

ADVANCED PLACEMENT UNITED STATES HISTORY (APUSH) 2009-10

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MISSION OF NOTRE DAME DE SION

The Notre Dame de Sion School in Kansas City is an independent Roman Catholic school providing the highest quality college preparatory education from preschool through grade 12. Sion continues the tradition of the founding sisters, the Congregation of the Sisters of Notre Dame de Sion, inviting students to encounter God in a Catholic atmosphere that respects all faith traditions. The school partners with families and the community to prepare students for socially responsible, values based leadership in a culturally and religiously diverse world.

Educating Minds, Expanding Hearts

COURSE OVERVIEW

Advanced Placement United States History is a challenging course that is meant to be the equivalent of a college survey course, and can earn students college credit upon successful completion of the AP College Board Examination. The course content is extensive, covering the age of exploration and discovery to the late twentieth century. Furthermore, a strong ability in reading and writing, along with a willingness to devote considerable time to homework and study, are essential in order to succeed. In addition, class time will typically consist of lecture, class discussion, and in-class activities. Overall, an emphasis is placed on critical and evaluative thinking skills, essay writing, research, and interpretation of primary and secondary source documents. Upon successful completion of the course, students will be better prepared to meet the rigorous challenges of social science courses at the university level.

MAJOR THEMES OF THE COURSE

The course stresses numerous historical themes that focus on continuity and change over time as it relates to the following concepts. (Source: *Themes in AP U.S. History*, apcentral.collegeboard.com)

- **American Diversity** The diversity of the American people and the relationships among different groups. The roles of race, class, ethnicity, and gender in the history of the United States.
- **American Identity** Views of the American national character and ideas about American exceptionalism. Recognizing regional differences with the context of what it means to be an American.
- **Culture** Diverse individual and collective expressions through literature, art, philosophy, music, theater, and film throughout U.S. history. Popular culture and the dimensions of cultural conflict within American society.
- **Demographic Changes** Changes in birth, marriage, and death rates; life expectancy and family patterns; population size and density. The economic, social, and political effects of immigration, internal migration, and migration networks.
- **Economic Transformations** Changes in trade, commerce, and technology across time. The effects of capitalist development, labor and unions, and consumerism.
- **Environment** Ideas about the consumption and conservation of natural resources. The impact of population growth, industrialization, pollution, and urban and suburban expansion.
- **Globalization** Engagement with the rest of the world from the fifteenth century to the present: colonialism, mercantilism, global hegemony, development of markets, imperialism, cultural exchange.

- **Politics and Citizenship** Colonial and revolutionary legacies, American political traditions, growth of democracy, and the development of the modern state. Defining citizenship; struggles for civil rights.
- **Reform** Diverse movements focusing on a broad range of issues, including anti-slavery, education, labor, temperance, women's rights, civil rights, war, public health, and government.
- **Religion** The variety of religious beliefs and practices in America from prehistory to the twenty-first century; influence of religion on politics, economics, and society.
- **Slavery and Its Legacies in North America** Systems of slave labor and other forms of unfree labor (e.g., indentured servitude, contract labor) in American Indian societies, the Atlantic World, and the American South and West. The economics of slavery and its racial dimensions. Patterns of resistance and the long-term economic, political, and social effects of slavery.
- **War and Diplomacy** Armed conflict from the pre-colonial period to the twenty-first century; impact of war on American foreign policy and on politics, economy, and society.

COURSE OBJECTIVES

Students will be able to:

- master a broad body of historical knowledge as it pertains to the United States;
- demonstrate an understanding of historical chronology of events and issues in United States history;
- understand the political institutions, social and cultural developments, diplomacy and economic trends throughout history;
- use historical data to support an argument or position for class discussions and in writing analytical and interpretive essays;
- analyze evidence and interpretations of historical documents using a variety of primary sources, maps, statistical tables, and works of art;
- effectively use analytical skills of evaluation, cause and effect, compare and contrast;
- work effectively with others to produce products and solve problems.

COURSE MATERIALS

The course's basic text is *America A Concise History, 4th ed* (Boston: Bedford/St. Martin's, 2010), written by James A. Heretta. In addition to this text, each student is required to purchase a AP US History review book. I recommend The Princeton Review's *Cracking the AP US History Exam*, 2010 edition (ISBN 0375429522) which can be purchased at any of the local bookstores or online.

Supplemental materials such as primary source documents, short articles and readings drawn from books, newspapers, magazines, and journals will be provided by the instructor and are warmly welcomed if you should come across anything that would be of interest to the rest of the class.

COURSE REQUIREMENTS AND EXPECTATIONS

“Consistent with the spirit of the Mission Statement, Notre Dame de Sion seeks to foster an atmosphere of mutual courtesy and respect among students, faculty, and staff. Further, Sion strives to develop in students a true sense of responsibility for their actions and the consequences of those actions. Students are, therefore, expected to observe the regulations of the school, to exhibit a respect for themselves and others in their words and all their actions.” (Notre Dame de Sion Student Handbook, p.5)

- **Respect:** Treat others as you would like to be treated. We will speak one at a time, allowing everyone to express their opinion freely and in a respectable manner.
- **Responsibility:** Arrive on time and well prepared for class. Actively listen and participate in every class. Stay on task until excused by the teacher.
- **Reciprocate:** Do your best! Help keep this class pleasant, positive, supportive, and fair by doing your part and sharing in the process of learning.

Emphasis will be placed on interpreting documents, mastering a significant body of historical knowledge and writing essay questions called free response questions (FRQ's) and document based questions (DBQ's). This course will provide you with an experience equivalent to that obtained in an undergraduate introductory US History course. In doing so, you will complete material that most colleges require. It requires a substantial amount of reading, writing, and preparation for every class.

The AP US History examination will be administered on **May 7, 2010 at 8:00 am**. The exam is 3 hours and 5 minutes in length and consists of two sections: a 55 minute multiple-choice section with 80 questions and a 130 minute free response section. The free response section contains 3 parts: a document based essay question (DBQ) and two standard essay questions (FRQ).

CLASS STRUCTURE

This course will be facilitated with an emphasis on student-centered learning. There will be a variety of activities including: lecture, class discussion, individual and group work, student presentations, debates, role-playing simulations, research, games and use of audio-visual materials. Assessment of performance and achievement will be based on all of which were previously listed including class participation, behavior, projects, quizzes and tests.

ASSESSMENT

Unit tests will consist of timed multiple-choice and essay questions, with 50 questions. Each question on an exam is worth 2 points for a total of 100 points. Once all exams for each unit have been taken, there will be an opportunity to correct wrong answers for half credit, thus allowing the student to raise an exam score significantly. The idea behind this practice is that mistakes are “inherent elements in the journey toward learning competence,” thus through corrections there is an opportunity for “growth and...potential for change and improvement” (O'Connor 117). To ensure consistent understanding of the material, 5-10 question quizzes will be given after each chapter is complete.

FINAL EXAMS

The first semester final exam will compose 20% of the semester grade. A two-hour exam modeling the format of the College Board AP United States History exam in May. The exam will cover content from Unit 1 through Unit 3, assessing student knowledge through multiple-choice questions, one Free Response essay, and one Document-Based Question essay.

There will not be a second semester final exam as students will take the College Board AP United States History assessment **May 7, 2010 at 8:00am**; therefore an “exempt” will be given for the second semester final exam.

HOMEWORK

It’s clearly important for a student to stay up to date and current on all reading and written work. Each student will be required to take notes, outline, or highlight the required reading and keep all notes in a specifically assigned reading notebook. There will be opportunities to provide “**proof of reading**” (POR) the day following a reading assignment. This will take the form of a quiz, writing assignment, or any other creative work to show that the student understands what she has read. Periodically students will be required to turn in their assigned reading notebooks.

GRADING SCALE AND WEIGHTING

Your semester grade is determined by the following Sion standard formula: 40% Qtr. 1 or 3 grade; 40% Qtr. 2 or 4 grade; 20% Final Exam. Your quarter grades will be divided (roughly) between:

- “Major Work” (unit and chapter exams, timed in-class essays, and research projects) – approx. 60%
- Daily Work (all else) – approx. 40%.

Grade	Percentage	Regular	Advanced Placement
A	95-100%	4.00	5.00
A-	93-94%	3.70	4.70
B+	91-92%	3.35	4.35
B	87-90%	3.00	4.00
B-	85-86%	2.70	3.70
C+	83-84%	2.35	3.35
C	76-82%	2.00	3.00
C-	74-75%	1.70	2.70
D+	72-73%	1.35	2.35
D	67-71%	1.00	2.00
D-	65-66%	0.70	1.70
F	Below 65%	0.00	0.00

RECOMMENDED SUPPLES

- Three-ring binder with dividers, 1 for each unit (used for this class only)
- Notebook to be used for reading assignments
- Writing utensils-pencils, pens, and highlighters

ATTENDANCE

Attendance in this class is essential! If a student must miss a class, it is the student’s responsibility to locate assignment information on Ms. Brown’s web page at <http://www.ndsion.com/faculty/brown/index.html>, in addition to inquiring with Ms. Brown about the missed class period once she returns.

- A student receives twice the number of days absent to make up all tests and assignment. Make-up tests should be scheduled during a study hall or before school.
- “Previously scheduled tests, quizzes, projects, or homework missed due to absence should be made up on the day the student returns from absence” (NDS Student Planner 11).
- “If a student is not in school on the day of an assigned test, she is responsible for the test. Late arrival or early dismissal DOES NOT excuse her from the test. If a student is ill enough to be picked up by a parent and taken home, the test may be re-scheduled” (NDS Student Planner 11).

TARDINESS

Being tardy is just as disruptive to your learning as an absence and is disruptive to both classmates and instructor. You must be in your seat and ready to participate by the time the bell rings. See page 6 of the NDS handbook regarding enforcement policies of rules.

LATE WORK

The expectations of a student in an Advanced Placement course are considerably higher than those placed on a student in a regular course offering, subsequently all work is expected to be turned in on the designated due date. If a student turns in an assignment late, it will be discounted **10% per day** from the original due date. To be accepted, the assignment must have the date due, the date you are turning in the assignment in, and must be given directly to the instructor. Do NOT just place the assignment on my desk.

PLAGIARISM

“Plagiarism refers to a form of cheating that has been defined as ‘the false assumption of authorship; the wrongful act of taking the product of another person’s mind, and presenting it as one’s own.’ To use another person’s ideas or expressions in your writing without acknowledging the source is to plagiarize. Plagiarism, then, constitutes intellectual theft” (*MLA Handbook for Writers of Research Papers*, Fifth Edition 30).

Issues of plagiarism are thoroughly addressed at this institution, although if a student has any question regarding the explanation of plagiarism, she is expected to ask the instructor for further clarification. Any act of plagiarism in this course will result in an automatic zero on the assignment in question, as well as further potential academic action as determined by the instructor and the Academic Dean.

INSTRUCTOR AVAILABILITY

Ms. Brown is available by appointment before and after school. Students are strongly encouraged to come in for extra help if they are having difficulty in class or need clarification on assignments.

WEB SITE INFORMATION

Students may access Ms. Brown’s web page at <http://www.ndsion.com/faculty/brown/index.html> where they can locate assignment information, calendar of class events, project information, course syllabus, course grades, and Ms. Brown’s email contact information. If a student misses a class period, she is expected to locate the assignment information on the web page.

Feel free to ask for help at any time, my door is always open!

Course Introduction

The first portion of the course is devoted to discussing the expectations of AP United States History by examining the course AP standards, study skills and habits, course evaluation, and a thorough review of the course syllabus.

Following the course discussion, students will participate in a thorough class reflection/discussion of the summer reading assignment, *Lies My Teacher Told Me* written by James Loewen. Students will bring analysis of the text, as presented in the summer essay assignment, to the class discussion, thereby reviewing major events and common prevalent themes in American history.

CURRICULUM CALENDAR

*Note: The Curriculum Calendar is subject to change.

UNIT 1: The Creation of American Society (1450-1763)

Required Reading:

- Chapters 1-4 in Henretta
- Primary Sources: *The Mayflower Compact*, Nathaniel Bacon on Bacon's Rebellion, Olaudah Equiano on Slavery

UNIT 2: The New Republic (1763-1820)

Required Reading:

- Chapters 5-8 in Henretta
- Primary Sources: *Common Sense* by Thomas Paine, *Declaration of Independence*, *Constitution of the United States*, Letters of John Adams and His Wife Abigail during the Revolution, *Federalist Paper #10*, James Winthrop on the Anti-Federalist Argument, *George Washington's Farewell Address*, *Alien and Sedition Acts*, *Virginia and Kentucky Resolutions*

UNIT 3: Economic Revolution and Sectional Strife (1820-1877)

Required Reading:

- Chapters 9-15 in Henretta
- Primary Sources: *The Monroe Doctrine* by James Monroe, *Veto of the Bank Renewal Bill* by Andrew Jackson, *The Liberator* first issue, *John C. Calhoun on the Slavery Question*, and *Declaration of Sentiments and Resolutions Seneca Falls*, *The Cult of Domesticity and True Womanhood*, *On Women's Right to Vote* by Susan B. Anthony, *Ain't I a Woman?* By Sojourner Truth, *Abraham Lincoln's First Inaugural Address*, *Declaration of Causes which Induced the Secession of South Carolina*, *The Emancipation Proclamation* by Abraham Lincoln, *The Gettysburg Address* by Abraham Lincoln, and *Abraham Lincoln's Second Inaugural Address*, Reconstruction Amendments

UNIT 4: A Maturing Industrial Society (1877-1914)

Required Reading:

- Chapters 16-21 in Henretta
- Primary Sources: *The Significance of the Frontier in American History* by Frederick Jackson Turner, *Populist Party Platform* and "*Cross of Gold*" Speech, William Jennings Bryan, excerpts from *The Jungle* by Upton Sinclair, *Ten Reasons Why The Great majority of Women Don Not Want the Ballot*

UNIT 5: The Modern State and Society (1914-1945)

Required Reading:

- Chapters 22-25 in Henretta
- Primary Sources: The Influenza Pandemic of 1918, Life in the Trenches, Wilson's *Fourteen Points*, *Rugged Individualism* by Herbert Hoover, *Brown v. Board of Education*, Chief Justice Earl Warren for the Supreme Court, America in the 1920s

UNIT 6: The Age of Cold War Liberalism (1945-1980)

Required Reading:

- Chapters 26-29 in Henretta
- Primary Sources: *John F. Kennedy's Inaugural Address*; *Civil Rights Speech* by John F. Kennedy; *"I Have a Dream" Speech* by Martin Luther King, Jr.; *The "Great Society" Speech* by Lyndon B. Johnson; *The Good Housewife* (excerpt from a 1950s High School Home Economics Textbook, *National Organization for Women (NOW) "Statement of Purpose,"* (1966), *House Judiciary Committee Watergate Articles of Impeachment v. Richard M. Nixon*, (1974), What Was Watergate?

UNIT 7: A Divided Nation in a Disordered World (1980-2008)

Required Reading:

- Chapter 30-32 in Henretta
- Primary Sources: *Ronald Reagan Inaugural Address*, (1981 and 1985); *William Jefferson Clinton, State of the Union Address*, (1998); *George W. Bush, Joint Session of Congress*, (September 2001)

THE REVIEW: FINAL PREPARATIONS FOR THE AP EXAM!!!