

AP[®] United States History

Syllabus

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Course Description

The AP program in United States History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States History. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full year introductory college courses. Students should learn to assess historical materials, their relevance to a given problem, along with their reliability, as well as their importance. Students should be able to weigh evidence presented in historical documents and interpretations. An AP United States History course should help develop the skills necessary to arrive at conclusions and to present reasons and evidence clearly and persuasively, in an essay format.

Course Objectives

Students will:

- examine and develop an understanding of the **themes** related to key events, concepts, and people in the historical development of the United States (ID, WXT, PEO, POL, WOR, ENV, CUL)
- demonstrate an understanding of historical chronology
- use historical data to support an argument or position
- differentiate between schools of thought in United States history
- interpret and apply information from primary and secondary sources
- effectively use the **historical thinking skills** of: Historical Causation, Patterns of Continuity and Change Over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Information, Interpretation, Synthesis
- work effectively with others to produce products and solve problems
- prepare for the AP United States History Exam

Course Content:

Period 1 (1491-1607): On a North American continent controlled by American Indians, contact among the peoples of Europe, the Americans, and West Africa created a new world.

Period 2 (1607 – 1754): Europeans and American Indians maneuvered and fought for dominance, control and security in North American, and distinctive colonial and native societies emerged.

Period 3 (1754 – 1800): British imperial attempts to reassert control over its colonies and the colonial reaction to these attempts produced a new American republic, along with struggles over the new nation's social, political and economic identity.

Period 4 (1800 – 1848): The new republic struggled to define and extend democratic ideals in the face of rapid economic, territorial and demographic changes.

Period 5 (1844 – 1877): As the nation expanded and its population grew, regional tensions, especially over slavery, led to a civil war – the course and aftermath of which transformed American society.

Period 6 (1865 – 1898): The transformation of the United States from an agricultural to an increasingly industrialized and urbanized society brought about significant economic, political, diplomatic, social, environmental and cultural changes.

Period 7 (1890 – 1945): An increasingly pluralistic United States faced profound domestic and global challenges, debated the proper degree of government activism, and sought to define its international role.

Period 8 (1945 – 1980): After WWII, the United States grappled with prosperity and unfamiliar international responsibilities, while struggling to live up to its ideals.

Period 9 (1980 – present): As the United States transitioned to a new century filled with challenges and possibilities, it experienced renewed ideological and cultural debates, sought to redefine its foreign policy, and adapted to economic globalization and revolutionary changes in science and technology.

AP United States History Key Concept Outline

Period 1: 1491-1607 (Early Contact Among Groups in North America)

- Key Concept 1.1** Before the arrival of Europeans, native populations in North America developed a wide variety of social, political, and economic structures based in part on interactions with the environment and each other.
- Key Concept 1.2** European overseas expansion resulted in the Columbian Exchange, a series of interactions and adaptations among societies across the Atlantic
- Key Concept 1.3** Contacts among American Indians, Africans, and European challenged the worldviews of each group.

Period 2: 1607-1754 (North American Societies in the Context of the Atlantic World)

- Key Concept 2.1** Differences in imperial goals, cultures, and the North American environments that different empires confronted led Europeans to develop diverse patterns of colonization
- Key Concept 2.2** European colonization efforts in North America stimulated intercultural contact and intensified conflict between the various groups of colonizers and native peoples.
- Key Concept 2.3** The increasing political, economic, and cultural exchanges within the “Atlantic World” had a profound impact on the development of colonial societies in North America.

Period 3: 1754-1800 (Birth of a New Nation and Struggling Democracy)

- Key Concept 3.1** Britain’s victory over France in the imperial struggle for North America led to new conflicts among the British government, the North American colonists, and American Indians, culminating in the creation of a new nation, the United States.
- Key Concept 3.2** In the late 18th century, new experiments with democratic ideas and republican forms of government, as well as other new religious, economic, and cultural ideas, challenged traditional imperial systems across the Atlantic World.
- Key Concept 3.3** Migration within North America, cooperative interaction and competition for resources raised questions about boundaries and policies, intensified conflicts among peoples and nations, and led to contests over the creation of a multiethnic, multiracial national identity.

Period 4: 1800-1848 (Growing Pains of the New Republic)

- Key Concept 4.1** The United States developed the world’s first modern mass democracy and celebrated a new national culture, while Americans sought to define the nation’s democratic ideals and to reform its institutions to match them.
- Key Concept 4.2** Developments in technology, agriculture, and commerce precipitated profound changes in U.S. settlement patterns, regional identities, gender and family relations, political power, and distributions of consumer goods.
- Key Concept 4.3** U.S. interest in increasing foreign trade, expanding its national borders, and isolating itself from European conflicts shaped the nation’s foreign policy and spurred government and private initiatives.

Period 5: 1844-1877 (Expansion, Regional Separation, the Civil War and Its Aftermath)

- Key Concept 5.1** The United States became more connected with the world as it pursued an expansionist foreign policy in the Western Hemisphere and emerged as the destination for many migrants from other countries.
- Key Concept 5.2** Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war.
- Key Concept 5.3** The Union victory in the Civil War and the contested Reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.

Period 6: 1865-1898 (Industrialization, Urbanization and Cultural Transformation)

- Key Concept 6.1** The rise of big business in the United States encouraged massive migrations and urbanization, sparked government and popular efforts to reshape the U.S. economy and environment, and renewed debates over U.S. national identity.
- Key Concept 6.2** The emergence of an industrial culture in the United States led to both greater opportunities for, and restrictions on, immigrants, minorities, and women.
- Key Concept 6.3** The “Gilded Age” witnessed new cultural and intellectual movements in tandem with political debates over economic and social policies.

Period 7: 1890-1945 (Domestic and Global Challenges and the Creation of Mass Culture)

- Key Concept 7.1** Governmental, political, and social organizations struggled to address the effects of large-scale industrialization, economic uncertainty, and related social changes such as urbanization and mass migration.
- Key Concept 7.2** A revolution in communications and transportation technology helped to create a new mass culture and spread “modern” values and ideas, even as cultural conflicts between groups increased under the pressure of migration, world wars, and economic distress.
- Key Concept 7.3** Global conflicts over resources, territories, and ideologies renewed debates over the nation’s values and its role in the world, while simultaneously propelling the United States into a dominant international military, political, cultural, and economic position.

Period 8: 1945-1980 (Increasing Prosperity and Global Responsibility After WWII)

- Key Concept 8.1** The United States responded to an uncertain and unstable postwar world by asserting and attempting to defend a position of global leadership, with far-reaching domestic and international consequences.
- Key Concept 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.
- Key Concept 8.3** Postwar economic, demographic, and technological changes had a far-reaching impact of American society, politics, and the environment.

Period 9: 1980-Present (Globalization and Redefining National Identity)

- Key Concept 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.
- Key Concept 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.
- Key Concept 9.3** Moving into the 21st century, the nation continued to experience challenges stemming from social, economic, and demographic changes.

Student Text and Supplemental Resource Readings

Text Book:

The American Pageant: A History of the American People by David M. Kennedy and Lizabeth Cohen

Supplemental books:

Zinn, Howard. A People’s History of the United States. New York: Harper Perennial, 2005.

Hoffman, Elizabeth C., Gjerde, Jon. Major Problems in U.S. History Vol. I & II. Boston: Houghton-Mifflin Co., 2002.

Dudley, William, Leon Bruno. Opposing Viewpoints Vol. I & II. San Diego: Greenhaven Press, 1996.

Eyewitnesses and Others Vol. I & II. Austin: Holt, Rinehart and Winston, Inc., 1991.

Additional Reading:

Students will read one of the following during each term of the class:

The Greatest Generation (Brokaw), 1776 (McCullough), Killer Angels (Shaara), The Jungle (Sinclair), The Grapes of Wrath (Steinbeck)

The AP U.S. History Examination

In May of each year the students will have the opportunity to take the national AP U.S. History Examination administered by the College Board. The test consists of three parts (multiple choice, free response, and document based question) and is scored on a five point system. A score of 3 or higher on this examination will allow the student to receive college credit for an introductory U.S. History course at most universities throughout the country. However, each university will have its own guidelines for earning credit through the AP examinations. Beyond scores on the AP test, an equally important purpose of this course is to prepare students to develop proficient college level reading, writing, and study skills.

Make-up Work:

- 1.) You will be expected to make arrangements to make up any missed tests or assignments the day you return from your absence. If you are absent on an exam day, you need to take a make-up exam within 5 days of your return. Assignments which were due during your absence are due on the day you return to class. You will have a reading/assignment calendar - please refer to that if you are unable to attend class. Any changes to the calendar will be announced in class.
- 2.) This class is a college-level course and all students are expected to be prepared each day with assigned materials completed in full. Late work will be accepted (since any assignment I gave is valuable), but it will not earn full credit. All late work needs to be in on the Friday prior to the last week of the term.

Grading:

Each student will be graded on a percentage basis using the guidelines below:

93 - 100%	A	80 - 82%	B-	68-69%	D+
90 - 92%	A-	78 - 79%	C+	63-67%	D
88 - 89 %	B+	73 - 77%	C	60-62%	D-
83 - 87%	B	70 - 72%	C-	0-59%	F

Since this is a college-level course offered to 10th grade students, the grading will reflect the understanding and expectations of first year college students. Assessments are given to measure a student's understanding of the unit's key concepts. Students are expected to be prepared for and take each unit test on the day it is given. **There is no retesting or extra credit in this course.**

Grades will be made up of: tests, assignments/projects and open note quizzes.

Reading Quizzes –Success in this course is highly dependent upon not only reading the assigned chapters in a timely manner, but also comprehending the material. Each chapter has been dissected into chunks in an effort to assist students in better managing the chapters and promote understanding. It is essential students read the assigned material on or before the due date. Open note quizzes will be given on a variable schedule. Thus, students will be reinforced for reading on time, taking notes and approaching every class as a “quiz day”. Students will also be reinforced for continued study as these quizzes may occur anytime between the assigned date and the end of the unit. Students may use any **hand-written** notes on these quizzes – computer-generated notes/photo-copied notes may not be used. Quizzes will be 5 – 15 questions in length .

General Rules/Expectations:

- 1.) I expect students to participate for the **full** length of the period - I will dismiss the class.
- 2.) **Plagiarism/Cheating Policy:** Plagiarism is copying or taking specific ideas from any source without giving credit. In this course I expect all work and ideas to be your own. Copying, letting someone else copy, or turning in another's work as your own will result in a zero on the assignment or test. CRHS policies for plagiarism will be followed.
- 3.) **Passbooks** must be used to leave class. Passes will not be signed during the first or last 10 minutes of class.
- 4.) **Work hard, do your best, do what is right.** – Jim Woodburn

Attendance/Participation/Technology:

- 1.) You are expected to be in class and on time daily. In addition you are expected to come to class with required readings and/or assignments completed. Discussion and activities are based on these expectations - you need to be able to understand and contribute to class on a daily basis.
- 2.) School policies are followed for attendance and tardies.
- 3.) **No electronics** are allowed to be out or used during this class. If a student has to leave the classroom for a test/quiz the phone will be left with the teacher until the work is completed. Desktops are expected to be clear of all bags/purses during class time.

Required Materials – Text Books, folder, notebook, writing utensil, planner...

AP United States History
Mr. Bartz
Fall 2015

Hour _____

I have read and understand the above syllabus:

Student printed name: _____

Student signature: _____

Parent printed name: _____

Parent signature: _____

Preferred contact email: _____