the syllabus directions for all assignments.

## **2<sup>ND</sup> SEMESTER 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 two to three outline on the information they learned about this 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 for Oral History:**

- Title page and waiver, grammar and structure, clean workable project, followed directions – 10%
- Fifty questions and approval – 10%
- Fifty answers – 30%
- Outline on *View from the Bottom Rail* – 10%
- Essay on oral history of your choice – 20%
- 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 computers follow all class computer rules. You have chosen to take on this responsibility.

## Honesty

Cheating is unacceptable, check your student handbook. Plagiarism is unacceptable and all cases of plagiarism will result in a zero. Failure to cite a source in a written assignment will result in an F on that assignment. You have chosen to be an honor student act like one

## Course Supplemental Reading Schedule

### 1820-1850 Unit One America Grows and Reforms

*The Cherokee Removal* The Way We Lived, Vol. 1

### 1850-1865 Unit Two The War

*Healing Wounds* America First Hand Vol. I

*View From the Bottom Rail* After the Fact, the Art of Historical Detection

### 1865-1877 Unit Three Reconstruction

### 1877-1900 Unit Four 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 Five 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 Six The Depression

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

### 1940-1950 Unit Seven The War Years

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

**1950-1980 Unit Eight The Times They Are A'Changin  
*Song My or My Lai, After the Fact***



AP American history

## **Course Outline**

- 1. Transformation of the Economy and Society in Antebellum America**  
The transportation revolution and creation of a national Markey economy  
Beginnings of industrialization and changes in social and class structure  
Immigration and nativist reaction  
Planters, yeoman farmers, and slaves in the cotton South
- 2. 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
- 3. Territorial Expansion and Manifest Density**  
Forced removal of American Indians to the trans-Mississippi West  
Western migration and cultural interactions  
Territorial acquisitions  
Early U.S. imperialism: the Mexican War
- 4. The Crisis of the Union**  
Pro- and antislavery arguments and conflicts  
Compromise of 1850 and popular sovereignty  
The Kansas-Nebraska Act and the mergence of the Republican Party  
Abraham Lincoln, the election of 1860, and secession
- 5. 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**

**6. 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**

**7. 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**

**8. 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**  
**Gender, race, and ethnicity in the far West**

**Government policy toward American Indians** **Environmental impacts of western settlement**

**Environmental impacts of western settlement**

**9. 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**

**10. 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**

## **11. 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**

## **12. 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**

## **13. 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: religious fundamentalism, nativism, and**

**Prohibition**

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

## **14. 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**

## **15. 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**

## **16. 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**

## **17. 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**

## **18. The 1950s**

**The affluent society and “the other America”**  
**Impact of changes in science, technology, and medicine**  
**Consensus and conformity: suburbia and middle-class America**  
**Social critics, nonconformists, and cultural rebels and changes in science, technology**

## **19. 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**

## **20. 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**