A.P. United States History Syllabus

Welcome to AP U.S. History! I am excited to work with all of you and examine the complex history of our nation. I believe this is the most important course you can take in high school because it gives you a full history of where we’ve been, where we are, and where we’re going!

**Contact Information:**

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Office: LGC

Advisement Room: 8500

Classroom: 5B

Plan Period: First

**Course Description**

AP U.S. History covers the spectrum of American history from pre-Columbian days to present. Using chronological and thematic approaches to the material, the course exposes students to extensive primary and secondary sources and to the interpretations of various historians. Class participation through seminar reports, discussions, debates, and role-playing activities is required; special emphasis is placed on critical reading and essay writing to help students prepare for the AP examination. The course is structured chronologically, divided into 9 parts. Each unit includes one or more of the nine periods and/or key concepts outlined in the AP U.S. History Course and Exam Description.

**Key Themes**: The course is structured both chronologically and thematically. The seven themes are:

* American and National Identity (NAT)
* Politics and Power (POL)
* Work, Exchange, and Technology (WXT)
* Culture and Society (CUL)
* Migration and Settlement (MIG)
* Geography and the Environment (GEO)
* American in the World (WOR)

Elements of these themes are included in most unit assignments.

**Skills Developed:**

In each unit, students will get to practice developing both content-driven skills, and academic skills.

* Content Skills
  + Analysis historical sources and evidence
  + Making historical connection
  + Chronological reasoning
  + Creating and supporting historical argument
* Academic Skills
  + Reading for comprehension and recall
  + Improving study skills
  + Improving formal writing skills
  + Improving public speaking skills

**Writing Focus:**

Historical work at a collegiate level requires students to write proficiently. For this reason, writing is emphasized in every unit of this course. Students receive “essential questions” to frame class discussions; these are often used in writing assignments. Assessments of essay are measured by the following: the degree to which they fully and directly answer the question; the strength of the thesis; level and effectiveness of analysis; amount and quality of supporting evidence; and organizational quality. In addition to these standards, Document-based questions (DBQs) are graded on the basis of the degree to which a significant number of the documents have been used to support the thesis, and the amount and quality of outside information included in the response.

**Historical Interpretations:**   
Another key to work at the collegiate level is an understanding of basic historiography. To provide students with an introduction to this aspect of historical study, several units include “Historical Interpretations” activities. Textbook materials are supplemented by several scholarly readings. These authors help students recognized how historical interpretations change over time and examine how emerging trends can influence the process of historical inquiry.

**Primary Source Analysis Activities:**

To be truly meaningful, the study of history requires primary source analysis. For this reason, most units in this course provide students with the opportunity to read and interpret a diverse selection of primary source materials. The teacher introduces each document, and then students (either alone or in groups) read, interpret, and discuss the documents, noting the author’s point of view, author’s purpose, audience, and historical context. These activities help students become more familiar with primary course and develop their abilities to read, understand, and use these sources. As a result, students are better prepared to respond to DBQs on the AP U.S. History Exam.

**The AP Exam:**

Your exam date for A.P. United States History is on **May 11, 2018 at 8am.**

More information on bubbling, payment, and location to come.

**Policies**

* Attendance: we will go over a lot of content and will do a great deal of work each day so please be on time! I am aware that this is fourth period and some of you are coming back from lunch, but you must be here when the bell rings.
* Cell Phones: I run a **no cell phone** class. I promise this policy will allow you to focus more in class, get more done, and not distract those around you! If I see your phone out during a time that I have not directly given permission, I will take it.
* Late work: There is none! In college, professors will not take work late; so as this is a college level course, neither will I. If you have an **excused absence** from school the day an assignment is due, you may turn it in when you return, otherwise the assignment will go in as a missing.
* Test Corrections: I will offer test correction opportunities for our multiple-choice exams. You will be able allowed to come in during advisement, before school, or by appointment and complete corrections for the opportunity of half credit being earned back up to a 75 percent. I will give more details on this later.
* Reading: There will be a lot of reading in this course; **YOU** are responsible for keeping up with the content and the reading. I will have an updated calendar that will tell you the required chapters for the week**. If you are absent you are still responsible for catching up on the reading**. I will not slow down because you were sick or on vacation. Time management is key in this class.
* Grading: I have a standard grading policy for this class: 100-90 is an A, 89-80 is a B 79-70 is a C, 69-60 is a D, and 59-50 an F. I will round .5 and higher on final grades. Almost all of the writing you do in this class will be graded on the same rubric used for the scoring of the actual exam. Remember that this is an AP course so it out of a 5 points scale for your GPA. The AP exam is scored on a 1 to 5 scale so your writing may sometimes be graded in that format, I will have a percentage equivalent worked out if that is the case.
* Website: I have a website that you can access through the CV website or with the url [www.shea2017-2018.weebly.com](http://www.shea2017-2018.weebly.com) this site will be updated daily with everything we did in class. If you know you will be absent this is an excellent place to look so you can stay current with the class.
* Plagiarism: I take this very serious. I am aware that there are essays out there for almost all of the writing pieces we do. However, **if you can find them on the Internet, SO CAN I!** If I find evidence of plagiarism you will be given a zero on the assignment and I will call home. You can get kicked out of college for this offense so please do your own work.

**Texts**

* *America’s History* 8th Edition by James Henretta, Eric Hideraker, Rebecaa Edwards, Robert O. Self
* All other primary and supplementary texts will be provided.

**Course Outline:**

Part 1 Transformations of North America 1450-1700

* Chapter 1: Colliding Worlds 1450-1600
* Chapter 2: American Experiments 1521-1700

Part 2 British North America and the Atlantic World, 1660-1763

* Chapter 3: The British Atlantic World 1600-1750
* Chapter 4: Growth, Diversity, and Conflict 1720-1763

Part 3 Revolution and Republican Culture 1763-1820

* Chapter 5: The Problem of Empire, 1763-1776
* Chapter 6: Making War and Republic Governments, 1776-1789
* Chapter 7: Hammering out a Federal Republic, 1787-1820
* Chapter 8: Creating a Republican Culture, 1790-1820

Part 4 Overlapping Revolutions, 1800-1860

* Chapter 9: Transforming the Economy,, 1800-1860
* Chapter 10: A Democratic Revolution, 1800-1844
* Chapter 11: Religion and Reform, 1800-1860
* Chapter 12: The South Expands: Slavery and Society, 1800-1860

Part 5 Creating a preserving a Continental Nation, 1844-1877

* Chapter 13: Expansion, War, and Sectional Crisis, 1844-1860
* Chapter 14: Two Societies at War, 1861-1865
* Chapter 15: Reconstruction, 1865-1877
* Chapter 16: Conquering a Continent, 1854-1890

Part 6 Industrializing America: Upheavals and Experiments, 1877-1917

* Chapter 17: Industrial America: Corporations and Conflicts, 1877-1911
* Chapter 18: The Victorians Make the Modern 1880-1917
* Chapter 19: Civilization’s Inferno: the Rise and Reform of Industrial Cities, 1880-1917
* Chapter 20: Whose Government? Politics, Populists, and Progressives, 1880-1917

Part 7 Domestic and Global Challenges, 1890-1945

* Chapter 21: An Emerging World Power, 1890-1918
* Chapter 22: Cultural Conflict, Bubble and Bust, 1919-1932
* Chapter 23: Managing the Great Depression, Forging the New Deal, 1929-1939
* Chapter 24: The World at War, 1937-1945

Part 8 The Modern State and the Age of Liberalism, 1945-1980

* Chapter 25: Cold War America, 1945-1963
* Chapter 26: Triumph of the Middle Class, 1945-1963
* Chapter 27: Walking into Freedom Land: The Civil Rights Movement, 1941-1973
* Chapter 28: Uncivil Wars: Liberal Crisis and Conservative Rebirth, 1961-1972
* Chapter 29: The Search for Order in an Era of Limits, 1973-1980

Part 9 Global Capitalism and the end of the American Century 1980- present

* Chapter 30: Conservative America in the Ascent, 1980-1991
* Chapter 31: Confronting Global and National Dilemma, 1989-Present