

# 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 is 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.

**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. 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@sarasotacountyschools.net](mailto:sandy.crihfield@sarasotacountyschools.net) 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 or Blackboard 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 and Blackboard 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 assignments need to be sent to the Angel network or handed in to me in person.

## **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 quiz assessment of vocabulary, readings, lectures, and terms but the primary method will be essay 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, and reviews of material 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 from March 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, quizzes, cards, 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 one in class essay each nine weeks. 2) The student will be responsible for creating inquiry notes and facts on videos. They will be graded twice each nine weeks. 3) The student will have oral or written quizzes on the material on the seven themes from the material presented in class, from the inquiry notes, and practicing essay skills. Quizzes will be every two weeks. 4) The student will have text and supplemental reading assignments each nine weeks, students are responsible for this ongoing assignment. 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. If you are caught doing any of the above I will give any student involved a 0% and take the issue to the AICE coordinator to discuss dismissal from the AICE program and diploma. All assignments must be word processed in Microsoft Word except with instructor waiver.

**Assignments**→ 1) Read the text in an ongoing manner to match material from lectures (approximately 5-6 pages a day) and read additional texts as suggested by the AICE program 2) Supplemental Readings should be read in an ongoing manner (see calendar for exact dates) 3) Additional assignments, as necessary, to prepare the student for the successful completion of the one historical persuasive essay each nine weeks (topics will match the course themes) 4) Create inquiry notes and video facts.

## **EXTRA CREDIT 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 two to three page 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, Florida, and AIDS oral histories are 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 validate the oral history they listened to. 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 follow the format for writing about the validity of their oral history. 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. The phone will be sent to the office to be picked up by the student. If you need to use the restroom, take the pass and go. We will be moving on.

### **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. I will address cheating with the AICE coordinator and consider expulsion from the program. You have chosen to be an honor student act like one.

## Supplemental Readings on the Themes

### 1877-1900 Theme One    Westward Expansion and the Taming of the West

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

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

*Deadwood Dick (Nat Love)* America Firsthand, Vol. II From Turner's Frontier Thesis, Defining The American Character

### 1850-1865 Theme Two    The Causes of the Civil War

*Incidents in the Life of a Slave Girl* excerpt Incidents in the Life of a Slave Girl, Harriet Jacobs

*Black Slave Owners*, Philip Burnham / Reconstruction: America's Unfinished Civil War,

*The South's Inner Civil War*, Reconstruction: America's Unfinished Civil War, Eric Foner

*Healing Wounds* America First Hand Vol. I

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

### 1865-1877 Theme Two    The Civil War and Reconstruction

*Why they Impeached Andrew Johnson?*

*A Summer Tragedy*, The Old South

### 1900-1920 Theme Three    Impact of Economic Expansion

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

*The Triangle Factory Fire*, HistoricNewsArticlesArchive.org,

### 1920-1940 Theme Five    Boom and Bust

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

### 1940-1950 Theme Six    The USA's the Rise as a World Power

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

**1950-1980 Theme Seven Social Developments 1945-1968**

*Levittown, America First Hand Vol. II, Eighth Ed.*

*Song My or My Lai, After the Fact*



AICE American history

## **Course Outline**

### **1. 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**

### **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. 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**

### **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**

**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**

**Eisenhower and the middle class**

**Religion in a changing 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**

**Mass media and its impact on American culture**

**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**

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

**De-industrialization, and**

**The service economy**