

**US History to 1865
(HIST-1301-MO1)
Course Description and Goals
Mr. Kevin Carlile
Room 252
Email: kevin.carlile@lubbockisd.org**

Course Content and Objectives:

The objective of this course is to increase the student's understanding of United States history from discovery to the present with the goal of having each student pass the AP Examination. An emphasis is placed on interpreting documents, mastering a significant body of factual information, and writing critical essays. The course is two semesters in length and will cover the colonial period to the present. Topics include life and thought in colonial America, revolutionary ideology, constitutional development, Jeffersonian and Jacksonian democracy, nineteenth-century reform movements, and Manifest Destiny. Other topics include the Civil War and Reconstruction, immigration, industrialism, Populism, Progressivism, World War I, the Jazz Age, the Great Depression, the New Deal, World War II, the Cold War, the post-Cold War era, and the United States at the beginning of the twenty-first century. In addition to the topics listed above, the course will emphasize a series of key themes throughout the year. The areas of concentration include historical, political and economic history coupled with an intense study of cultural and intellectual institutions and their development, environmental issues, components of citizenship, social reform movements, the role of religion in making of the United States and its impact in a multicultural society, the history of slavery and its legacies in this hemisphere, war and diplomacy, and finally, the place of the United States in an increasingly global arena. This course is taught at the college level. The major differences between a high school and college history course are the amount of reading and the focus. Most high school courses stress "What happened?" intending to provide enough background to ensure good citizenship. College courses stress "why and how" things happen as well as the consequences of actions by examining the ways in which each helps to shape the changes over time that are so important to understanding United States history.

Textbook:

Kennedy, David, and Cohen, Lizbeth. *American Pageant*, 15th ed., Wadsworth: Boston, 2013. (Provided)

Supplemental Readings:

Newman, John, and Schmalbach, John M., *United States History: Preparing for the AP Exam*, AMSCO Publication, 2015 Edition.

Various articles and handouts

Class Format:

The course is set up in units that last between two and three weeks. Prior to each unit, students will receive a unit study and assignment guide detailing expected reading and work. Each unit will utilize discussions of and writing about related historiography; how interpretations of events have changed over time and especially analyzing how experiences and decisions of the past continue to shape the way historians see the world today. It is expected that all students in the class will have read each chapter more than once, particularly in the early weeks of class.

At the end of each unit, students will take an examination containing multiple choices and often a free response or document-based essay question. Students will be expected to prepare a thesis statement and write a well organized defense of their thesis in all of their essay questions, whether they be a FRQ or DBQ.

The DBQ will be the most challenging section of the AP history exam. When faced with these type of questions on exams students will be expected to construct an essay that integrates their knowledge of the period referred to in the question and their interpretation of various documents such as, charts, maps, cartoon, photographs, and short readings. The DBQ tests the skills needed by serious students of history. It calls for an ability to read primary sources in their historical context and integrate them into one's understanding of history.

Course/Class Policies:

Academic Honesty

Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is available on the web at <http://www.angelo.edu/forms/pdf/honorcode5.pdf>. At minimum students who are determined to have violated this policy will receive a failing grade on the assignment, and may also receive a failing grade in the course and be referred to the English Department Chair for possible further action.

Students with Disabilities

(The ASU policy is listed below, but Lubbock ISD policies are the primary framework for addressing these issues)

Persons with disabilities that may warrant academic accommodations must contact the Student Life Office in the University Center, in order to request such accommodations prior to any being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made.

Absences for Observance of Religious Holy Day

Students who intend to be absent from class to observe a religious holy day (as defined in ASU OP 10.19) must inform the instructor in writing prior to the absence and make up any scheduled assignments within an appropriate timeframe determined by the

professor. While the absence will not be penalized, failure to complete the make-up assignment satisfactorily and within the required timeframe will result in penalties consistent with other absences and assignments.

Incomplete Grade Policy

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures for more information.

Title IX Statement

Angelo State University is committed to the safety and security of all students. If you or someone you know experience sexual harassment, sexual assault, domestic or dating violence, stalking, or discrimination, you may contact ASU's Title IX Coordinator: Michelle Nicole Boone, J.D. Director of Title IX Compliance 2

- Michelle.boone@angelo.edu
- 325-486-6357
- Mayer Administration Building 204

ASU Student Conduct Policies

Academic Integrity

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject to disciplinary action and possible expulsion from ASU. <http://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>

Plagiarism

Plagiarism is a serious topic covered in ASU's Academic Integrity policy in the Student Handbook. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft. In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to be evaluated for originality via Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center.

Copyright Policy

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

General Policies Related to This Course

All students are required to follow the policies and procedures presented in these documents:

- o <http://www.angelo.edu/student-handbook/>
- o <http://www.angelo.edu/catalogs/>

The last day to drop the class at ASU is November 22nd.

Legend:

Themes in AP U.S. History

1. American Diversity
2. American Identity
3. Culture
4. Demographic Changes
5. Economic Transformations
6. Environment
7. Globalization
8. Politics and Citizenship
9. Reform

:

Units and Reading Assignments

Spring Term

Project:

The project for the second semester is an individual research paper over a topic from 1877 to present selected by the students.

Unit 8: The Gilded Age

Chapters: 19, 20 (11 Days)

Themes (T1, T2, T3, T4, T5, T6, T8, T9):

1. Political alignment and corruption in the Gilded Age
2. Role of government in economic growth and regulation
3. Extent of graft and corruption of the last quarter of 19th century
1. Major political issues of era
5. Impact of immigration on American life
6. Impact of the United States on immigrants
7. Forms of protest by farmers
8. Issues of the 1896 election – significance of the election

Content:

- Gilded Age Politics
 - Party Alignment
 - Political corruption and reform
- Government support and actions
 - Methods, accomplishments, philosophies
- Changing conditions
- New immigration
- Grange, Farmer's Alliances
- Populist Party Platform
- Booker T. Washington's and W.E.B. Du Bois' leadership styles and programs

Assignments and Assessments:

-Short answer questions over reading for homework (Avg. of 2-3 questions/class period).

Example: Describe the principle tenets of Social Darwinism and the opposing reform theory.

-Students will analyze some of the photos from Jacob Riis' *How the Other Half Lives* and then compare and contrast urban life in the 1890's and now.

-The class will analyze some of Thomas Nast's political cartoons and their effect on the largely immigrant population in New York at the time.

Unit 8 Test: Chapter 19-20

Multiple Choice with timed FRQ or DBQ.

Unit 9: The Progressive Era

Chapter 22, 23 (10 Days)

Themes (T1, T2, T3, T4, T5, T6, T8, T9, T10)

1. Origins of progressive reform: municipal, state, and national
2. Progressives were reformers who attempted to rectify problems caused by the Industrial Revolution and government
3. Role of the government in the economy
4. Immigration and Urbanization
5. Political reforms and constitutional amendments
6. Women's roles: family, workplace, education, politics, and reform
7. Progressive presidents: Roosevelt, Taft, and Wilson
8. Key to understanding the nature of reform movements is what they seek to preserve
9. Compare the programs, ideologies, and administrations of Teddy Roosevelt and Woodrow Wilson

Content:

- Muckrakers – exposing conditions that needed correcting
 - Upton Sinclair – *The Jungle*
 - Lincoln Steffens – *The Shame of the Cities*
 - Ida Tarbell – *History of the Standard Oil Company*
 - Reform: Call for change
 - Consumer and environmental protection
 - Business and labor issues
 - Women’s issues and roles
- Immigration and Urbanization in late 19th Century
 The division of social classes
 Progressive Reforms at the State Level
- Party primary
 - Initiative
 - Referendum
 - Recall election
- Progressive Presidents and their role in Progressivism
- Taft
 - Teddy Roosevelt
 - Woodrow Wilson

Assignments and Assessments:

-Short answer questions over reading for homework (Avg. of 2-3 questions/class period).

Example: What did the 19th amendment give women? How did they use William James’ idea of pragmatism to achieve this long sought-after goal?

Unit 9 Test: Chapter 22-23

Multiple Choice with timed FRQ or DBQ.

Unit 10: Road to Empire and World War I
 Chapter 21 and 24 (12 Days)

Themes (T1, T2, T4, T5, T7, T8, T10, T12):

1. American Imperialism
2. U.S. Foreign Policy
3. Understanding the relationship between domestic and foreign policy issues
4. Understanding economic forces that drive foreign policy
5. The role of public opinion and the media in shaping policy
6. United States’ relations with Latin American after Spanish-American War
7. Consider U.S. foreign policy objectives in Asia and Europe
8. U.S. motives and involvement in World War One
9. Should U.S. remained neutral during WWI?
10. How war changed U.S.
11. Society, economy, and agreements in post-war years
12. Failure of the Senate to ratify the Treaty of Versailles

Content:

- Reasons for America's interest in world affairs
- Alfred T. Mahan
- Spanish-American War and its outcome
- Annexation of Hawaii
- Panama Canal
- Open Door Policy
- Roosevelt Corollary
- Gentlemen's Agreement
- Russo-Japanese War
- Taft and Dollar Diplomacy
- U.S. entry in World War One
- World War One at home and abroad
- Treaty of Versailles
- Wilson's Fourteen Points

Assignments and Assessments:

-Short answer questions over reading for homework (Avg. of 2-3 questions/class period).

Example: Explain the origin and purpose of the Open Door Policy in China.

- Explaining the Spanish-American War - purpose to develop and evaluate hypotheses for the United States' entry into war with Spain in 1898
- In class map assignment over imperialism. Students will give a short summary about U.S. policy in regard to each territory the U.S. controlled by 1900.
- In class discussion over the positives and negatives of imperialism. Followed up by a debate over Roosevelt's foreign policy. Good or bad for the nation?
- Discussion over the causes of WWI and what drew America into the war.
- Students will analyze propaganda efforts by different nations and discuss whether or not they feel they would be effective back then and today.

Unit 10 Test: Chapter 21 and 24

Multiple Choice with timed FRQ or DBQ.

Unit 11: 1920's, Great Depression, and New Deal
Chapter 25, 26 (10 Days)

Themes (T1 – T12):

1. Post-war America: social, economic, cultural, and political
2. The Republican Presidents: Harding, Coolidge, and Hoover
3. Prosperity to depression
4. The rise of FDR and the New Deal
5. New Deal – success or failure
6. Did New Deal set good or bad precedents for the future?

Content:

- Henry Ford and the automobile
- Literature and music in the 1920's
- Flappers and fads of the 1920's
- The changes in morality and values
- Prohibition
- The struggle for equality by minorities
- Red Scare
- Harlem Renaissance
 - Poets and musicians
 - Marcus Garvey
- Cultures in Conflict
 - Fundamentalism and the Scopes Trial
 - Prohibition
 - Nativism
 - Ku Klux Klan
- Foreign Policy: The Fiction of Isolation
- War Debts and Reparations
- Boom and bust economy
- Causes for the Great Depression
- Hoover's rugged individualism
- Franklin D. Roosevelt
- New Deal programs – First and Second New Deal
- Expansion of the power of the executive branch
- Labor and unions
- Opposition to Roosevelt's New Deal
- Impact of the stock market crash and depression on society

Assignments and Assessments:

-Short answer questions over reading for homework (Avg. of 2-3 questions/class period).

-Students will create a time line of New Deal legislation. Will include the years 1933 to 1938. Students will identify the significant legislation passed in each of these years and the purpose of the legislation. Students will work in pairs to create a diagram showing how the banking system worked before and after the Glass-Steagall Act and the creation of the Federal Deposit Insurance Corporation. Students will use visuals to make their diagrams interesting.

Unit 11 Test: Chapter 25-26

Multiple Choice with timed FRQ or DBQ.

Unit 12: World War II and The Onset of the Cold War
Chapter 27, 28 (12 Days)

Themes (T1, T2, T3, T4, T5, T7, T8, T9):

1. The U.S. response to authoritarian governments
2. U.S. foreign policy
3. Compare Wilson and Roosevelt as wartime leaders
4. Impact of WWII on life on the home front
5. The Bomb: Should the U.S. have used it on Japan?
6. The role of the United States as peacetime leader after World War II
7. The role of society on the home front during World War II
8. Causes of Cold War
9. Splintering of wartime alliances and the adoption of containment
10. Origins of the arms race
11. Significance of the Korean War

Content:

- Neutrality and Lend-Lease Act
- Pearl Harbor and the U.S. response
- Relocation of Japanese Americans
- Women and Minorities in the workplace
- Demographic impact
- The strategies of the Axis and Allies
- Atomic Bomb
- Wartime diplomacy and conferences
 - Atlantic Charter
 - Wartime conferences
 - The founding of the United Nations
- Expansion of government power
- Berlin and German division
- Truman Doctrine
- Marshall Plan
- NATO
- Korean War
- McCarthyism

Assignments and Assessments:

-Short answer questions over reading for homework (Avg. of 2-3 questions/class period).

-Look at cartoons and analyze them in groups – Group reports on comparisons and contrasts of aspects of World War I and World War II with regard to the following:

- o Neutrality policies
- o Home front developments and regulations
 - o Economic controls
 - o Labor relations
 - o Women and minorities
 - o Civil liberties
 - o Demographic changes

- o Manpower and financial mobilization efforts
- o Relations with allies
- o Wartime goals

-Will create a story book highlighting the events of the Beginnings of the Cold War, the events leading to the Cold War, the countries involved and events during the Cold War.

Unit 12 Test: Chapter 27-28
Multiple Choice with timed FRQ or DBQ.

Unit 13: Post-war America, the 1960's, and Vietnam
Chapter 29, 30, 31 (16 Days)

Themes (T1, T2, T3, T4, T5, T6, T7, T8, T9):

1. Extent of the 1950s – compare to 1920s
2. Continued impact of the New Deal on the government's role in society
3. Struggle for Civil Liberties and Civil Rights
4. Checks and balances at work in American politics
5. Cycles of freezes and thaws in East-West relations
6. The "Vietnam Syndrome" in post-war foreign policy
7. Human rights vs. strategic self-interest in policy formulation
8. Account for the Civil Rights Movements' success
9. 60's as a reform movement
10. Accomplishments/failures of the Kennedy, Johnson, and Nixon

Administrations

11. Significance of the 1968 and 1980 elections
12. Trace the liberal-conservative "struggle" during this era
13. Interrelationships of foreign policy and economic stability

Content:

- Truman's Administration
 - Fair Deal
 - GI Bill of Rights
 - Taft-Hartley Act
 - 22nd Amendment
 - 1948 election
 - Loyalty program
- Eisenhower's administration
 - Modern Republicanism
 - Highway construction
 - Brown vs. Board of Education
 - Warren Court
- Kennedy intensifies the Cold War
 - Flexible response
 - Crisis over Berlin

- Containment in Southeast Asia
- Bay of Pigs
- Cuban Missile Crisis
- New Frontier
 - The congressional obstacle
 - Economic advance
- Civil Rights
 - Martin Luther King Jr.
 - “I have a Dream Speech”
- Lyndon B. Johnson and the New Society
- Vietnam War
- Escalation
 - Stalemate
- Cultural Revolution
- Richard Nixon and Gerald Ford
 - Vietnamization
 - Nixon Doctrine
 - Détente
- Jimmy Carter
 - Human rights policies
 - Camp David Accords
 - Panama Canal Treaties
 - SALT II, Afghanistan, and Olympic boycott
 - Iran Revolution and hostage crisis

Assignments and Assessments:

-Short answer questions over reading for homework (Avg. of 2-3 questions/class period).

-AP Exam is administered during this time. I will continue to meet with students each day in the morning and lunch to prepare for the exam.

-Will use flash cards and each student will continue to use the notebook that was prepared for them to help them review the themes and content of each unit.

After AP exam will pick up with next unit.

Unit 13 Test: Chapter 29-31

Multiple Choice with timed FRQ or DBQ.

Unit 14: The Reagan Revolution and America in Flux
Chapter 32, 33 (12 Days)

Themes (T1, T2, T3, T4, T5, T7, T9,):

1. The change in the American population
2. Economic crosscurrents
3. Democratic revival
4. Reagan after the Cold War

Content:

- Revival of immigration
- People on the move
- Advance and retreat for African Americans
- Reagan
 - “The Evil Empire”
 - Strategic Defense Initiative (SDI)
 - End of the Cold War
- Recession and Stagnation
- The plight of the middle class

Assignments and Assessments:

-Short answer questions over reading for homework (Avg. of 2-3 questions/class period).

-Students will do their presentations over their topics they did their research papers on.

Unit 14 Test: Chapter 32-33

Multiple Choice