

AP[®] UNITED STATES HISTORY

2013 SCORING GUIDELINES

Question 3

Analyze the ways in which the United States sought to advance its interests in world affairs between 1789 and 1823.

The 8–9 Essay

- Contains a clear, well-developed thesis that addresses the ways in which the United States sought to advance its interests in world affairs between 1789 and 1823.
- Develops the thesis with substantial and relevant historical information about the ways in which the United States sought to advance its interests in world affairs between 1789 and 1823.
- Provides effective analysis of the ways in which the United States sought to advance its interests in world affairs between 1789 and 1823; treatment of the time period may be somewhat uneven.
- May contain minor errors that do not detract from the quality of the answer.
- Is well organized and well written.

The 5–7 Essay

- Contains a partially developed thesis that addresses the ways in which the United States sought to advance its interests in world affairs between 1789 and 1823.
- Supports the thesis with some relevant historical information about the ways in which the United States sought to advance its interests in world affairs between 1789 and 1823.
- Provides some analysis of the ways in which the United States sought to advance its interests in world affairs between 1789 and 1823; treatment of the time period may be uneven.
- May contain errors that do not seriously detract from the quality of the essay.
- Has acceptable organization and writing.

The 2–4 Essay

- Contains an unfocused or limited thesis, or simply paraphrases the question.
- Provides minimal relevant information, or lists facts with little or no application to the question.
- May address the question only partially, with limited or no analysis.
- May have major errors.
- May be poorly organized, poorly written, or both.

The 0–1 Essay

- Lacks a thesis or simply restates the question.
- Demonstrates an irrelevant or inappropriate response.
- Has numerous errors.
- Is organized or written so poorly that it inhibits understanding.

The — Essay

- Is blank.

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Question 3 (continued)

Potential Outside Information

Possible United States Interests in World Affairs

- National security: neutrality and isolationism, war, and diplomacy.
- Territorial expansion, including the impact on Native Americans.
- Economic interests: exports, slave trade, tariffs, and free trade.
- Relations with Europe and the newly independent Latin American republics.
- Establishment and maintenance of national honor and respect.

Potential Relevant Historical Information

Presidential administrations

George Washington

- Federalist pro-British ideas and policies and Democratic-Republican pro-French ideas and policies exerted an influence on the conduct of foreign affairs.
- Tariff of 1789.
- Haitian Revolution (1791–1804).
- Neutrality Proclamation and Act of 1793.
- Citizen Genet Affair.
- Invention of cotton gin by Eli Whitney (1793) led to the beginning of increased cotton production and exports.
- Jay's Treaty (1794).
- Pinckney's Treaty with Spain (1795), also called Treaty of San Lorenzo.
- Washington's Farewell Address (1796).

John Adams

- Quasi-war or naval war with France (1796-1798).
- XYZ Affair (1797).
- Alien and Sedition Acts (1798) suppressed Democratic-Republican's and Jeffersonian Republican's support for France.
- Neutrality in the Napoleonic Wars (1799–1815).
- Convention of 1800 — ends 1778 Treaty of Alliance with France and quasi-war.
- Spain returned Louisiana to France (1800) — Treaty of San Ildefonso.

Thomas Jefferson

- Louisiana Purchase (1803): security, economic importance, and expansion.
- Neutrality in Napoleonic Wars continues.
- Vision of open markets for American goods with British and French develops.
- Conflict ensues with Barbary, Algerian, and North African pirates.
- British and French make efforts to restrict American trade; ongoing impressments: Non-Importation Act 1806; British Orders in Council 1807; Chesapeake-Leopard Affair 1807.

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Question 3 (continued)

- Economic sanctions.
 - Embargo Act (1807).
 - Non-Intercourse Act (1809).
- End of the foreign slave trade (1808).

James Madison

- Efforts to remain neutral between Britain and France; economic sanctions (Macon's Bill #2 1810).
- "War Hawks" (Clay, Calhoun, etc.).
- War of 1812.
 - Naval hero Stephen Decatur — also fought Barbary Pirates.
 - Hartford Convention (1814).
 - Treaty of Ghent (1814) — "status quo ante bellum."
 - Battle of New Orleans (1815) — Andrew Jackson.
- Second Barbary War Begins (1815).

James Monroe

- Era of Good Feelings.
- Rush-Bagot Treaty (1817).
- Convention of 1818.
- Adams-Onís Treaty (1819) — also called the Transcontinental Treaty and the Florida Purchase Treaty.
- Monroe Doctrine (1823)
 - Ideas: United States' sphere of influence in the Western Hemisphere: noninvolvement in European affairs, Europe not to interfere or re-colonize the Americas; United States pledged not to interfere with existing European colonies in the Western Hemisphere; long-term ramifications.
 - Contributing Factors: Holy Alliance (1815); continuing Russian advancement on the Pacific Coast; Latin American independence movements.
 - John Quincy Adams, Secretary of State.

Circle the Section II question number you are answering on this page.

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Part A — Mandatory 1	Part B — Circle one 2 or 3	Part C — Circle one 4 or 5
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3A

As a young nation, fresh from the fires of a long struggle for freedom, the United States needed to find its place in global affairs. Throughout the Federal and State Jeffersonian presidencies, from 1787 to 1823, the United States policies were designed to ultimately promote its interests in the international community. Through the ~~Declaration of Independence~~ and insistence on freedom of the seas and protection of interests in Latin America, the United States established its role in world affairs.

In 1793, George Washington declared America's right to remain openly neutral with all nations. This Declaration of Neutrality served as influential doctrine for the following Federal administrations but upholding free trade remained difficult in the face of a major war between England and France. Both sides attempted to coax American cooperation but then immediately seized the American ships; in the case of the British, they seized American sailors in a process called impressment. Throughout the first decade of the 19th Century, America remained engaged in an unofficial naval war with France and a diplomatic struggle with England. Congress issued an embargo that would have been effective in promoting American free trade, but was harkened in Congress had other plans. On the day England planned to repeal its impressment policy, America declared war on the British. This conflict, the War of 1812, did not achieve tangible results, but promoted American international interest immensely. After returning to an isolationist status following

Part A — Mandatory 1	Part B — Circle one 2 or 3	Part C — Circle one 4 or 5
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3A

the Treaty of Ghent, America proved it could stand on equal footing with the largest empire in the world. The end to impressment and eventual restoration of free trade remained major goals for American Foreign policy; ~~which both~~ both were achieved. The full defense of free trade and American economy makes ~~the~~ a major advancement of interest in world affairs.

Following the War of 1812, the American democratic "experiment" began to solidify into an effective and legitimate form of government. The leaders of the budding democracy wished to encourage the spread of liberty to other nations in the hemisphere. At first, the British desired to issue a policy statement with the United States to protect interest in Latin America, but the wretched secretary of state John Quincy Adams refused. He knew issuing a congruent statement with England would only reinforce the idea that colonialism of Europe still politicized the Americas. Adams advised President Monroe to issue a solo declaration. ~~Thus~~ The Monroe Doctrine served for almost one hundred years, ~~and it is the present~~ ~~as the~~ as the policy statement of America. In it, Monroe identified the Americas as an essentially different political hemisphere from Europe and Asia; he ordered European powers to allow Latin American countries struggling for independence to achieve it without colonial interference. This declaration was supported with the threat of force. By declaring the Monroe Doctrine, America became the leader of the budding independent nations in central and south America.

Circle the Section II question number you are answering on this page.

3 of 3

Part A — Mandatory 1	Part B — Circle one 2 or 3	Part C — Circle one 4 or 5
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3A

Acting as defender of the hemisphere, America promoted social and economic interest in Latin America and promoted its interest in global affairs by declaring its defense of democracy against the Old World imperialism.

In the early years of America, the nation accomplished a great deal to promote its interest in the international community. America solidified its reputation and standing amongst world powers through both tough force and peaceful policy. The defense of free trade and policy regarding Latin America espoused during the formative years of the Republic preserved American global interest.

Circle the Section II question number you are answering on this page.

3B143

Part A — Mandatory 1	Part B — Circle one 2 or (3)	Part C — Circle one 4 or 5
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The United States sought to ~~advance~~ expand their influence around the years 1789 to 1823. Once the Revolutionary War was over and the Founding Fathers had written the Constitution, and Bill of Rights, and government was more solidified, the U.S. began to take action. The U.S. began extending policies toward Latin America, as well as continue some contact with Great Britain and France. Many times the U.S. didn't want to get involved but did anyway such was the case with Britain and France. Also there was some contact with Spain during Washington's presidency, along with Britain. The U.S. was trying to establish itself as a new, independent, strong country, and so therefore was involved in Europe as well as Latin American affairs.

Under Washington, there was contact with the British and Spanish. John Jay went to Britain to discuss the removal of British troops from the U.S. after the Revolutionary War. Although the British refused, and said they were waiting for the loyalists to be repaid, it still shows the beginnings of the U.S. trying to establish a dominance. On top of that, under Washington's ~~real~~ presidency, the Pinckney Treaty was negotiated with Spain, allowing the U.S. access to their port at New Orleans. After Washington, came Adams and the XYZ Affair.

Circle the Section II question number you are answering on this page.

3B 2/3

Part A — Mandatory 1	Part B — Circle one 2 or (3)	Part C — Circle one 4 or 5
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Adams sent 3 diplomats to negotiate an end to the impressment of sailors, and the French demanded a bribe before they'd talk. So although the U.S. wasn't all that successful at ~~getting~~ getting what they wanted, these events still demonstrate that they were trying to get more involved in the outcome of their future.

Under Jefferson an Embargo was passed on trading with all foreign countries for a while, severely hurting the economy, and with lots of complaints, Jefferson changed the embargo to just Britain and France, and said that whichever one of the two would stop the impressment of U.S. sailors, they would trade with that country and place an embargo on the other. This failed too, because Napoleon lied, and so continued impressing sailors, to help his navy against the Britain-France spat. ~~Once again~~ Once again a failure at getting what we wanted, even when we tried to stay out of the conflict.

Under Madison though, the war of 1812 was started and ended against the British, and it was the U.S.'s first ^{major} ~~victory~~ foreign victory since the Revolutionary War, and resulted in most of the British troops removal from ~~the~~ the U.S. Along with that victory, under Monroe, the Monroe Doctrine

Part A — Mandatory 1	Part B — Circle one 2 or (3)	Part C — Circle one 4 or 5
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is considered an advance in world interests, although it might not be classified as a victory. The Monroe Doctrine stated that no one except the U.S. could interfere in Latin American countries/Western Hemisphere. And we could do so as the U.S. saw fit, ~~compared~~ for the safety and security of everyone. The reason this carried so much weight was because this was the first time the U.S. was extending their influence to other countries. But in reality the only reason this held so much weight was because Britain didn't try to interfere in Latin America even though they could have. Their navy was much stronger than the U.S.'s and could've easily taken ours down, but chose not to.

All of these events showed that the United States was trying to take control of it's future, and establish itself on the world scene as a competitor ~~to~~ with the European Superpowers. Although most of these events were failures for the most part, it showed the U.S. was trying. You have to ~~run before you can~~ walk before you run.

Part A — Mandatory 1	Part B — Circle one 2 or 3	Part C — Circle one 4 or 5
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3C

~~One~~ One of the major questions for early ~~United States~~ United States was the extent to which we should be involved in foreign affairs. Although previous precedents by presidents suggest not getting involved, later leadership would make their own decisions through ~~buying land, and~~ ~~diplomatic acts to countries such as precedents.~~ Monetary negotiations, ~~in~~ in diplomatic ventures, and acts which jeopardized ~~the~~ that concept of neutrality.

During the presidency of George Washington, the matter of ~~foreign affairs~~ what to do about foreign affairs was quite important because of how new the nature of the country was. Washington established a precedent of neutrality, in staying out of other countries business. In the presidency of John Adams, this precedent would be attempted to be upheld. In John Adams' presidency, tensions were high with European countries. ~~To attempt~~ To attempt to cool it down a bit, Adams sent one of his ~~diplomats~~ diplomats to France. Once arrived, the embassy was met with 3 French officials who demanded a large sum of money to even be able to talk to French leadership. All this ended up doing was piling up tensions ~~again~~ even more. Another event ~~to~~ with John Adams was the passing of the Alien & Sedition Acts. The Alien & Sedition Acts mainly targeted United States citizens who were French, ~~and~~ stating that they could be immediately deported if they were ever suspected of being a threat to the United States.

Circle the Section II question number you are answering on this page.

2 of 2

Part A — Mandatory 1	Part B — Circle one 2 or 3	Part C — Circle one 4 or 5
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3C

Another major influence on world affairs was during the presidency of Thomas Jefferson. Unlike Adams, Jefferson mainly held on to a pro-French aspect. He had always resented the British after Revolution, and often kept negotiations with the French. One of his major negotiations with France was the purchase of the Louisiana Territory, the Louisiana Purchase. President Jefferson bought the land from Napoleon for a very cheap sum, officially doubling the size of the United States. One foreign outlook on this purchase can be that Jefferson wanted to help Napoleon in his Napoleonic wars, his conquest of Europe, by giving them money for arms and ammunition while getting a great bargain for the US at the same time.

Although the precedent of neutrality was established by Washington as a foresaw warning about getting involved with other countries, future presidents failed to strictly heed ~~the~~ to the concept of true neutrality for the United States.

AP[®] UNITED STATES HISTORY 2013 SCORING COMMENTARY

Question 3

Overview

The question asked students to analyze the ways in which the United States sought to advance its interests in world affairs between 1789 and 1823. It required students to identify America's interests in world affairs from the administrations of Washington through Monroe and then show how the United States promoted those interests by using relevant historical information to support their argument. The question tested the historical thinking skills of cause and effect, chronological reasoning, and continuity and change over time.

Sample: 3A

Score: 9

This essay contains a well-developed thesis that shows understanding of the ways the United States sought to advance its interests. The essay supports the thesis with a substantial amount of detailed information on all the major events of the era. Analysis, largely focused on economic interests and free trade, is sophisticated (especially on the Monroe Doctrine) and woven effectively throughout the essay.

Sample: 3B

Score: 5

The thesis is partially developed in this essay (it states that the United States was trying to test itself as a strong and independent country through its involvement in Europe and Latin America), and the essay includes some relevant information. Analysis is limited and found mostly in the last line of each paragraph. The understanding of the Monroe Doctrine is confused.

Sample: 3C

Score: 3

The essay contains a thesis that is limited in its development. There is scant analysis, and the information is listed in a narrative fashion. There is no attempt to deal with any events after the Louisiana Purchase.