

AP U.S. History

Course Syllabus 2020 - 2021



Instructor:	Kari A. Munte Ph.D.
Title:	AP U.S. History
Grade Level:	11, 12
Course Length:	2 semesters
Credit:	1 credit
Prerequisites:	none

Description:

AP U.S. History is designed to prepare our students for the successful completion of the national Advanced Placement exam. Passing the AP U.S. History Exam is the academic equivalent of a college US History course. AP U.S. History is an in-depth study of U.S. History from its beginnings (1400's) to the present. This course is a College Level course; therefore will require students to engage in extensive amounts of readings, have the ability to historical analysis and contextualize primary and secondary sources for developing and supporting a historical argument, and can articulate through high-level writing skills.

Course Overview:

This course examines the evolution of the American republic from the initial European incursions into North America to the present. Our investigation of the nature of American democracy includes methods, evidence, and scholarship from the areas of social, political, economic, cultural, and diplomatic history. The course is divided into periods of time and focuses on the themes in the *AP Course Description*, including national identity, economic transformation, and U.S. actions on the world stage.

Course Outcomes:

This AP U.S. History course is designed to accomplish the following:

1. *To provide* students with the factual knowledge and analytical skills necessary to deal critically with topics and issues of the United States history, through assessing original historical documents, developing analytical and critical thinking skills and then being able to articulate that understanding clearly and persuasively.
2. *To help* students sharpen their writing skills to allow them to persuasively present their findings and conclusions using historical data. The writing component of the course trains students to successfully complete the free-response section of the AP exam.
3. *To train* students to effectively use analytical skills of evaluation, compare and contrast, and determine cause and effect – especially in differentiating between a variety of historiographical schools of thought.

4. *To motivate* maturing young Americans both to appreciate the blessing and challenges of the American past and to become lifelong students of history.
5. *To prepare* students for more rigorous college work by making demands on them equivalent to those made in full-year, introductory college courses.
6. *To give* students opportunities to perform successfully on the and thereby earn college credit and/or advanced placement upon entering college.

Course Outline:

For a detailed breakdown of the course outline please check on our course site:

Outline Overview:

Introduction Unit: Why we study history, How to think like a historian, and Sourceing evidence.

Unit 1: Colonial History to 1763

Unit 2: Revolution and Independence (1763-1790)

Unit 3: The Federalist (1789-1800)

Unit 4: Jeffersonian America and Early Nationalism

Unit 5: The Age of Jackson

Unit 6: Manifest Destiny and the Mexican War

Unit 7: Slavery, Sectionalism, and Antebellum Politics

Unit 8: Civil War, Reconstruction, and the Origins of the New South

Unit 9: The Gilded Age

{Projected Semester End}

Unit 10: Populism and Progressivism

Unit 11: American Empire and Foreign Affairs

Unit 12: The 1920s

Unit 13: The Great Depression and the New Deal

Unit 14: World War II

Unit 15: Beginnings of the Cold War

Unit 16: The 1950s

Unit 17: The 1960s

Unit 18: The 1970s and the Resurgence of Conservatism

Unit 19: The 1990's to present

Course Materials:**Required textbook:**

Kennedy, D. M & Cohen, L. (2013). *The American Pageant: A History of the American People (AP Edition)*, (15th Edition). Boston: Wadsworth, Cengage Learning.

Rampolla, M. L. (2012) *A pocket guide to writing in history*. (Seventh edition) Boston: Bedford (ISBN: 978-0-312-61041-8) Available through Amazon for less than \$10.

Required software:

Documents and worksheet will be downloaded to the website in either MSWord.doc (2010 or older version) or in a PDF. Make sure your computer is capable to support both, as well as be able to convert homework assignments to MSWord.doc

Google Docs will be used throughout the semester, please make sure you have access to share and exchange documents using Google.

Other needed course materials will be made available via the online Learning Manage System (LMS).

Evaluation & Grading Scale:

All work will be assigned a point value, although not all work will receive a letter grade. Grades are based on total points accumulated during each grading period. The course percentage grade will be determined by comparing the points earned out of points possible and then converting to a letter grade based on the grading scale below. Points are accumulated through homework, online discussion, DBQ (Document-Based-Questions), essays, and projects. Since this is an online class, participating in online discussion, reviewing podcasts and writing timely responses will be vital in creating a positive open discussion virtual classroom environment.

Course work will be due throughout the week as directed and should be submitted before the online deadline. Please refer to the Late Policy as outlined in the **Instructor Policies Section**.

Grading Scale

98-100 A+	87-89 B+	77-79 C+	67-69 D+	
93-97 A	83-86 B	73-76 C	63-66 D	59-0 F
90-92 A-	80-82 B-	70-72 C-	60-62 D-	

Instructor Policies:

Expected of Students:

1. **Check in on the course on a daily basis:**
 - a. Read thoroughly all weekly announcements.
 - b. Read thoroughly all Unit's directions and assignments.
 - c. Review and Read though all assignment postings and responses including those from your peers. You never know what you may learn from reading your peers' work. This is where connections are made and questions are answered.
 - d. Be faithful in using your school's scheduled APUSH class period to work on the course. *This is not a course to fall behind in.*

2. **Expectations for this course are high but reasonable.**
 - a. *This is an Advance Placement (AP) College level course.* The demands for this class will be higher and you will be expected to read and write at a higher level than an average high school history course.

 - b. **Online learning requires high levels of SELF – MOTIVATION and SELF-DETERMINATION.** Online learning is not for everyone. If you are not an organized, self-motivated, self-determined student, you will need to become one, or you will struggle in this course.

 - c. The assignments and work load are designed to fill a normal 50-minute class period with 1+ hours of homework each night. If you struggle with reading complicated text or need extra time in writing assignments, please make sure you plan your time accordingly to ensure completion of all requirements on time.

3. **Content knowledge acquisition is your responsibility – Chapter Note Taking**
 - a. **Chapter notes are a key requirement for this course:** As on online course, we will not have the luxury to review content through quizzes or worksheet. Thus, you will be expected to complete and submit Chapter Notes. These notes maybe outline in a fashion that works best for you and your content knowledge acquisition. More information provided in Moodle.

4. **Assignment deadlines are concrete:** *This is not a course you want to get behind in.*
 - a. As an online course, access to the course site is 24/7: *All assignments will be expected to be completed on time.*

 - b. If you will be absent from school due to an extra-curricular activities or snow days you will still be expected to complete assigned work on time.

- c. If you miss class because of illness, be sure to let me know and we can discuss extensions.

5. Late Work Policy.

- a. *Any work submitted late will receive a one-point deduction per day late.* If work is not completed within seven (7) school days after the assigned due date, work will receive a zero.
- b. No assignments can be made up after seven (7) school days from the assignments due date.
- c. **Communicate** reasons for why work is late accordingly. Excepts may be allowed if reason is valid and if Instructor is informed in a timely manner.

6. Communicate is vital!

- a. As an online course, I do not have the privilege of walking your school halls every day to see how things are going or to be updated on what is happening at each of your school's day in and day out.
- b. Therefore, it is extremely important to communicate with me if there are any questions or concerns on a particular assignment or activity, or if there is some sort of activity, like Homecoming week, that may make completing assignments on time a challenge.
- c. I can be contacted either through sending a private email (muenteka@mlc-wels.edu) or by making a public posting in the *Instructor's Office Forum* so all your classmates can benefit from your question or comment. Good two-way communication is very important to have a successful experience.

7. Plagiarism will not be tolerated!!

- a. Internet Policy: Be smart and Think Critical.
- b. Course assignments will require working with a variety of primary and secondary sources, as well as internet sources. As part of the objectives of the course, students will be expected to learn how to analyze historical documents, then synthesize those documents to support their positions in responding to prompt questions in their own words!!!
- c. Responses need to be in your own words. As a result, if you use someone else's idea, thought or direct words to support your position, you will be expected to cite all documents using APA format.

ALHS Online Policies:

Current ALHS Online policies are listed in the *Handbook for ALHS Online Students and Parents*, available on the ALHSO.org website. This includes policies on non-discrimination, anti-harassment, student expectations, attendance, academic honesty, student discipline, student grades, course add/drop, etc.

Please note the policy on **class attendance** which states in part:

“Even if a student’s local school does not have school on a particular day (snow day, teacher’s conference, quarter break, choral fest, class trip, etc.) ALHS Online courses will continue to meet and students are expected to complete required work on time.”

Students also fall under the policies of the school were they attend as a full-time student. When applicable, these same local school policies will be applied to enrollment in this ALHSO course.