A.P. United States History

**Bexley High School**

**Dr. King-Owen**

**2016-2017 Course Syllabus**

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**Course Overview**

Advanced Placement United States history prepares students to take the A.P. exam in order to earn college credit by simulating a “typical” introductory American history course at a university. The exam, given in May 2015, has been completely re-designed. To be successful, students will have to become masterful readers of primary and secondary sources and develop their analytical writing abilities through essays and short-answer questions. In many ways, the new A.P. exam is designed to replicate what goes on in a university course.

To be successful, you have to commit to reading and study. There is a great deal of information to assimilate. Some of it will come from lectures while much will be learned by reading. You must be organized and disciplined to triumph over the onslaught of details that will assault you as you take notes in class, participate in discussions and debates, and read primary and secondary sources. You will have to do much reading and study at home, so time management and organization skills will help you. My job is to offer you suggestions, help, and support as you manage your workload.

Second, you will have to get used to a lot of writing. Writing is like any other skill in that the more you practice learning to do it well, the better you will get. There will be many essay questions and a great number of those will involve your ability to analyze and synthesize information from primary sources. My job is to give you insight into essay organization and strategy and to sharpen your writing abilities through feedback and practice.

Third, you will have to start thinking in more complex ways. You can memorize a good deal of American history but that does not necessarily translate into doing well on the A.P. exam. Much of the A.P. course curriculum is about analysis, synthesis, and evaluation, which calls upon you as a scholar to go beyond what is merely given to you on test. You will learn to question assumptions, to probe biases, and to make critical judgments about the utility of information.

My job through all of this process is to help you develop your thinking and writing skills, to give you critical feedback, and to encourage you as you master difficult concepts and answer challenging questions. So, let me give you some advice. First, don’t put off doing your work. Second, rely on your classmates for support. Third, take care of your physical and mental health. And fourth, see me the moment you need help.

**Course Description**

A.P. United States History introduces students to the major events, persons, and concepts of American history from 1400 to the present. Students will examine the development of American political institutions, analyze the effect of American economic development on society, culture, and politics, and trace the changing relationships among social classes, men and women, and ethnic groups. In order to trace these changes and evaluate their impact on American social, political, and cultural life, students will have to learn to analyze and critically evaluate primary sources, develop argumentative writing skills, and sharpen analytic and evaluative thinking.

**Course Materials**

Eric Foner. *Give Me Liberty: An American History*. 3rd Edition (New York: W.W. Norton, 2010).

Alan Brinkley. *American History.* 15th Edition (New York: Mc-Graw Hill, 2015).

**Assignments and Grading Policies**

**Class Assignments**

|  |  |  |
| --- | --- | --- |
| ***Item*** | ***Description*** | ***Percent*** |
| Tests  | multiple choice and short answer | 100 points (double weighted) |
| Daily Work | In-class assignments, quizzes, essays | 20 points  |
| Projects | Short research papers, multimedia projects, presentations | 35 points (double weighted) |
| Participation | Group activities, discussions | 20 points  |

Descriptions and handouts regarding projects will be forthcoming as we get to them.

**Grading Scale**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| A+ | A | A- | B+ | B | B- | C+ | C | C- | D+ | D |
| 98+ | 97-93 | 92-90 | 89-87 | 86-83 | 82-80 | 79-77 | 76-73 | 72-70 | 69-67 | 66-60 |

**Make-Up, Late Work, “Do-Overs,” and Grade Changes**

1. **MAKEUP WORK** should be completed within **one calendar week** after the student returns from an excused absence. Students who **will be** absent for a legitimate reason (determined by the school) **must see me before the absence to get the makeup work**.
2. **LATE WORK:** I will make individual determinations about **late work** on a case-by-case basis. If you feel you need more time, you must discuss with me your options ***at least a week before*** the assignment is due.
3. **SECOND-CHANCE ASSIGNMENTS:** If you think that you should **re-do an assignment** because you know you can do better, see me to discuss options.
4. **TEST RE-TAKE:** See me to discuss a re-take of a test (an alternate form will be used). If I grant you the test re-take, the highest grade will be taken.
5. **GRADE RECONSIDERATION**: If you think I have **unfairly graded an assignment**, what I ask you to do is to first wait at least twenty-four hours before approaching me. During that time, prepare a paragraph explaining exactly how I made a mistake in my grading. Then, arrange to meet with me to discuss your analysis. I will make a decision based on the persuasiveness of your argument.

**Expectations on Assignments**

1. All written work should be completed in **blue or black ink** (and, when necessary, pencil), unless otherwise directed. No funky colors, please!
2. I would prefer that projects and papers be **typed**.
3. All work must be your own. **Plagiarism**is defined as using another’s ideas or words without giving them credit—in other words, pretending that another’s work is your own. Plagiarism is a form of **cheating**. Those who plagiarize or cheat will face consequences as defined in Bexley City School policies.

**Expectations for Behavior**

The classroom exists to provide a safe and stimulating environment for learning. In order for that to take place, every citizen of the classroom must support the rights of others to learn. Every distraction and disruption that affects learning hurts another person’s right to learn.

**General Expectations**

1. You will come to class on-time and prepared, mentally and materially, with your books, papers, pens, and assignments.
2. You will show courtesy to your classmates, your teacher, and all who visit the classroom by:
	1. Raising your hand when you want to speak;
	2. Listening to your teacher and classmates when they are talking;
	3. Not touching anything that belongs to someone else;
	4. By cleaning up after yourself and throwing away your trash; and
	5. By saying please and thank you when appropriate.
3. You will not always be perfect—and neither will I—but, together, will learn from our mistakes so that we do not repeat them.

**Class Procedures**

1. ***Absences***
	1. Bring me any paperwork regarding absences at the beginning of class.
	2. Only school-approved absences are excused.
2. ***Tardiness***
	1. If **you** (not your books/bookbag) are not in your seat when the late bell rings, you are **tardy**.
	2. If you are tardy, come into class with minimal disruption.
3. ***Leaving Your Seat/Breaks***
	1. **Avoid bathroom breaks** during class unless it is a necessity. If you must go, alert me quietly. Breaks are limited to 2 minutes and only ONE student at a time may leave.
	2. Stay in your own seats. You have permission to quietly get tissues, or sharpen your pencil as long as you do not disrupt learning.
	3. **I dismiss you from class**; do not pack up and get ready to leave when you think it is time.
4. ***Classtime Procedures***
	1. When you arrive, take your seat quickly and get out your materials so that we can begin class promptly.
	2. If I give directions for an **individual activity*,*** it means you should be working on your own.
	3. If I give directions for **groupwork,** it means that you should be working with your group on the assignment.
	4. You will make my life much easier at the end of class if you will put desks back in the original order, pick up trash, and put away classroom materials.
	5. You **may not** use your phone, ipod, or other electronic device without my permission. If it disrupts learning (**yours, mine, or your neighbors**), then I will confiscate it.
	6. Please do not use class-time to do your makeup or other personal grooming.
5. ***Bullying and Intimidation***
	1. You should not **bully** or intimidate others for any reason. Bullying includes verbally harassing another person for any reason, threatening to harm another person physically or mentally, inappropriately touching someone else, or ridiculing another person for any reason.
	2. Our school culture calls upon us to show **care** and **courtesy** to all. You do not have to like everyone or agree with everyone’s point-of-view; however, you may not call people names or make racist, homophobic, bigoted, or sexist remarks. Express your difference of opinion in a mature manner.

**Consequences for Misbehavior**

1. ***Three-Strikes Policy*** – This applies to minor disruptive behavior like talking, passing notes, texting in class, or getting off-task.
	1. **Strike One** – I will redirect you to the appropriate behavior.
	2. **Strike Two** – You will receive a warning and I will redirect your behavior a second time.
	3. **Strike Three** – You will earn a detention. During that time you will have to develop a behavioral plan that describes (a) why the behavior disrupts class and (b) how you plan to overcome it.
2. ***Severe Disruptions*** – This applies to behavior that severely impedes instruction or has the possibility of leading to violence, such as willful disobedience to a direct command, use of profanity, threats to any person, or actual physical violence. It results in immediate expulsion from the classroom.

**Rewards for Appropriate Behavior**

1. Letters of commendation and thanks to you and your parents.
2. Limited free reading or socializing time.

**Course Calendar**

**Please refer to your printed calendar and Canvas for more exact dates.**

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| --- | --- | --- |
| **Timeframe** | **Unit of Study** | **Readings** |
| August | 1 New Worlds for All | *GML*, Chapters 1-4*AH*, Chapters 1-3 |
| September | 2 American Revolution | *GML,* Chapters 5-6*AH,* Chapters 4-5 |
| September | 3 The Constitution and the Early Republic | *GML,* Chapters 7-8*AH,* Chapters 6-7 |
| October | 4 Jacksonian Democracy and the Market Revolution | *GML,* Chapters 9-10*AH,* Chapters 8-10 |
| October | 5 Antebellum Reform and Anti-Slavery | *GML,* Chapters 11 - 12*AH,* Chapters 11-12 |
| November | 6 Slavery and Manifest Destiny | *GML,* Chapter 13*AH,* Chapter 13 |
| December | 7 Civil War and Reconstruction | *GML,* Chapters 14 - 15*AH,* Chapters 14-15 |
| **Dec 15-18** | **MIDTERM EXAM, Chapters 1-15** |  |
| TBA | 8 Politics of Stalemate and the Second Industrial Revolution | *GML,* Chapter 16*AH,* Chapters 16-17 |
| TBA | 9 Racism at Home and Abroad | *GML,* Chapter 17*AH,* Chapters 18-19 |
| TBA | 10 The Progressive Era | *GML,* Chapter 18*AH,* Chapters 20 |
| TBA | 11 Over There and Over Here: War and Boom Times | *GML,* Chapters 19-20*AH,* Chapters 21-23 |
| TBA | 12 The New Deal and World War II | *GML,* Chapters 21 - 22*AH,* Chapters 24-26 |
| TBA | 13 The Cold War and the Affluent Society | *GML,* Chapters 23 - 24*AH,* Chapters 27-28 |
| TBA | 14 The Stormy Sixties and the Rise of the Conservatives | *GML,* Chapters 25-26*AH,* Chapters 29-30 |
| TBA | 15 Globalization and Modern America | *GML,* Chapters 27-28*AH,* Chapters 31-32 |
| **May 5** | **AP Exam** |  |
| May 9 – May 27 | Research Projects  |  |

“Where I'm from, we believe all sorts of things that aren't true. We call it - "history." A man's called a traitor - or liberator. A rich man's a thief - or philanthropist. Is one a crusader - or ruthless invader? It's all in which label is able to persist. There are precious few at ease with moral ambiguities. So we act as though they don't exist.” *Wicked*