**Instructor:** Benjamin Willis

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**Texts**:

Henretta, James A., Eric Hinderaker, Rebecca Edwards, and Robert O. Self. *America’s History, For the AP® Course.* 9th edition. Boston: Bedford/St. Martin’s, 2018.

Zinn, Howard. *A People's History of the United States*. New York, New York, USA. HarperCollins Publishers, 1995.

\**In addition, students will work with a variety of secondary texts, scholarly articles, and diverse primary sources.*

**Course Description**

The Advanced Placement United States History Course offers a single semester survey of United States’ history; spanning Pre-Columbian America to the present. In accordance with the College Board AP standards, this class is intended to match the rigor of an introductory college course and will require a significant time commitment in order for you to be successful. While it will undoubtedly be demanding, my goal is that it be equally rewarding. You will be expected to work with a variety of primary and secondary sources and a significant focus will be placed on analytical reading, writing, and intellectual discussion. Instead of being passive spectators, you will be asked to actively practice the discipline of history by engaging with a variety of historical perspectives, through a variety of mediums, in the hopes of reaching a more complete interpretation of the past. By the conclusion of this class, the expectation is that you will be prepared to take and pass the AP United States History Exam in Spring 2020 and be better equipped for academic success at the collegiate level. Most importantly, my goal is that you will leave this class as critical thinkers, better equipped to be impactful citizens of your community, state, nation, and world.

**Course Themes**

While this course will be taught chronologically, it is also structured thematically. The themes listed below will be woven throughout the course. These key themes are the broader, underlying processes and narratives that link together individual historical events across time. We will repeatedly return to these overarching concepts throughout the semester:

* American and National Identity: This theme focuses on how and why definitions of American and national identity and values have developed, as well as related topics such as citizenship, constitutionalism, foreign policy, assimilation, and American exceptionalism
* Work, Exchange, and Technology: This theme focuses on the factors behind the development of systems of economic exchange, particularly the role of technology, economic markets, and government.
* Geography and the Environment: This theme focuses on the role of geography and both the natural and human-made environments on social and political developments in what would become the United States.
* Migration and Settlement: This theme focuses on why and how the various people who moved to and within the United States both adapted to and transformed their new social and physical environments.
* Politics and Power: This theme focuses on how different social and political groups have influenced society and government in the United States, as well as how political beliefs and institutions have changed over time.
* America in the World: This theme focuses on the interactions between nations that affected North American history in the colonial period and on the influence of the United States on world affairs.
* American and Regional Culture: This theme focuses on how and why national, regional, and group cultures developed and changed as well as how culture has shaped government policy and economy.
* Social Structures: This theme focuses on how and why systems of social organization develop and change as well as the impact that these systems have on broader society.

**Skills**

In this course you will be expected to develop and hone the disciplinary practices and reasoning skills utilized by historians on a daily basis. These include, but are not limited to:

* Contextualization: seeing the connections between the particular and the general
* Comparison: analyzing similarities and differences
* Causation: analyzing cause and effect
* Continuity and Change Over Time: identifying long-term patterns of continuity or change

**What to Expect**

**Reading** – You will read an all-inclusive textbook in order to gain the basic facts and knowledge necessary to proceed with other activities and readings. In addition, you will regularly engage with primary source documents and other selected readings.

**Discussion/Lecture** – You will be asked to participate in this activity in two important ways. From time to time, you will present material to the class. Also, you should always be prepared to take an active role in discussion. Participating in class discussion will be difficult if you are not adequately prepared for class. Participation can and will be used when determining your grade.

**Tests** – Unit exams will be utilized to help you prepare for the Advanced Placement test. They will be comprised of **multiple-choice questions** as well as **short answer questions** modeled after the AP exam. It is important to keep in mind that test questions will refer to all the information that has been discussed, not just the information for that particular unit. Approximate test dates can be found on the pacing guide included in this syllabus. Please note, these dates are subject to change.

**Written Work** – You will be expected to complete several written assignments during the year. These will include approximately 3 DBQs (Document Based Questions), similar to the ones you will encounter on the AP exam.

**Grading**

Tests = 45% Quizzes = 25% Homework/Classwork = 10% EOC (state exam) = 20%

**AP Exam Details**

The AP Exam is offered in May. The exam is three hours and fifteen minutes long. Students must register for the test and pay a $94 fee.

Exam Format:

* 55 Multiple Choice Questions (55 minutes)
* 3 Short-Answer Questions (40 minutes)
* DBQ (60 minutes)
 -Read and analyze (15 minutes)
 -Write essay (45 minutes)
* Essay Question – answering 1 of 3 essays (40 minutes)

**Supplies**

You will be expected to bring the following items to class every day:

* 3” Binder
* Loose Leaf Paper
* Composition Notebook
* Dividers
* Highlighter
* Blue/black pens

**Expectations**

1. Attendance is vital to success in this class
2. Come prepared for class
3. Respect everyone in the class
4. Monitor cell phone usage
5. Manage your workload

**Late Work and Make-up Policy**

To receive full credit for an assignment, it must be completed by the given due date. Any assignment turned in at the end of the day is still considered late. Late work will be penalized a full letter grade each day it is not completed.

Once a unit is completed, you will not be allowed to turn in any missing work from that unit.

If you are absent the day an assignment is due, that does not exempt you from the due date and late work penalty. There are several ways to turn in an assignment when you are absent. These include emailing the teacher, taking a picture of the assignment and sending it to the teacher, or sending it with a classmate.

Contrary to popular belief, when you are absent from class the show must and will go on! It is your responsibility to find out what assignments you missed and to get any notes for the day from a classmate and/or class website.

**Academic Honesty**

I strongly value academic ethics and will not tolerate academic dishonesty. Examples include, but are not limited to, claiming you did work by yourself when you really didn’t, copying homework, giving or receiving unauthorized help on an exam, submitting the same paper or a version of it for more than one course, and plagiarizing. *All* such incidents will be taken seriously and have serious consequences.

In order to deter plagiarism, you will use turnitin.com for submitting written assignments.  Please go to turnitin.com and create an account.  Use the following information to enroll in the correct class:

**Class ID**: 21752734

**Enrollment Key**: APUSH3

**Keys to Success**

* READ! Success in this class and on the AP Exam will require extensive reading outside of the class. The reading assignments for each unit can be found on this syllabus and should be completed prior to the unit test. Manage your reading load wisely. Don’t allow yourself to fall behind or it will impact your performance in class.
* Take detailed notes during class and during your reading. When it is time to study you will be glad you have them. There is a direct correlation between good notes and good test scores!
* Maintain a well-organized notebook with all of your notes and assignments. This will be one of your primary study tools for the AP exam.
* If you plan on taking the AP Exam in May, commit to attending review sessions in the Spring semester now. While all students should plan to participate in APUSH review sessions, it is especially important if you are taking this course in the Fall semester.
* Get an AP U.S. History review book. If you plan to take the exam, this is essential. These books provide nice summaries of the content and helpful practice questions. Princeton Review, Kaplan, 5 Steps to a 5, Barron’s, AMSCO, and AP US History Crash Course are all fantastic options.
* Join and use Remind 101. Remind is the primary way I communicate with students outside of class. It is not uncommon for me to assign readings, videos, quizzes, etc. through this platform. If you are unable to join Remind, please speak with me.

**Unit Description**

**Unit 1 (11 days)**

**I.** **Period 1** (1491-1607)

On a North American continent controlled by American Indians, contact among the peoples of Europe, the Americas, and West Africa created a new world.

A. Characteristics of pre-Columbian Native American Societies

B. The Columbian Exchange

C. How European, Native American, and African societies changed as cultures converged

**II. Period 2** (1607-1754)

Europeans and American Indians maneuvered and fought for dominance, control, and security in North America, and distinctive colonial and native societies emerged.

A. Differences in imperial goals in North America

B. Differences in colonization styles between British, Spanish, Dutch and French

C. Conflicts between European colonizers and native peoples

D. The exchanges in the Atlantic World and the gradual institutionalization of slavery

 **Unit 2 (8.5 days)**

**III. 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.

A. Tightening of British Imperial control through new laws and restrictive measures

B. Colonial reactions to these measures as they experimented with democratic ideas

C. British responses to colonial resistance, leading to war, the creation of a new nation, and a new national identity

**Unit 3 (8.5 days)**

**IV. Period 4** (1800-1848)

The new republic struggled to define and extend democratic ideals in the face of rapid economic, territorial, and demographic changes.

A. The growth and development of American democracy

B. Westward migration and the accompanying territorial, geographic, economic and cultural changes

C. American interest in the market economy and growing international trade, as well as a determination to avoid European conflicts.

**Unit 4 (8.5 days)**

**V. 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.

A. Continued expansion west and the ways this expansionist foreign policy impacted Europe and immigration patterns

B. The ways in which debates over slavery and other economic and political issues led the country into civil war

C. The successes and failures of Reconstruction and the legacy of these issues for the coming century.

**Unit 5 (9 days)**

**VI. 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.

A. The rise of big business and the resulting migrations and urbanization that transform the economy and the environment as well as the national identity.

B. The emergence of an industrial culture and its impact on all parts of society.

C. The political, cultural, and intellectual movements of the “Gilded Age”

**Unit 6 (10.5 days)**

**VII. 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.

A. Government and social organizations attempts to address the effects of large-scale industrialization on American society.

B. The conflicts between “modern” values and more traditional ways of life, with the revolution in communications and transportation.

C. Global conflicts and America’s emerging role as a world power.

**Unit 7 (10 days)**

**VIII. Period 8** (1945-1980)

After World War II, the United States grappled with prosperity and unfamiliar international responsibilities, while struggling to live up to its ideals.

A. The impact, both domestically and internationally, of the United States asserting and defending its new position of global leadership.

B. Liberalism and its belief in the power of the federal government to affect social change shaped the politics and culture of the 1960s.

C. Postwar economic, demographic, and technological changes shape American society, politics, and the environment.

**Unit 8 (4 days)**

**IX. 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.

A. Conservative beliefs regarding the need for traditional social values and a reduced role for government advanced in U.S. politics after 1980.

B. The U.S. population continued to undergo demographic shifts that had significant cultural and political consequences.

C. Following the attacks of September 11, 2001, U.S. foreign policy efforts focused on fighting terrorism around the world.

Course Outline

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| **Unit** | **Period** | **Key Topics** | **Reading/DBQs** | **Approximate****Time/ Exam Date** | **Percentage of AP Exam**  |
| 1 | **Period 1: 1491-1607** | Pre-Columbian AmericaEuropean arrival in the New World | Chapters 1-2 | 4 days | 4-6% |
| **Period 2: 1607-1754** | Establishing colonies (North, Middle, and South) | Chapters 3-4 How to write a DBQ with analysis of sample DBQ essays | 7 days8/16/19 (Includes Periods 1 and 2) | 6-8% |
| 2 | **Period 3:****1754-1800** | Road to RevolutionAmerican Revolutionary WarConstitution  | Chapters 5-7DBQ: American Revolution  | 2 Weeks8/29/19 | 10-17% |
| 3 | **Period 4:****1800-1848** | The New RepublicEra of Good Feelings19th century Social Reform MovementsJacksonian Democracy | Chapters 8-11 | 1.5 Weeks9/12/19 | 10-17% |
| 4 | **Period 5:****1844-1877** | Manifest DestinyRise of SectionalismCivil WarReconstruction | Chapters 12-15 | 2 Weeks10/2/19 | 10-17% |
| 5 | **Period 6: 1865-1898** | Gilded Age | Chapters 16-19DBQ: Gilded Age  | 2 Weeks10/16/19 | 10-17% |
| 6 | **Period 7:****1890-1945** | ProgressivismImperialismPopulismWorld War 1Roaring 20’sGreat DepressionThe New DealWorld War II | Chapters 20-23DBQ: New Deal  | 3 Weeks10/31/19 | 10-17% |
| 7 | **Period 8:****1945-1980** | Cold War50s: ConformityCivil Rights MovementRise of Liberalism | Chapters 24-27 | 2 Weeks11/15/19 | 10-17% |
| 8 | **Period 9:****1980-Present** | Rise of Conservatism80s and Modern ChallengesAmerica’s changing demographics  | Chapters 28-30 | 1.5 Weeks11/22/19 | 4-6% |