

## **Advanced Placement U.S. History 2013-2014**

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Advanced Placement U.S. History is designed to teach students to think critically about the issues that have confronted and influenced the United States through a process that integrates the examination of factual knowledge, the development and application of analytic skills, and the assessment of primary and secondary sources. The course includes the study of political institutions, social and cultural developments, diplomacy, and economic trends in U.S. History. Since this is an Advanced Placement course, a secondary objective is to be prepared to take the AP United States History (APUSH) test in May 2014.

Compared with a regular high school course, the AP US History course will be more demanding. This course stresses why and how things happened. To learn the “why and how” of history requires critical thinking, reading, writing and discussion. You will be asked to read and write more, to analyze historical material, to synthesize your own ideas, and to evaluate other’s ideas. The intellectual skills and interests you should develop in this course - critical reading, interpreting primary source documents, cartoons, photos, art, statistical tables, maps and synthesizing evidence to develop new insights, and others - are those that define well-prepared college students, and equip them for lifelong learning. You will be asked to work effectively with others to produce products, use historical data to support positions and use analytical skills of evaluation.

*Why take an AP course?*

- Accepting the challenge of an AP course and an AP exam are important accomplishments. Regardless of one’s score on the exam, colleges respect students who work diligently and attempt to succeed in the AP course and on the AP exam.
- Success in an AP class may improve your chance of receiving college scholarships.
- AP class size is often smaller and more personalized. There are more opportunities for in depth, engaging learning and interaction with your teacher and peers.
- AP courses are a “head start” on college. AP classes require the type of critical and creative thinking, reading, writing and calculating expected in college.

*What is expected of students in an AP class?*

- You are expected to manage your time wisely and demonstrate consistent effort. You will have at least 5 – 10 hours of work per class OUTSIDE of class a week. This may include reading, writing, test preparation, projects and related assignments.
- You must attend school consistently and be prepared for class. Assignments must be completed ON TIME.
- You must be willing to push yourself and take “learning risks.” AP classes require more in depth analysis and thinking. You can not just show up for class and expect to learn. 100% participation is required.
- AP students are NOT eligible for Credit Recovery. AP are college equivalent classes.

If you are committed to participating actively in an AP class and doing the out-of-class reading and writing, you have met some of the major requisites for success in the course and in college.

### **Course Objectives**

After successful completion of the course of study the student will be able to demonstrate the following skills and knowledge.

- Demonstrate comprehension of a broad body of historical knowledge.
- Demonstrate an understanding of historical chronology.
- Express ideas clearly and succinctly in writing.
- Work with classmates to research historical issues.
- Interpret and apply data from original documents.
- Identify underrepresented and/or controversial historical viewpoints.
- Write to persuade with concrete evidence.
- Compare and contrast alternate interpretations of an historical figure, event, or trend.
- Explain how an historical event connects to or causes a larger trend or theme.
- Develop essay responses that include a clear, defensible history thesis statement and supporting evidence.
- Effectively argue a position on an historical issue.
- Critique and respond to arguments made by others.
- Raise and explore questions about policies, institutions, beliefs, and actions in an historical context.
- Interpret, apply and evaluate primary materials, such as historical documents, political cartoons, fine art, music, first-person narratives and demographic data
- Evaluate secondary materials, such as scholarly works or statistical analyses.
- Assess the historical significance and cultural impact of key literary works (e.g. Uncle Tom's Cabin, The Jungle, The Grapes of Wrath, etc.).
- Work effectively and cooperatively to expand knowledge, share idea, produce products and solve problems.
- Develop and enhance time management skills

### **Text and other materials**

#### **Basic text:**

John Mack Faragher, et al, *Out of Many*, Pearson/Prentice Hall Publishing, 2007, 5<sup>th</sup> Edition (AP Edition)

#### **Review text:**

Epstein, M. *Fast Track to a 5: Preparing for the AP United States History Examination*.  
AP U.S. History Practice Exam Book (5<sup>th</sup> Edition), Thomas Barnes and Gordon Utz

**Supplementary Texts:**

We will read a variety of excerpts from *A People’s History of the United States* and *A History of the American People*, essays and primary documents for multiple perspectives on United States social, political, diplomatic, economic, and cultural history.

Johnson, Paul. *A History of the American People*. New York: Harper Collins, 1997.

Zinn, Howard. *A People’s History of the United States: 1492 – Present*. New York: Harper Collins, 2003.

In addition, we will read primary documents and essays from:

Foner, Eric. (2011) *Voice of Freedom: A Documentary History*, 3<sup>rd</sup> Edition. New York: Norton. *Out of Many*, Document Set

Zinn, H, and Arnove, A. (2004). *Voices of a people’s history of the United States*. New York: Seven Stories Press.

We will read literary excerpts from:

Sinclair. *The Jungle*, 1906.

Brown. *Bury My Heart at Wounded Knee*, 1970.

O’Brien. *The Things They Carried*, 1990.

Cary. *The Price of a Child*. 1996.

Selected poetry

In addition, we will use many on-line primary source and primary document resources including “Our Documents:100 Milestone Documents from the National Archives,” the United States Library of Congress documents, Philadelphia related documents, etc. Besides text based primary sources, we will consider musical lyrics, paintings and sculpture, monuments and photographs.

**Assessment / Grading:**

**Tests / quizzes.....40%**

Tests and quizzes will be modeled after AP objective tests (multiple choice). We will have a quiz for every 1 – 4 chapters in the text. Tests will occur at the end of a unit. You will be able to retake a test within a designated time period. Directions for test corrections will be given with the first test. You may improve your grade up to an 80%.

**Projects/ Essays/ Document Based Questions (DBQ).....40%**

Each marking period, you will write “free-response questions.” (The AP US History test has “free-response” or essay questions. The DBQ is also an essay but includes analysis of documents.) You may revise essays and DBQs to improve your writing and receive a grade up to 80%.

**In class participation / attendance / binder.....10%**

**Homework / Cornell Notes.....10%**

(1) The reading and writing load is considerable. In order to cover the maximum amount of material with the least amount of stress, sharing is *required*. You will have small group study partners. I will assign study partner groups chapters to outline and present to the class. Nevertheless, I expect you to do all assigned reading. You are responsible for understanding all of the material for testing.

*See attached for Cornell Notes*

## **(2) Primary document analysis**

Periodically, you will have primary documents to analyze for homework.

**Please NOTE: There are NO extra credit assignments and NO credit recovery.**

### **Academic Honesty:**

I assume everyone will be academically honest – work collaboratively while giving credit to your sources. The class and some assignments are collaborative – you will work together to support each other’s social and intellectual growth. Nevertheless, you will **not** help each other take a test/quiz (e.g. no cheat sheets, no sharing of answers). You will write your own free-response essays (including DBQs) but you will help each other edit and improve each others’ writing. I DO NOT expect to read a free response / essay that is cut/pasted from a web site, another text, another student, etc. In the long run, cut/paste writing will only hurt you.

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### **Calendar is tentative: Dates may vary slightly throughout the school year**

#### **First week of school (September 9 – 13) (1491 – 1500)**

Introduction to the course and each other  
Summer Assignment (*1491*)  
Historiography: Interpreting history  
Form study partner groups  
Introduction to Cornell Notes

#### ***Unit 1: Colonial History (September 16 - 27) (1500s – 1763)***

**Readings:** *Out of Many*, Chapters 1 – 5 (skim the chapters)

**Big Idea:** By 1763, the Colonial Empires in North America developed into complex and unique social, political, economic and cultural regions that both interacted and fought with each other and Native Americas.

#### **Themes:**

1. The emergence of U.S. cultural traits and the factors that contributed to them.
2. Emerging regional patterns and how they evolved.
3. Early history of enslavement of African Americans and racism.

#### **Content:**

- Motives and methods of colonization: Spain, France, Britain
- Push-pull factors bringing colonists to the Americas
- The exchanges, conflict and cooperation involved in the encounters of Europeans, Native Americans, and Africans in the Americas
- Comparison and contrast of Southern, Middle and New England political, economic, social, and religious patterns
- Cultural differences between North Americans and Europeans

**Introduction to Essay Writing / Writer’s Workshop** (thesis, essay structure, components, formulating and supporting ideas/position, etc.)

## **DBQ: Foundation of Colonial North America**

### **Unit 2: Independence (September 30 – October 11) (1763 – 1789)**

**Readings:** *Out of Many*, Chapters 6 - 7

**Big Idea:** Great Britain's changing policies toward the colonies and dissatisfaction by some colonists leads to the U.S. Revolution and a new representative democracy is created.

**Themes:**

1. Colonists reevaluate their relationship with Great Britain and with each other.
2. The U.S. Revolution as a conservative or a radical movement.
3. The U.S. Revolution's place in world developments of the time period.

**Content:**

- Mercantilism — costs and benefits for Britain and colonies
- British policy changes, post-1763
- Emerging colonial cooperation and decision for independence
- Military victory and terms of the Treaty of Paris

**Major Assessments:**

**Essay:** "Mercantilism was actually more favorable to the colonies than to Great Britain." Assess the validity of this statement.

**In – class group and take home essay:** The independence movement as a conservative or radical movement: The class will be divided into five groups, each assigned to one article from *Conflict and Consensus* on the nature of the American Revolution. Each group will present the views of the author about whether the U.S. Revolution was radical or conservative in nature. Students take notes on all five presentations and write a take-home essay taking a position on whether the independence movement was conservative or radical in its goals and results. They must cite references from at least two of the articles.

*No School – October 14, 2013 (holiday)*

### **Unit 3: Post-Independence and the Critical Period (October 15-25) (1780s – 1800)**

**Readings:** *Out of Many*, Chapter 9

Handouts – Primary documents will focus on Philadelphia in the last two decades of the 18<sup>th</sup> century. Secondary sources will include excerpts from *Freedom by Degrees* (Nash and Soderlund) and *Life in Early Philadelphia* (B.G. Smith)

**Big Idea:** Following the U.S. Revolution, the new republic struggled to create a stable and sustainable government.

**Themes:**

1. Impact of colonial experience on post-independence government
2. Development of the United States Constitution and the Bill of Rights
3. The emergence of political parties and the factors that divided them
4. The development of sectional specialization and interdependence
5. The conflict between national power and states' rights

**Content:**

Government under the Articles of Confederation — Successes and failures  
Constitutional Convention

- Personalities
- Compromises

- Controversies
- Ratification
- Hamilton v. Jefferson
- British-French conflict and its impact on American politics
  - Trade
  - Diplomacy
  - Alien and Sedition Acts

**Major Assignments and Assessments:** Simulation — Articles of Confederation

**DBQ: Articles of Confederation or The Constitution of the United States**

**November 4 – School Wide Service Day**

**November 5 – 6 – No school for students**

**Unit 4: Antebellum U.S. (October 28 –November 1) (November 7 – 8) (1800 – 1850s)**

**Readings:**

Text, Chapters 11-13

*Major Problems in American History, Vol I* (primary documents) Chapter 6

Handouts

**Themes:**

1. The peaceful transfer of power from one party to another.
2. Changes in party positions.
3. National growth and the growth of nationalism.

**Content:**

Jefferson’s “Revolution of 1800”

- Changes in Party Positions
- Louisiana Purchase
- Diplomatic Problems

War of 1812: Causes, Conduct, Consequences

- Era of Good Feelings
- Rise of Nationalism
- Diplomatic Achievements

Marshall Court rulings and precedents

Monroe Doctrine

**DBQ: The Age of Jefferson or free-response essay**

**Project: BroadSides**

**No School – November 11 (holiday)**

**Unit 5: The Age of Jackson (November 12 – 15; November 18 - 22)**

**Readings:**

Text, Chapters 13-16

*Major Problems in American History, Vol I* (primary documents) Chapter 8

Handouts

**Themes:**

1. The emergence of the second U.S. party system.
2. The emergence of the “Common Man” in U.S. politics.
3. Geographical and economic expansion.
4. Reform movements and the U.S. character.

**Content:**

Election of 1824 and the founding of Jackson’s Democratic Party

Jackson’s Administration:

- Spoils System
- Nullification
- Bank War
- Cherokee Removal

Manifest Destiny and the War with Mexico immigration; social, political, and economic developments; and reform movements, 1820-1850

**Major Assignments and Assessments: 1.)** Groups create and present a PowerPoint / Prezi on one of the following social developments during the 1820s-1850s:

- Scientific and technological developments
- Transportation and sectional interdependence
- Labor and labor organizations
- Social reforms and reformers
- Utopian societies
- Religious developments
- Immigration

**2.) Simulated debate over declaration of War on Mexico.**

**DBQ: Cherokee Removal or Jacksonian Reformers**

**No School – November 28 – 29 (holiday)**

***Unit 6: Slavery and Sectionalism (November 25 – 27; December 2 - 6) (1820 – 1860s)***

**Readings:**

Text, Chapters 17-20

*Major Problems in American History, Vol I* (primary documents) Chapter 13 and 14

*Conflict and Consensus*, volume 1 on slavery: Stamp, Fogel, and Engerman

Reading from *Autobiography of Frederick Douglass*

**Themes:**

1. Sectionalism
2. Slavery and causes of the Civil War

**Content:**

Slavery as a social and economic institution

The politics of slavery:

- Missouri Compromise
- Abolitionists
- Compromise of 1850
- Kansas-Nebraska Act and Bleeding Kansas

- Dred Scott Decision
- Lincoln-Douglas Debates
- John Brown's Raid
- Election of 1860

## **DBQ: Constitutional Causes of Sectionalism**

**No School – December 24 – January 1 (holiday)**

**Unit 7: Civil War and Reconstruction, 1860 – 1877, (December 9 - 23)**

### **Readings:**

Text, Chapters 21-23

*Major Problems in American History, Vol II* (primary documents) Chapter 1

Reading from *The Diary of Charlotte Forten*

*Conflict and Consensus*, volume 1: Beard, Boorstin, Foner; volume 2:

McPherson, Spear, Blum, Chapter 16

### **Themes:**

1. Secession and war
2. Reconstruction issues and plans
3. The struggle for equality
4. Native American relations

### **Content:**

Military strategies, strengths and weaknesses, events and outcomes

The home front, North and South

- mobilizing manpower, finances, public opinion
- social, economic, and political impact of war

Presidential v. Congressional Reconstruction plans and actions

Economic development: The New South?

1877 Compromise and Home Rule

Booker T. Washington and W.E.B. Du Bois leadership styles and programs

Native Americans

- Plains Wars and Reservation Policy
- Dawes Act

Comparison of reform attitudes towards African-Americans and Native Americans in late 19th century

### **Major Assignments:**

Students, in groups, consider options and create a reconstruction policy to answer the following questions:

1. What is the primary goal of reconstruction? Reunification, punishment, restitution (for whom?) civil rights, other?
2. What should be done to ex-Confederates?
3. What should be done for the freedmen? (consider economic, social and political rights)
4. Who should be able to vote and hold office in the new southern state



governments?

5. What requirements must be met before states regain full rights and representation?

6. How should the Southern economy be restored?

7. What role should Union troops play in policing, governing, or rebuilding the South?

### **DBQ: Sharecropping**

### **Keystone Testing**

**No School – January 20 (holiday)**

**Unit 8: Rise of Business and Labor / Immigration - 1880 - 1900** (January 2 – January 24)

#### **Readings:**

Text, Chapters 24-27

*Major Problems in American History, Vol I* (primary documents) Chapter 3

Handouts

#### **Themes:**

1. Political alignment and corruption in the Gilded Age.
2. Role of government in economic growth and regulation.
3. Social, economic, and political impact of industrialization.

#### **Content:**

Gilded Age politics

- Party alignment
- Political corruption and reform

Industrial growth

Government support and actions

Business tycoons: methods, accomplishments, philosophies

Rise of organized labor

Changing conditions

Unions, leaders, methods, successes and failures

**Major Assignments and Assessments:** Group Newspaper Assignment (web site) Required – elements:

- Report of news articles on incidents or events during the late 1800s
- Biographical feature story on an important personality of the period
- Editorial
- Political cartoons
- Period appropriate advertisements

### **DBQ: The U.S. labor movement**

**No School – February 5 (teachers only)**

**Unit 9: Populists and Progressives – 1890 – 1920,** (January 27 – February 7)

Readings:

Text, Chapters 28-31

*Conflict and Consensus*, volume 2: Farmers: Hicks; Immigration: Handlin  
*Major Problems in American History, Vol I* (primary documents) Chapter 5  
Reading from *The Jungle*

**Themes:**

1. Inflation/Deflation — Role of government in the economy
2. Role and effectiveness of third parties
3. Immigration and urbanization
4. Patrician reformers
5. Bryan and Wilson: “Jeffersonian goals in Hamiltonian form” (*Conflict and Consensus*)
6. Teddy Roosevelt/Taft/Wilson: Conservatives as Progressives (reform to preserve)

**Content:**

Agrarian Revolt

- Post-war problems
- Attempts to organize
- Election of 1896

Immigration and urbanization in the late 19th century

Social and cultural developments of the late 19th century

Urban middle-class reformers lead a call for change

- Muckrakers
- Women’s issues and roles
- Political corruption and reforms
- Consumer and environmental protection
- Business and labor issues

Teddy Roosevelt, Taft, and Wilson administrations respond to Progressive Movement

**Major Assignments and Assessments: Using the model from Digital History**

**Project:** Using Digital History Explorations as a model [http://www.digitalhistory.uh.edu/learning\\_history/](http://www.digitalhistory.uh.edu/learning_history/) , teams will create an inquiry based exploration on a topic related to Unit 9

**Free-Response Essay**

**No School – February 17 (holiday)**

**Unit 10: Imperialism and World War I – 1890s – 1918** (February 10 – 21)

**Readings:**

Text, Chapters 32-33

Kennan, “Spanish-American War,” “World War I”

*Major Problems in American History, Vol I* (primary documents) Chapter 4 & 6

Handouts

**Themes:**

1. The changing role of the U.S. in world affairs — from isolationism to world power.
2. U.S. motives in World War I and post-war agreements.

### 3. Presidential and congressional roles in policy management.

#### **Content:**

Reasons for new interest in world affairs

Spanish-American War

- Cuban situation and U.S. reaction
- Military preparedness and action
- Treaty provisions
- Philippine Annexation — debate and results

Open Door Policy

Teddy Roosevelt's "Big Stick" Diplomacy

- Roosevelt Corollary and applications
- Panama intervention and canal building
- Nobel Peace Prize

Taft's Dollar Diplomacy

Wilson's "Moral" or "Missionary" Diplomacy

- Relations with Panama, Mexico, Haiti, Philippines
- Neutrality, 1914-1917
- World War I as a war to "make the world safe for democracy"

Various interpretations of U.S. motives in World War I

World War I at home

- Economic impact
- Harassment of German-Americans
- Women and minorities
- Espionage and Sedition Acts
- Business and Labor relations
- Creel Committee — wartime propaganda

Treaty negotiations and Senate rejection of Versailles Treaty

#### **Major Assessments:**

Political Cartoons: Students create one cartoon related to the Spanish American War and U.S. imperialism.

#### **DBQ: Imperialism or Versailles Treaty**

#### **World War I Position Statement:**

Students evaluate documents and make reports and position statements on whether the U.S. claim to be fighting a war to "make the world safe for democracy" was a valid claim. Groups evaluate the following sets of documents and readings:

1. U.S. neutrality statements, submarine warfare experiences, Zimmerman Note, Fourteen Points
2. U.S. trade and loan figures, Nye Commission report
3. Fourteen Points, Wilson War Message, Versailles Treaty negotiations (U.S. positions)
4. U.S. home front: gains and opportunities for women and minorities, treatment of German-Americans, Espionage and Sedition Acts

**Deliberation:** Implications and ramifications of World War I

*Unit 11: 1920s-1930s* (February 24 – March 14)

**Readings:**

Text, Chapters 34-36

*Conflict and Consensus*, Volume 2, 1920s: Higham, Goldman; 1930s:

Degler, Zinn

Handouts

**Themes:**

The 1920s:

1. Post-World War I compared to post-Civil War nativism, laissez-faire, labor government, farmers, attitudes toward reform.
2. U.S. pursuit of “advantages without responsibilities.”
3. Administration policy of “nullification by administration.”
4. Cultural conflicts: native v. foreign; rural v. urban.
5. Revolution in manners and morals.

The 1930s:

1. The role of government in society and the economy.
2. Political realignment.
3. Human suffering and response to the Great Depression.

**Content:**

The 1920s:

- Post-war recession and agricultural problems
- Intolerance
- KKK
- Immigration restriction
- Sacco and Vanzetti

Prohibition and Organized Crime

Jazz Age culture, Youth Rebellion, Literature of Disillusionment

Business growth and consolidation, credit, advertising

Harding, Coolidge, Hoover administrations

- Scandals
- Trickle-down Economics
- “Business of America is Business”
- Boom and Bust In the Stock Market
- Foreign Policy

The 1930s:

- Hoover v. Roosevelt’s approaches to the Depression
- New Deal Legislation — Effectiveness and Criticisms
- Supreme Court Reactions and Court Packing Plan
- Dust Bowl and Demographic Shifts
- Extremist alternatives: Coughlin, Long, Townsend
- Political Party Alignment — the new Democratic Coalition
- Impact of the Great Depression on various population groups

**Major Assessments:**

1.) Reaction to Stock market Simulation adapted from “Panic”

2.) Create a DBQ: Choose an issue or development in the 1920s or 1930s.

Develop a question, and select and arrange documents relevant to answering

the question. Score is determined by significance of the issue, clarity of the question, and relevance of the documents in answering the question.

**DBQ: Cultural conflicts in the 1920s**

*Unit 12: World War II and Origins of the Cold War – 1930s – 1950s* (March 24 – April 11)

**Readings:**

Text, Chapters 37-39

*Major Problems in American History, Vol II* (primary documents) Chapter 9 & 10

**Themes:**

1. Comparison of Wilson and Roosevelt as neutrals, wartime leaders, Allied partners, post-war planners.
2. U.S. adopts new role as peacetime leader in post-war world.
3. Home front conduct during World War I and World War II.

**Content:**

U.S. response to aggression — neutrality legislation, Lend-Lease Act  
Pearl Harbor and U.S. response

Military Strategy

- Germany First
- Second Front Debate
- Island Hopping
- Atomic Bomb

Home Front

- Relocation of Japanese-Americans
- Women and Minorities In the Workplace
- Demographic Impact

Wartime Diplomacy and Cooperation

- Atlantic Charter (Compare to Fourteen Points)
- Wartime Conferences
- United Nations Founding and Participation

Splintering of Wartime Alliance and Adoption of Containment

- Berlin and German Division
- Truman Doctrine
- Marshall Plan
- NATO
- Korea

**Major Assessments:**

1.) Group or individual reports on comparisons and contrasts of aspects of World War I and World War II:

Neutrality policies

Home front developments and regulations

1. Economic controls
2. Labor relations
3. Women and minorities
4. Civil liberties
5. Demographic changes
6. Manpower and financial mobilization efforts

Relations with Allies — wartime and communications  
Wartime Goals — Fourteen Points and Atlantic Charter/League and U.N.  
post-war role in world affairs

**2.) Take a Stand —**

Group debate and position statements on:

- Reasons for relocation of Japanese Americans— national security or racism?
- Decision to drop the atomic bombs — military necessity, nationalism, or Cold War diplomacy?

**3.) Create a DBQ:** Students select an issue, create a question, and select documents to create a DBQ on the Cold War. Scores are based on the significance of the issue, clarity of the question, and the relevance of documents in answering their question.

**NOTE:** You will write a free-response to another group's DBQ.

**Spring Break (April 14 – 18) : Begin review for AP US History Exam in May**

A review schedule will be distributed. There will be review sessions after school once a week until the end of the PSSA tests. If necessary, there will be additional after school review session the end of April and the beginning of May.

**Unit 13: Post-War Domestic Issues – 1960s – 1970s** (April 21 – May 2)

**Readings:**

Text, Chapters 40

Handouts

Reading from *Bury My Heart at Wounded Knee*

**Themes:**

1. Continued impact of New Deal in government's role in society.
2. Struggle for civil liberties and civil rights.
3. Checks and balances at work in American politics.

**Content:**

Truman's Administration

- Fair Deal
- GI Bill of Rights
- Taft-Hartley Act
- 22nd Amendment
- 1948 Election
- Loyalty Program

Eisenhower's Administration

- McCarthyism
- Modern Republicanism
- Highway Construction
- *Brown v. Board of Education of Topeka*
- Earl Warren Court

Kennedy/Johnson Administrations

- Civil Rights Movement: Popular and Government Response
- War on Poverty and Great Society Programs
- Counterculture and Anti-establishment Movements

## **Major Assessments:**

### **Either:**

1. Civil Rights Leaders and Tactics: Compare/contrast the philosophies/strategies of various African American civil rights leaders (Ella Baker, Martin Luther King, Jr., Jesse Jackson, Malcolm X, Stokely Carmichael, and Fannie Lou Hammer, etc.). Which philosophies and strategies were the most ethical, effective or both? Write a speech to present to the class.
2. Select one of the following civil rights movements: women's, farm workers, Chicano/a and/or Latino/a, disability rights, Asian American, gay/lesbian rights, etc. Find the origins, time frame, key players, and philosophy/strategy behind the rights movement. Present your findings, in a format of your choice, to the class.

## **DBQ: African American Civil Rights Movement**

### **Unit 14: Foreign Policy — Eisenhower-Reagan, 1950s – 1980s (May 5 – 9)**

#### **Readings:**

Text, Chapters 41-44

*Major Problems in American History, Vol II* (primary documents) Chapter 14 & 15

Handouts

Reading from *The Things They Carried*

#### **Themes:**

1. Cycles of freezes and thaws in East-West relations.
2. The “Vietnam Syndrome” in post-war foreign policy.
3. Human rights v. strategic self-interest in policy formulation.
4. Interrelationship of foreign policy and economic stability.

#### **Content:**

Eisenhower

Liberation, not containment

- John Foster Dulles
- Massive retaliation

Asia Policies:

- Korea
- Southeast Asia — Geneva Accords and aid to South Vietnam

Peaceful Co-existence — Khrushchev's visit

U-2 Incident

Kennedy:

- Flexible Response
- Aid for Social and Economic Development
- Peace Corps
- Alliance for Progress
- Southeast Asia military and economic aid
- Bay of Pigs and Cuban Missile Crisis

Johnson:

- Vietnam War

Nixon/Ford:

- Vietnamization
- Nixon Doctrine

- China Card
- Detente

Carter:

- Human Rights Policies
- Camp David Accords
- Panama Canal Treaties
- SALT II, Afghanistan, and Olympic Boycott
- Iran Revolution and Hostage Crisis

Reagan:

- “The Evil Empire”
- Strategic Defense Initiative (SDI)
- End of the Cold War
- Central America

### **Major Assignments and Assessments:**

Cold War Grid — Compare presidential policies, Truman to Reagan, on:

- Nature of the Cold War — ideological v. power struggle
- Containment in Europe
- Asia (East, South and Southeast Asia)
- Middle East
- Latin America (Caribbean, Central America)
- Neutralism/nonalignment

**Assignments:** Review for the AP US History Exam



