

AICE American History Syllabus

Instructor: Dr. Sandra B. Cribfield

Web site – <http://shshistory.com>

E-mail address – sandy_cribfield@sarasota.k12.fl.us



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 (4th ed.). NY: Houghton Mifflin Co.
- Binder, F. M. & Reimers, D. M. (2000). The Way We Lived, Vol. 2 (4th 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 . 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 assignments 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** and the password is **school**. This account is only for students who do not have an e-mail address to send from (not to me).

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. This 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 study cards on material from readings, the text, class lecture notes, and ongoing vocabulary and persons. Cards 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 study cards created by the student. 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 present their name to the AICE coordinator to discuss dismissal from the AICE program and diploma. All assignments must be word processed in Microsoft Word except the study cards where it is optional.

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 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 study cards. 5) Create one complete essay during a in class timed writing assignment

CREATION OF STUDY CARDS

The student is responsible for creating study cards on text readings, supplemental readings, lecture notes, vocabulary, and important persons. The cards will be graded every four weeks and will be weighted .50 each time they are graded. The grading rubric is as follows: all information correct and complete with all organizational notations - 100%, all information complete but with incorrect information with incorrect format notations - 75%, 2/3rds to 1/2 complete but with incorrect and /or incorrect notations - 50%, less than half done with sloppy or incorrect notations - 25% and less than half done or all late cards - 0%. There are no other grade options so complete the cards with appropriate material and make them organizationally complete. These cards must be maintained throughout the year and must be available for quizzes, the midterm, and final exam. If the cards are not present for quiz days the instructor will select the questions for the quiz from a prepared list by the instructor. If the cards are lost the student is responsible for getting the material replaced (see instructor for details). The cards are physically handed in to the instructor the day they are due. If the student is absent the day the cards are due, the cards are due the day of the student returning to class. This the last day the assignment is due as the assignment is an ongoing project and should not be done the night before. Cards may be turned in early for extra credit. Absence from school is not an excuse for lateness as the dates are posted from the first day of the semester.

How to prepare cards:

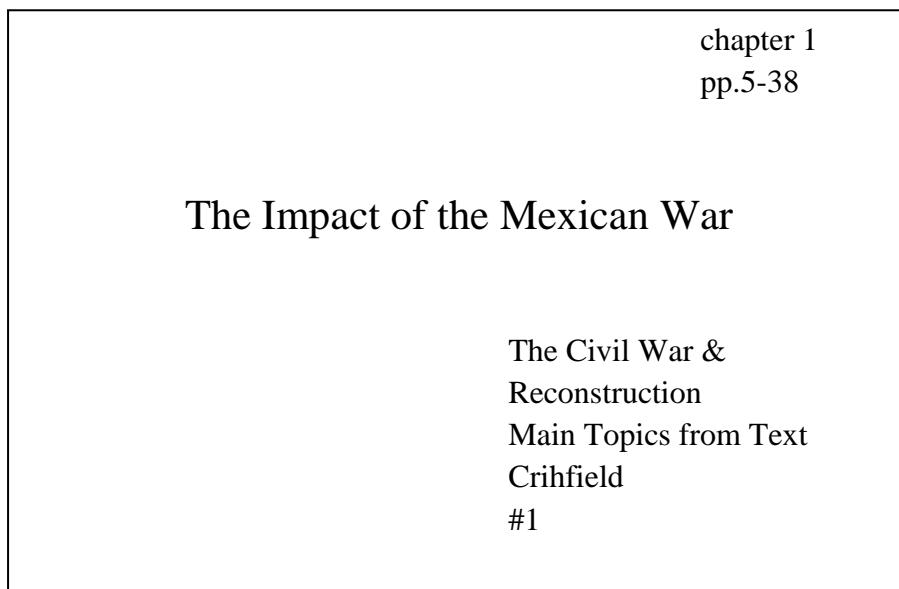
Purchase 250 index cards, any size, or you can create your own, hole punch them in the top left. Purchase a metal or plastic ring that can go through 250 cards. Place a title card in front with AICE America History, your name, and the class period on the first card, then create a second card with the title THEME TWO - THE CIVIL WAR AND RECONSTRUCTION. You may use different colored cards for the seven different themes or decorate them in any way you wish so long as you follow the directions below. You may do these on the computer but you will have to print them on heavier stock paper than regular paper as they will not last the year. I would suggest to pre-write the identification notations for the current theme's cards at the beginning of the theme when you have the

time so you do not have to do that part at the last minute. Each theme has 8 text reading cards, 25 vocabulary cards, 7 lecture cards, 1 validity card for supplemental readings, 5 supplemental reading fact cards, and 4 cards that will vary each unit.

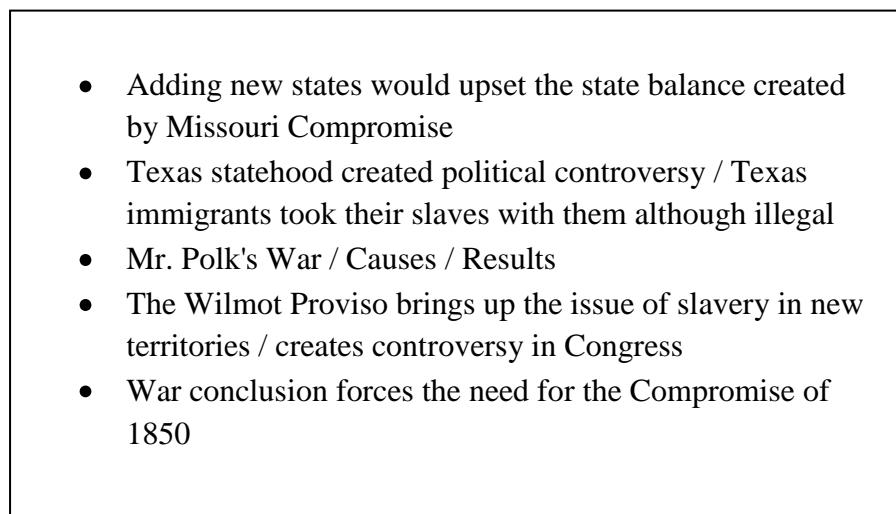
Format for Main Topics from Reading Cards:

Find the grey shaded numbered topics in each chapter (ex. chapter 1 has 8 main topics) and place each one on a separate card (front). In the top right corner of the card place the chapter # and under it place the pages in the chapter. On the center of the front of the card place the title of the main topic. In the bottom front right of the card place the theme, card type, your last name, and card number. On the back of this card it should have 5 facts (phrases or sentences not a single word) that modify the main topic. See example below:

front



back



The other card's format is as follows:

Vocabulary Card:

front

p. #
Vocabulary Word
Theme Name
Card Type
Student Last Name
Card #

back

Definition of term or person
Context in the theme

Lecture Note Card:

front

Lecture Month
Theme
Main Topic
Theme
Card Type
Student Last Name
Card#

back

- fact one
- fact two

Supplemental Reading Notes Validity Card:

front

Name of Reading
Author of Reading
Date of Publication
Publication

Theme Name
Card Type
Student Last Name
Card #

back

Validation of the author

Pro statement

Con statement

Your statement of validity of the source

Supplemental:

front

Title of Reading
Topical Heading
Essential Question
Theme Name
Type of Card
Student Last Name
Card#

back

<ul style="list-style-type: none">• fact one (these should be sentences)• fact two• fact three• fact four• fact five
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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.

Course Outline for Supplemental Readings

1850-1865 Theme Two **The Civil War and Reconstruction**

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*

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*

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*



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

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