

Welcome to AP US History 2017-18!

Ms. Ashley Heyer aheyer@ebrschools.org

I am so excited you are joining me for AP US History in the fall. Over the next year, you will grow from being a typical high school student to a college-bound scholar. Your journey begins this summer with a study of the Modern Era 1980 – present through textbook readings, articles, videos and a movie project.

Course Overview:

The AP US History course covers the entire history of the United States from the Pre-Columbian societies to the election of Barak Obama. Students will learn both the analytic skills and factual knowledge necessary to deal critically with the problems and materials in US History. Students will learn to assess historical materials -- their relevance to a given interpretive problem, reliability, and importance and to weigh the evidence and interpretations presented in historical scholarship.

This course expects all students to read, comprehend, and fully engage in their assignments. In-class discussion questions, reading quizzes, essays, and unit tests will be based on assigned readings in the summer and throughout the course.

Text Book and Recommended Supplemental Book

Brinkley, Alan. *American History: Connecting With the Past*. McGraw-Hill: New York, 2012.

American History is an interactive e-book and a paper textbook. The codes for the e-book with Connect & LearnSmart are posted on Schoology.

Newman, John J. and John M. Schmalbach, *Amsco United States History: Preparing for the Advanced Placement Examination*, AMSCO publishing, 2015.

This supplemental textbook is designed to bridge the gap between a college level history textbook and your needs as AP high school students. It contains practice questions and the format matches the current AP test set-up. The cost of this book is \$18.95 and information about obtaining it will be provided over the summer. A scan of the section pertaining to the summer assignment is posted on Schoology.

Gilder-Lehrman AP US History Study Guide ap.gilderlehrman.org

The Gilder Lehrman AP US History study guide provides an outstanding overview of the 9 historical periods we study.

Administrative Information

Please join the Schoology site and Remind101 today. Over the summer, additional details about summer assignments will be posted. I will message you on Remind101 when you need to check Schoology. You should check Schoology on a regular basis and set up notifications on your smartphone if you do not already receive them.

1. Schoology Code: GM633-8FSZ5
2. Remind101: Text @whsapush18 to 81010 or sign up from your smartphone at rmd.at/whsapush18
3. Advanced Career Readiness Schoology page: FXV8K-QXZKR

Summer papers should be turned in by sharing on google drive to aheyer@ebrschools.org. Please see me if you need any instructions on this.

Preparation Tests:

Students will take a full AP US History exam as their midterm in December and a full practice test following spring break. Depending on the NMSI AP workshop schedule, these will either be offered on a Saturday morning or during the school day. Please watch for additional information about this in the fall.

AP US History Summer Assignment

Part 1

- Visit the Gilder Lehrman AP U.S. History Study Guide. <http://ap.gilderlehrman.org/> Navigate through the website to get an understanding of the breakdown and resources for the AP U.S. History course.
- Click on <http://ap.gilderlehrman.org/period/9>. Watch the 8-minute review video, review the Key Concepts, and peruse through the Timeline and read/watch the Timeline resources.
- Read Chapters 31 & 32 in Brinkley's *American History: Connecting with the Past* and take notes that provide examples of historical individuals, events and topics that relate to each key concept on the key concepts sheet.
- Prepare answers to the Historical Thinking questions and the questions listed under "Connecting Themes" on the Chapter overview pages in this booklet. These should be bullet points / notes for discussion and will be spot checked.
- Complete the online assignment on Connect. The online assignment consists of two LearnSmart modules and a multiple choice quiz. You can take the quiz three times.
- Read the essays and primary sources related to the movies you selected.

Part 2

- Watch two the movies from the list, each from a different one of the four categories: Military/Foreign Policy History, Political History, Economic History and Technology History.
- All movies except for *Confirmation* are available at the East Baton Rouge Parish Library
- Search for films by using Netflix, OnDemand, YouTube, Hulu, iTunes and other streaming and video services.
- Contact me if you have difficulty finding a movie.
- Let me know on Schoology which movies you have selected.

NOTE: Use legal means to acquire and view the assigned films.

NOTE: Please adhere to parental guidelines for viewing films with mature content.

Part 3

- Write historical movie reviews for both films using the template on the next page.
- Use these guiding questions to help develop your understanding of the historian's argument/position and to incorporate in your history movie reviews. **NOTE: These are not questions to be directly answered on paper, but to be considered as you read the essays.**
 - What are the authors' historical arguments/positions/claims? The introductory and conclusion paragraphs is typically where these can be found.
 - How do the authors substantiate/defend their arguments? Look for specific factual information and use of primary sources.
- Prepare to discuss the movie with your classmates. This will either be a fishbowl discussion or an individual presentation depending on how many people watched each movie.

BONUS: You may earn TWO bonus points for each additional movie you watch and write a one paragraph summary of describing how the key concepts were represented in the movie using SPECIFIC examples.

Name – Movie Title – Period
[in the header]

The first section requires a synopsis of the film. It should include historical setting (time period and locations), the general plot along with major themes, plot developments, and major character descriptions.

The second section discusses the historical concepts related to the film. Using specific scenes from the film, how does the movie depict key concepts from the AP US History Curriculum Framework? You must RELEVANTLY and EFFECTIVELY reference the Key Concepts the movie addresses. Your textbook chapters 31 & 32, the Gilder Lehrman Videos and the John Greene Crash Course videos will be helpful for this section.

The third section compares the movie's depiction of events to primary sources and secondary source essays from the relevant historical period. Readings for each movie are posted on Schoology and you may select additional readings from the *New York Times*, *The Washington Post*, *The New Yorker*, *The Atlantic*, *Time Magazine*, *Newsweek*, *New York Magazine*, *The New Republic* or another similar publication. All readings related to the movie must be used and be used RELEVANTLY and EFFECTIVELY. Readings referenced must have parenthetical citations i.e. (book).

Your movie review assignment must be formatted exactly as this document has been formatted. Your name, movie title, and period must be in the header and all on the first line of the header. Your font must be size 12 and Times New Roman. The margins (1" on each side), indents, and double space must be the exact measurement settings as this document. There is a two-page minimum/four-page maximum for completing this assignment. In addition, a works cited page must be included.

If your assignment is not within the specified parameters of the document you will not earn full credit. This is an individual assignment. You may view assigned films in

Name – Movie Title – Period
[in the header]

groups. However, your research and opinion must be your own. Plagiarism and unoriginal thought will not be tolerated. Use this opportunity as a learning experience. Do not abuse this opportunity as quick scheme for better grades.

AP US History Movie Options

Military History

Zero Dark Thirty: Following the terrorist attacks of Sept. 11, 2001, Osama bin Laden becomes one of the most-wanted men on the planet. The worldwide manhunt for the terrorist leader occupies the resources and attention of two U.S. presidential administrations. Ultimately, it is the work of a dedicated female operative (Jessica Chastain) that proves instrumental in finally locating bin Laden. In May 2011, Navy SEALs launch a nighttime strike, killing bin Laden in his compound in Abbottabad, Pakistan. (Rated R) (EBRPL)

Black Hawk Down: The film takes place in 1993 when the U.S. sent special forces into Somalia to destabilize the government and bring food and humanitarian aid to the starving population. Using Black Hawk helicopters to lower the soldiers onto the ground, an unexpected attack by Somali forces brings two of the helicopters down immediately. From there, the U.S. soldiers must struggle to regain their balance while enduring heavy gunfire. (Rated R) (EBRPL)

Three Kings: Just after the end of the Gulf War, four American soldiers decide to steal a cache of Saddam Hussein's hidden gold. Led by cynical Sergeant Major Archie Gates (George Clooney), three of the men are rescued by rebels, but Sergeant Troy Barlow (Mark Wahlberg) is captured and tortured by Iraqi intelligence. The Iraqi rebels beg for the American trio to help fight against the impending arrival of Hussein's Elite Guard. The men agree to fight in return for help rescuing Troy. (Rated R) (EBRPL)

Argo: On Nov. 4, 1979, militants storm the U.S. embassy in Tehran, Iran, taking 66 American hostages. Amid the chaos, six Americans manage to slip away and find refuge with the Canadian ambassador. Knowing that it's just a matter of time before the refugees are found and likely executed, the U.S. government calls on extractor Tony Mendez (Ben Affleck) to rescue them. Mendez's plan is to pose as a Hollywood producer scouting locations in Iran and train the refugees to act as his "film" crew. (Rated R) (EBRPL)

Political History

W: Flashbacks to key events in his life reveal the rise of George W. Bush from ne'er-do-well party boy and son of privilege to president of the United States. After trading in booze for religion, George mends his aimless ways and sets his sights first on the Texas governorship, then on the presidency. But the country's involvement in the Iraq war decreases his approval rating. (PG-13) (EBRPL)

Recount: In this dramatization of the 2000 presidential election, Al Gore concedes the presidency to George W. Bush, but recants when he learns of irregularities in the Florida vote count. Democratic strategists Ron Klain (Kevin Spacey) and Michael Whouley (Denis Leary) race to Florida to uncover the truth, as do Republicans under James Baker (Tom Wilkinson). Between faulty voting equipment and the vagaries of Florida's Secretary of State Katherine Harris (Laura Dern), a 36-day stalemate ensue. (NR-HBO) (EBRPL)

Primary Colors: In this adaptation of the best-selling roman à clef about Bill Clinton's 1992 run for the White House, the young and gifted Henry Burton (Adrian Lester) is tapped to oversee the presidential campaign of Governor Jack Stanton (John Travolta). Burton is pulled into the politician's colorful world and looks on as Stanton -- who has a wandering eye that could be his downfall -- contends with his ambitious wife, Susan, (Emma Thompson) and an outspoken adviser, Richard Jemmons (Billy Bob Thornton). (Rated R) (EBRPL)

Confirmation: Nominated to the Supreme Court in 1991, Judge Clarence Thomas (Wendell Pierce) must testify before the Senate Judiciary Committee after Anita Hill (Kerry Washington), his former employee, claims that he sexually harassed her. (NR-HBO) (Available on HBO)

And the Band Played On: In 1981, epidemiologist Don Francis (Matthew Modine) learns of an increased rate of death among gay men in urban areas. The startling information leads him to begin investigating the outbreak, which is ultimately identified as AIDS. His journey finds mostly opposition from politicians and doctors, but several join him in his cause. As it becomes apparent that people have personal reasons to turn the other cheek, Francis persists. Meanwhile, the number of deaths continues to grow. (PG-13) (EBRPL)

"The People vs. OJ Simpson: American Crime Story": This limited series brings viewers inside one of the most prolific American court cases of the 20th century -- the O.J. Simpson murder trial -- from the lawyers' viewpoints. Based on the book "The Run of His Life," the 10-episode series details behind-the-scenes dealings and maneuvering by both the prosecution and defense as they try to convince the jury to side with them in what was dubbed "the trial of the century." Key elements of the trial that are explored involve overconfidence by the prosecution and the LAPD's history with the black community in Los Angeles. (FX – Ten Episodes available on Amazon and OnDemand – this is a binge watch)

Economic History

The Big Short: In 2008, Wall Street guru Michael Burry realizes that a number of subprime home loans are in danger of defaulting. Burry bets against the housing market by throwing more than \$1 billion of his investors' money into credit default swaps. His actions attract the attention of banker Jared Vennett (Ryan Gosling), hedge-fund specialist Mark Baum (Steve Carell) and other greedy opportunists. Together, these men make a fortune by taking full advantage of the impending economic collapse in America. (Rated R) (EBRPL – Should Reserve)

Too Big to Fail: Based on the bestselling book by Andrew Ross Sorkin, Too Big To Fail offers an intimate look at the epochal financial crisis of 2008 and the powerful men and women who decided the fate of the world's economy in a matter of a few weeks. Centering on Treasury Secretary Henry Paulson, the film goes behind closed doors to examine the symbiotic relationship between Wall Street and Washington. (NR-HBO) (EBRPL)

Barbarians at the Gate: The 80's... It was a time when everybody was doing the big bucks, but f. Ross Johnson, CEO of R.J. R. Nabisco has every intention of making a fortune. When Johnson (James Garner) decides to buy out the Nabisco shareholders and take over his company, no one is prepared for what hits the fan. Johnson is introduced to the master of the leveraged buyout, Henry Kravis (Johnathon Pryce) but, afraid of losing the company to this sharp dealer, he decides to make his move with Peter Cohen (Peter Riegert). Kravis, however, is not to be outdone, and begins an aggressive campaign of his own. What follows is a down-to-the-wire battle to see who's really king of the Wall Street jungle. They may look like polite, well-dressed businessmen, but listen hard and you can hear the pounding of BARBARIANS AT THE GATE. (NR-YouTube)

Technology History

Pirates of Silicon Valley: The revolution came when we weren't looking. It happened in a garage. In a dorm room. In countless hours of effort, imagining and intrigue. Apple co-founder Steve Jobs and Microsoft co-founder Bill Gates were changing the way the world works, lives and communicates. The event-packed saga of the quirky visionaries who jump-started the future unfolds with exhilarating, cutting-edge style in Pirates of Silicon Valley. Noah Wyle (*ER*) portrays Jobs and Anthony Michael Hall (*The*

Dead Zone) portrays Gates in this chronicle of the fierce and often humorous battle to rule the fledgling personal computer empire. "The story is almost Shakespearean... it's a tale of lust, greed, ambition, love and hate," writer/director Martyn Burke reflects. And it's a success story unlike any other. (NR-HBO) (EBRPL)

The Social Network: In 2003, Harvard undergrad and computer genius Mark Zuckerberg (Jesse Eisenberg) begins work on a new concept that eventually turns into the global social network known as Facebook. Six years later, he is one of the youngest billionaires ever, but Zuckerberg finds that his unprecedented success leads to both personal and legal complications when he ends up on the receiving end of two lawsuits, one involving his former friend (Andrew Garfield). (PG-13) (EBRPL)

Jobs (2013): College dropout Steve Jobs (Ashton Kutcher), together with his friend, technical whiz-kid Steve Wozniak (Josh Gad), sparks a revolution in home computers with the invention of the Apple 1 in 1976. Built in the garage of Jobs' parents, the device -- and the subsequent formation of Apple Inc. -- have changed the world for all time. Though he is viewed as a visionary, Jobs' tenure as Apple's leader is a rocky one, leading to his eventual ouster from the company he co-founded. (PG-13) (EBRPL)

Steve Jobs (2015): Steve Jobs takes us behind the scenes of the digital revolution to paint a portrait of the man at its epicenter. The story unfolds backstage at three iconic product launches, ending in 1998 with the unveiling of the iMac. Based on the book by Walter Isaacson. (Rated R) (EBRPL)

AP US History Course Themes

American and National Identity (NAT)

This theme focuses on how and why definitions of American and national identity and values have developed, as well as on related topics such as citizenship, constitutionalism, foreign policy, assimilation, and American exceptionalism

Politics and Power (POL)

This theme focuses on how different social and political groups have influenced society and government in the United States, as well as how political beliefs and institutions have changed over time.

Work, Exchange, and Technology (WXT)

This theme focuses on the factors behind the development of systems of economic exchange, particularly the role of technology, economic markets, and government.

Culture and Society (CUL)

This theme focuses on the roles that ideas, beliefs, social mores, and creative expression have played in shaping the United States, as well as how various identities, cultures, and values have been preserved or changed in different contexts of U.S. history.

Migration and Settlement (MIG)

This theme focuses on why and how the various people who moved to and within the United States both adapted to and transformed their new social and physical environments.

Geography and the Environment (GEO)

This theme focuses on the role of geography and both the natural and human-made environments on social and political developments in what would become the United States.

America in the World (WOR)

This theme focuses on the interactions between nations that affected North American history in the colonial period, and on the influence of the United States on world affairs.

Historical Thinking Skill Categories

Analyzing Historical Sources and Evidence		Making Historical Connections	Chronological Reasoning	Creating and Supporting a Historical Argument
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Primary Sources	Secondary Sources			
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Historical Thinking Skill Descriptions

<p>Analyzing Evidence: Content and Sourcing</p> <p>Historical thinking involves the ability to describe, select, and evaluate relevant evidence about the past from diverse sources (including written documents, works of art, archaeological artifacts, oral traditions, and other primary sources) and draw conclusions about their relevance to different historical issues.</p> <p>A historical analysis of sources focuses on the interplay between the content of a source and the authorship, point of view, purpose, audience, and format or medium of that source, assessing the usefulness, reliability, and limitations of the source as historical evidence.</p>	<p>Interpretation</p> <p>Historical thinking involves the ability to describe, analyze, and evaluate the different ways historians interpret the past. This includes understanding the various types of questions historians ask, as well as considering how the particular circumstances and contexts in which individual historians work and write shape their interpretations of past events and historical evidence.</p>	<p>Comparison</p> <p>Historical thinking involves the ability to identify, compare, and evaluate multiple perspectives on a given historical event in order to draw conclusions about that event.</p> <p>It also involves the ability to describe, compare, and evaluate multiple historical developments within one society, one or more developments across or between different societies, and in various chronological and geographical contexts.</p> <p>Contextualization</p> <p>Historical thinking involves the ability to connect historical events and processes to specific circumstances of time and place as well as broader regional, national, or global processes.</p> <p>Synthesis</p> <p>Historical thinking involves the ability to develop understanding of the past by making meaningful and persuasive historical and/or cross-disciplinary connections between a given historical issue and other historical contexts, periods, themes, or disciplines.</p>	<p>Causation</p> <p>Historical thinking involves the ability to identify, analyze, and evaluate the relationships among historical causes and effects, distinguishing between those that are long term and proximate. Historical thinking also involves the ability to distinguish between causation and correlation, and an awareness of contingency, the way that historical events result from a complex variety of factors that come together in unpredictable ways and often have unanticipated consequences.</p> <p>Patterns of Continuity and Change over Time</p> <p>Historical thinking involves the ability to recognize, analyze, and evaluate the dynamics of historical continuity and change over periods of time of varying length, as well as the ability to relate these patterns to larger historical processes or themes.</p> <p>Periodization</p> <p>Historical thinking involves the ability to describe, analyze, and evaluate different ways that historians divide history into discrete and definable periods. Historians construct and debate different, sometimes competing models of periodization; the choice of specific turning points or starting and ending dates might accord a higher value to one narrative, region, or group than to another.</p>	<p>Argumentation</p> <p>Historical thinking involves the ability to create an argument and support it using relevant historical evidence.</p> <p>Creating a historical argument includes defining and framing a question about the past and then formulating a claim or argument about that question, often in the form of a thesis. A persuasive historical argument requires a precise and defensible thesis or claim, supported by rigorous analysis of relevant and diverse historical evidence. The argument and evidence used should be framed around the application of a specific historical thinking skill (e.g., comparison, causation, patterns of continuity and change over time, or periodization).</p> <p>Furthermore, historical thinking involves the ability to examine multiple pieces of evidence in concert with each other, noting contradictions, corroborations, and other relationships among sources to develop and support an argument.</p>
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Historical Thinking Skill Proficiency Expectations

Analyzing Historical Sources and Evidence		Making Historical Connections	Chronological Reasoning	Creating and Supporting a Historical Argument
Primary Sources	Secondary Sources			

Proficient students should be able to.....

<p>Analyzing Evidence: Content and Sourcing</p> <p>A1—Explain the relevance of the author’s point of view, author’s purpose, audience, format or medium, and/or historical context as well as the interaction among these features, to demonstrate understanding of the significance of a primary source.</p> <p>A2—Evaluate the usefulness, reliability, and/or limitations of a primary source in answering particular historical questions.</p>	<p>Interpretation</p> <p>B1—Analyze a historian’s argument, explain how the argument has been supported through the analysis of relevant historical evidence, and evaluate the argument’s effectiveness.</p> <p>B2—Analyze diverse historical interpretations.</p>	<p>Comparison</p> <p>C1—Compare diverse perspectives represented in primary and secondary sources in order to draw conclusions about one or more historical events.</p> <p>C2—Compare different historical individuals, events, developments, and/or processes, analyzing both similarities and differences in order to draw historically valid conclusions. Comparisons can be made across different time periods, across different geographical locations, and between different historical events or developments within the same time period and/or geographical location.</p> <p>Contextualization</p> <p>C3—Situate historical events, developments, or processes within the broader regional, national, or global context in which they occurred in order to draw conclusions about their relative significance.</p> <p>Synthesis</p> <p>C4—Make connections between a given historical issue and related developments in a different historical context, geographical area, period, or era, including the present.</p> <p>C5—Make connections between different course themes and/or approaches to history (such as political, economic, social, cultural, or intellectual) for a given historical issue.</p> <p>C6—Use insights from a different discipline or field of inquiry (such as economics, government, and politics, art history, anthropology) to better understand a given historical issue. <i>(Note: For European and World History only).</i></p>	<p>Causation</p> <p>D1—Explain long and /or short-term causes and/or effects of an historical event, development, or process.</p> <p>D2—Evaluate the relative significance of different causes and/or effects on historical events or processes, distinguishing between causation and correlation and showing an awareness of historical contingency.</p> <p>Patterns of Continuity and Change Over Time</p> <p>D3—Identify patterns of continuity and change over time and explain the significance of such patterns.</p> <p>D4—Explain how patterns of continuity and change over time relate to larger historical processes or themes.</p> <p>Periodization</p> <p>D5—Explain ways historical events and processes can be organized into discrete, different, and definable historical periods.</p> <p>D6—Evaluate whether a particular event or date could or could not be a turning point between different, definable historical periods, when considered in terms of particular historical evidence.</p> <p>D7—Analyze different and/or competing models of periodization.</p>	<p>Argumentation</p> <p>E1—Articulate a defensible claim about the past in the form of a clear and compelling thesis that evaluates the relative importance of multiple factors and recognizes disparate, diverse, or contradictory evidence or perspectives.</p> <p>E2—Develop and support a historical argument, including in a written essay, through a close analysis of relevant and diverse historical evidence, framing the argument and evidence around the application of a specific historical thinking skill (<i>e.g., comparison, causation, patterns of continuity and change over time, or periodization</i>).</p> <p>E3—Evaluate evidence to explain its relevance to a claim or thesis, providing clear and consistent links between the evidence and the argument.</p> <p>E4—Relate diverse historical evidence in a cohesive way to illustrate contradiction, corroboration, qualification, and other types of historical relationships in developing an argument.</p>

Related Thematic Learning Objectives (Focus of Exam Questions)

POL-1.0: Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.

POL-2.0: Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.

POL-3.0: Explain how different beliefs about the federal government's role in U.S. social and economic life have affected political debates and policies.

WXT-2.0: Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.

Key Concept 9.1: A newly ascendant conservative movement achieved several political and policy goals during the 1980s and continued to strongly influence public discourse in the following decades.

I. Conservative beliefs regarding the need for traditional social values and a reduced role for government advanced in U.S. politics after 1980.

A) Ronald Reagan's victory in the presidential election of 1980 represented an important milestone, allowing conservatives to enact significant tax cuts and continue the deregulation of many industries.

B) Conservatives argued that liberal programs were counterproductive in fighting poverty and stimulating economic growth. Some of their efforts to reduce the size and scope of government met with inertia and liberal opposition, as many programs remained popular with voters.

C) Policy debates continued over free-trade agreements, the scope of the government social safety net, and calls to reform the U.S. financial system.

Period 9: 1980–Present
Key Concept 9.1

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH

Related Thematic Learning Objectives (Focus of Exam Questions)

WXT-1.0: Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.

WXT-2.0: Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.

WXT-3.0: Analyze how technological innovation has affected economic development and society.

Period 9: 1930–Present
Key Concept 9.2

Key Concept 9.2: Moving into the 21st century, the nation experienced significant technological, economic, and demographic changes.

I. New developments in science and technology enhanced the economy and transformed society, while manufacturing decreased.

A) Economic productivity increased as improvements in digital communications enabled increased American participation in worldwide economic opportunities.

B) Technological innovations in computing, digital mobile technology, and the Internet transformed daily life, increased access to information, and led to new social behaviors and networks.

C) Employment increased in service sectors and decreased in manufacturing, and union membership declined.

D) Real wages stagnated for the working and middle class amid growing economic inequality.

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH

Related Thematic Learning Objectives (Focus of Exam Questions)

NAT-4.0: Analyze relationships among different regional, social, ethnic, and racial groups, and explain how these groups' experiences have related to U.S. national identity.

CUL-3.0: Explain how ideas about women's rights and gender roles have affected society and politics.

MIG-1.0: Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration's effects on U.S. society.

MIG-2.0: Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.

Period 9: 1980–Present
Key Concept 9.2

Key Concept 9.2: Moving into the 21st century, the nation experienced significant technological, economic, and demographic changes.

II. The U.S. population continued to undergo demographic shifts that had significant cultural and political consequences.

- A) After 1980, the political, economic, and cultural influence of the American South and West continued to increase as population shifted to those areas.
- B) International migration from Latin America and Asia increased dramatically. The new immigrants affected U.S. culture in many ways and supplied the economy with an important labor force.
- C) Intense political and cultural debates continued over issues such as immigration policy, diversity, gender roles, and family structures.

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH

Related Thematic Learning Objectives (Focus of Exam Questions)

WOR-2.0: Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas.

Key Concept 9.3: The end of the Cold War and new challenges to U.S. leadership forced the nation to redefine its foreign policy and role in the world.

I. The Reagan administration promoted an interventionist foreign policy that continued in later administrations, even after the end of the Cold War.

A) Reagan asserted U.S. opposition to communism through speeches, diplomatic efforts, limited military interventions, and a buildup of nuclear and conventional weapons.

B) Increased U.S. military spending, Reagan's diplomatic initiatives, and political changes and economic problems in Eastern Europe and the Soviet Union were all important in ending the Cold War.

C) The end of the Cold War led to new diplomatic relationships but also new U.S. military and peacekeeping interventions, as well as continued debates over the appropriate use of American power in the world.



Period 9: 1980–Present
Key Concept 9.3

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH

Related Thematic Learning Objectives (Focus of Exam Questions)

NAT-2.0: Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.

NAT-3.0: Analyze how ideas about national identity changed in response to U.S. involvement in international conflicts and the growth of the United States.

GEO-1.0: Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.

WOR-2.0: Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas.

Period 9: 1980–Present
Key Concept 9.3

Key Concept 9.3: The end of the Cold War and new challenges to U.S. leadership forced the nation to redefine its foreign policy and role in the world.

II. Following the attacks of September 11, 2001, U.S. foreign policy efforts focused on fighting terrorism around the world.

- A) In the wake of attacks on the World Trade Center and the Pentagon, the United States launched military efforts against terrorism and lengthy, controversial conflicts in Afghanistan and Iraq.
- B) The war on terrorism sought to improve security within the United States but also raised questions about the protection of civil liberties and human rights.
- C) Conflicts in the Middle East and concerns about climate change led to debates over U.S. dependence on fossil fuels and the impact of economic consumption on the environment.
- D) Despite economic and foreign policy challenges, the United States continued as the world's leading superpower in the 21st century.

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH

Chapter 31

Essential Concepts from the AP Curriculum Framework

You should be able to identify the significance of each of these terms in relationship to the period. These terms can appear directly on questions on the AP exam.

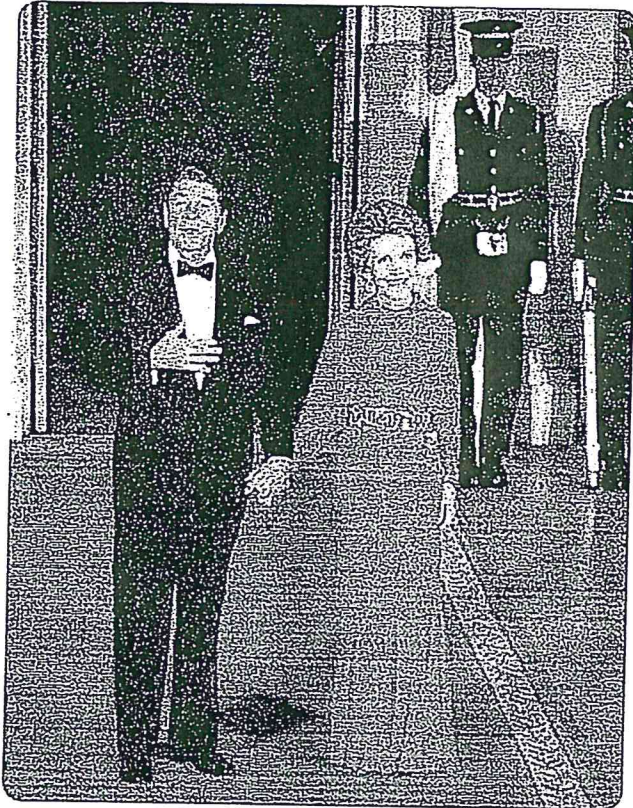
Ronald Reagan	Union membership
Conservatives	Real wages
Liberals	Economic inequality
Power of federal government	Military spending
Sun Belt	Eastern Europe
Evangelical Christian churches and organizations	Soviet Union
Religious conservatives	Interventionist foreign policy
Presidential election of 1980	International migration (from Latin America and Asia)
Tax cuts	Military interventions
Deregulation	Social and cultural issues
Social safety net	Diversity
Service sectors	Gender roles
Manufacturing	Family structures

Specific Factual Information

You should be able to explain how each person, event, concept, or issue is significant to or relates to one or more of the key concepts listed in the Key Concepts and the Connecting Themes. These are terms that are appropriate to use when answering short answer and essay questions.

Afghanistan (Soviet invasion of)	Mikhail Gorbachev
Arab oil embargo of 1973	Moral Majority
Ayatollah Ruhollah Khomeini	Mormons
Berlin Wall (fall of)	Nelson Mandela
Bill Clinton	1970s inflation
Billy Graham	Focus on the Family
Budget deficits (record growth of)	Iranian hostage crisis
Camp David accords	“Star Wars” missile defense system
Carter’s “malaise” speech	New Right
Catholic Church	Panama (U.S. invasion of)
Christian Coalition or Christian right	Pat Robertson
Democratization	<i>Perestroika</i>
Energy crisis	Persian Gulf War
“Entitlement” programs	Proposition 13
George H. W. Bush	Reagan coalition
Gerald Ford presidency (including indirect contribution to rise of conservatism)	Reagan doctrine
<i>Glasnost</i>	Reaganomics
Goldwater 1964 presidential campaign	Ross Perot
Grenada	Sagebrush Rebellion
Human rights	SALT II
Interest rates	Stagflation
Iran-contra scandal	Tax cuts passed under Ronald Reagan
Jerry Falwell	Three Mile Island
Jimmy Carter	Tiananmen Square

31 FROM THE "AGE OF LIMITS" TO THE AGE OF REAGAN



RONALD AND NANCY REAGAN

The president and the first lady greet guests at a White House social event. Nancy Reagan was most visible in her efforts to make the White House, and her husband's presidency, seem more glamorous than those of most recent administrations. But she also played an important, if quiet, policy role in the administration. (© Dirck Halstead/Time & Lila Pictures/Getty Images)



HISTORICAL THINKING

- 1. Historical Argumentation** Analyze the relative success of the Ford and Carter administrations in both domestic and foreign policy.
- 2. Comparison** To what degree and in what ways were the economic policies of the Reagan administration similar to the economic policies of the Gilded Age and the 1920s?
- 3. Contextualization** Analyze the reasons for the rise of the new conservatism and party realignment between 1968 and 1992.
- 4. Historical Argumentation** To what degree and in what ways did American foreign policy in the 1970s and 1980s intensify Cold War conflict and to what degree and in what ways did it reduce Cold War tensions?
- 5. Historical Interpretation** To what degree and in what ways did the election of Ronald Reagan constitute a "revolution?"
- 6. Historical Argumentation** Analyze the positive and negative aspects of deregulation on the economy and the environment.
- 7. Historical Interpretation** Analyze the impact and ramifications of U.S. entry into the Gulf War.

Key Concept Correlations

Analyze the ways the historical developments you learn about in this chapter connect to the following AP Key Concepts.

- 8.2** Liberalism, based on anticommunism abroad and a firm belief in the efficacy of governmental and especially federal power to achieve social goals at home, reached its apex in the mid-1960s and generated a variety of political and cultural responses.
- 8.3** Postwar economic, demographic, and technological changes had a far-reaching impact on American society, politics, and the environment.
- 9.1** A new conservatism grew to prominence in U.S. culture and politics, defending traditional social values and rejecting liberal views about the role of government.
- 9.2** The end of the Cold War and new challenges to U.S. leadership in the world forced the nation to redefine its foreign policy and global role.
- 9.3** Moving into the 21st century, the nation continued to experience challenges stemming from social, economic, and demographic changes.

Thematic Learning Objectives

POL-2, 3, 4; WXT-3, 7, 8; CUL-5, 6, 7; WOR-3, 7, 8; ENV 5; ID-6, 7

AP CONNECTING CONCEPTS

CHAPTER 31 focuses mostly on changes brought about by the election of Ronald Reagan in 1980. It does discuss, to a limited degree, the presidencies of Gerald Ford and Jimmy Carter and their domestic and foreign policy challenges. The election of 1980 represented the enshrinement of conservative values into American politics that would last throughout the decade. Emphasis is placed on the emergence of organized religion as a force in the political arena and the consequence of that development in moving social and moral agendas into the political spotlight. There is significant discussion of the impact of "Reaganomics" (or "supply-side" economics), deregulation of industry, and the relaxation of environmental controls on the economy as well as on various socio-economic classes. The chapter also discusses changing relations with the Soviet Union and an emerging role of the United States in international peacekeeping missions. As you read, evaluate the following ideas:

- The new conservatism changed American politics and society.
- Conservative Christian religious movements organized their constituents and became a major player on the political scene.
- While new conservatives were successful in changing the role of the government in the economy, they were less successful in politicizing their moral and social agenda.
- While the Reagan administration initially rejected the notion of accommodation with the Soviet Union, by the end of the decade the Cold War had faded.
- Economic inequality increased as a result of the economic policies of the 1980s.
- Internal and external migration resulted in population growth in the South and West which, in turn, increased the regions' political influence.

AP CONNECTING THEMES

Chapter 31 discussed the political, diplomatic, economic, and social climate of the United States during the 1980s. As you review, focus first on the administrations of Gerald Ford and Jimmy Carter and their relative success in both domestic and foreign policy. Be familiar with the concept of new conservatism, the reasons for its emergence as a dominant force in politics, and the impact it had on both policy decisions and the attitudes of the American people. Understand the change in relations with the Soviet Union between the beginning and end of the Reagan administration. Be aware that there is intense dispute as to whether the Reagan administration prolonged or ended the Cold War. Finally, be able to see characteristic similarities and differences between the 1980s and other periods of American history, particularly the Gilded Age and the 1920s.

Politics and Power: Explain the reasons for geographic and class realignment in the political arena in the 1980s and the degree to which religion played a role in that realignment.

America and the World: Explain the degree to which foreign policy changed under the Reagan administration.

The following themes have a heightened importance in Chapter 31. You should now be able to do the following for each listed theme:

Identity: Explain how the rising tide of conservatism altered perceptions of what it was to be an American.

Work, Exchange, and Technology: Explain the principles of "Reaganomics" and compare and contrast it to economic policy during the Gilded Age and the 1920s. Explain the impact of economic policies of the 1980s on various socio-economic groups.

Peopling: Explain why migration to the South and West occurred and explain how that migration affected the regions' political clout.

Environment and Geography: Explain the impact of the political policies of the 1980s on environmental issues.

Ideas, Beliefs, and Culture: Discuss the ways in which and the degree to which political and religious movements in the 1980s affected Americans' beliefs and values.

AP SUGGESTED STUDY

PEOPLE/PLACES/EVENTS As you study these items, think about how they demonstrate or relate to key concepts and historical themes from this chapter and previous chapters.

AYATOLLAH RUHOLLAH KHOMEINI 841
BILL CLINTON 854
CAMP DAVID ACCORDS 840
GEORGE H. W. BUSH 851
GERALD FORD 838
GLASNOST 850
IRAN-CONTRA SCANDAL 851
JIMMY CARTER 839

MIKHAIL GORBACHEV 850
NEO-CONSERVATIVES 846
NEW RIGHT 844
PERESTROIKA 850
REAGAN DOCTRINE 849
REAGANOMICS 846
RONALD REAGAN 838
ROSS PEROT 854

SADDAM HUSSEIN 853
SAGEBRUSH REBELLION 842
SUNBELT 842
STRATEGIC DEFENSE INITIATIVE (SDI) 848
TIANANMEN SQUARE 850

Chapter 32

Essential Concepts from the AP Curriculum Framework

Superpower	Technological innovation in computing
Social mobility	Digital mobile technology
Suburbs	Worldwide economic opportunities
Immigration	New social behaviors and networks
Free-trade	Access to information
Social safety net	U.S. military and peacekeeping interventions
Liberal programs	Attacks of September 11, 2001
Poverty	Afghanistan and Iraq
Real wages	War on Terrorism
Economic inequality	Middle East
Scope of government	Dependence on fossil fuels
U.S. financial system	Economic consumption (environmental impact of)
Gender roles	Climate change
Diversity	Civil liberties and human rights
Immigration policy	
Family structures	
Digital communications	
Internet	

Specific Factual Information

Affordable Care Act	“Don’t Ask, Don’t Tell”
African American middle class	Monica Lewinsky
AIDS	“New economy”
Al Gore	“New World Order” (and opposition to)
Al Qaeda	Newt Gingrich & Contract with America 1994
ARPANET	“No Child Left Behind”
Barack Obama	North American Free Trade Agreement (NAFTA)
Bill Clinton	Osama Bin Laden
Border Security, Economic Opportunity, and Immigration Modernization Act of 2013	Occupy Wall Street
Bush’s (George W.) Foreign Policy Doctrine	Partisan politics, political gridlock, political ideology
Contract with America (1994 Congressional Election)	Personal computing
Defense of Marriage Act	Presidential elections of 2000 and 2008
GATT treaties	Rap music
George W. Bush tax cuts	Right-to-life and pro-choice movements
Global economy	Same-sex marriage
Global warming	Smartphones
Government shutdown 1995	Somalia (U.S. intervention in)
Great Recession of 2008	Taliban
Guantánamo	Tea Party
Hillary Rodham Clinton	Welfare Reform Bill of 1996
Health care reform (Clinton)	World Bank
Human Genome Project	United Nations-led peacekeeping missions
Hurricane Katrina	Vladimir Putin
International Monetary Fund	Yugoslavia and Kosovo
Kyoto Protocol	

32 THE AGE OF GLOBALIZATION



DRONES Unmanned combat air vehicles (UCAV), also known as drones, have become weapons of choice during many recent US military engagements throughout the world. Pilots operate these vehicles from remote sites. For example, drones used for combat in Afghanistan may be operated from bases in the western United States thus raising many ethical questions about the contemporary nature of war in the global environment. (© Kirsty Wigglesworth/AP Images)



HISTORICAL THINKING

- 1. Contextualization** Analyze the conflict over liberalism and conservatism in the 1990s and cite specific examples of conflict and accommodation.
- 2. Historical Argumentation** Analyze the reasons for and the results of the highly contested elections of 2000 and 2004.
- 3. Historical Causation** Analyze the impact of an increasingly aging demographic on the political, economic, and social aspects of American society.
- 4. Contextualization** To what degree and in what ways did American foreign policy respond to direct and indirect threats to American security from terrorist organizations?
- 5. Contextualization** Analyze the controversy over global warming and environmental issues in defining party alignment.
- 6. Historical Argumentation** Analyze the reasons for and the results of the extreme polarization of political parties after 2008.

- 7. Historical Argumentation** Assess the impact of U.S. involvement in Iraq and Afghanistan on American public opinion.

Key Concept Correlations

Analyze the ways the historical developments you learn about in this chapter connect to the following AP Key Concepts.

- 9.1** A new conservatism grew to prominence in U.S. culture and politics, defending traditional social values and rejecting liberal views about the role of government.
- 9.2** The end of the Cold War and new challenges to U.S. leadership in the world forced the nation to redefine its foreign policy and global role.
- 9.3** Moving into the 21st century, the nation continued to experience challenges stemming from social, economic, and demographic changes.

Thematic Learning Objectives

POL-3, 7; WXT-3, 7, 8; WOR-3, 7, 8; ENV-5; CUL-7; ID-6, 7; PEO-7

AP CONNECTING CONCEPTS

CHAPTER 32 focuses on the 1990s through the present. The chapter assesses the successes and failures of the Clinton administration. In doing so, it emphasizes political fluctuation and the seeming inability of the American people to force a consistent ideological stance. It also looks at the hotly contested presidential races in 2000, 2004, and 2008. The chapter focuses on increasing income disparity between classes and the impact of the financial crisis beginning in 2008 and attempts by the federal government to mitigate its impact. The chapter also discusses the impact of the aging of American society, particularly, of the baby boomers. Significant focus is placed on the role of computer technology in altering social relationships and connecting America more definitively within a global context. Consideration is also given to the debate over the environment and global warming as well as perceived threats to the environment by increased exploration for sources of energy. The war on terror and its consequences are dealt with in significant detail. Finally, there is a discussion of the extreme polarization of political parties and the impact on perceptions of the ability of Congress and the presidency to effectively govern. As you read, evaluate the following ideas:

- Following the end of the Cold War, the United States increased its role as international peacekeeper.
- The war on terror initially saw overwhelming support, which faded as concerns over government infringement on personal liberties and questions about the success of the strategy began to surface.
- An increasingly inequitable distribution of wealth called into question the equity of the capitalistic system.
- Continued debate raged over the dependence on foreign oil.
- Computer technology dramatically changed the ways of social interaction and led to increased globalization.
- The influx of migrants from Latin America led to increased nativist sentiment.
- The extreme polarization of political parties led to gridlock and declining confidence of the American people in the ability of government to successfully resolve problems facing the country.

AP CONNECTING THEMES

Chapter 32 discussed the political, diplomatic, economic, and social climate of the United States from 1990 to the present. In reviewing the chapter, focus on the political disarray demonstrated by the American people as they flip-flop between liberal and conservative ideologies. That trend continues into the 2000s, as evidenced by extremely close elections in 2000, 2004, and 2008. Also focus on the reasons and repercussions of growing inequities in the distribution of wealth. Pay close attention to the polarization of the two major political parties and the impact of the polarization on the ability to resolve pressing issues of the time. Think about the consequences of the aging of the American populace and the ramifications of an older populace on the economic and social structure of the nation. Consider the war on terror and the continuing issue of national security versus personal liberty. Also pay close attention to the proliferation of computer technology and the consequences of this technology on all aspects of American society.

The following themes have heightened importance in Chapter 32. You should now be able to do the following for each listed theme:

Identity: Explain how the new wave of immigration has led to conflict over American identity.

Work, Exchange, and Technology: Explain the impact of globalization on the American workforce and the character of available jobs.

Peopling: Explain the reasons for and consequences of accelerated immigration from Latin American countries into the United States.

Politics and Power: Explain consequences of the extreme polarization of the American party system on the ability of government to resolve critical issues.

America and the World: Explain the degree to which communications have "shrunk" the world and increased the interconnection of nations.

Environment and Geography: Explain the reasons for increased concerns over global warming and the role the United States has played in international environmental protection.

Ideas, Beliefs, and Culture: Explain the growing concern over the inability of the federal government to resolve critical problems.

AP SUGGESTED STUDY

PEOPLE/PLACES/EVENTS As you study these items, think about how they demonstrate or relate to key concepts and historical themes from this chapter and previous chapters.

AIDS 866

AL GORE 859

AL-QAEDA 872

BARACK OBAMA 876

BILL CLINTON 857

GEORGE W. BUSH 859

HILLARY RODHAM

CLINTON 858

JOHN MCCAIN 876

MONICA LEWINSKY 859

"NEW WORLD ORDER" 868

NEWT GINGRICH 858

NORTH AMERICAN FREE TRADE

AGREEMENT (NAFTA) 857

OSAMA BIN LADEN 872

TALIBAN 872