

# AP U.S. History

## Course Syllabus

**Instructor: Mr. Durspek - Room 1-072**

**Text: *Out of Many, Pearson, 2011***

### ***Course Purpose***

The AP U.S. History course focuses on developing students' understanding of American history from approximately 1491 to the present. The course has students investigate the content of U.S. history for significant events, individuals, developments, and processes in nine historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides seven themes (American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society) that students explore throughout the course in order to make connections among historical developments in different times and places.

### ***Time Period Emphasis.***

Period	Description	Chapters	% of Emphasis
<b><u>Term 1</u></b>			
1.	Exploration and Discovery (1491-1607)	1 - 3	4-6 %
2.	Colonial America (1607-1754)	3 - 6	6-8 %
3.	Revolution & Constitution (1754-1800)	6 - 7	10-17 %
4.	Nationalism – Sectionalism (1800-1848)	8 - 14	10-17 %
5.	Disunion /Civil War / Reconstruction (1844-1877)	14 - 17	10-17 %
<b><u>Term 2</u></b>			
6.	Industrialism - Gilded Age (1865-1898)	18 – 20	10-17 %
7.	Imperialism – World War II (1898-1945)	20 - 25	10-17 %
8.	Cold War – Vietnam Era / 1970's (1945-1980)	26 - 29	10-17 %
9.	Reagan Revolution – Present (1980 – Present)	30 - 31	4-6 %

## ***Materials Required***

- ✓ Textbook (Assigned to each student)
- ✓ Supplemental materials (supplied)
- ✓ Pens or pencils
- ✓ Loose-leaf notebook paper
- ✓ **3 Ring Binder:** Two tabbed sections for APUSH

## ***Course Requirements***

- 3 Ring Binders will be used by each student and will contain all the assignments, notes, vocabulary, essays, DBQ's and tests that will be assigned in the class. The binder will be graded periodically. Binders are mandatory and will be included in overall class grade.

## ***Grading***

There will be a significant amount of writing in this class. Essay writing will be graded in the following manner: These are the Scoring Rubrics on the AP Exam:

Thesis = 0-1 point	<u>Maximum Total of 7 points</u>
Argument Development = 0-1 point	7 = A - 100% -90%
Analysis of Documents = 0-2 points	6-5 = B - 89% - 80%
Analysis of Outside Examples = 0-1 point	4 = C - 79% - 70%
Contextualization = 0-1 point	3-2 = D - 69% - 60%
Synthesis = 0-1 point	1 = F - 59% - 0%

## ***Starting Weight of Assignments (Will change over time)***

Essays are 20 % of your grade.

Tests account for 35 % of your grade.

Reading quizzes are 15 % of your grade.

Homework or projects are 15 % of your grade.

Binders are 15% of your grade

(\*Each quarter the values for the tests will increase)

**\*\*\*County policy will be observed in terms of the requirements for exams and specific procedures. This includes the “no late work” policy and a “letter grade deduction” for work received after an unexcused absence.**

## ***Student Expectations***

1. No whining!! This is an **AP** class.
2. Not only should you **expect** homework, you should **demand** it.
3. Respect the culture, beliefs and opinions of others.
4. Maintain a positive environment for learning.
5. Complete your work with honesty and integrity.
6. **You must read the Book:** Come to class well-read and prepared.
7. There will be **no** late assignments accepted, except for emergency situations.
8. Absences are to be avoided if at all possible.
9. Open your mind, challenge yourself, determine to succeed.
10. **Phones,** and all other **electronic devices** are to remain **off** and **in** backpacks. **No charging!**

**CELL PHONES/ELECTRONICS:** I am completely, absolutely, and thoroughly **OVER** cell phones in the classroom! I will **no** longer tolerate **any** use of phones or electronics in my class under **any** circumstances. They are the death of education, an opiate for the incurious mind, the reason for the rapid increase in self-involved, shallow, narcissistic, and apathetic children; and a lazy escape from the rigors of contemplation, reflection, and the natural demands of enlightenment. I no longer have any patience for this cellular distraction in my class. But what I do have is a very particular set of skills. Skills I have acquired over a very long career. Skills that make me a nightmare for students like you. If you leave your phone off and away, that will be the end of it. I will not look for you, I will not pursue you. But if I ever see a cell phone being used in any way during my class, I will make a note of it, and after you leave class... I will look for you, I will find you, and I will write you a **referral**.

You have been warned...**OFF and OUT of SIGHT.**

### ***Course Design***

**If you don't read the book, you won't pass the AP Exam. So it is by design that if you don't read the book you won't pass my class either.**

To be successful in this class, you **must** accomplish the five R's:

1. **Read**: the textbook, articles, excerpts, and documents; all before the class discussion. Class time is for **instruction** - not **introduction**. **You simply have to read the book, no excuses!**
2. **Refrain**: from cheating, loafing, skimming, procrastinating, or being apathetic.
3. **Remain**: organized, engaged, industrious, hopeful, and interested.
4. **Reason**: out everything you read or hear; think deeply about context, connection, and consequence.
5. **Review**: constantly; repetition and connection are the keys to memorization.

### ***Reading Strategies***

In order to be successful you **must** read the book!

Here are some strategies to help:

- A. Read a little every night
- B. Don't try to just memorize – analyze
- C. Read with a purpose; not just to finish
- D. Take short breaks in-between reading sessions
- E. Outline the chapter; in your mind or on paper

### ***Textbook Reading Guide***

A more accurate reading schedule will be reflected on the board in class, but this gives you a general idea for those who want to stay well ahead!

**Semester I**

<u>Week</u>	<u>Chapters</u>	<u>Pages</u>	<u>Themes</u>
<b>(Out of Many)</b>			
Aug. 19-23	7	203 - 228	American Revolution
Aug. 26- 30	8	239 - 262	Confederation / Constitution
Sept. 2-6	9	272 – 283	Jeffersonian Republic
Sept. 9-13	9	284 – 301	War of 1812 / Nationalism
Sept. 16-20	10	311 – 320	South and Slavery
Sept. 23-27	10	321- 343	South and Slavery
Oct. 1-4	11	349 – 374	Jackson Democracy
Oct. 7-11	12	383 – 410	Market Revolution / Transcendentalism
Oct. 14-18	13	420 – 447	Ante-Bellum Reform Movements
Oct. 21-25	14	457 – 483	Manifest Destiny / Mexican War
Oct. 28-Nov. 1	15	493 – 521	Sectionalism / Disunion
Nov. 4-8	16	531 – 546	Civil War
Nov. 11-15	16	547 – 562	Civil War
Nov. 18-22	17	569 – 599	Reconstruction
Nov. 25- 29	18	607 – 637	Conquest of the Great West
Dec. 2-6	19	649 – 666	Corporations and Industrialization
Dec. 9-13	19	667 – 675	The Gilded Age

**Semester II**

<u>Week</u>	<u>Chapters</u>	<u>Pages</u>	<u>Themes</u>
Jan. 6-10	20	686 – 703	Rise of Populism
Jan. 13-17	20	703 – 713	Imperialism / Spanish American War
Jan. 20-24	21	723 – 754	Urbanization and Progressivism
Jan. 27- 31	22	763 – 793	U.S. Global Power / World War I
Feb. 3-7	23	803 – 836	The Roaring Twenties
Feb. 10-14	24	848 – 881	Great Depression / New Deal
Feb. 17-21	25	890 – 892	Path to World War II
Feb. 24-28	25	893 – 921	World War II
Mar. 2-6	26	931 – 959	Post-War / Cold War
Mar. 9-13	27	886 – 994	Eisenhower / The 50's
Mar. 16-20	27	994 – 1000	Kennedy / The 60's
Mar. 23-27	28	1010 – 1040	LBJ / Civil Rights Movement
Mar. 30-Apr. 3	29	1051 – 1078	Vietnam / Identity Politics
Apr. 6-10	29	1078 – 1086	Nixon / Watergate
Apr. 13-17	30	1096 – 1127	Reagan Revolution
Apr. 20-24	31	1138 – 1157	Clinton / 1990's
Apr. 27-May 1	31	1158 – 1176	Bush 43 / Obama

April 7 - May 3  
**May 6th**

**AP Test Review**  
**College Board AP Exam!!!**