

AP United States History

Strake Jesuit College Preparatory, 2016-2017

Instructor: Dr. Richard Clinton

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Primary Textbook: Kennedy, David M and Lizabeth Cohen *The American Pageant: A History of the American People* (AP 16th edition). Boston: Cengage Learning, 2016.

Secondary Texts: Ellis, Joseph J. *Founding Brothers: The Revolutionary Generation*. New York: Random House, 2000, and Larson, Erik. *The Devil in the White City: Murder, Magic, and Madness at the Fair That Changed America*. New York: Crown, 2003.

Course Webpage: www.jesuitapush.com. Students will be expected to access the webpage on a regular basis. There will be a wealth of course-related materials placed on the website, including articles, videos, lecture notes, PowerPoint presentations, podcasts, and miscellaneous supplementary materials.

Course Description: AP United States History is a comprehensive, rigorous, year-long course, comparable a college U.S. History survey course at the undergraduate level. The course is designed to prepare students to take –and pass – the College Board’s AP U.S. History exam in May 2017. The AP U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, reliability, and importance—and to weigh the evidence and interpretations presented in historical scholarship. An AP U.S. History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

Grading:

- Minor Assignments: Quiz Grades, Homework and Daily Assignments 40%
Quizzes: These are given roughly two a week and consist of multiple choice and essay questions, generally from assigned reading.
- Major Assignments: Papers, Projects, Essays and Exams 60%
Objective Exams: given every unit, they are modeled after the objective section of the AP exam.
Free Response Questions & Document Based Questions: FRQ’s are given as in class or take home assignments generally every other week. DBQ’s are given as in class or take home assignments typically three times each semester.
- Final Exam 20%

Course Objectives

Students will:

- Craft historical arguments from historical evidence
- Use chronological reasoning
- Use comparison and contextualization
- Use historical interpretation and synthesis
- Conceptualize the historical narrative through the following themes: American diversity, American identity, culture, demographic changes, economic transformations, environment, globalizations, politics and citizenship, reform, religion, slavery and its legacies in North America, and war and diplomacy.
- Interpret and analyze primary sources: documentary and graphical evidence of the historical narrative
- Utilize historiographical study to critically evaluate the interpretations and concepts presented in secondary sources.
- Construct essays that emphasize change over time through the analysis and synthesis of historical data rather than the systematic description of factual data.
- Successfully complete the College Board Advanced Placement Exam.

Thematic Learning Objectives: All questions on the AP U.S. History Exam will measure student understanding of these specified thematic learning objectives.

Identity - the formation of both American national identity and group identities. Students should be able to explain how various identities, cultures, and values have been preserved or changed in different contexts of U.S. history, with special attention given to the formation of gender, class, racial, and ethnic identities. Students should be able to explain how these sub identities have interacted with each other and with larger conceptions of American national identity.

Work, Exchange, and Technology - the development of American economies based on agriculture, commerce, and manufacturing. Students should examine ways that different economic and labor systems, technological innovations, and government policies have shaped American society. Students should explore the lives of working people and the relationships among social classes, racial and ethnic groups, and men and women, including the availability of land and labor, national and international economic developments, and the role of government support and regulation.

Peopling - why and how the various people who moved to, from, and within the United States adapted to their new social and physical environments. Students examine migration across borders and long distances, including the slave trade and internal migration, and how both newcomers and indigenous inhabitants transformed North America. The theme also illustrates how people responded when “borders crossed them.” Students explore the ideas, beliefs, traditions, technologies, religions, and gender roles that migrants/immigrants and

annexed peoples brought with them and the impact these factors had on both these peoples and on U.S. society.

Politics and Power - the role of the state in society and its potential as an active agent for change. This includes mechanisms for creating, implementing, or limiting participation in the political process and the resulting social effects, as well as the changing relationships among the branches of the federal government and among national, state, and local governments. Students should trace efforts to define or gain access to individual rights and citizenship and survey the evolutions of tensions between liberty and authority in different periods of U.S. history.

America in the World - the global context in which the United States originated and developed as well as the influence of the United States on world affairs. Students should examine how various world actors (such as people, states, organizations, and companies) have competed for the territory and resources of the North American continent, influencing the development of both American and world societies and economies. Students should also investigate how American foreign policies and military actions have affected the rest of the world as well as social issues within the United States itself.

Environment and Geography - physical and human - the role of environment, geography, and climate in both constraining and shaping human actions. Students should analyze the interaction between the environment and Americans in their efforts to survive and thrive. Students should also explore efforts to interpret, preserve, manage, or exploit natural and man-made environments, as well as the historical contexts within which interactions with the environment have taken place.

Ideas, Beliefs and Culture - the roles that ideas, beliefs, social mores, and creative expression have played in shaping the United States. Students should examine the development of aesthetic, moral, religious, scientific, and philosophical principles and consider how these principles have affected individual and group actions. Students should analyze the interactions between beliefs and communities, economic values, and political movements, including attempts to change American society to align it with specific ideals.

Course Outline - 1st Semester

DATES	TOPICS	EXAMS
8/17 – 8/19	Ch1 New Beginnings	
8/22 – 8/26	Ch2 The Planting of English America / Ch3 Settling the Northern Colonies	
8/29- 9/2	Ch4 American Life in the 17 th Century/Ch5 Colonial Society on the Eve of Revolution	
9/5-9/9	Ch6 The Duel for North America	
9/12-9/16	Ch7 The Road to Revolution	
9/19-9/23	Ch8 America Secedes from the Empire	UNIT 1 TEST 9/26
9/26-9/30	Ch9 The Confederation and the Constitution	
10/3-10/7	Ch10 Launching the New Ship of State	

10/11-10/14		Ch11 The Triumphs and Travails of the Jeffersonian Republic	
10/18-10/21		Ch12 The Second War for Independence and The Upsurge of Nationalism	
10/24-10/28		Ch13 The Rise of Mass Democracy	
10/31-11/4		Ch14 Forging the National Economy/ Ch 15 The Ferment of Reform and Culture	UNIT 2 TEST 11/4
11/7-11/11		Ch16 The South and the Slavery Controversy/ Ch17 Manifest Destiny	
11/14-11/18		Ch18 Renewing the Sectional Struggle/ Ch 19 Drifting Toward Disunion	
11/21-11/25		THANKSGIVING	
11/28-12/2		Ch20 Girding for War: The North and the South/ Ch21 The Furnace of the Civil War	
12/5-12/9		Ch22 Reconstruction	UNIT 3 Test - FINALS

Course Outline - 2nd Semester

DATES		TOPICS	EXAMS
1/5-1/6		Gilded Age/Devil in the White City	
1/9-1/13		Ch23 Political Paralysis in the Gilded Age/Ch24 Industry Comes of Age	
1/16-1/20		Ch24 America Moves to the City	
1/23-1/27		Ch26 The Great West and Ag Revolution/ Ch 27 Empire and Expansion	UNIT 4 Test 1/27
1/30-2/3		Ch28 Progressivism and The Republican Roosevelt	
2/6-2/10		Ch29 Wilsonian Progressivism in Peace and War	
2/13-2/17		Ch30 The 20's	
2/20-2/24		CH31 The Politics of Boom and Bust	Unit 5 part 1 3/1
2/27-3/3		Ch32 The Great Depression and the New Deal	
3/6-3/10		Ch33 FDR and the Shadow of War	
3/13-3/17		SPRING BREAK	
3/20-3/24		Ch34 WW2	Unit 5 Test 3/24
3/27-3/31		Ch 35 The Cold War Begins/ Ch36 American Zenith	
4/3-4/7		Ch 37 The Storm Sixties	
4/10-4/14		CH38 Challenges to the Post War Order	
4/17-4/21		Ch39 The Resurgence of Conservatism/ Ch40 America Confronts the Post-Cold War Era	
4/24-4/28		Ch41 The American People Face a New Century	
5/1-5/5		REVIEW	AP EXAM 5/5