

2019–2020 ADVANCED PLACEMENT US HISTORY KINGWOOD HIGH SCHOOL

Instructor:

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Class Website www.scaliasworld.org



Action between USS *Constitution* and HMS *Guerriere*, 1812

Allow me to congratulate you on your decision to embark upon “the road less traveled” and enroll in AP US History (APUSH). By electing to take this class you have chosen to study and learn at an elevated level, even though you already know that this is NOT an easy class. For your perseverance and determination I commend you.

APUSH is a two-semester college survey course. The guiding principle that you must keep in mind is that the course **is a college course**. The curriculum, instruction, and materials used are of a college pedigree; consequently, student expectations **are not** consistent with those associated with an advanced or honors high school class. APUSH students must develop solid reading and writing skills along with a willingness to devote considerable time to homework and study. Emphasis is placed on critical and evaluative listening skills, analytical ability, writing skills, interpretation of original documents, and critical analysis of historiography.

It is the operational goal and expectation of this class that APUSH students be prepared to take the AP US History Exam in May. I encourage my students to avail themselves of this opportunity to gauge their proficiency with that of the rest of the nation, against whom they will be competing for college admission.

Course Goals: Students will:

- a. Master a broad body of historical knowledge
- b. Develop analytical skills and factual knowledge necessary to deal critically with problems and materials in United States History.
- c. Demonstrate an understanding of the causal nature of historical chronology.
- d. Develop a practical understanding of historical context and synthesis.
- e. Develop proficiency in historical writing, including argumentative essays and document based questions.
- f. Use historical data to support historical argument.
- g. Effectively use analytical skills of evaluation, cause and effect, compare and contrast.
- h. Participate effectively in classroom discussion.

Class Calendar:

Due to the changing nature of time allotted for classroom instruction in high school a schedule outlining class activities, assessments, etc. will be posted on the class website (www.scaliasworld.org) on a weekly basis. **It is the student's responsibility to familiarize themselves to the week's schedule and stay current; not knowing is an unacceptable excuse.**

Texts:

Due to the inherent nature of bias in most US History textbooks I typically do not use a singular text, opting instead for passages from a variety of texts from which students can obtain a more balanced and objective view of the subject matter. The instructor will provide these readings, typically in the form of a Word or PDF file posted in the Textual Library on the website. Primary textual readings will come from (but are not limited to) the following texts:

George Tindall and David Shi *America: A Narrative History*
Walter MacDougall *Freedom Just Around the Corner 1700-1824*
Walter MacDougall *Throes of Democracy 1829-1877*
Alan Brinkley *American History*
Eric Foner *Give Me Liberty! An American History*
Thomas Bailey *A Diplomatic History of the American People*
Charles B Mann *1491; 1493*
Henry Louis Gates Jr *Life Upon These Shores*

Reading Assignments:

Additional readings will include:

- Thomas Dillehay *The Settlement of the Americas: A New Prehistory* (Fall semester)
- Charles B Dew *Apostles of Disunion* (Fall semester)
- James McPherson *For Cause and Comrades: Why Men Fought in the Civil War*
- Ira Berlin, Marc Favreau, Steven Miller eds. *Understanding Slavery: The FWP Slave Narratives*
- Ranjit Dighe *The Historian's Wizard of Oz* (Spring semester)
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*Student mastery of these readings will be gauged through periodic reading quizzes and/or questions on summative tests.

*The reading schedule is posted on the class website; ALL readings are located on the "Textual Library" on the website.

Internet Access:

To accommodate students it is necessary to maintain a "virtual classroom" by virtue of the class website, located at www.scaliasworld.org. The class calendar, as well as ALL class assignments, handouts, due dates,

and supplementary materials will be posted on the class website. The site is maintained on a weekly basis to reflect the pacing of the class; I make every effort to post reading assignments as soon as possible to allow students the opportunity to get started on the assignment. **WARNING: It is the students' responsibility to check the website each day; ignorance of a particular assignment, regardless of whether the student is present in class or not, is unacceptable.**

Grading Policy:

Kingwood High School (HISD) Rubric:

100-90= A

89-80= B

75-79= C

70-74=D

Below 70=F

- Formative Quizzes = 30%, Summative Tests = 70%
- Due to College Board sanction of this class as “Advanced Placement” the Kingwood High retest policy does NOT apply.

Materials:

Students are expected to come to class prepared for the day’s work. Basic tools for this course include:

- Notebook (spiral or loose-leaf)
- Pen or pencil (PLEASE: blue or black ink and/or number 2 pencils)
- Loose leaf paper
- 3x5 notecards
- Hi-liters (Highly suggested. These are not mandatory but an excellent, worthwhile investment.)

Attendance:

Attendance in this class is essential. You cannot pass this course if you do not come to class; much of the material, both content and skill-based, is provided through lecture and class discussion. Students should make arrangements to obtain a copy of lecture notes, handouts, etc (it is a good idea to partner with a classmate; be sure to get his/her phone number) to cover them in case they miss class. **IT IS NOT INCUMBENT UPON THE INSTRUCTOR TO PROVIDE COPIES OF LECTURE NOTES.** Should a student miss a quiz or a test, makeup work will be guided **STRICTLY** by the Kingwood High School Late Testing Policy (posted on the website home page). Any other accommodations for missed work must be worked out with the instructor.

Electronic Apparatus Policy:

As pursuant to Kingwood High School policy:

- Use of personal electronic devices such as phones are not allowed in class unless stipulated by the teacher. Violation of this policy will result in disciplinary action.
- I typically do not have a problem laptop computers and tablets in class; however you must obtain instructor approval to use them and they **MUST** be utilized for class work only. Violation of this rule will lead to loss of the privilege.
- Unauthorized **taping or filming of class is strictly forbidden.**
- Consequences of the violation of this policy will strictly adhere to Kingwood High School policy.

Plagiarism:

Plagiarism is defined as the unauthorized use or close imitation of the work, language, and thoughts of another author and the representation of them as one's own original work through failure of credit allocation or failure to cite sources. Any use of any material, particularly from web-based informational material, which is not cited or otherwise recognized as the intellectual property of someone else, is **unethical and illegal**, and will not be tolerated.

It should go without saying that students are expected to do their own work in and outside of class. The majority of written work, such as timed essays, will take place in class; however to insure the academic integrity of outside assignments all outside work will be submitted through the plagiarism check software **Turnitin.com**. No outside assignment will be accepted outside of a Turnitin submission.

Should an incident of plagiarism or cheating occur consequences will adhere strictly to Kingwood High School policy.

Class Expectations:

To succeed in this class you must know what type of monster you are attempting to slay. In taking APUSH you are, for all practical purposes, skipping your junior and senior years of high school, as well as your freshman year of college. Please keep in mind that this is a **two semester college survey class**, and NOT college preparatory; the expectation is college work. Because you will not have the advantage of three years of advanced skills and the intellectual maturity inherent in college sophomores, you will have to acquire them along the way. The official course description states:

“APUSH is designed to provide students with the analytical skills and enduring understandings necessary to deal critically with the problems and materials in United States history. Students should learn to assess historical materials—their relevance to a given interpretive problem, their reliability, and their importance—and to weigh the evidence and interpretations presented in historical scholarship. *The 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 both oral and written formats.*”

Class Requisites:

1. **This is a reading-intensive course.** Introductory and second-year college courses are taught upon the precept that the student already has some knowledge of American history by virtue of his/her high school experience. To compensate for that deficiency, the APUSH student will have to acquire that proficiency largely from reading sources. These sources will include (but not be limited to) textual readings, ancillary readings, and outside monographs, all of which will be supplied by the instructor.
2. **This course requires mastery of historical writing.** Students will be expected to write analytical essays and Document Based Questions (DBQs) which focus on the student’s ability to investigate, evaluate, and critically expound upon current historiography. In addition, students will be expected to answer short answer questions with succinct but complete answers. All writing will adhere to stylistic criteria provided on the appropriate rubric.
3. **This course requires analytical reasoning skills** with which the student can assess, develop, and defend historical argument. Students will need to develop a sense of historical perspective through the avoidance of presentism, as well as learn to examine the historiographic record to identify and address bias.
4. **This course requires a solid work ethic and time management skills.** The student will have to devote some time each night to the class, particularly with the reading load. Procrastination, especially in light of the workloads from other classes, is hazardous to the student’s academic health.

These are the curricular requisites for this class; I understand that they are a bit intimidating. However, no competent instructor can expect their high school students to master these skills without proper training and instruction. As such, substantial emphasis will be placed on the development of these and other skills which

are vital for success at the college level. For example, I cannot reasonably expect a college essay from my students before they have learned exactly what they are and how to write them.

I harbor a deep passion for the study of history, so much so that I have made historical instruction, research, and writing my life's work. I will be asking a lot from you requiring your maximum effort. However, I demand as much from myself to provide you with the skills necessary to deliver. Consequently, the instructor-student relationship is reciprocal by design.

The Non-Negotiables:

1. **RESPECT**. This class will be conducted upon the basis of mutual respect between teacher, student, and each other. We cannot learn from each other if we do not respect each other. **Disrespect in my classroom will not be tolerated**. I will not allow the immaturity of a few to impair the learning of others; I expect you to behave in a manner consistent with your status as not only college students but as KHS juniors as well.
2. **TRUST**. To succeed in this class we must trust each other. You must understand and accept that every assignment you are given is done so for a reason; there is no "busy work" or "punishment work." Neither of us have time for such foolishness.
3. **INTEGRITY**. I will NOT TOLERATE cheating in my class. Honesty in your work is imperative. The study of history is a noble endeavor, the integrity of which I am charged to defend. I take this responsibility seriously. Cheating is defined as (but is not limited to) giving and receiving information on assessments, out of class assignments, "community assignments" unless pre-approved by the instructor, and above all, plagiarism. A good rule of thumb when wondering of what you plan to do is allowed: When in doubt, ask . . . never assume. **"I didn't know" is an unacceptable excuse.**
4. **EFFORT**. This is the **most important component of the class**. All I can ask from you is your utmost effort; give it and you will be successful. If you shortchange your effort, you shortchange yourself, a trend that always reveals itself in your grades. "The easy way around" an issue never really is.

REMEMBER:

Do not be upsets with the results you did not get from the work you did not do.

TENTATIVE TOPIC SCHEDULE*

(Dates listed reflect the intended pacing of the course. Schedule is subject to change)

26 AUGUST-6 SEPTEMBER

Pre-Columbian Societies

Early inhabitants of the Americas

American Indian empires in Mesoamerica, the Southwest, and the Mississippi Valley

American Indian cultures of North America at the time of European contact

Transatlantic Encounters and Colonial Beginnings, 1492–1690

First European contacts with American Indians

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

9 SEPTEMBER-20 SEPTEMBER:

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

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
The federal Constitution

23 SEPTEMBER-4 OCTOBER:

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

7 OCTOBER-18 OCTOBER:

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 structures
Immigration and nativist reaction
Planters, yeoman farmers, and slaves in the cotton South

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

21 OCTOBER-1 NOVEMBER:

The Transformation of Politics in Antebellum America

Emergence of the second party system
Federal authority and its opponents: judicial federalism, the Bank War, tariff controversy, and states' rights debates
Jacksonian democracy and its successes and limitations

4 NOVEMBER-22 NOVEMBER:

Territorial Expansion and Manifest Destiny

Forced removal of American Indians to the trans-Mississippi West
Western migration and cultural interactions
Territorial acquisitions

Early U.S. imperialism: the Mexican War

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

29 NOVEMBER-13 DECEMBER:

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

Spring Semester

4 January-14 January

Reconstruction

Presidential and Radical Reconstruction

Southern state governments: aspirations, achievements, failures

Role of African Americans in politics, education, and the economy

Compromise of 1877

Impact of Reconstruction

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

15 January- 22 January

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

Government policy toward American Indians

Gender, race, and ethnicity in the far West

Environmental impacts of western settlement

25 January-February 4

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

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

5 February- 12 February

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

16 February-25 February

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

26 February-8 March

The New Era: 1920s

The business of America and the consumer economy
Republican politics: Harding, Coolidge, and 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

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 and union recognition
The New Deal coalition and its critics from the Right and the Left
Surviving hard times: American society during the Great Depression

9 March-23 March (Spring Break March 14-18)

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 multifront war
Diplomacy, war aims, and wartime conferences
The United States as a global power in the Atomic Age

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

24 March-31 March

The United States and the Early Cold War

Origins of the Cold War

Truman and containment

The Cold War in Asia: China, Korea, Vietnam, and Japan

Diplomatic strategies and policies of the Eisenhower and Kennedy administrations

The Red Scare and McCarthyism

Impact of the Cold War on American society

1 April- 6 April

The 1950s

Emergence of the modern civil rights movement

The affluent society and “the other America”

Consensus and conformity: suburbia and middle-class America

Social critics, nonconformists, and cultural rebels

Impact of changes in science, technology, and medicine

7 April- 18 April

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

19 April- 29 April

Politics and Economics at the End of the Twentieth Century

The election of 1968 and the “Silent Majority”

Nixon’s challenges: Vietnam, China, and Watergate

Changes in the American economy: the energy crisis, deindustrialization, and the service economy

The New Right and the Reagan revolution

End of the Cold War

Society and Culture at the End of the Twentieth Century

Demographic changes: immigration after 1965, Sunbelt migration, and the graying of America

Revolutions in biotechnology, mass communication, and computers

Politics in a multicultural society

29 April- 10 May

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

In Conclusion:

I anticipate an exciting year and am looking forward to getting under way. If you or your parents have any questions please do not hesitate to contact me.

Welcome aboard, troopers. Let’s do this.

Joseph M Scalia BA, MA

