**AP United States History**

**Winneconne High School**

**2011-2012**

**Instructor: Mr. Coonen**

**Abstract**

AP United States History is a year-long course designed to provide students the opportunity to experience a college-level course and to prepare students for the AP Exam.

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Course Description

AP U.S. History is a college-level course designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States history. This course is a two-semester survey of U.S. History from the Age of Exploration to our present time. Through in-depth study, students will 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 study of AP U.S. History is designed to provide a college-level experience and preparation for the Advanced Placement Examination in United States History Examination administered by the College Board in May of each year. The AP U.S. History exam evaluates students in multiple choice and essay formats and much attention is paid to the writing component in this course. Emphasis is placed on critical and analytical thinking skills, essay writing, and on interpretation of primary and secondary sources.

Advanced Placement United States History is a challenging course that is meant to be the equivalent of a freshman college course and can earn students college credit. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. In taking AP U.S. History, students must be willing to accept the demands of a college course and therefore shoulder the load of lengthy nightly readings and homework assignments.

Text

Kennedy, David M., et el. *The American Pageant*. 14th ed. Boston: Wadsorth, Cengage Learning, 2010.

**Additional readings will be assigned with each chapter.**

Resources:

[www.thecoonenwiki.pbworks.com](http://www.thecoonenwiki.pbworks.com): Throughout the year, this wiki will serve multiple purposes. Here, you will find:

* Assignments
* Documents
* Primary source material
* Video clips
* Class-related web links
* Class discussion threads
* And much more as the wiki continues to evolve

Required Supplies:

This is a college-level course and requires a high degree of personal responsibility. Part of that responsibility involves coming to class prepared. Each day, you should be equipped with:

* Text book
* Writing utensil
* Note paper
* A willingness to work hard
* Flash drive
* Computer access

Course Objectives

Students will:

* Master a broad body of historical knowledge
* Demonstrate an understanding of historical chronology
* Use historical data to support an argument or position
* Interpret and apply data from original documents
* Prepare for and successfully pass the AP Exam

Expectations

***Readings****:* Students will be expected to read assigned passages from the required reading list ***prior*** to class meetings as well as outside materials as is necessary. Students should also be prepared to read on a regular basis (6-10 hours per week).

***Assignments****:* All assignments and exams will be due on their assigned dates. In most cases, late work will only be accepted for half credit. Sloppy, cluttered, or inappropriately formatted assignments will not be accepted. Students are expected to complete all assignments and examinations on time. Although students are expected to see the instructor about missed or late work, a "study buddy" is encouraged. **Being absent the day before an assignment or exam does not excuse a student from taking that exam except in unusual circumstances.**

***Methods of Evaluation****:* All work will be graded on a point system. Reading quizzes are worth 25 points and end of unit tests are worth 500 points (multiple choice -200 points, essay – 100 points, DBQ – 100 points and matching – 100 points). There will be projects assigned throughout the school year that will also add to the total points for the grade.

***Class Participation****:* Studies have consistently shown that students who participate in class discussions and activities are more likely to grasp learning objectives. Class participation, or a lack thereof, will make a difference in one’s grade.

***Attendance****:* Regular class attendance is strongly recommended since a majority of the course will involve group discussions and activities that will aid in an understanding of the material.

*Formal Projects*: The importance of formal projects cannot be understated. In addition to daily course activities, students should be prepared to argue a formal debate, create a student made DBQ, and other project ideas that may arise.

Major Units

* Unit 1: Founding the New Nation (c. 33,000 B.C.E. – 1783 C.E.)
* Unit 2: Building the New Nation (c. 1776 – 1860)
* Unit 3: Testing the New Nation (1820 – 1877)
* Unit 4: Forging an Industrial Society (1869 – 1909)
* Unit 5: Struggling for Justice at Home and Abroad (1900 – 1945)
* Unit 6: Making Modern America (1945 – Present)

Major Themes

**American Diversity**

The diversity of the American people and the relationships among different

groups. The roles of race, class, ethnicity, and gender in the history of the

United States.

**American Identity**

Views of the American national character and ideas about American

exceptionalism. Recognizing regional differences within the context of

what it means to be an American.

**Culture**

Diverse individual and collective expressions through literature, art,

philosophy, music, theater, and ﬁlm throughout U.S. history. Popular

culture and the dimensions of cultural conﬂict within American society.

**Demographic Changes**

Changes in birth, marriage, and death rates; life expectancy and family

patterns; population size and density. The economic, social, and political

effects of immigration, internal migration, and migration networks.

**Economic Transformations**

Changes in trade, commerce, and technology across time. The effects of

capitalist development, labor and unions, and consumerism.

**Environment**

Ideas about the consumption and conservation of natural resources. The

impact of population growth, industrialization, pollution, and urban and

suburban expansion.

**Globalization**

Engagement with the rest of the world from the ﬁfteenth century to the

present: colonialism, mercantilism, global hegemony, development of

markets, imperialism, cultural exchange.

**Politics and Citizenship**

Colonial and revolutionary legacies, American political traditions, growth

of democracy, and the development of the modern state. Deﬁning citizenship; struggles for civil rights.

**Reform**

Diverse movements focusing on a broad range of issues, including antislavery, education, labor, temperance, women’s rights, civil rights, gay

rights, war, public health, and government.

**Religion**

The variety of religious beliefs and practices in America from prehistory to

the twenty-ﬁrst century; inﬂuence of religion on politics, economics, and

society.

**Slavery and Its Legacies in North America**

Systems of slave labor and other forms of unfree labor (e.g., indentured

servitude, contract labor) in Native American societies, the Atlantic World,

and the American South and West. The economics of slavery and its racial

dimensions. Patterns of resistance and the long-term economic, political,

and social effects of slavery.

**War and Diplomacy**

Armed conﬂict from the precolonial period to the twenty-ﬁrst century;

impact of war on American foreign policy and on politics, economy, and

society.

**Schedule and Assignments**

**PART ONE (Chapters 1-8, 7 weeks: 9/6-10/21)**

**FOUNDING THE NEW NATION**

**c. 33,000 B.C.E. – 1769 C.E.**

*September 1 - 9*

**American Pageant Chapter 1:**

**New World Beginnings**

The geology of the New World; Native Americans before Columbus; Europeans and Africans; Columbus and early explorers; The ecological consequences of Columbus’s discovery; The conquest of Mexico; Spain builds a New World empire

**Guidebook Chapter 1, pp. 1-10**

**Free-Response Essay Topics:**

1. How did the geographic setting of North America—including its relation to Asia, Europe, and Africa—affect its subsequent history?

2. What were the common characteristics of all Indian cultures in the New World, and what were the important differences among them?

3. What fundamental factors drew the Europeans to the exploration, conquest, and settlement of the New World?

4. What was the impact on the Indians, Europeans, and Africans when each of their previously separate worlds collided with one another?

5. What were the greatest achievements of Spain’s New World Empire, and what were its greatest evils and disasters?

6. Should the European encounter with the Indian peoples of the Americas be understood primarily as a story of conquest and exploitation, or as one of mutual cultural encounter that brought beneficial as well as tragic results for both?

**Additional Reading:**

Alfred W. Crosby, Jr., *The Columbian Exchange: Biological and Cultural Consequences of 1492*, 30th Anniversary Edition (Praeger Paperback: 2003)

Olaudah Equiano, *Equiano’s Travels* (London: 1789)

This autobiography is a fascinating account by an African in the New World in the eighteenth century.

*September 12 - 16*

**American Pageant Chapter 2:**

**The Planting of English America**

England on the eve of empire; The expansion of Elizabethan England; The planting of Jamestown, 1607; English settlers and Native Americans; The growth of Virginia and Maryland; England in the Caribbean; Settling the Carolinas and Georgia

**Guidebook Chapter 2, pp. 11-19**

**Free-Response Essay Topics:**

1. What was the primarypurpose of the English settlement of Jamestown, and how successful were the colonists in achieving that goal in the first twenty years?

2. What features were common to all of England’s southern colonies, and what features were peculiar to each one?

3. In what ways did the relationship between whites and Indians (Powhatans) in Virginia establish the pattern for later white-Indian relations across North America.

4. How did the search for a viable labor force affect the development of the southern colonies? Why did African slavery almost immediately become the dominant labor system in South Carolina, while only slowly taking firm hold in England’s other southern colonies?

5. Which was the most important factor shaping the development of England’s southern colonies in the seventeenth century: Indian relations, the one-crop plantation economy, or slavery? Explain and support your answer.

6. Compare and contrast the early colonial empires of Spain and England in terms of motives, economic foundations, and relations with Africans and Indians (see Chapter 1). What factors explain the similarities and differences in the two ventures?

**Additional Reading:**

Kathleen Brown, *Good Wives, Nasty Wenches, and Anxious Patriarchs: Gender, Race and Power in Colonial Virginia*(University of North Carolina Press: 1996)

This work is a unique and important study of the role gender played in shaping racial ideologies in colonial Virginia.

*September 19 - 23*

**American Pageant Chapter 3:**

**Settling the Northern Colonies**

The Puritan faith; Plymouth Colony, 1620; The Puritan commonwealth of Massachusetts Bay Colony, 1630; Rhode Island, Connecticut, and New Hampshire; Puritans and Indians; The Confederation and Dominion of New England, 1686-1689; New Netherland becomes New York; Pennsylvania, the Quaker colony; New Jersey and Delaware

**Guidebook Chapter 3, pp. 20-29**

**Free-Response Essay Topics:**

1. Compare and contrast the New England and middle colonies in terms of motives for founding, religious and social composition, economic foundations, and political development.

2. How did the Puritans’ distinctive religious outlook and church organization shape the politics, society, and culture of Massachusetts Bay and most of the other New England colonies?

3. “The dissent from Puritanism was as important in the formation of New England as Puritanism itself.” How valid is this statement? Defend your answer.

4. Contrast Puritan New England’s policies toward the Indians with the initial policies of the Quaker settlers in Pennsylvania. Why was Pennsylvania’s Indian policy ultimately unsuccessful?

5. Describe and analyze the English government’s relationship with New England and the middle colonies during the course of the seventeenth century. Is the term *benign neglect* an accurate description of English colonial policy?

6. Discuss the development of religious and political freedom in Massachusetts, Rhode Island, New York, and Pennsylvania. How did the greater degree of such freedoms enjoyed by Rhode Island and Pennsylvania affect life in those colonies?

7. What economic, social, and ethnic conditions typical of the early southern colonies (see Chapter 2) were generally absent in the New England and middle colonies? What characteristics did the middle colonies have that were not generally present in the South?

**Additional Reading:**

James Deetz, *The Times Of Their Lives: Life, Love, and Death in Plymouth Colony*(W.H. Freeman: 2000)

Moving beyond the traditional myths and stereotypes of the Pilgrims, Deetz provides a humanizing narrative about daily life in Plymouth.

*September 26 - 30*

**American Pageant Chapter 4:**

**American Life in the Seventeenth Century (1607-1692)**

Life and labor in the Chesapeake tobacco region; Indentured servants and Bacon’s Rebellion in Virginia, 1676; The spread of slavery; African American culture; Southern Society; Families in New England; Declining Puritan piety; The Salem witchcraft trials, 1692; Daily life in the colonies

**Guidebook Chapter 4, pp. 30-38**

**Free-Response Essay Topics:**

1. Why was the tobacco culture of early Maryland and Virginia so harsh and unstable. How did the environmental and demographic conditions of the Chesapeake region—especially rampant disease and the scarcity of women—affect the social and political life of the colonies?

2. What was the underlying cause of the expansion of African slavery in English North America?

3. Could the colonies’ labor problem have been solved without slavery?

4. How did African Americans develop a culture that combined African and American elements? What were some of the features of that culture?

5. Compare and contrast the typical family conditions and ways of life of southern whites, African American slaves, and New Englanders in the seventeenth century.

6. How did the harsh climate and soil, stern religion, and tightly knit New England town shape the Yankee character?

7. In what ways were married colonial New England women second-class citizens, subjected to discrimination and control, and in what ways was their status and well-being protected by law and society. Is it fair to critically judge colonial gender relations by later standards of equality and rights?

8. How did the Salem witch episode reflect the tensions and changes in seventeenth-century New England life and thought?

9. In what ways was seventeenth-century colonial society already recognizably American in relation to issues of family life, social class, ethnicity, and religion, and in what ways did it still reflect Old World features—whether European or African?

**Additional Reading:**

William Cronon, *Changes in the Land* (Hill & Wang: 1983)

This groundbreaking work looks at colonial history from an ecological perspective.

**American Pageant Chapter 5:**

**Colonial Society on the Eve of Revolution (1700-1775)**

Imigration and population growth; colinial social structure; earning a living; the Atlantic economy; The role of religion; The Great Awakening of the 1730s; Education and culture; Politics and the press; Colonial folkways

**Guidebook Chapter 5, pp. 39-49**

**Free-Response Essay Topics:**

1. What factors contributed to the growing numbers and wealth of the American colonists in the eighteenth century?

2. Describe the structure of colonial society in the eighteenth century. What developments tended to make society less equal and more hierarchical?

3. What attitudes toward government and authority did eighteenth-century Americans most commonly display. Cite specific developments or events that reflect these outlooks.

4. What were the causes and consequences of the Great Awakening? How was religious revival linked to the development of a sense of American uniqueness and identity?

5. What features of colonial politics contributed to the development of popular democracy, and what kept political life from being more truly democratic?

6. What were Americans’ essential attitudes toward education, professional learning, and higher forms of culture and science. Why were colonial newspapers and publications like Benjamin Franklin’s *Poor Richard’s Almanack*so popular?

7. Some historians claim that eighteenth-century American society was actually becoming more European than it had been in the previous century, while others contend that developments like the Great Awakening and the rise of colonial assemblies made the colonies truly American for the first time. Which of these interpretations is more persuasive, and why?

8. Compare and contrast the social structure and culture of the eighteenth century with that of the seventeenth century (see Chapter 4). In what ways was eighteenth-century society more complex and in what ways did it clearly continue earlier ideas and practices?

**Additional Reading:**

Brendan McConville, *The King's Three Faces: The Rise and Fall of Royal America, 1688-1776* (University of North Carolina Press: 2006)

Reexamining colonial political history, McConville reinterprets the period by arguing that Americans were actually strongly attached to British monarchs.

*October 3 - 7*

**American Pageant Chapter 6:**

**The Duel for North America (1608-1763)**

New France; Fur-traders and Indians; Anglo-French colonial rivalries; Europe, America, and the first world wars; The Seven Years’ War; Pontiac’s Uprising and the Proclamation of 1763

**Guidebook Chapter 6, pp. 50-59**

**Free-Response Essay Topics:**

1. Compare France’s colonizing efforts in the New World with Spain’s and England’s colonies (see especially Chapters 1 and 2). What factors explain France’s relatively weak impact on the New World compared with that of England’s and Spain’s?

2. In what ways were the American colonists involved in the home country’s struggle with France?

3. How did French relations with the Indians compare with the Indian policies of Britain and Spain?

4. Why did most Indian peoples fight with the French against Britain and its American colonists in the French and Indian War?

5. Explain why Britain’s successin defeating the French empire led to failures in dealing with its colonial subjects.

6. What did the French and Indian War reveal about Britain’s fundamental attitudes toward its North American colonies. How did the British view of the colonists differ from the way the colonists understood themselves and their identity?

7. When the Seven Years’ War (French and Indian War) began, most American colonists were extremely proud and happy to be British citizens, part of the world’s greatest empire. When it ended many of them no longer felt that way, even though the British Empire was more powerful than ever. Why?

**Additional Reading:**

Robert Kirkwood, *Through So Many Dangers: The Memoirs and Adventures of Robert Kirk, Late of the Royal Highland Regiment*(Purple Mountain Press: 2004)

Kirkwood offers a unique first-hand account of a soldier serving in America during the French and Indian War and Pontiac’s Rebellion.

*October 10 - 14*

**American Pageant Chapter 7:**

**The Road to Revolution (1763-1775)**

Roots of revolution; The merits and menace of mercantilism; The Stamp Act crisis, 1765; The Townsend Acts, 1767, The Boston Tea Party, 1773; The Intolerable Acts and the Continental Congress, 1774, Lexington, Concord, and the gathering clouds of war, 1775, The rebel army

**Guidebook Chapter 7, pp. 60-69**

**Free-Response Essay Topics:**

1. What central political ideas had colonial Americans developed by the eighteenth century that made them deeply suspicious of centralized authority and fervent in defense of their rights?

2. How and why did the Americans and the British differ in their views of taxation and of the relationship of colonies to the empire?

3. What was the theory and practice of mercantilism? Was mercantilism actually as economically oppressive as the colonists came to believe? Were the psychological effects of colonial dependence less or more important than the economic ones?

4. Prior to the outbreak of violence in 1775, what essentially nonviolent methods did the colonists use in their struggle with British authorities? Were these methods effective in achieving colonial goals? How did the British respond to them?

5. What advantages and disadvantages did the American rebels and the British each possess as the war began? What did each side do to mobilize its resources most effectively?

6. At various times during the decade from 1765–1775, the British government backed down and sought compromise with the American colonies. Why did it react so differently, and harshly, after the Boston Tea Party? Was there any possibility that the Empire could have been repaired after the imposition of the Intolerable Acts?

7. Could the American people have won their independence without George Washington and the small, professional Continental Army? Why have the myths of the militiamen and the part-time citizen-soldiers (Minute Men) loomed almost larger in American memories of the Revolutionary War than memories of Washington’s trained professional military?

8. Was the American Revolution inevitable? Or could the thirteen colonies have remained attached to Britain for many years and then peacefully achieved their independence as the British colonies of Canada and Australia later did? How would the meaning of America have been different without this violent revolt from the home country?

**Additional Reading:**

Edmund S. Morgan and Helen M. Morgan, *The Stamp Act Crisis*(University of North Carolina Press: 1953)

The authors provide a brief, yet perceptive, account of the American reaction to British initiatives.

*October 17 - 21*

**American Pageant Chapter 8:**

**America Secedes from the Empire (1775-1783)**

Early skirmishes, 1775; American “republicanism”; the Declaration of Independence, 1776; Patriots and Loyalists; the fighting fronts; The French alliance, 1778; Yorktown 1781, The Peace of Paris, 1783

**Guidebook Chapter 8, pp. 70-79**

**Free-Response Essay Topics:**

1. Why were Americans so long reluctant to break with Britain. How does the Declaration of Independence explain ”the causes that impel them to separation” (see Appendix)?

2. Why was the Battle of Saratoga such a key battle in the Revolutionary War? Did Saratoga put the Americans on a clear path to victory, or only prevent them from being quickly defeated?

3. Why did Tom Paine’s radical vision of republican virtue and the rights of the people appeal to so many Americans at the time of independence? Why did more conservative Patriots develop a different vision of America’s republican future?

4. In what ways was the Revolution a civil war among Americans as well as a fight between Britain and those Americans seeking independence? Why have the Loyalists generally been forgotten in the story of America’s beginnings?

5. How did the idealism and self-evident truths of the Declaration of Independence shape Americans’ outlook and conduct during the Revolutionary War, including their attempt to establish entirely new principles of international relations?

6. Argue for and against: Even though it was necessary to achieve American independence, the American alliance with the reactionary French monarchy violated revolutionary ideals and demonstrated their impracticality as a basis for international relations.

7. Argue for and against: Washington was a great general not so much because of his victories but because of his brilliant strategic retreats.

8. In what ways did the principles of the American Revolution and the Declaration of Independence emerge from the practical historical experience of the American people, and in what ways did it reflect the abstract Enlightenment beliefs in a new age of progress, liberty, and human rights?

**Utilizing Primary Sources:**

**Document-Based Question: Changing Demographic, 1660-1775**

Question: In the middle of the 17th century, Great Britain’s North American colonies were predominantly racially white, ethnically English, and religiously Protestant. Little more than one hundred years later those colonies had become markedly more diverse. Utilizing the documents provided by your instructor and your knowledge of the period 1650-1775, analyze how new forces of race, ethnicity, and religion affected that society.

**Document-Based Question: Charges Against the King, 1754-1776**

Question: For two decades prior to the Revolution, the Americans built up a series of grievances against the British government. Those complaints were clearly articulated in the Declaration of Independence, including charges that the Crown had “excited domestic insurrections amongst us and has endeavored to bring on the inhabitants of our frontiers, the merciless Indian Savages…and “dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.” The document also faulted George III for “imposing Taxes on us without our Consent,”…and “cutting off our Trade with all parts of the world.”

Utilizing your knowledge of the period 1754-1776 and the related documents provided by your instructor, to what extent were the charges leveled in the Declaration of Independence against the King valid?

**Additional Reading:**

David Hackett Fisher, *Washington’s Crossing*(Oxford University Press: 2004)

This detailed military history shows the significance of Washington crossing the Delaware to the overall American war effort.

**PART TWO (Chapters 9-15, 6 weeks: 10/24-12/2)**

**BUILDING THE NEW NATION**

**c. 1776-1860**

*October 24 - 28*

**American Pageant Chapter 9:**

**The Confederation and the Constitution (1776-1790)**

Changing political sentiments; The new state constitutions; Economic troubles; The Articles of Confederation, 1781-1788; The Northwest Ordinance, 1787; Shay’s Rebellion, 1786; The Constitutional Convention, 1787; Ratifying the Constitution, 1787-1790

**Guidebook Chapter 9, pp. 80-91**

**Free-Response Essay Topics:**

1. What changes in American society did the revolutionary American ideas of natural human rights, equality, and freedom from governmental tyranny bring about in the years immediately following the successful American Revolution?

2. Why did neither the Revolution nor the Constitution bring an end to the greatest contradiction of American Revolutionary principles—human slavery? Does the post-Revolutionary abolition of slavery in the North but not the South show the strength of the Revolution’s proclamation of human rights, or demonstrate its weakness?

3. What were the strengths and weaknesses of the Articles of Confederation? Were the social problems of the 1780s really due to the national government’s failings, or were they simply the natural aftermath of the Revolutionary War and separation from Britain?

4. What really motivated the leaders who called the Constitutional Convention and worked out the essential compromises in the Constitution?

5. Who were the federalists and the antifederalists, what were the issues that divided them, and why did the federalists win?

6. Should the Constitution be seen as a conservative reaction to the Revolution, an enshrinement of revolutionary principles, or both? What was most truly originalabout the Constitution?

7. In Chapters 4 and 5, the basic structure of early American society and economy was described. How was that structure changed by the political developments during the period after the Revolution? How did the Constitution itself reflect American attitudes toward liberty, equality, power, and property (including slave property)?

8. The greatest concession that federalist supporters of the Constitution made to antifederalist opponents was to promise to add a bill of rights as soon as the Constitution was ratified. Should the antifederalists therefore be honored as founding fathers of American liberty? How would the Constitution have been viewed if the first ten amendments (the Bill of Rights) had not been added?

9. Americans have traditionally revered the Constitution, and viewed its writers as demigods. Does the historical account of the actual initiation, writing, and ratification of the Constitution confirm or detract from that view. Why or why not?

**Utilizing Primary Sources**

**Document-Based Question: Impact of the Constitution, 1780s**

Question: Some historians contend that the Constitution, by providing the structure for government and powers necessary to perpetuate a strong union, “saved” the fledgling American republic from collapse and ruin under the Articles of Confederation. Evaluate this argument utilizing the documents provided by your instructor and your knowledge of the problems of the United States in the 1780s.

**Additional Reading:**

David O. Steward, *The Summer of 1787: The Men Who Invented the Constitution*(Simon & Schuster: 2008)

A well-written narrative that vividly describes the writing of the Constitution.

*October 31 – November 4*

**American Pageant Chapter 10:**

**Launching the New Ship of State (1789-1800)**

Problems of the young republic; The first presidency, 1789-1793; The Bill of Rights 1791; Hamilton’s Economic Policies; The emergence of political parties; The impact of the French Revolution; Jay’s Treaty, 1794, and Washington’s farewell, 1797; President Adams keeps the peace; The Alien and Sedition Acts, 1798; Federalists versus Republicans

**Guidebook Chapter 10, pp. 92-101**

**Free-Response Essay Topics:**

1. What were the most important steps that George Washington took to establish the authority and prestige of the new federal government under the Constitution?

2. Explain the purpose and significance of the Bill of Rights. Did these Ten Amendments significantly weaken the authority of the federal government, or actually enhance it?

3. What were Hamilton’s basic economic and political goals, and how did he attempt to achieve them?

4. What were the philosophical and political disagreements between Hamilton and Jefferson that led to the creation of the first American political parties?

5. What were the basic goals of Washington’s and Adams’s foreign policies, and how successful were they in achieving them?

6. How did divisions over foreign policy, especially the French Revolution, poison American politics and threaten the fledgling nation’s unity in the 1790s?

7. In foreign policy, the Federalists believed that the United States needed to build a powerful national state to gain equality with the great powers of Europe, while the Republicans believed the country should isolate itself from Europe and turn toward the West. What were the strengths and weaknesses of each policy, and why was the Republicans’ view generally favored by most Americans in the 1800s?

8. Although Federalists and Republicans engaged in extremely bitter political struggles during this period, they both retained their commitment to the American experiment, and in 1800, power was peacefully handed from Federalists to Republicans. What shared beliefs and experiences enabled them to keep the nation together, despite their deep disagreements? Was there ever a serious danger that the new federal government could have collapsed in civil war?

**Additional Reading:**

Jeffrey L. Pasley,*"The Tyranny of Printers": Newspaper Politics in the Early American Republic* (University Press of Virginia: 2001)

Pasley argues that the press was fundamental in the creation of the early political parties and shaping the ideology of the nation.

**American Pageant Chapter 11:**

**The Triumphs and Travails of the Jeffersonian Republic (1800-1812)**

The “Revolution of 1800”; The Jefferson presidency; John Marshall and the Supreme Court; Barbary pirates; The Louisiana Purchase, 1803; The Anglo-French War; The Embargo, 1807-1809; Madison gambles with Napoleon; Battle with the Shawnees; A Declaration of War

**Guidebook Chapter 11, pp. 102-110**

**Free-Response Essay Topics:**

1. Is the phrase “Revolution of 1800” really justified when applied to Jefferson’s victory over Adams in the election of that year? Did Jefferson’s general moderation once in office reflect a loss of his more radical republican convictions, or simply a practical adjustment to the realities of presidential leadership?

2. How did the conflict between Federalists and Republicans over the judiciary lead to a balance of power among political interests and different branches of government? Is it accurate to say that the Federalist Party continued to shape America for decades through the agency of John Marshall’s Supreme Court?

3. What were the political and economic consequences of the Louisiana Purchase?

4. Argue for and against: the Louisiana Purchase made possible both the success of nineteenth-century American democracy as well as America’s dangerous conviction that it could turn inward in isolation from the world.

5. What was the essential idea behind Jefferson’s imposition of the embargo? Was the plan for peaceful coercion of the European great powers simply fantastic from the start, or might it have actually succeeded as an alternative to war under somewhat different conditions?

6. What were the real causes of the War of 1812? Was the declaration of war a mistake, or the result of President Madison’s genuine fear that the American republican experiment could fail?

7. Which event had the greatest impact on American society in the early decades of the nineteenth century: Jefferson’s Republican party victory in the Revolution of 1800, the Louisiana Purchase, or the defeat of Tecumseh’s Indian confederacy—the last major effort to unite all American Indians in opposition to U.S. expansion. Explain your answer.

8. Thomas Jefferson prided himself on the principles of democracy, local self-rule, and limited government. How effectively did he and his friend and successor Madison transform those principles into policy. Could it be argued that Jefferson ironically laid the foundations for an imperial United States and a powerful federal government?

**Additional Reading:**

Thomas Fleming, *The Louisiana Purchase*(Wiley: 2003)

Providing a new examination of the Louisiana Purchase, Fleming explores the motives of Napoleon in selling the land, as well as the diplomatic maneuverings that made it a reality.

*November 7 - 11*

**American Pageant Chapter 12:The Second War for Independence and the Upsurge of Nationalism (1812-1824)**

Invasion of Canada, 1812; the war on land and sea; the Treaty of Ghent, 1814, The Hartford Convention, 1814-1815; A new national identity; “The American System”; James Monroe and the Era of Good Feelings; Westward expansion; The Missouri Compromise, 1820; The Supreme Court under John Marshall; Oregon and Florida; The Monroe Doctrine, 1823.

**Guidebook Chapter 12, pp. 111-122**

**Free-Response Essay Topics:**

1. Was the largely failed American military effort in the War of 1812 primarily a result of a flawed military strategy or of the deep political divisions and disagreements about the purposes of the war?

2. How did the divisive, demoralizing, and inconclusive War of 1812 nevertheless produce a dramatic outburst of American patriotism and nationalism in its aftermath?

3. What were the most important signs of the new American nationalism that developed in the period 1815–1824?

4. Why did the issue of admitting Missouri to the Union precipitate a major national crisis? Why did the North and South each agree to the terms of the Missouri Compromise?

5. Did the dramatic crisis over slavery in the Missouri Territory reveal the underlying weakness of American nationalism in 1819–1820, or did the resulting Missouri Compromise essentially demonstrate nationalistic Americans’ strong desire to maintain national unity?

6. What part did the growing expansion into the West play in such crucial issues of the period as the tariff, internal improvements, and the controversy over slavery?

7. How did John Marshall’s Supreme Court reflect the nationalistic spirit of the 1810s–1820s. In what ways did Marshall’s conservative determination to uphold and expand the power of the federal government run contrary to the general American political direction of the time?

8. How did American nationalism display itself in foreign policy, particularly in the Florida crisis and in American policy toward Europe and the Western Hemisphere?

9. Was America’s essentialforeign policy goal in the period 1812–1824 an essentially defensive one designed to protect its still-fragile republican experiment against the dangers from reactionary European great powers and to isolate itself from European quarrels? Or was it a more aggressive, expansionist policy designed to guarantee that the United States would be the dominant power in all of North Americas, and possibly in Latin America as well?

10. Was the Monroe Doctrine fundamentally consistent with the isolationist principles established by George Washington in his Neutrality Proclamation and Farewell Address (see Chapter 10)?

**Additional Reading:**

This history shows the important role American manufacturing played in the growth of the nation during this period.

Drew R. McCoy, *The Last of the Fathers: James Madison and the Republican Legacy*(Cambridge University Press: 1989)

*November 14 - 17*

**American Pageant Chapter 13:**

**The Rise of a Mass Democracy (1824-1840)**

The “corrupt bargain” of 1824; President John Quincy Adams, 1825-1829; The triumph of Andrew Jackson, 1828; The spoils system; The “Tariff of Abominations,” 1828; The South Carolina nullification crisis, 1823-1833; The removal of the Indians from the Southeast; Jackson’s war on the Bank of the United States; The emergence of the Whig party, 1836; Martin Van Buren in the White House, 1837-1841; Revolution in Texas; William Henry Harrison’s “log cabin” campaign, 1840; Mass democracy and the two-party system

**Guidebook Chapter 13, pp. 123-133**

**Free-Response Essay Topics:**

1. Why was Andrew Jackson such a personallypowerful embodiment of the new mass democracy in the 1820s and 1830s? Would mass democracy have developed without a popular hero like Jackson?

2. Why did Calhoun and the South see the Tariff of 1828 as such an abomination and raise threats of nullification over it?

3. What made Jackson’s Indian Removal policy seem especially harsh and hypocritical? Was there any chance that the Cherokees and other civilized southeastern tribes could have maintained their own lands and identities if Jackson had not defied the Supreme Court?

4. How did Jackson’s Bank War demonstrate the power of a modern mass democratic political machine and its propaganda? Was Biddle’s Bank a real threat to the economic welfare of the less affluent citizens whom Jackson represented, or was it more important as a symbol of eastern wealth and elitism?

5. How did the Panic of 1837 and the subsequent depression reflect the weaknesses of Jackson’s economic and financial policies? Why was Martin Van Buren unable to outmaneuver the Whig political opposition as Jackson had?

6. Does Andrew Jackson belong in the pantheon of great American presidents? Why or why not?

7. Argue for or against: the Texas Revolution against Mexico was more about the expansion of slavery into the West than about the rights of Anglo-American settlers in Texas.

8. Was the growing hoopla of American politics reflected in the “log cabin and hard cider” campaign of 1840 a violation of the republican virtue upheld by the Founders or an inevitable and even healthy reflection of the public’s engagement with politics once it was opened up to the great mass of people?

9. What did the two new democratic parties, the Democrats and the Whigs, really stand for? Were they actual ideological opponents, or were their disagreements less important than their shared roots and commitment to America’s new mass democracy?

10. Compare the two-party political system of the 1830s’ New Democracy with the first two-party system of the early Republic (see Chapter 10). In what ways were the two systems similar, and in what ways were they different? Were both parties of the 1830s correct in seeing themselves as heirs of the Jeffersonian Republican tradition rather than the Hamiltonian Federalist tradition?

**Utilizing Primary Sources**

**Document-Based Question: Native American-White Relations, 1800-1850**

Question: As white Americans expanded across the continent in the first half of the 19th century, they regularly encountered and came into conflict with the Native American population. Examining the documents provided by your instructor and your knowledge of the period 1800-1850, discuss the interaction between whites and Indians in the period, focusing upon the goals of the whites and the various Indian responses.

**Additional Reading:**

Charles Hudson, *The Southeastern Indians*(University of Tennessee Press: 1976)

Drawing from both primary source materials and scholarly accounts, Hudson examines both the history and the culture of these native peoples.

*November 21 - 23*

**American Pageant Chapter 14:**

**Forging the National Economy (1790-1860)**

The westward movement; European immigration The Irish and the Germans; Nativism and assimilation; The coming of the factory system; Industrial workers; women and the economy; the ripening of commercial agriculture; The transportation revolution; A continental economy

**Guidebook Chapter 14, pp. 134-144**

**Free-Response Essay Topics:**

1. How did the migration into a vast western frontier shape Americans’ values and society in the period 1790–1860?

2. Since all white Americans were descended from European immigrants, what made the Irish and German immigration of the 1830s and 1840s so controversial. Was the crucial factor in fueling nativist hostility really religion (that is, Catholicism) and poverty rather than immigration itself?

3. What were the effects of the new factory and corporate systems of production on early industrial workers. Why were Americans relatively slow to move from their traditional agricultural and craft forms of production to industrial factory manufacturing?

4. Argue for or against: Americans’ love of technology and success in inventing labor-saving devices occurred in part because skilled labor was such a scarce commodity in the United States.

5. What was the impact of the new economic developments on the role of women in society? Which women were most affected by early industrialization and which least?

6. How did the American family change in the early nineteenth century? How did these changes especially affect the place of children within the family?

7. In America, early industrialization, westward expansion, and growing sectional tension all occurred during the first half of the nineteenth century. How were these three developments connected? Which section of the nation gained the most from the transportation and communications revolutions of the period, and which gained least?

8. Should the rise of early American industry and the market revolution be seen as an expression of American popular democracy and the rise of mass politics (see Chapter 13), or was the Jacksonian movement toward democracy and equality in part a response to the threatthat expanding capitalism posed to those core American values?

**Additional Reading:**

Thomas C. Cochran, *Frontiers of Change: Early Industrialism in America*(Oxford University Press: 1981)

Cochran offers a re-interpretation of the Industrial Revolution in America by focusing more on social and cultural factors.

*November 28 – December 2*

**American Pageant Chapter 15:**

**The Ferment of Reform and Culture (1790-1860)**

Religious revivals; The Mormons, Educational advances; the roots of reform; Temperance; Women’s roles and women’s rights; Utopian experiments; Science, art and culture; A national literature

**Guidebook Chapter 15, pp. 145-153**

**Free-Response Essay Topics:**

1. What was the relationship between the evangelical revivals of the Second Great Awakening and the spread of American social reform movements and utopian ideas?

2. Why did the Second Great Awakening inspire so many new American religions and sects like Mormonism, Adventism, the Shakers, and others? In what ways were these religions an expression of general American ideals of democracy, individualism, and opportunity? In what ways were they dissenting from the general norms of nineteenth-century American religion and American life?

3. What were the greatest successes and failures of the many American reform movements of the early nineteenth century? Why did most of the reformers, and their reforms, address the ideals and goals of religious, middle-class Americans, while largely overlooking the growing problems of factory workers and cities?

4. What inspired the many utopian communities of the early nineteenth century? What issues or problems did various utopias attempt to address? Should the utopias be viewed as failures because most did not last long or attain the perfection they sought? Or should they be seen as natural, intense outgrowths of America’s own utopian ideals of liberty, equality, and democracy?

5. What were the motivations and goals of the first American feminists? Why did their movement spark such fierce opposition, including from some women themselves? Why was feminism generally less successful than abolitionism before the Civil War?

6. Compare the early American achievements in the sciences with those in the arts. Which were the most successful, and why?

7. What were the major concerns of America’s greatest imaginative writers in the early nineteenth century? How did most of those writers fundamentally reflect the deepest values of American culture? Would you agree that the transcendentalism of Ralph Waldo Emerson and others was an especially American philosophy?

8. Why were almost all the religious, social, and intellectual movements of the early nineteenth century so positive and optimistic about human nature and society? Was their goal of uplifting or even perfecting human character inspiring or naïve? Why did a few more critical writers like Hawthorne, Poe, and Melville dissent from this optimistic vision?

9. Which American writer or thinker would you select as the most important and insightful figure of the early nineteenth century: Ralph Waldo Emerson, Henry David Thoreau, Elizabeth Cady Stanton, or Herman Melville? Defend your choice by explaining that person’s impact on American culture and society.

**Utilizing Primary Sources**

**Document-Based Question: Economic Factors, 1815-1860**

Question: The traditional rural nature of American society was threatened in the early 19th century by certain economic forces that prompted a market and industrial revolution.

Utilizing the documents provided by your instructor and your knowledge of the period 1815-1860, analyze those forces and their impact on American society and the economy.

**Document-Based Question: Women and Society, 1800-1860**

Question: The role and place of women in American society changed markedly between 1800 and 1860.

Examining the documents provided by your instructor and your knowledge of the period, analyze the extent to which social, economic, and political opportunities opened for women in the antebellum era.

**Additional Reading:**

Joseph F. Kett, *Rites of Passage: Adolescence in America, 1790 to the Present*(Basic Books: 1976)

Kett examines this topic from the years 1790 to the modern period.

**PART THREE (Chapters 16-22, 6 weeks: 12/5-1/19)**

**TESTING THE NEW NATION**

**(1820-1877)**

*December 5 - 9*

**American Pageant Chapter 16:**

**The South and the Slavery Controversy (1793-1860)**

The economy of the Cotton Kingdom; Sothern social structure; Poor whites and free blacks; The plantation system; Life under slavery; The abolitionist crusade; The white southern response; Abolition and the Northern conscience

**Guidebook Chapter 16, pp. 154-163**

**Free-Response Essay Topics:**

1. Describe the complex structure of southern society. How was the wealth and status of plantation owners, small slaveholders, independent white farmers, poor whites, free blacks, and black slaves each fundamentally shaped by the peculiar institution of slavery?

2. Compare the attitudes and practices regarding slavery and race relations in the North and the South. Were northerners, at bottom, any more or less racist in their attitudes toward blacks than southern whites.

3. How did the reliance on cotton production and slavery affect the South economically, socially, and morally, and how did this reliance affect its relations with the North?

4. How did slavery affect the lives of African Americans in both the South and the North?

5. A large majority of Americans, both North and South, strongly rejected radical abolitionism. How, then, was radical abolitionism able to transform the public atmosphere regarding slavery, creating fierce sectional polarization around the issue by the 1850s?

6. In what ways did slavery make the South a fundamentally different kind of society from the North? In suppressing debate and free speech and declaring slavery to be a positive good and a great achievement, was the South really turning against the American Revolutionary heritage of freedom and equality in favor of a medieval ideal of hierarchy and inequality?

7. If you had been an ordinary northern citizen in the 1830s or 1840s, what would you have proposed to do about the Central American problem of slavery, and why? Would either William Lloyd Garrison’s radical abolitionism or Frederick Douglass’s political abolitionism or Abraham Lincoln’s free soil doctrine have appealed to you. Why or why not?

**Additional Reading:**

Julie Roy Jeffrey, *The Great Silent Army of Abolitionism: Ordinary Women in the Antislavery Movement*(University of North Carolina Press: 1998)

In a history that explores the grassroots nature of the abolitionist movement, Jeffrey shows the important role that ordinary women played during the three decades of this movement prior to the Civil War.

**American Pageant Chapter 17:**

**Manifest Destiny and Its Legacy (1841-1848)**

“Tyler Too” becomes president, 1841; Fixing the Maine boundary, 1842; The annexation of Texas, 1845; Oregon Fever; James K. Polk, the “dark horse” of 1844; War with Mexico, 1846-1848

**Guidebook Chapter 17, pp. 164-173**

**Free-Response Essay Topics:**

1. What led to the rise of the spirit of Manifest Destiny in the 1840s, and how did that spirit show itself in the American expansionism of the decade?

2. How did rivalry with Britain affect the American decision to annex Texas, the Oregon dispute, and other controversies of the 1840s?

3. Most Americans believed that expansion across North America was their destiny. Was expansion actually inevitable? What forces might have stopped it? How would American history have changed if, say, the Mexican War had not occurred?

4. Could the United States have accepted a permanently independent Texas? Why or why not?

5. Did James Polk really receive a mandate for expansion in the election of 1844?

6. Did Polk deliberately provoke the Mexican War, as Congressman Abraham Lincoln charged? Or was the war largely inevitable given U.S.-Mexican tensions following the annexation of Texas?

7. How was the Manifest Destiny of the 1840s—particularly the expansion into Texas and Mexico—related to the sectional conflict over slavery?

8. Many conscience Whigs and others believed that the annexation of Texas and the Mexican War itself were part of a conspiracy by the slave power to expand slavery and guarantee its future in the United States. Is there any evidence to suggest such goals on the part of Polk or others?

9. Why was the Wilmot Proviso proposal, prohibiting slavery in the whole territory acquired from Mexico, so divisive and explosive? Was it intended to reignite sectional controversy or actually to defuse it?

**Additional Reading:**

Dale Morgan, ed., *Overland in 1846: Diaries and Letters of the California-Oregon Trail*(Talisman Press: 1963)

Dale Morgan’s commentaries to primary sources included in this volume make this an extremely readable and fascinating look at the settlers who moved west in 1846.

*December 12 - 16*

**American Pageant Chapter 18:**

**Renewing the Sectional Struggle (1848-1854)**

“Popular Sovereignty”; Zachary Taylor and California statehood; The underground railroad; The Compromise of 1850; The Fugitive Slave Law; President Pierce and expansion, 1853-1857; Senator Douglas and the Kansas-Nebraska Act, 1854

**Guidebook Chapter 18, pp. 174-184**

**Free-Response Essay Topics:**

1. What were the most fundamental issues causing the sectional crisis and threatening to split the Union in 1850?

2. Why did the two major political parties, the Whigs and the Democrats, both strive mightily to keep the most important problem facing America, slavery, out of national political discussion?

3. How did the Compromise of 1850 attempt to deal with the most difficult issues concerning slavery? Was the Compromise a success? By what standard?

4. Most northerners strongly supported the Compromise of 1850, except for the Fugitive Slave Act. Why did the South insist on the Act when only about a thousand slaves a year escaped? Why was the Fugitive Slave Act such a point of horror for many northerners? Could the Compromise of 1850 have succeeded longer if the fugitive law had not been included?

5. Why were proslavery southerners and the Pierce administration they controlled so eager to push for further American expansion into Nicaragua, Cuba, and elsewhere in the 1850s?

6. What fundamentally motivated the new American engagement with China and Japan in the 1840s and 1850s? Were the treaties negotiated by Caleb Cushing and Matthew Perry expressions of the expansionist spirit of manifest destiny and general Western imperialism, or were Americans genuinely interested in economic and cultural exchange with East Asia?

7. What were the causes and consequences of the Kansas-Nebraska Act? Did Senator Stephen A. Douglas genuinely believe that he could repeal the Missouri Compromise without arousing a new sectional crisis?

8. How similar was the Compromise of 1850 to the Missouri Compromise of 1820 (see Chapter 13)? How did each sectional compromise affect the balance of power between North and South? Why could sectional issues be compromised in 1820 and 1850, but not after 1854?

9. Because Senator Stephen A. Douglas’s Kansas-Nebraska Act reignited the slavery issue after the Compromise of 1850 appeared to have calmed it down, should he bear responsibility as an instigator of the Civil War?

10. How could a single issue—the Kansas-Nebraska Act—cause the formation of a powerful new political party out of nothing?

**Additional Reading:**

H. Robert Baker, *The Rescue of Joshua Glover: A Fugitive Slave, the Constitution, and the Coming of the Civil War* (Ohio University Press: 2007)

Baker studies the conflict in the United States over the Fugitive Slave Law by using a case study in Wisconsin where local people tried to rescue a fugitive slave from being returned to captivity.

*December 19 -23*

**American Pageant Chapter 19:**

**Drifting Toward Disunion (1854-1861)**

Uncle Tom’s Cabin and the spread of abolitionist sentiment in the North; The contest for Kansas; The election of James Buchanan, 1856; The Dred Scott case, 1867; The financial panic of 1857; The Lincoln-Douglas debates, 1858; John Brown’s road on Harpers Ferry, 1859; Lincoln and Republican victory, 1860, Secession

**Guidebook chapter 19, pp. 185-196**

**Free-Response Essay Topics:**

1. How did the development of a violent mini civil war in the territory of Kansas demonstrate a fatal flaw in Stephen Douglas’s popular sovereignty doctrine that the people of each territory should settle the slavery question for themselves?

2. Argue for or against: John Brown was actually a terrorist who successfully used violence to polarize North and South and help bring on the Civil War.

3. Why was the Democratic party, as the only remaining national party, unable to avoid the growing sectional polarization of the 1850s.

4. Explain the crucial role of Stephen A. Douglas in the political events of the 1850s. Why did Douglas’s attempts to keep the conflict over slavery out of national politics fail? Might he have succeeded if proslavery extremists had not tried to bring Kansas in as a slave state under the Lecompton Constitution?

5. Some historians argue that American political parties have been strictly practical coalitions, not ideological movements. Yet the Republican Party came into existence primarily to oppose the extension of slavery. What explains the rise of such an ideological single-issue party in the 1850s? Why did the other single-issue party of the time—the anti-immigrant Know-Nothings—eventually fail, while the Republicans not only survived but took power in 1860?

6. If Congress had passed and the states ratified the Crittenden Compromise, could it have prevented or at least postponed the Civil War? Was Lincoln wrong to kill the Crittenden Compromise without trying it? Why was compromise successful in 1820 and 1850 but not 1860?

7. Why did so many northerners, including prominent intellectuals like Ralph Waldo Emerson, celebrate a violent fanatic like John Brown as a noble martyr comparable to Jesus. Why did southerners refuse to believe it when mainstream Republicans like Abraham Lincoln condemned Brown?

8. Abraham Lincoln and the Republicans frequently declared that they sought only to prevent the expansion of slavery and not to overturn slavery where it existed. Yet immediately after Lincoln’s election seven southern states marched out of the Union, without waiting to see what Lincoln’s policies would be. Why? Were southern fears of Lincoln rational or irrational?

**Additional Reading:**

Harriet Beecher Stowe, *Uncle Tom’s Cabin* (National Era & John P. Jewett & Company: 1852)

This novel, which was popular in the North and disdained in the South, heightened tensions between the sections and helped lead to the Civil War.

*January 3 - 6*

**American Pageant Chapter 20:**

**Girding for War: The North and the South (1861-1865)**

The attack on Fort Sumter, April 1861; The crucial border states; The balance of forces; The threat of European intervention; The importance of diplomacy; Lincoln and civil liberties; Men in uniform; Financing the Blue and the Gray; The economic impact of the war; Women and the war; The fate of the South

**Guidebook Chapter 20, pp. 197-206**

**Free-Response Essay Topics:**

1. Why did Lincoln decide only to send suppliesto Fort Sumter, rather than abandoning it or militarily reinforcing it? How did this decision prove to work to his political advantage? What would have been the consequences had he pursued one of the other two strategies?

2. Why did Lincoln’s call for federal troops after the firing on Fort Sumter cause such a furious reaction in the South and lead four more states to secede? Would those states have stayed in the Union had Lincoln not called out troops to suppress the original seven-state Confederacy?

3. Why were the Border States absolutely critical to the Union cause in 1861–1862? How did Lincoln use both political strategy and force to keep the Border States from joining the Confederacy? Was the use of martial law and other harsh means necessary?

4. Which of the advantages that the Confederacy enjoyed at the beginning of the Civil War was the greatest and provided the largest opportunity for the South to successfully win its independence? Did the South fail to exploit its initial advantages to the extent it could have, or were the North’s advantages, finally, just greater?

5. How close did the United States and Britain really come to going to war over British sympathy and aid for the Confederacy? Do you agree with most historians that British intervention would probably have secured Confederate independence?

6. Compare Abraham Lincoln and Jefferson Davis as political and military leaders of their two countries during the Civil War. How did their personal strengths and weaknesses to some extent reflect the character of the North and of the South, respectively?

7. How did the North and the South each address their economic and human resources needs? Given the South’s economic and manpower disadvantages from the beginning, did it make the most effective use of the resources it did possess?

8. What changes did the Civil War bring about in civilian society, North and South? How did the war particularly affect women?

9. Some historians have called the Civil War “the Second American Revolution.” What was revolutionary about the political, social, and economic conduct of the war?

10. Some historians have argued that the North’s inherent superiority in manpower and industrial strength made its victory in the Civil War inevitable from the beginning. Do you agree or disagree? Why?

**Additional Reading:**

David H. Donald, ed., *Why the North Won the Civil War*(Louisiana State University Press: 1960)

This work includes five essays that offer various perspectives on why the North was victorious in the Civil War.

*January 9 - 13*

**American Pageant Chapter 21:**

**The Furnace of Civil War (1861-1865)**

Bull Run end the “ninety-day war”; The Peninsula Campaign; The Union wages and total war; The war at sea; Antietam, 1862; The Emancipation Proclamation, 1863; Black soldiers; Confederate high tide at Gettysburg; The war in the West; Sherman marches through Georgia; Politics in wartime; Appomattox, 1865; The assassination of Lincoln, April 1865; The legacy of war

**Guidebook Chapter 21, pp. 207-215**

**Free-Response Essay Topics:**

1. Why did both sides initially expect the Civil War to be relatively short? How did this expectation shape their strategy and actions? How did the strategies and meaning of the war change as it became increasingly long and bloody?

2. Why was George McClellan such a popular and politically influential general, despite his military weaknesses and failures? Why did Lincoln support him for so long despite McClellan’s contempt for him? Should Lincoln have fired McClellan much earlier than he did?

3. Why was Lincoln so slow to declare the Civil War as a fight against slavery? Was he wise to move slowly, or could an early Emancipation Proclamation have undermined the Union cause?

4. Which should be viewed is the single most critical turning point in the War: a) the Battle of Antietam in September 1862, b) Gettysburg and Vicksburg in July 1863, or c) Atlanta, Mobile, and the Shenandoah Valley in fall 1864. Defend your answer.

5. Why was the enlistment and successful use of black soldiers such a radical and important development in affecting Americans’ view of the Civil War and race. Why did the use of black soldiers stir such fury in the South—including establishing the policy of executing captured black soldiers?

6. What qualities made Ulysses S. Grant so successful, when all the numerous generals Lincoln had earlier tried had largely failed?

7. Compare Grant and Lee as commanders of their respective armies. Is the traditional view of Lee as the “greatest general of the Civil War,” despite his defeat, a justified one? Why or why?

8. What were the causes and consequences of Sherman’s and Grant’s turn toward total war in the conquest of the South? Was Sherman’s aim of destroying southern civilian morale a fundamentally immoral one? In what ways is it fair to call the Civil War “the first modern war”?

9. Why did peace sentiment remain fairly strong in the North right up until Lincoln’s victory in the election of 1864? Was Lincoln too harsh in dealing with the Copperheads or not harsh enough?

10. Were the costs of the Civil War worth the results to the nation as a whole? What issues were settled by the war, and what new problems were created?

**Additional Reading:**

Bell I. Wiley, *The Life of Billy Yank: The Common Soldier of the Union*(Louisiana State University Press: 1952)

Wiley provides a well-written account of the day-to-day life of a soldier in the Union Army.

*January 16 - 19*

**American Pageant Chapter 22:**

**The Ordeal of Reconstruction (1865-1877)**

The defeated South; The freed slaves; President Andrew Johnson’s Reconstruction policies; The Black Codes; Congressional Reconstruction policies; Johnson clashes with Congress; Military Reconstruction, 1867-1877; Freed people enter politics; “Black Reconstruction” and the Ku Klux Klan; The impeachment of Andrew Johnson; The legacy of Reconstruction

**Guidebook Chapter 22, pp. 216-224**

**Free-Response Essay Topics:**

1. What were the major problems facing the South and the nation after the Civil War? How did Reconstruction address them or fail to do so?

2. How did freed blacks react to the end of slavery? How did both Southern and Northern whites react?

3. Why did the white South’s treatment of the freed slaves so enrage many northerners in 1865. Was the Republican anger at Johnson motivated primarily by concern that the fruits of emancipation would be lost or by fear that a restored white South would be more powerful than ever?

4. What was the purpose of congressional Reconstruction, and what were its actual effects in the South?

5. What did the attempt at black political empowerment achieve? Why did it finally fail? Could it have succeeded with a stronger Northern political will behind it?

6. How did African Americans take advantage of the political, economic, religious, and social opportunities of Reconstruction, despite their limitations? In what areas were blacks most successful, and in which least?

7. The legend of the Reconstruction state governments is that they were vicious and corrupt failures run by unprepared blacks and greedy northern carpetbaggers. How did the reality of Reconstruction compare with this portrayal?

8. The radical Republicans believed that only a complete economic and social revolution, including redistribution of land and property, could permanently guarantee black rights in the South. Were they right? Why were most northerners of the time, including the moderate Republicans, unwilling to support such a drastic government-sponsored transformation?

9. Why did Reconstruction apparently fail so badly? Was the failure primarily one of immediate political circumstances, or was it more deeply rooted in the history of American sectional and race relations?

10. What was the greatest success of Reconstruction? Would you agree with historians who argue that even though Reconstruction failed at the time, it laid the foundations for the later successes of the civil rights movement?

**Utilizing Primary Sources**

**Document-Based Question: Slavery and the Civil War, 1846-1860**

Question: Some historians argue that slavery was the primary cause of the American Civil War.

Utilizing the documents provided by your instructor and your knowledge of the period 1846-1860, explain to what extent you believe this statement is valid.

**Additional Reading:**

Booker T. Washington, *Up from Slavery* (Bantam: 1963)

This classic autobiography provides insights not only into the life of its author but also the experiences of black Americans in this difficult period.

**PART FOUR (Chapters 23-27, 4 weeks: 1/23-2/17)**

**FORGING AN INDUSTRIAL SOCIETY**

**(1869-1909)**

*January 23 - 27*

**American Pageant Chapter 23:**

**Political Paralysis in the Gilded Age (1869-1896)**

Ulysses S. Grant, soldier-president; Corruption and reform in the post-Civil War era; The depression of the 1870s; Political parties and partisans; The Compromise of 1877 and the end of Reconstruction; The emergence of Jim Crow; Class conflict and ethnic clashes; Grover Cleveland and the tariff; Benjamin Harrison and the “Billion Dollar Congress”; The Homestead Strike; The Populists; Depression

and Dissent

**Guidebook Chapter 23, pp. 225-234**

**Free-Response Essay Topics:**

1. What made politics in the Gilded Age so extremely popular—with over 80 percent voter participation—yet so often corrupt and unconcerned with important national issues?

2. What caused the end of the Reconstruction? In particular, why did the majority of Republicans abandon their earlier policy of support for black civil rights and voting in the South?

3. What were the results of the Compromise of 1877 for race relations? How did the suppression of blacks through the sharecropping and crop-lien systems depress the economic condition of the South for whites and blacks alike?

4. What caused the rise of the money issue in American politics? What were the backers of greenback and silver money each trying to achieve?

5. What were the causes and political results of the rise of agrarian protest in the 1880s and 1890s? Why were the Populists’ attempts to form a coalition of white and black farmers and industrial workers ultimately unsuccessful?

6. White laborers in the West fiercely resisted Chinese immigration, and white farmers in the South turned toward race-baiting rather than forming a populist alliance with black farmers. How and why did racial animosity trump the apparent economic self-interests of these lower-class whites?

7. In what ways did the political conflicts of the Gilded Age still reflect the aftermath of the Civil War and Reconstruction (see Chapter 22)? To what extent did the political leaders of the time address issues of race and sectional conflict, and to what extent did they merely shove them under the rug?

8. Was the apparent failure of the American political system to address the industrial conflicts and racial tensions of the Gilded Age a result of the two parties’ poor leadership and narrow self-interest, or was it simply the natural inability of a previously agrarian, local, democratic nation to face up to a modern, national industrial economy?

**Utilizing Primary Sources**

**Document-Based Question: Reactions to Jim Crow, 1880-1910**

Question: The African-American community in the late 19th and early 20th centuries was not unified in how it should respond to the development of Jim Crow segregation in the American South.

According to the following documents provided by your instructor and your knowledge of the years 1880-1910, what were the different responses in the African-American community to the establishment of Jim Crow segregation through legislation and custom in the states of the American South?

**Additional Reading:**

C. Vann Woodward, *The Strange Career of Jim Crow*(rev. ed., Oxford University Press: 1974)

This classic study traces the development of a segregated society in the South following the Civil War.

*January 30 – February 3*

**American Pageant Chapter 24:**

**Industry Comes of Age (1865-1900)**

The railroad boom; Speculators and financiers; Early efforts at government regulation; The Rise of Mass Production; Lords of Industry; The gospel of wealth; Reining in the Trusts; Industry in the South; The laboring classes; The rise of trade unions

**Guidebook Chapter 24, pp. 235-244**

**Free-Response Essay Topics:**

1. What was the impact of the transcontinental rail system on the American economy and society in the late nineteenth century?

2. How did the huge industrial trusts develop in industries such as steel and oil, and what was their effect on the economy? Was the growth of enormous, monopolistic corporations simply the natural end result of economic competition, or did it partly result from corrupt practices designed to eliminate competition?

3. What early efforts were made to control the new corporate industrial giants, and how effective were these efforts?

4. What was the effect of the new industrial revolution on American laborers, and how did various labor organizations attempt to respond to the new conditions?

5. Compare the impact of the new industrialization on the North and the South. Why was the New South more a propagandistic slogan than a reality?

6. William Graham Sumner and other so-called Social Darwinists argued that the wealth and luxury enjoyed by millionaires was justifiable as a “good bargain for society” and that natural law should prevent the wealthy classes from aiding the working classes and poor. Why were such views so popular during the Gilded Age? What criticisms of such views might be offered?

7. The text states that “no single group was more profoundly affected by the new industrial age than women.” Why was women’s role in society so greatly affected by these economic changes?

8. In what ways did industrialization bring a revolution in cultural views of labor, opportunity, and even time?

9. How did the vast scale of the continent-wide American market affect the development of American production, technology, and labor practices?

10. What strains did the new industrialization bring to the American ideals of democracy and equality? Was the growth of huge corporations and great fortunes a successful realization of American principles or a threat to them?

**Additional Reading:**

James Green, *Death in the Haymarket: A Story of Chicago, the First Labor Movement, and the Bombing that Divided Gilded Age America* (Pantheon Books: 2006)

This narrative history provides a strong account of the 1886 Haymarket bombing and the trial and executions that followed.

**American Pageant Chapter 25:**

**America Moves to the City (1865-1900)**

The rise of the city; The “New Immigrants”; Settlement houses and social workers; Nativists and immigration restriction; Churches in the city; Evolution and education; Booker T. Washington and W.E.B. Du Bois; Literary landmarks and intellectual achievements; The “New Woman” and the new morality; Art, music, architecture, and entertainment in urban America

**Guidebook Chapter 25, pp. 245-253**

**Free-Response Essay Topics:**

1. What new opportunities and social problems did the cities create for Americans?

2. In what ways was American urbanization simply part of a worldwide trend, and in what ways did it reflect particular American circumstances? How did the influx of millions of mostly European immigrants create a special dimension to America’s urban problems?

3. How did the New Immigration differ from the Old Immigration, and how did Americans respond to it?

4. How was American religion affected by the urban transformation, the New Immigration, and cultural and intellectual changes?

5. Why was Darwinian evolution such a controversial challenge for American religious thinkers? Why were religious liberals able to dominate Americans’ cultural response to evolution? How did a minority resistance to evolution lay the basis for the later rise of fundamentalism?

6. How did American social criticism, fiction writing, and art all reflect and address the urban industrial changes of the late nineteenth century? Which social critics and novelists were most influential, and why?

7. How and why did women assume a larger place in American society at this time? (Compare their status in this period with that of the pre–Civil War period described in Chapter 16.) How were changes in their condition related to changes in both the family and the larger social order?

8. What was the greatest single cultural transformation of the Gilded Age?

9. In what ways did Americans positively and enthusiastically embrace the new possibilities of urban life, and in what ways did their outlooks and actions reflect worries about the threats that cities presented to traditional American democracy and social ideals?

***Utilizing Primary Sources***

**Document-Based Question: Role of Women, 1880-1920**

Utilizing the documents provided by your instructor and your knowledge of the period, to what extent did the roles of American women change during the years 1880-1920?

**Document-Based Question: Immigration Laws, 1890-1925**

Question: The historian David Kennedy has observed that the Immigration Act of 1924, a revision of the Emergency Quota Act of 1921, both of which implemented immigration quotas, “marked the end of an era – a period of virtually unrestricted immigration that in the preceding century had brought some 35 million newcomers to the United States, mostly from Europe.” This “quota system effected a pivotal departure in American [immigration] policy.” (Kennedy, Cohen, Bailey, The American Pageant, 12th ed., p.731).

Using the documents provided by your instructor and your knowledge of the period, 1890-1925, explain why Congress passed these immigratin lawa that enacted a quota system restricting the number of immigrants who could come to the United States.

**Additional Reading:**

Carroll Smith-Rosenberg, *Disorderly Conduct: Visions of Gender in Victorian America*(Alfred A. Knopf: 1985)

This book of essays explores the actions of individuals in the Victorian period breaking away from their prescribed gender roles.

*February 6 - 10*

**American Pageant Chapter 26:**

**The Great West and the Agricultural Revolution (1865-1896)**

The conquest of the Indians; The mining and cattle frontiers; Free lands and fraud; The fading frontier; The industrialization of agriculture; Farmers protest; The People’s Party; Workers in revolt; Bryan versus McKinley, 1896

**Guidebook Chapter 26, pp. 254-263**

**Free-Response Essay Topics**

1. How did whites finally overcome resistance of the Plains Indians, and what happened to the Indians after their resistance ceased?

2. What social, ethnic, environmental, and economic factors made the trans-Mississippi West a unique region among the successive American frontiers? What makes the West continue to be a region quite distinctive from other regions such as the Northeast, the Midwest, and the South? How does the myth of the frontier West differ from the actual reality, in the late nineteenth century, and after?

3. What were the actual effects of the frontier on American society at different stages of its development? What was valuable in Frederick Jackson Turner’s frontier thesis, despite its being discredited by subsequent historians.

4. Why did landowning small American farmers—traditionally considered by Jefferson, Jackson, and others the backbone of American society—suddenly find themselves trapped in a cycle of debt, deflation, and exploitation in the late nineteenth century? Was their plight due primarily to deliberate economic oppression corporate business, as they saw it, or was it simply an inevitable consequence of agriculture’s involvement in world markets and economy?

5. Were the Populist and pro-silver movements of the 1880s and 1890s essentially backward-looking protests by a passing rural America, or were they, despite their immediate political failure, genuine prophetic voices raising central critical questions about democracy and economic justice in the new corporate industrial America?

6. What were the major issues in the crucial campaign of 1896? Why did McKinley win, and what were the long-term effects of his victory?

7. Some historians have seen Bryan as the political heir of Jefferson and Jackson, and McKinley as the political heir of Hamilton and the Whigs. Are such connections valid? Why or why not (see Chapters 10, 12, and 13)?

8. The settlement of the Great West and the farmers’ revolt occurred at the same time as the rise of industrialism and the growth of American cities. To what extent were the defeat of the Indians, the destruction and exploitation of western resources, and the populist revolt of the farmers in the 1890s caused by the Gilded Age forces of industrialization and urbanization?

**Additional Reading**

William Cronon, *Nature’s Metropolis: Chicago and the Great West*(W.W. Norton & Company: 1991)

Cronon’s history of Chicago examines the impact of the city economically, ecologically, and culturally on the West.

*February 13 - 17*

**American Pageant Chapter 27:**

**Empire and Expansion (1890-1909)**

The sources of American expansionism; The Hawaii Question; The Spanish-American War, 1898; The invasion of Cuba; Acquiring Puerto Rico (1898) and the Philippines (1899); Crushing the Filipino insurrection; The Open Door in China; Theodore Roosevelt becomes president, 1901; The Panama Canal; Roosevelt on the World Stage

**Guidebook Chapter 27, pp. 264-273**

**Free-Response Essay Topics:**

1. What were the causes and signs of America’s sudden turn toward international involvement at the end of the nineteenth century?

2. How did the United States get into the Spanish-American War over the initial objections of President McKinley?

3. What role did the press and public opinion play in the origin, conduct, and results of the Spanish-American War?

4. What were the key arguments for and against U.S. imperialism?

5. What were some of the short-term and long-term results of American acquisition of the Philippines and Puerto Rico?

6. How was U.S. overseas imperialism in 1898 similar to and different from earlier American expansion across North America or Manifest Destiny (see especially Chapter 13)? Was this new imperialism a fundamental departure from America’s traditions or simply a further extension of westward migration?

7. Theodore Roosevelt was an accidental president due to the McKinley’s assassination, yet he quickly became one of the most powerful presidents ever. What elements in Roosevelt’s personality and political outlook enabled him to dominate American politics as few others have? How did his view of presidential power differ radically from that of most late nineteenth-century American presidents (see Chapter 23)?

8. What were the essential principles of Theodore Roosevelt’s foreign policy, and how did he apply them to specific situations?

9. How did Roosevelt’s policies in Latin America demonstrate American power in the region, and why did they arouse opposition from many Latin Americans?

10. What were the central issues in America’s relations with China and Japan? How did Roosevelt handle tense relations with Japan?

11. What were the strengths and weaknesses of Theodore Roosevelt’s aggressive foreign policy? What were the benefits of TR’s activism, and what were its drawbacks?

12. The text states that the Roosevelt corollary to the Monroe Doctrine distorted the original policy statement of 1823. How did it do so (see Chapter 10)? Compare the circumstances and purposes of the two policies.

**Additional Reading:**

Eric Rauchway, *Murdering McKinley: The Making of Theodore Roosevelt's America*(Hill & Wang: 2004)

In examining the motives of McKinley’s assassin, Rauchway explores a changing America in this powerfully written narrative.

**PART FIVE (Chapters 28-35, 6 weeks: 2/20-3/30)**

**STRUGGLING FOR JUSTICE AT HOME AND ABROAD**

**(1900-1945)**

*February 20 - 24*

**American Pageant Chapter 28:**

**Progressivism and the Republican Roosevelt (1901-1912)**

Campaigning against social injustice; The muckrakers; The politics of progressivism; Women battle for reforms and against the saloon; Roosevelt, labor , and the trusts; Consumer protection; Conservation; Roosevelt’s legacy; The troubled presidency of William Howard Taft; Taft’s “dollar diplomacy”; Roosevelt breaks with Taft

**Guidebook Chapter 28, pp. 274-283**

**Free-Response Essay Topics:**

1. The text says that progressivism was less a minority movement than a dominant majority mood. What were the basic social and political conditions that created that reforming mood, and what diverse people and ideas were all sheltered under the broad progressive umbrella?

2. What did the progressive movement accomplish at the local, state, and national levels?

3. What made women such central forces in the progressive crusade? What specific backgrounds and ideologies did they bring to the public arena? What were the strengths and limitations of the progressive emphasis on providing special protection to children and women?

4. The text says that Theodore Roosevelt sought to tame unbridled capitalism, including the largest corporations, without fundamentally altering the American economic system. How do his policies regarding the trusts, labor, and consumer protection reflect this middle way? Why was Roosevelt regarded with hostility by many industrialists and Wall Street financiers, even though he sought to reform rather than attack them?

5. Why were consumer protection and conservation among Theodore Roosevelt’s most successful progressive achievements? What does the high visibility of these causes reveal about the character and strength of progressivism, as well as its limits?

6. What caused the Taft-Roosevelt split, and how did it reflect the growing division between Old Guard and progressive Republicans?

7. How was progressivism a response to the development of the new urban and industrial order in America (see Chapters 24 and 25)?

8. It is sometimes argued that progressivism was a uniquely American phenomenon because it addressed the most profound social and economic problems without engaging in the rhetoric of class conflict or economic warfare. Is this true? How did progressives address the problems of the working classes and poor without adopting the ideologies of socialism or communism. How did progressives borrow some ideas from European models, while adapting them to uniquely American conditions?

9. The two key goals of progressivism, according to the text, were to use the government to curb monopolistic corporations and to enhance the ordinary citizen’s welfare. How successful was it in attaining these two goals?

**Additional Readings**

Richard Hofstadter, *The Age of Reform*(Vintage Books: 1960)

Hofstadter’s classic provides an excellent synthesis of this period.

*February 27 – March 2*

**American Pageant Chapter 29:**

**Wilsonian Progressivism at Home and Abroad (1912-1916)**

The electon of 1912: The New Freedom versus the New Nationalism; Wilson, the tariff, the banks, and the trusts; Wilson’s diplomacy in Latin America; War in Europe and American Neutrality, The reelection of Wilson, 1916

**Guidebook Chapter 29, pp. 284-292**

**Free-Response Essay Topics:**

1. What were the essential qualities of Wilson’s presidential leadership, and how did he display them in 1913–1914?

2. What were the results of Wilson’s great reform assault on the “triple wall of privilege”—the tariff, the banks, and the trusts?

3. In what ways was Wilson the most pro-labor president up to that point in American history? Which specific laws, policies, and appointments reflect his support for ordinary workers?

4. How was Wilson’s foreign policy an attempt to expand idealistic progressive principles from the domestic to the international arena? Why did Wilson’s progressive democratic idealism lead to the very kind of U.S. interventions in other countries that he professed to dislike?

5. What were the causes and consequences of U.S. entanglement with Mexico in the wake of the Mexican Revolution? Could the United States have avoided involvement in Mexican affairs?

6. Why was it so difficult for Wilson to maintain America’s neutrality from 1914 to 1916?

7. How did Wilson’s prejudicial attitudes toward non-whites, in the United States and elsewhere, affect his domestic and foreign policies? Should these policies be seen as a major blot on his overall progressive reputation or as simply a reflection of the general racial prejudice of the time?

8. How did Wilson’s foreign policy differ from that of the other great progressive president, Theodore Roosevelt (see Chapter 27)? Which president was more effective in foreign policy and why?

9. Wilsonianism is defined as an approach to American foreign policy that seeks to spread democracy and freedom throughout the whole world. In what ways does Wilson’s foreign policy from 1913 to 1916 fit this definition? In what ways was his administration’s policy during this period *not* Wilsonian?

10. Why was America so determined to stay out of World War I during the early years of the conflict? What were the factors that gradually turned the government and the majority of Americans against Germany?

**Additional Reading**

John M. Cooper, *The Warrior and the Priest: Woodrow Wilson and Theodore Roosevelt* (Belknap Press: 1983)

An excellent comparative biography of these two presidents who did so much to shape the twentieth century with their policies.

*March 5 - 9*

**American Pageant Chapter 30:**

**The War to End War (1917-1918)**

America goes to war, 1917; Wilsonian idealism and the Fourteen Points; Propaganda and civil liberties; Workers, blacks, and woman on the home front; Drafting soldiers; The United States fights in France; Wilsonian peacemaking at Paris; The League of Nations; The Senate rejects the Treaty of Versailles

**Guidebook Chapter 30, pp. 293-302**

**Free-Response Essay Topics:**

1. What caused American entry into World War I, and how did Wilson turn the war into an ideological crusade?

2. What did American women gain from their participation in the war effort? What did they fail to obtain?

3. What was America’s military and ideological contribution to the Allied victory?

4. How were the goals of the war presented to the American public? Did these lofty and idealistic goals eventually contribute to the deep American disillusionment at the conclusion of the war? Why or why not?

5. How was Wilson forced to compromise during the peace negotiations, and why did America, in the end, refuse to ratify the treaty and join the League of Nations?

6. Do you agree that despite Wilson’s failure to obtain all his goals, he made the Versailles Peace Treaty much better than it would have been had he not been in Paris? Why or why not?

7. Apart from such immediate factors as the Lodge-Wilson antagonism, what general features of earlier American history worked against American involvement in European affairs and participation in the League of Nations?

8. Do you agree that the final responsibility for the failure of America to join the League of Nations lies with Woodrow Wilson rather than with his opponents like Henry Cabot Lodge? Why or why not?

9. What really caused the overwhelming Republican victory in the election of 1920?

10. Ever since World War I and its aftermath, many of the fundamental debates about American foreign policy have been defined by whether the United States should pursue Wilsonianism or not. Using the account of Wilson’s policies in the text and “Varying Viewpoints,” outline the essential principles of Wilsonianism and explain why they have been so powerful and yet so controversial in American history.

**Additional Reading**

David M Kennedy, *Over Here: The First World War and American Society,*rev. ed., (Oxford University Press: 2005)

This historical classic provides a synthesis of the impact of World War I on society.

**American Pageant Chapter 31: American Life in the “Roaring Twenties”**

The “red scare,” 1919-1920; The KKK returns; Immigration restriction, 1921-1924; Prohibition and gangsterism; The Scopes Trial; A mass-consumption economy; The automobile age; Radio and the movies; Jazz age culture, music and literature

**Guidebook Chapter 31, pp. 303-311**

**Free-Response Essay Topics:**

1. How and why did America turn toward domestic isolation and social conservatism in the 1920s?

2. How was the character of American culture affected by the social and political changes of the 1920s? (Include both white ethnic groups and blacks in your discussion.)

3. Why was immigration, which had been part of American experience for many generations, seen as such a great threat to American identity and culture in the prosperous 1920s? How did the severe and discriminatory immigration restriction laws passed in the 1920s affect the country?

4. Why did critics, like Horace Kallen and Randolph Bourne, dislike the pressure on immigrants to Americanize and join the melting pot? What kind of future America did their ideals of cultural pluralism promote. Why was this view not widely accepted in the 1920s?

5. How did the Eighteenth Amendment outlawing alcohol both reflect and deepen the cultural divisions in the United States, including urban-rural conflicts?

6. How did some of the major public events of the 1920s reflect national disagreements over fundamental social, cultural, and religious values?

7. How did the automobile and other new products create a mass-consumption economy in the 1920s?

8. How did the new films, literature, and music of the 1920s affect American values in areas of religion, sexuality, and family life?

9. How and why did African Americans in the Harlem Renaissance and elsewhere begin celebrating racial pride and the New Negro in the 1920s? Was Marcus Garvey’s movement to encourage black migration to Africa an expression of that same spirit or a reflection of the still-harsh oppression that most blacks experienced?

10. In what ways were the twenties a vigorous social and cultural reaction against the progressive movement in the decades leading up to World War I (see Chapters 29, 30, and 31)? Was this hostility to progressivism primarily a result of disillusionment with the outcome of the war or a reflection of the limits of progressive reform itself?

**Additional Reading**

Lynn Dumenil, *The Modern Temper: American Culture and Society in the 1920s*(Hill & Wang: 1995)

Looking at the darker side of the 1920s, Dumenil explores the changing values that shaped new attitudes in America.

Edward J. Larsen, *Summer for the Gods: The Scopes Trial and America’s Continuing Debate over Science and Religion* (Basic Books: 1997)

Larson offers a strong cultural history of the Scopes Trial and the attitudes that helped produce this unique episode in American history.

*March 12 - 16*

**American Pageant Chapter 32:**

**The Politics of Boom and Bust**

The Republicans return to power, 1921; Disarmament and isolation; The Harding scandals; Calvin Coolidge’s foreign policies; The international debt snarl; Herbert Hoover, cautious progressive; The great crash, 1929; Hoover and the Great Depression; Hard Times; Aggression in Asia; “Good Neighbors” in Latin America

**Guidebook Chapter 32, pp. 312-320**

**Free-Response Essay Topics:**

1. What basic economic and political policies were pursued by the three conservative Republican administrations of the 1920s?

2. What were the causes and effects of America’s international economic and political isolationism in the 1920s?

3. What weakness existed beneath the surface of the general 1920s prosperity? How did these weaknesses help cause the Great Depression?

4. Why were liberal or progressive politics so weak in the 1920s? Discuss the strengths and weaknesses of La Follette and Smith as challengers to the Republicans in 1924 and 1928.

5. The three Republican presidents of the 1920s are usually lumped together as essentially identical in outlook. Is that an accurate way to view them? What differences, if any, in style and policy, existed among Harding, Coolidge, and Hoover?

6. What were the economic and social effects of the Great Depression on the American people? Why did so many of the unemployed blame themselves rather than economic forces for their inability to find work?

7. How did President Hoover attempt to balance his belief in rugged individualism with the economic necessities of the time? Why do historians today, more than people of the time, tend to see Hoover as a more tragic figure, rather than a heartless or cruel president?

8. Which economic policies of the 1920s and 1930s helped cause and deepen the Depression. Since the depression soon became worldwide, did the Depression’s fundamental causes lie inside or outside the United States?

9. How could the economic and political conservatism of the 1920s coincide with the great cultural and intellectual innovations of the same decade (see Chapter 31)? Was it fitting or ironic that someone as straight-laced and traditional as Calvin Coolidge should preside over an age of jazz, gangsterism, and Hollywood?

10. Why did American intervention in Latin America in the 1920s run contrary to the general turn toward isolationism and indifference to the outside world?

**Utilizing Primary Sources**

**Document-Based Question: Business Values in the 1920s**

Question: Calvin Coolidge declared in the 1920s that the “chief business of the American people is business” and that the “man who builds a factory builds a temple. The man who works there worships there.” Using the documents provided by your instructor and your knowledge of the 1920s, answer the following question:

To what extent was Coolidge’s admiration of business values and benefits shared by the American public in the 1920s?

**Additional Reading**

Peter Temin, *Did Monetary Factors Cause the Great Depression?* (W.W. Norton & Company: 1976)

Termin’s important work examines the causes of the depression.

*March 19 - 23*

**American Pageant Chapter 33: The Great Depression and the New Deal (1933-1939)**

Franklin D. Roosevelt as president; The Hundred Days Congress, 1933; Relief, Recovery, and Reform; Depression Demagogues; Women in public life; The National Recovery Administration; Aid for Agriculture; The dust bowl and the Tennessee Valley Authority, Housing and Social Security; A new deal for labor; The election of 1936; The Supreme Court fight, 1937; The New Deal assessed

**Guidebook Chapter 33, pp. 321-330**

**Free-Response Essay Topics:**

1. What qualities did FDR bring to the presidency, and how did he display them during the New Deal years? What particular role did Eleanor Roosevelt play in FDR’s political success?

2. How did the early New Deal legislation attempt to achieve the three goals of relief, recovery, and reform?

3. Which of the New Deal’s many programs to reform the economy and alleviate the depression was the most successful, and why? (You may identify and discuss more than one.) Which was least successful, and why?

4. Were direct federal efforts to provide work for the unemployed—such as the Civilian Conservation Corps, the Works Progress Administration, and the Public Works Administration—justified either in terms of their immediate benefits to workers or as means of stimulating the economy. Why or why not?

5. Why did the New Deal arouse such opposition from conservatives, including those on the Supreme Court?

6. Discuss the political components of the Roosevelt coalition, formed in the 1930s. What did the New Deal offer to the diverse elements of this coalition?

7. Was the New Deal essentially a conservative attempt to save American capitalism from collapse, a radical change in traditional American antigovernment beliefs, or a moderate liberal response to a unique crisis?

8. How was the New Deal a culmination of the era of progressive reform, and how did it differ from the pre–World War I progressive era (see Chapters 28 and 29)?

9. One of the strongest arguments that proponents of the New Deal make was that it saved Depression-plagued America from the radical right-wing or left-wing dictatorships that seized power in much of Europe. Was the United States ever in danger of turning to fascism or communism if there had been no New Deal or if Roosevelt and his policies had failed. In what ways did the demagogues of the 1930s, like Coughlin, Long, and Townsend, resemble European radical leaders, and in what ways were they different?

10. Critics of the New Deal have often pointed out that it did not really solve the great Depression problem of unemployment; only World War II did that. Did the New Deal’s other positive effects—such as in Social Security, labor rights, and regulation of the stock market—counter-balance its inability to overcome the central problem of unemployment?

**Additional Reading**

Peter La Chapelle, *Proud to Be an Okie: Cultural Politics, Country Music, and Migration to Southern California*(University of California Press: 2007)

In an imaginative approach, LaChapelle links the country music scene in southern California to the economic and political conditions that helped produce it.

*March 26 - 30*

**American Pageant Chapter 34:**

**Franklin D. Roosevelt and the Shadow of War (1933-1941)**

Roosevelt’s early foreign policies; German, Japanese, and Italian aggression; The Neutrality Acts, 1935-1939; The Spanish Civil War; Isolation and appeasement; the horrors of the Holocaust; France falls and Britain totters; FDR’s historic third term; The Lend-Lease Act and the Atlantic Charter, 1941, The Japanese attack Pearl Harbor, December 7, 1941

**Guidebook Chapter 34, pp. 331-340**

**Free-Response Essay Topics:**

1. How and why did the United States attempt to isolate itself from foreign troubles in the early and mid-1930s?

2. Discuss the effects of the U.S. neutrality laws of the 1930s on both American foreign policy and the international situation in Europe and East Asia.

3. How did the fascist dictators’ continually expanding aggression gradually erode the U.S. commitment to neutrality and isolationism?

4. How did Roosevelt manage to move the United States toward providing effective aid to Britain while slowly undercutting isolationist opposition?

5. Why was American so slow and reluctant to aid Jewish and other refugees from Nazi Germany? Would there have been effective ways to have helped European Jews before the onset of World War II?

6. The Spanish Civil War is often called “the dress rehearsal for World War II.” To what degree is this description accurate? Could the United States and the other democratic powers have successfully prevented the fall of democratic Spain to Franco? Or might it have drawn them even earlier into a Europe-wide war?

7. Was American entry into World War II, with both Germany and Japan, inevitable? Is it possible the U.S. might have been able to fight either Germany orJapan, while avoiding armed conflict with the other?

8. How did the process of American entry into World War II compare with the way the country got into World War I (see Chapter 30). How were the Neutrality Acts aimed at the conditions of 1914–1917, and why did they prove ineffective under the conditions of the 1930s?

9. Argue for or against: America’s foreign policy from 1933 to 1939 was fundamentally shaped by domestic issues and concerns, particularly the Great Depression.

10. Isolationists and hostile critics in 1940–1941, and even after World War II, charged Franklin Roosevelt with deliberately and sometimes deceitfully manipulating events and public opinion so as to lead the United States into war. What factual basis, if any, is there for such a charge? Which of Roosevelt’s words and actions tend to refute it?

**Additional Reading**

Primo Levi, *Survival in Auschwitz: The Nazi Assault on Humanity*(Collier: 1961)

As a Holocaust survivor, Levi is one of the most powerful voices in describing the concentration camp experience and its impact.

**American Pageant Chapter 35:**

**America in World War II (1941-1945)**

The shock of war; The internment of Japanese-Americans; Mobilizing the economy; Women in wartime; The war’s effect on African-Americans, Native-Americans, and Mexican-Americans; The economic impact of war; Turning the Japanese tide in the Pacific; Campaigns in North Africa (1942) and Italy (1943); “D-Day” in Normandy, June 6, 1944; Germany surrenders, May 1945; The atomic bombing of Hiroshima and Nagasaki, August 1945; V-J Day, August 15, 1945

**Guidebook Chapter 35, pp. 341-350**

**Free-Response Essay Topics:**

1. What effects did World War II have on the American economy? What role did American industry and agriculture play in the war?

2. What role did American women play during World War II? Why did the war prove to be ultimately less of a turning point in the advancement of women’s full equality than some expected or hoped?

3. Most Americans, and the United States government, now regard the internment of Japanese Americans during World War II as an injustice and unnecessary. Why was there so little opposition to it at the time?

4. Ever since World War II, historians and other scholars have commonly spoken of “postwar American society.” How was American society different after the war from before? Were these changes all direct or indirect results of the war, or would many have occurred without it?

5. How did the United States and its allies develop and carry out their strategy for defeating Italy, Germany, and Japan?

6. The text says that the American and British demand for unconditional surrender was actually a sign of weakness. Why? What were the effects of this policy, both during and after the war? Would there have been any benefits to permitting the Germany government to survive in some form, without Hitler? Was the agreement to permit Hirohito to remain as emperor of Japan as wise decision?

7. What were the costs of World War II, and what were its effects on America’s role in the world?

8. Compare America’s role in World War I—domestically, militarily, and diplomatically—with its role in World War II (see Chapter 30). What accounts for the differences in America’s participation in the two wars?

9. Examine the controversy over the atomic bomb in the context of the whole conduct of World War II on both sides. Is it correct to say that the bomb did not mark a change in the character of warfare against civilians, but only its scope? Despite the larger casualties in other bombings, why did the bombings of Hiroshima and Nagasaki stir a greater concern?

10. World War II has sometimes been called “the good war.” Is this an accurate label? Why or why not?

**Additional Reading**

Darrel E. Bigham, *Evansville: The World War II Years* (Arcadia Publishing: 2005)

This book records how war contracts brought the town of Evansville, Indiana out of the depression, thus transforming its economy and culture.

Sherna Gluck, *Rosie the Riveter Revisited: Women, the War, and Social Change*(Plume: 1988)

Gluck uses the stories of ten women, whose lives were changed by wartime employment, to provide new insights into female workers and their role in changing America during the war.

**PART SIX (Chapters 36-42, 4 weeks: 4/9-5/4)**

**MAKING MODERN AMERICA**

**(1945 – PRESENT)**

*April 10 - 13*

**American Pageant Chapter 36:**

**The Cold War Begins (1945-1952)**

Postwar prosperity; The “Sunbelt” and the suburbs; The postwar baby boom; Harry S Truman as president; Origins of the Cold War; The United Nations and the

postwar world; Communism and containment; The Truman Doctrine, the Marshall Plan, and NATO; Anti-communism at home; The Korean War, 1950-1953

**Guidebook Chapter 36, pp. 351-361**

**Free-Response Essay Topics:**

1. Why did the American economy soar from 1950 to 1970? How did this new, widely distributed affluence alter the American way of life?

2. Describe how the population movements from the Northeast to the Sunbelt, and from inner cities to the suburbs, altered major features of American society as well as its center of gravity. Which of these two migrations do you regard as the more significant, and why?

3. What were the immediate conflicts and deeper causes that led the United States and the Soviet Union to go from being allies to bitter Cold War rivals?

4. Explain the steps that led to the long-term involvement of the United States in major overseas military commitments and expenditures, including NATO and the Korean War. How did expanding military power and the Cold War affect American society and its ideas?

5. Discuss President Harry Truman’s role as a leader in both international and domestic affairs from 1945 to 1952. Does Truman deserve to be considered a great president? Why or why not?

6. Why did World War II—unlike World War I—lead to a permanent end to American isolationism (see Chapter 30)?

7. Was the spread of nuclear weapons from the United States to the Soviet Union, and then to other nations, simply inevitable once the technology was known? How, if at all, could nuclear proliferation have been prevented?

8. Why did America’s growing international struggle against the Soviet Union so quickly lead to a fear of communist subversion within the United States. Would it have been possible to have rationally tried to stop Soviet spying without creating an indiscriminate witch hunt? To what extent was the anticommunist crusade really concerned about American national security, and to what extent was it simply persecuting people perceived as different?

9. Compared to the total victory and unconditional surrender of World War II, the Korean War led to a frustrating stalemate and armed hostile peace. What made Korea a different sort of war? Why was MacArthur’s claim that “there is no substitute for victory” problematic in the case of Korea?

10. Was the early Cold War primarily an ideological crusade of democracy against international communism and its totalitarian ideas, or was it essentially an American defense of its national security and economic interests against the direct threat of the Soviet Union? Support your answer by considering some of the key events of the early Cold War, including the Korean War.

**Utilizing Primary Sources**

**Document-Based Question: Truman and the Cold War, 1945-1953**

Question: Using the documents provided by your instructor and your knowledge of the period, analyze how effective the Truman administration’s foreign policy was in dealing wit the growing threat of Stalinist Russia in the years 1945-1953.

**Additional Reading**

Herbert J. Gans, *The Levittowners* (Pantheon Books: 1967)

Gans provides a sociologist’s analysis of life in the suburbs.

*April 16 - 20*

**American Pageant Chapter 37:**

**The Eisenhower Era (1952-1960)**

Affluent America; Working woman and feminism; Consumer culture of the 1950s; The election of Dwight D. Eisenhower; the menace of McCarthyism; Desegregating the South; Brown v. Board of Education (1954) and the civil rights revolution; Eisenhower Republicanism; Cold war crises; the space race and the arms race; The election of John F. Kennedy, 1960; Postwar literature and culture

**Guidebook Chapter 37, pp. 362-370**

**Free-Response Essay Topics:**

1. In what ways was the Eisenhower era a time of caution and conservatism, and in what ways was it a time of dynamic economic, social, and cultural change?

2. American blacks had suffered and often protested segregation and discrimination since the end of Reconstruction, but without result. Why did the civil rights movement finally began to gain public attention and influence in the 1950s?

3. Besides *Brown*v. *Board of Education*and the Montgomery bus boycott, which were the most important breakthroughs in civil rights and race relations of the late 1940s and 1950s?

4. How did Eisenhower balance assertiveness and restraint in his foreign policies in Vietnam, Europe, and the Middle East?

5. How did such an irresponsible figure as Senator Joseph McCarthy gain enormous power for a brief period of time in the early 1950s, and then rapidly fall into powerlessness and disgrace? Was McCarthy a unique phenomenon of that time playing on Americans’ Cold Wars fears, or could such a witch-hunting atmosphere return with another such leader?

6. What were the dynamics of the Cold War with the Soviet Union in the 1950s, and how did Eisenhower and Khrushchev combine confrontation and conversation in their relationship?

7. How did America’s far-flung international responsibilities shape the U.S. economy and society in the Eisenhower era? Was the American way of life fundamentally altered by the nation’s new superpower status, or did it remain largely sheltered from world affairs?

8. How did television and other innovations of the consumer age affect American politics, society, and culture in the 1950s?

9. Despite widespread power and affluence, the 1950s were often described as an “age of anxiety.” What were the major sources of anxiety and conflict that stirred beneath the surface of the time? Could they have been addressed more effectively by Eisenhower and other national leaders? Why or why not?

10. Argue for or against: American politics, society, and culture in the 1950s were all stagnant and narrow, and did not address the real social problems facing the country.

**Utilizing Primary Sources**

**Document-Based Question: Values in the 1950s**

Question: David Halberstam writes in his book The Fifties that during this decade “the American dream was to exercise personal freedom not in social and political terms, but rather in economic ones. Eager to be part of the burgeoning middle class, young men and women opted for material well- being, particularly if it came with some form of guaranteed employment.” Security “meant finding a good white-collar job with a large, benevolent company, getting married, having children, and buying a house in the suburbs.”

Using the documents provided by your instructor and your knowledge of the decade, evaluate how accurately Halbertam describes the image of the 1950s as, in his own words, “an orderly era.”

**Additional Reading**

Lizabeth Cohen, *A Consumers’ Republic: The Politics of Mass Consumption in Postwar America*(Vintage Books: 2003)

In this extensive study, Cohen explores the role of mass consumption in defining America’s economy, culture, and political ideas.

**American Pageant Chapter 38:**

**The Stormy Sixties (1960-1968)**

The Kennedy spirit; Kennedy and the Cold War; The Vietnam quagmire; Bay of Pigs Invasion and the Cuban Missile Crisis; The struggle for civil rights; Kennedy assassinated, November 22, 1963; Lyndon Baines Johnson and the “Great Society”; The civil rights revolution explodes; The Vietnam disaster; The election of Richard Nixon, 1968; the cultural upheavals of the 1960s

**Guidebook Chapter 38, pp. 371-381**

**Free-Response Essay Topics:**

1. What successes and failures did Kennedy’s New Frontier experience at home and abroad?

2. President Kennedy’s pledge to “land a man on the moon in this decade,” which was successfully fulfilled by the Apollo moon landing in 1969, was a dramatic assertion of America’s global power and technological leadership of the world. How important was the space program to the New Frontier, and to America’s image of itself? Did the Apollo project and the moon landing still retain its luster after Vietnam and the social upheavals of the 1960s?

3. Compare and contrast Kennedy and Johnson as presidential leaders in the 1960s. Why did Kennedy come to be remembered so fondly by many Americans, and Johnson not, even though Kennedy’s accomplishments in office were very slim compared to Johnson’s enormous Great Society achievements?

4. What led the United States to become so deeply involved in the Vietnam War? (See Chapters 36 and 37 for background on the Cold War, anticolonialism, and earlier events in Vietnam.)

5. How did the civil rights movement move from its difficult beginnings in the 1950s and early 1960s to great successes in 1964–1965. Why did it encounter increasing criticism and opposition from both black militants and the forces of white backlash (represented by George C. Wallace) so soon after its greatest triumphs?

6. Compare and contrast Martin Luther King, Jr., and Malcolm X as black leaders. Was the emphasis on black pride and self-determination that Malcolm represented really opposed to King’s ideals, or did it just address a different set of problems more deeply rooted in northern ghettos than in southern segregation? Why did so many blacks—and whites—begin to criticize King’s emphasis on absolute nonviolence in the freedom struggle?

7. Why did the Vietnam War, and the domestic opposition to it, come to dominate American politics in the 1960s?

8. In later decades, many historians came to interpret the upheavals of 1968, in the United States and elsewhere around the world, as the end of the postwar era. Is this an accurate interpretation? Why did authority of all kinds—and not just political authority—come under assault in this period?

9. When the Democratic party tore itself apart over the Vietnam War and other issues in the late 1960s, the winner proved to be the forces of an emerging conservatism led by Richard Nixon and George Wallace. How and why did conservatism emerge so rapidly from the seemingly devastating Goldwater defeat in the election of 1964?

10. What, if anything, was valuable about the radical social movements of the 1960s, such as those led by Students for a Democratic Society? What was most destructive and negative? Did such movements have any long-term impact?

11. How was the cultural upheaval of the 1960s related to the political and social changes of the decade? Is the youth rebellion best seen as a response to immediate events, or as a consequence of such longer-term forces as the population bulge and economic prosperity? What were the long-term results of the counterculture in all its varieties?

**Utilizing Primary Sources**

**Document-Based Question: Gulf of Tonkin Resolution, 1964-1968**

Question: During the early years of the Vietnam War, many Americans debated the meaning of the Gulf of Tonkin Resolution, passed in August 1964, after President Johnson declared that naval vessels of North Vietnam had attacked United States Navy ships in the international waters of the Gulf of Tonkin. Using the documents provided by your instructor and your knowledge of the time period 1964-1968, answer the following question:

To what extent was the Gulf of Tonkin Resolution a formal declaration of war against Communist North Vietnam?

**Additional Reading**

Robert F. Kennedy, *Thirteen Days: A Memoir of the Cuban Missile Crisis*(W.W. Norton & Company: 1969)

Written with historian Arthur Schlesinger, Jr., Kennedy, who served as President John Kennedy’s advisor and Attorney General, offers an account of the Cuban Missile Crisis.

Robert Dallek, *An Unfinished Life: John F. Kennedy, 1917–1963* (Little, Brown & Company: 2003)

By pulling from newly available information, Dallek is able to offer new insights into Kennedy.

*April 23 - 27*

**American Pageant Chapter 39:**

**The Stalemated Seventies (1968-1980)**

Economic stagnation; Nixon and the Vietnam War; New Policies toward China and the Soviet Union; Nixon and the Supreme Court; Nixon’s domestic program; Nixon trounces McGovern, 1972; Israelis, Arabs and oil; The Watergate scandal; Nixon resigns and Ford takes over; Feminism; Desegregation and affirmative action; The election of Jimmy Carter, 1976; The energy crisis and inflation; The Iranian hostage humiliation

**Guidebook Chapter 39, pp. 382-391**

**Free-Response Essay Topics:**

1. Was the Nixon-Kissinger foreign policy of détente with the Soviet Union and engagement with Communist China fundamentally a great success? What were its major accomplishments, and what were its limitations?

2. In what ways did Nixon’s domestic policies appeal to Americans’ racial and economic fears, and in what ways did he positively address problems like inflation, discrimination, environmental degradation, and worker safety?

3. What were Nixon’s fundamental goals in waging the Vietnam War from 1969 to 1973? Did he achieve them? Why did the secret bombing and invasion of Cambodia cause such a furious reaction by Congress and the public?

4. How did Nixon fall from the political heights of 1972 to his forced resignation in 1974? What were the political consequences of Watergate?

5. How did both Republican and Democratic administrations of the 1970s attempt to cope with the interrelated problems of energy, economics, and the Middle East? Why were they so largely unsuccessful in addressing these concerns?

6. How and why did the United States become increasingly involved in the political and economic affairs of the Middle East during the 1970s?

7. Why did the American public eventually become so disillusioned with the policy of détentetoward the Soviet Union? Was the policy itself fundamentally flawed from the beginning, or was it Soviet misbehavior and aggression that destroyed an originally wise policy?

8. The American public had high hopes for Jimmy Carter as an honest and well-intentioned president who could clean up Washington after the corruption of Watergate. Why did Carter’s presidency come to be seen as such a failure? Was Carter largely a victim of events he could not control, or did his own outlook and policies contribute to his failures in the White House?

9. In what ways were the foreign policy and economic issues of the 1970s similar to those of the whole post–World War II era, and in what ways were they different (see Chapters 36, 37, and 38)?

10. It is sometimes said that the recent American disillusionment and even cynicism about politics dates to the paired tribulations of Vietnam and Watergate. Why were these two events so deeply unsettling to traditional American views of democracy and government? Is the linking of the two events accurate, or were there fundamental differences between them?

**Additional Reading**

Carl Bernstein and Bob Woodward, *All the Presidents’ Men* (Simon & Schuster: 1974)

The two investigative journalists that uncovered much of the scandal wrote this gripping account of Watergate.

**American Pageant Chapter 40: The Resurgence of Conservatism (1980—1992)**

The “New Right” and Reagan’s election, 1980; Budget battles and tax cuts; Reagan and the Soviets; Mikhail Gorbachev, Ronald Reagan, and the thawing of the Cold War; The Iran-Contra scandal; Reagan’s economic legacy; The religious right; Conservatism and the courts; The election of George Bush, 1988; The end of the Cold War; The Persian Gulf War, 1991; Bush’s battles at home

**Guidebook Chapter 40, pp. 392-401**

**Free-Response Essay Topics:**

1. What caused the rise of Reagan and the new right in the 1980s, and how did their conservative movement fundamentally reshape American politics?

2. What were the goals of Reagan’s supply-side economic policies, and what were those policies’ short-term and long-term effects?

3. What led to the revival of the Cold War in the early 1980s, and how did Ronald Reagan turn the conflict with the Soviet Union to American advantage?

4. Why did the Reagan administration pursue its policy of opposing leftists in Central America and the Caribbean so fervently, to the point of funding the Nicaraguan Contras with arms sale profits from Iran? Was this primarily motivated by ideological anticommunism, or by fear of the Soviet Union gaining a strategic foothold in the Americas?

5. How and why did religious and moral issues rather suddenly jump to the forefront of American politics and law in the 1980s?

6. Many historians have compared the Reagan revolution with Franklin Roosevelt’s New Deal because of the way it seemed to transform radically American economics and politics. Is this a valid comparison? Is it correct to see the Reagan legacy as a complete reversal of the New Deal, or of the Great Society of Lyndon Johnson?

7. Trace the evolution of the Supreme Court from the dominant days of the Warren Court in the 1960s (see Chapter 39) to the more conservative Court of the late 1980s. Why did Supreme Court decisions and judicial appointments become such focal points of political controversy in this period? In what ways did the Supreme Court “follow the election returns.” In what ways did it resist narrowly political pressures?

8. To what extent were American policies responsible for the overthrow of communism in Eastern Europe and the Soviet Union in 1989–1991.

9. Was the first Persian Gulf War fundamentally based on America’s Wilsonian foreign policy of promoting democracy, liberty, and self-determination for small nations (in this case, Kuwait), or was it primarily a defense of national self-interest, such as in protecting oil supplies and strengthening America’s allies in the Middle East? Use evidence from the chapter to support your answer.

10. What were the opportunities and problems created by America’s new status as the sole superpower after the end of the Cold War and the dissolution of the Soviet Union?

**Additional Reading**

James T. Patterson, *Restless Giant: The United States from Watergate to Bush vs. Gore* (Oxford University Press: 2005)

Patterson offers both cultural and political history in this synthesis of late twentieth century America.

*April 30 – May 4*

**American Pageant Chapter 41:**

**America Confronts the Post-Cold War Era (1992-2004)**

The election of Bill Clinton, 1992; A false start for reform; The politics of distrust; Clinton as president; Post-Cold War foreign policy; the Clinton impeachment trial; the controversial 2000 election; George W. Bush as president; The terrorist attacks of September 11, 2001; War in Iraq; The reelection of George W. Bush, 2004; Democrats retake Congress; The election of 2008

**Guidebook Chapter 41, pp. 402-409**

**Free-Response Essay Topics:**

1. Was Bill Clinton’s election in 1992 a positive mandate for change, or was it primarily a repudiation of the first Bush administration’s record on the economy?

2. How did the antigovernment mood of the 1990s affect both Bill Clinton and his Republican opponents? In what ways did Clinton attempt to uphold traditional Democratic themes, and in what ways did he serve to consolidate the conservative Bush-Reagan era?

3. What new foreign policy challenges did the United States face after the end of the Cold War?

4. What were the greatest foreign policy successes and failures of the Clinton administration in the 1990s?

5. Why was there so much antigovernment rhetoric, political action, and even violence in the 1990s? To what extent did the Clinton administration attempt to counter this mood, and to what extent did it bend to it?

6. Argue for or against: the presidential election of 2000, despite its controversies, demonstrated the strength and resiliency of America’s democracy.

7. What was the impact of the September 11, 2001, terrorist attacks on America’s national priorities and foreign policies? Is it true that everything changed after September 11, or were there significant areas in which America’s global aims remained essentially the same?

8. What caused the increased polarization in American politics in the early 2000s? Is it appropriate to align this polarization with the two political parties and their respective strengths in red states and blue states? Are there significant issues that have not been affected by this political polarization?

9. What were the Bush administration’s primary justifications for the Iraq War? Why did Americans find the military and political environment in Iraq so much more difficult than expected?

10. How did President Bush spend the political capital that he said he had accumulated through his victory in the 2004 election.

**Additional Reading**

Richard Posner, *An Affair of State: The Investigation, Impeachment, and Trial of President Clinton*(Harvard University Press: 1999)

As a legal expert, Posner offers a scholarly examination of the case against Clinton and the impeachment and trial that followed.

**American Pageant Chapter 42:**

**The American People Face a New Century**

The high-tech economy; Widening inequality; The feminist revolution; The changing American family; Immigration and assimilation; Cities and suburbs; A multicultural society; American culture at the century’s turn; The new media; The American prospect

**Guidebook Chapter 42, pp. 410-417**

**Free-Response Essay Topics:**

1. What were the consequences of the dramatically changed American economy as the United States advanced into the early twenty-first century?

2. What caused the rapidly increasing gap between rich and poor in America? Was this disparity a direct result of economic and social policies, or was it a largely unavoidable consequence of the changes in business, education, and social structure in the period 1980–2007?

3. How did women’s new economic opportunities affect American society? What barriers to women’s complete economic equality proved most difficult to overcome?

4. How did the new immigration and the rise of ethnic minorities transform American society by the beginning of the twenty-first century? Were the effects of the new immigration similar to that of earlier waves of immigration or fundamentally different?

5. How were the changes in American society reflected in literature and the arts in the late twentieth and early twenty-first centuries?

6. What is the central social and moral challenge America faces in the first half of the twenty-first century? How is the way the nation approaches that challenge shaped by American history, and how does understanding that history contribute to addressing that challenge in productive ways?

7. How did the Internet revolution transform the American economy, communications, and education? What were the most positive results of the explosion of Internet communication? What were some of its problems and dangers?

8. How does the relative uniqueness of America’s history and culture affect its relationship to such increasingly international issues as economic development, the environment, immigration, and terrorism?

**Additional Reading**

Barbara Ehrenrecih, *Nickel and Dimed: On (Not) Getting By in America*(Holt Paperbacks: 2002)

In this well-written and sobering book, Ehrenrecih records her efforts to see how the working poor in America survive on $7 an hour.

**AP Test Review: May 7 – 10**

**AP TEST: Friday, May 11, 2012**

**Digital Final Project: May 14 – June 1**

**Grading Scale:**

90-100 A

80-89 B

70-79 C

60-69 D

59 or less F