

# AP American History

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

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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. A partial 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. 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.
- 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 AP 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](#) and the password is [school](#). This account is only used for assignments.

**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 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 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, 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 two 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 one, in class, multiple choice exam each nine weeks. 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, 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 two 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) Take one in class multiple choice exam each nine weeks. 6) Create two page outlines of the supplemental readings. 7) The student is responsible for learning APA citation to reference all written work submitted.

### **OUTLINE ASSIGNMENT:**

The 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 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 should 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 semester. The student then will provide the following information about the theme every three weeks:

- ✚ A two page outline covering what the text said about the topic ( if the text says little the student will supplement with outside material.) This will cover three chapters in the text except the last one will cover two chapters.
- ✚ The student will select five terms to define that pertain to the topic.
- ✚ The student will select two persons that pertain to the topic and identify them.
- ✚ The student will create ten multiple choice questions on their topic material. This information will be due each three weeks and will be graded. The final week of the nine weeks the information will be combined into a final project which will be graded and a nine week grade created for this project.

### **GRADING RUBRIC FOR THIS THEMATIC POWERPOINT PROJECT:**

- ✚ Each three week submission of items 1 through 4 on Angel – 25 % each or a total of 75%
- ✚ Quality of the information and final PowerPoint – 25 %

If a submission is missing the student may create extras to adjust final average, see instructor.

## **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 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 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 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

*Tecumseh Forging the American Character, Vol. 1*  
*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*

1850-1865 Unit Six 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 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*

**1980-2000** Unit Thirteen      Today's World  
*Iranian Hostages America Firsthand*



AP American history

## 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**

**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 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**

## **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**

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

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

**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: religious 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**

**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**

## **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**