

# Saving Our Heritage

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*“There would be an all out war in Georgia if we started messing with the Social Studies standards.”*

Statement made by Dr. John Barge in a 2013 meeting with Gov. Deal and grassroots activists.



 AP<sup>®</sup> UNITED STATES HISTORY  
Curriculum Framework  
2014–2015





## What is the College Board?



# College Board



- Private organization.
- Founded in 1900 to set standards for college admission.





President is David Coleman.





## How “private” is “private”?

### Federal funding of College Board

- Over \$79 million in direct funding since 2004.
- Over \$391 million to states to purchase College Board products.
- AP Test Fee program.
- AP Incentive program.

Sources: [www.usaspending.gov](http://www.usaspending.gov) and [www.fedspending.org](http://www.fedspending.org)



But College Board NOT subject to

- Sunshine laws.
- Open-records requests.





# No Child Left Behind Waiver

- Georgia committed to increasing “access to accelerated options,” such as AP courses.

Source: <http://www2.ed.gov/policy/eseaflex/approved-requests/ga.pdf>, p. 29.



College Board owns and controls

- SAT.
- Advanced Placement (AP) courses.



# AP Courses

## AP Capstone

- AP Research
- AP Seminar

## Arts

- AP Art History
- AP Music Theory
- AP Studio Art: 2-D Design
- AP Studio Art: 3-D Design
- AP Studio Art: Drawing

## English

- AP English Language and Composition
- AP English Literature and Composition

## History & Social Science

- AP Comparative Government and Politics
- AP European History
- AP Human Geography
- AP Macroeconomics
- AP Microeconomics
- AP Psychology
- AP United States Government and Politics
- AP United States History
- AP World History

## Math & Computer Science

- AP Calculus AB
- AP Calculus BC
- AP Computer Science A
- AP Statistics

## Sciences

- AP Biology
- AP Chemistry
- AP Environmental Science
- AP Physics B
- AP Physics C: Electricity and Magnetism
- AP Physics C: Mechanics
- AP Physics 1: Algebra-Based
- AP Physics 2: Algebra-Based

## World Languages & Cultures

- AP Chinese Language and Culture
- AP French Language and Culture
- AP German Language and Culture
- AP Italian Language and Culture
- AP Japanese Language and Culture
- AP Latin
- AP Spanish Language and Culture
- AP Spanish Literature and Culture



## **Benefits of Advanced Placement:**

- College credits.
- Savings in time and money.



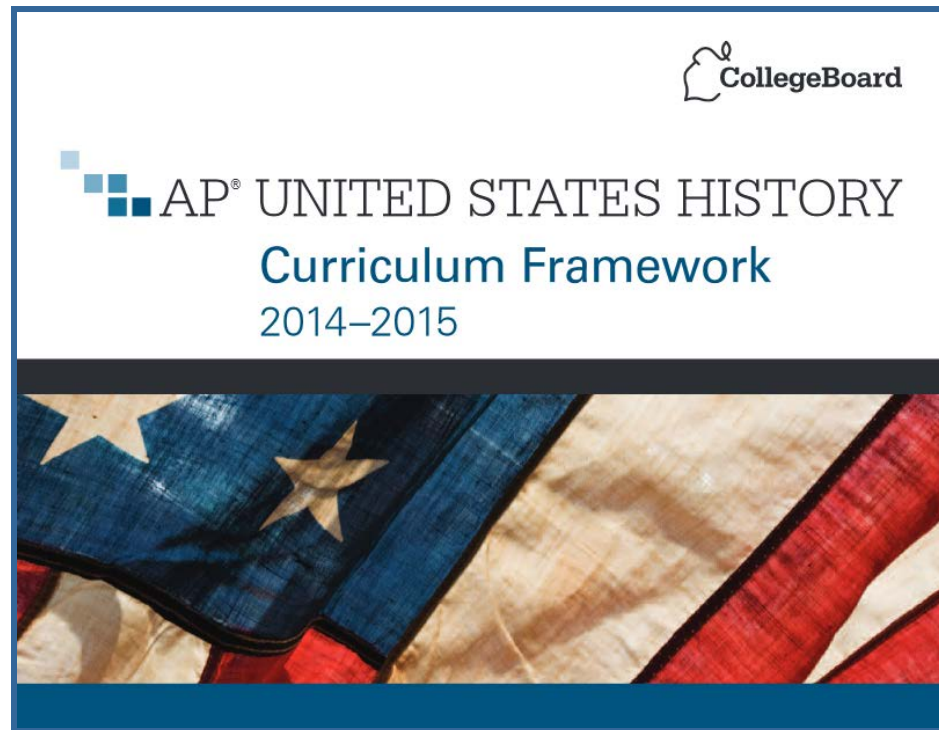
## Previous APUSH Course: 5-page Topic Outline

- Traditional survey course.
- Relied on state history standards to fill in content.
- Wealth of resource materials for guidance.

# New APUSH Framework



## New APUSH Course: 142-Page Curriculum Framework



# New APUSH Framework



**All** Exam questions will come from the Framework – not from state standards.

“Beginning with the May 2015 AP U.S. History Exams, *no AP U.S. History Exam questions will require students to know historical content that falls outside this concept outline.*” Framework, p. 2 (emphasis added).

# New APUSH Framework



“[T]he new APUSH curriculum represents the bad and the ugly but not the good of American history. The result is a portrait of America as a dystopian society – one riddled with racism, violence, hypocrisy, greed, imperialism, and injustice.”

Dr. Ralph Ketcham, Professor Emeritus, Syracuse University, Author of *James Madison: A Biography*



# New APUSH Framework



## A new way to view American history?

- Authors sought to replace American exceptionalism with a more “transnational” approach – teach history “from the perspective of those who are subject to American power.”
- Proponents of this philosophy include Professor Ted Dickson, co-chairman of APUSH Curriculum Development and Assessment Committee, and Professor Fred Anderson, member of the AP U.S. History Redesign Commission.

Source: Stanley Kurtz, “How the College Board Politicized U.S. History,” National Review Online, August 25, 2014; “Why the College Board Demoted the Founders,” National Review Online, September 9, 2014.



# New APUSH Framework



## American Exceptionalism – Vanished!

- No Winthrop “City Upon a Hill” sermon.
- Almost no Founding Fathers.
- Little discussion of revolutionary principles and philosophies of Declaration of Independence.
- No heroes.
- No achievements.

# New APUSH Framework



## Groups in Conflict

- Little focus on individuals.
- Long, depressing story of identity groups struggling with other identity groups.



## Underlying Themes (17<sup>th</sup>-18<sup>th</sup> Century)

- Europeans disrupted idyllic world of Native Americans. (pp. 35-37)
- Europeans (especially British) developed belief in white racial superiority to justify subjugating other races. (pp. 34-36)
- Only notable aspect of Southern colonies was slavery. (p. 37)

# New APUSH Framework



## Underlying Themes (19<sup>th</sup> Century)

- Manifest Destiny built on belief in white racial superiority, American cultural superiority. (p. 54)
- Primary effect of westward expansion through transcontinental railroads was disruption of Native American life. (p. 63)
- Business interests battled conservationists who sought to protect unspoiled wilderness. (p. 62)
- Corporations oppressed workers during Industrial Revolution. (p. 50)
- Slavery, slavery, and more slavery. (pp. 37, 46, 49, 56)
- Immigration led to “gender, racial, ethnic, religious, and socioeconomic inequities.” (p. 51)

# New APUSH Framework



## Underlying Themes (20<sup>th</sup> Century)

- Federal action necessary to protect weak and vulnerable from rapacious capitalism. (pp. 54, 64)
- FDR policies necessary to end Great Depression. (p. 55)
- “Large corporations came to dominate the U. S. economy . . . .” (p. 54)
- Environmental “catastrophes” resulted from pesticide use and offshore oil drilling. (pp. 12-13)



## Underlying Themes (21<sup>st</sup> Century)

- Demographic changes intensified debates about gender roles, family structures, racial and national identity. (p. 80)
- “Activists began to question society’s assumptions about gender and to call for social and economic equality for women and for gays and lesbians.” (p. 62)
- Conservatism pushed back against liberal social and political trends but was thwarted by “inertia and opposition.” (p. 65)
- “[C]oncerns about climate change led to debates over U. S. dependence on fossil fuels and the impact of economic consumption on the environment.” (p. 67)



## America at War

- American troops played limited role in World War I. (p. 58)
- In World War II, “[w]artime experiences, such as the internment of Japanese Americans, challenges to civil liberties, debates over race and segregation, and the decision to drop the atomic bomb raised questions about American values.” (p. 70)
- Korean and Vietnam Wars covered in one sentence. (p. 71)





## What's missing from America at War?

- Heroes, Greatest Generation, battles, sacrifice, Holocaust.



## The Cold War

- “President Ronald Reagan, who initially rejected détente with increased defense spending, military action, and bellicose rhetoric, later developed a friendly relationship with Soviet leader Mikhail Gorbachev, leading to significant arms reductions by both countries.” (p. 66)

# New APUSH Framework



## What individuals are missing?

- Pilgrims, Roger Williams, William Penn, Quakers, John Adams, Thomas Jefferson, Benjamin Franklin, James Madison, Alexis de Tocqueville, Eli Whitney, Robert E. Lee, Ulysses S. Grant, Clara Barton, Thomas Edison, Theodore Roosevelt, Henry Ford, Wilbur Wright, Orville Wright, Alvin York, Eddie Rickenbacker, Albert Einstein, Dwight Eisenhower, Jonas Salk, Rosa Parks, Neil Armstrong, Dr. Martin Luther King, Jr., Tuskegee Airmen, John F. Kennedy.
- George Washington gets one brief mention.
- Ronald Reagan mentioned only negatively.
- SDS and Black Panthers get a shout-out.



## What other events/themes are missing?

- New England town meetings, importance and principles of Declaration of Independence, Jeffersonian Democracy, Jacksonian Democracy, religious toleration.



## What seminal documents and speeches are missing?

- Mayflower Compact, Northwest Ordinance, Federalist Papers, Tocqueville's *Democracy in America*, Gettysburg Address, Lincoln's Second Inaugural Address, FDR's "Four Freedoms" speech, Truman's "Truman Doctrine" speech, Kennedy's Inaugural Address, King's "I Have a Dream" speech.



# Coleman & Co. for the Defense!



## Critics are a “small fringe.”

- Dr. Peter Wood (president, National Association of Scholars)
- Dr. Ron Radosh (historian, fellow at Hudson Institute)
- Dr. Ralph Ketcham (professor emeritus at Syracuse University, Madisonian scholar)
- Dr. Stanley Kurtz (investigative journalist, fellow at Ethics & Public Policy Institute)



- The new Framework incorporates state standards as it always has.
- In fact, we'll drop the limiting statement on page 2 of the Framework. Problem solved!





- But every other word of the Framework remains the same.
- The essential elements of the Exam remain the same.
- The goal is a 5!



- Teachers will continue to teach state standards, especially if students must take an end-of-course test.



- EOCT accounts for only 20% of final grade – teachers will teach minimal amount of Georgia standards.
- The goal is a 5!



- Look at all the people on the Sample Exam!  
Ben Franklin! George Washington! Ronald Reagan!



- No knowledge ? No problem!
- “Mentioning” doesn’t require knowledge.



- What's wrong with a leftist bias?

Because the school population is more diverse now, "'our' past is more diverse than we once thought, whether we like it or not. . . . 'College-level' work now requires attention to context, and change over time . . . [it] reassesses traditional narratives. This is work that requires and builds empathy . . . ."

Source: *The New York Times*, September 1, 2014



- The students can ignore it!
- They can disagree with it!
- (But the goal is a 5.)



## What to Do?

- Demand pushback from state and local officials – State Board of Education, local boards of education, State School Superintendent, Governor, legislators.
- Insist they demand College Board retract Framework, return to Topic Outline, rewrite any revisions.
- Demand cessation in state/federal funding for APUSH course, Exam, professional development.
- Contact the College Board and demand the same.





## What to Do?

- Avoid APUSH, and don't enroll in any AP courses without verification they're still legitimate (not politicized) courses.
- Network with other parents – speak at PTA meetings, write letters to editor.
- Resources: <http://www.cwfa.org/resources-new-ap-anti-u-s-history-curriculum-framework/>



“The constitutional principle whereby states are granted control of America’s educational system is thoroughly at odds with the College Board’s efforts to nationalize the curriculum. . . . To accept the Framework is to grant legitimacy to an illegitimate enterprise.”

Peter Wood, Stanley Kurtz, Jane Robbins, Emmett McGroarty,  
Larry Krieger, Ronald Radosh, Sandra Stotsky