



AP US History Syllabus 2009-2010

Instructor: Mr. Ronn Atkinson, BSE, MEd

(Special thanks to Mr. Ryan Parson for all his work on the AP Syllabus)

Office Hours: 7:30-3:30 M-F

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Course Description:

AP United States History is a course designed to provide high school students with the factual knowledge and analytical skills necessary to deal with the issues in U. S. History. The course prepares students by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials, their relevance to a given interpretive problem, their reliability and importance, and to weigh the evidence and interpretations presented in historical scholarship. An AP US History course should thus cultivate the skills necessary to arrive at conclusions based on an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

The Textbook is American History: A Survey, 12th edition, by Alan Brinkley, Glencoe/McGraw-Hill, 2008

The Document Reader is Life, Liberty and the Pursuit of Happiness: Documents in American History, Volumes I and II edited by P. Scott Corbett and Robert C. Naugle, 2004.

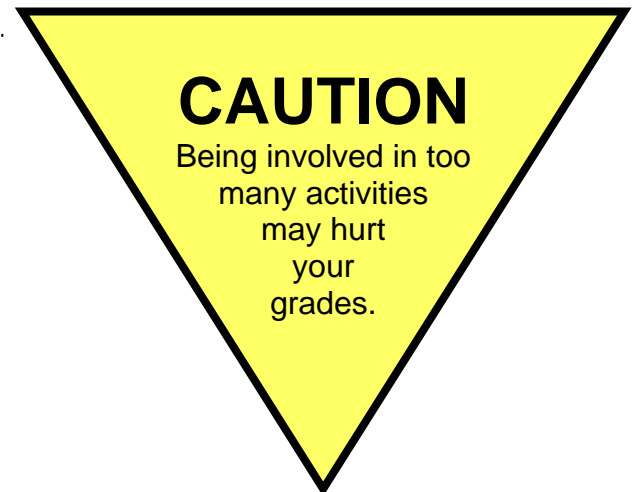
Additional outside readings as assigned.

Instructor reserves the right to make changes to the syllabus as needed.

Major Themes of the Course

The following themes are woven into lectures and seminars and form the basis of assessments.

- Race, Ethnicity, Class, Gender and Sexuality
- American Identity
- Culture
- Demographic Changes
- The Economy and the Nature of Work
- Environment
- Reform Movements
- Politics, Civil Rights and Government
- Religion
- Slavery and Unpaid Labor
- War, Diplomacy and Interactions with the World



In addition to the above themes, most units include some discussion over historiography. Historians often differ over their interpretation of events, especially as new evidence arises and new perspectives are considered.



Weekly format:

Barring foreseen and unforeseen events, the week will usually go as follows:

Monday-Tuesday: Lecture/discussion from lecture/essay questions

Wednesday: Group work over essay question of the week

Thursday: Peer-editing of essays

Friday: Writing thesis/outline for a question discussed in class that week or chronology for a grade
Review for AP exam
Possible Projects

Online collaboration: If students have access to the Internet, they can log into www.edmodo.com and join their AP class message board.

Graded Assignments:

Practice essays-in class assignment. They will be closed book, closed note. No collaboration.

Reading quizzes-quizzes will be posted online. They will be closed book, closed note. No collaboration.

Document quizzes-will be posted online. They will be closed book, closed note. No collaboration.

Multiple Choice exams for 1st and 3rd 9 weeks. These exams will encompass all material covered from that period. They will be closed book, closed note. No collaboration.

Semester exams will be given for the Fall and Spring semesters and will encompass all material from that period. The format will be multiple choice. Students are NOT exempt from the semester exams. They will be closed book, closed note. No collaboration.

Other assignments will be given as needed.

Grading Policy:

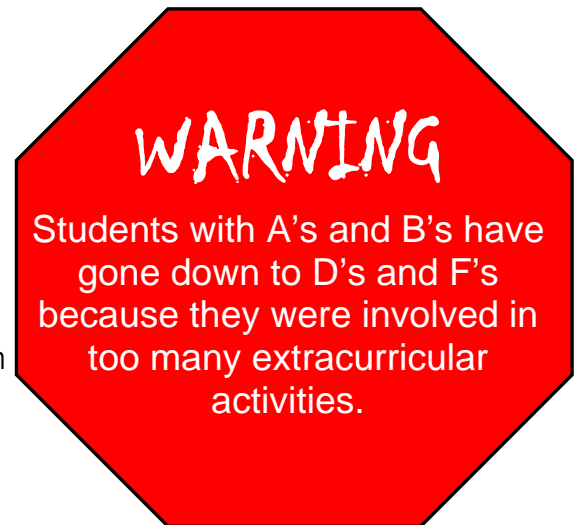
I grade on a total points system.

Make up Policy:

We will follow the makeup work policy as stated in the DLC handbook. Students will receive lesson plans at least 1 week in advance. Students are responsible for all readings, make up work, and preparation for class.

Letters of Recommendation:

Letters of recommendation will be written only for students who have demonstrated over the course of the year that they are diligent in their course work, active in class discussions, and have very good attendance in class. A note of recommendation from their facilitator is required.





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6. **Describe the emergence of the second party system in the United States during the 1820s and 1830s. Include an examination of the development of the philosophy and characteristics of each party plus the major political figures of each.**

Textbook Reading: Chapter 8 - pages 228-230

Chapter 9 – pages 236-237, 249-253

Extra Reading: Second Party Reading Packet

Document Reading: Doc. Reader Vol 1- 11.5

Frameworks: EUS.1.AH.9

7. **Compare and contrast the development and impact of the canal between 1820 and 1860 with the development and impact of the railroad.**

Textbook Reading: Chapter 10 - pages 265-270

Extra Reading: Second Party Reading Packet

Document Reading - Doc. Reader Vol 1- 10.1-10.3, 10.5-10.6

Frameworks: IN.6.AH.2

8. **Compare and contrast the three different systems of recruiting factory labor that developed between 1820 and 1860. Explain how the triumph of one of those systems led to deterioration in working conditions.**

Textbook Reading: Chapter 10 - pages 272-278

Extra Reading: System of Labor Reading Packet

Document Reading - Doc. Reader Vol 1- 10.4

Frameworks: IN.6.AH.2

9. **One historian has written, “The South grew, but it did not develop.” Based on what you have learned, address the validity of this thesis.**

Textbook Reading: Chapter 11

Chapter 12 pages 326-327, 330-336

Extra Reading: Southern Growth and Development Reading Packet

Document Reading - Doc. Reader Vol 1- 12.1 – 12.7

Frameworks: EUS.3.AH.3

10. **Compare and contrast four reform movements of the mid-1800s: temperance, public education, asylums, and feminism.**

Textbook Reading: Chapter 12 pages 322-330

Extra Reading: Reform Movements Reading Packet

Document Reading - Doc. Reader Vol 1- 14.3

Frameworks: EUS.3.AH.3

11. **Discuss the major battles of the Civil War from Fort Sumter to Appomattox Court House. Explain how each of these battles affects the course of the war.**

Textbook Reading: Chapter 14

Extra Reading: Civil War Battles Reading Packet

Document Reading - Doc. Reader Vol 1- 16.2, 16.7

Frameworks: EUS.3.AH.3

12. **Compare and contrast presidential Reconstruction with congressional Reconstruction. Explain the provisions of each plan and why the congressional plan was ultimately used to "reconstruct" the South.**

Textbook Reading: Chapter 15

Extra Reading: Reconstruction Reading Packet

Document Reading - Doc. Reader Vol 1- 17.1 and Vol 2- 17.1

Frameworks: R.5.AH.1-4



13. **Discuss the rise of union organizations in the late 1800s. Identify some of the larger labor organizations and their philosophies of operation. Describe the reasons for their success, or lack of it.**

Textbook Reading: Chapter 17 pages 477-486

Extra Reading: Unions and Labor Reading Packet

Document Reading - Doc. Reader Vol 2- 20.4, 20.6

Frameworks: IN.8.AH.6

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14. **Compare and contrast the three different stages of the agrarian revolt that developed between the 1860s and 1890s. Describe how the movement became more and more political.**

Textbook Reading: Chapter 19 pages 527-533

Extra Reading: Agrarian Revolt Reading Packet

Frameworks: PO.9.AH.5, PO.10.AH.1-2

15. **Identify the general beliefs of progressivism. Then, compare and contrast three of the following groups or movements that articulated the progressive spirit: the muckrakers, the Social Gospel adherents, the settlement house movement, feminism, and government reform.**

Textbook Reading: Chapter 21 pages 566-581

Extra Reading: Progressive Groups Reading Packet

Document Reading - Doc. Reader Vol 2- 22.2, 22.3

Frameworks: PR.14.AH.1-2

16. **Identify the causes of World War I. Describe how the United States eventually entered the war and how effective the United States military was in this endeavor.**

Textbook Reading: Chapter 23 pages 614-628

Extra Reading: World War I Reading Packet

Document Reading - Doc. Reader Vol 2- 23.5, 23.6

Frameworks: WC.15.AH.1-2

17. **Discuss the five major causes the author attributes to the Great Depression and its effects on both the US and the World.**

Textbook Reading: Chapter 25

Extra Reading: Great Depression Reading Packet

Frameworks: WC.17.AH.2-3

18. **Describe Franklin Roosevelt's approach to alleviating the panic that most people felt at the worsening economic conditions in the United States**

Textbook Reading: Chapter 26

Extra Reading: New Deal Reading Packet

Document Reading - Doc. Reader Vol 2- 25.3, 25.6

Frameworks: WC.17.AH.4



19. **Compare and contrast American involvement in World War I with American involvement in World War II.**
- Textbook Reading: Chapter 23, pages 616-628
Chapter 26, pages 724-736
Chapter 28
- Document Reading - Doc. Reader Vol 2 - 26.4 Frameworks: WC.15.AH.1-3, 6; WC.18.AH.1
20. **At the beginning of the Cold War, how does the US respond, both internationally and domestically, to the threat of communism?**
- Textbook Reading: Chapter 29
- Document Reading - Doc. Reader Vol 2- 27.6, 27.7 Frameworks: CUS.19.AH.1, 7
21. **Describe the advances of the Civil Rights movement in the 1950s and 1960s. Identify the key individuals in the movement and describe the roles they played in the campaign.**
- Textbook Reading: Chapter 30, pages 808-812
Chapter 31, pages 826-832
- Document Reading - Doc. Reader Vol 2- 27.6, 27.7 Frameworks: CUS.19.AH.2
22. **Briefly describe U.S. involvement in Vietnam. Try to explain why the United States and its allies lost the war.**
- Textbook Reading: Chapter 31, pages 834-847
- Document Reading - Doc. Reader Vol 2- 30.1, 30.4 Frameworks: CUS.19.AH.2
23. **Describe the development of the new feminist movement in America during the 1960s and 1970s.**
- Textbook Reading: Chapter 32, pages 863-866 Frameworks: CUS.19.AH.2
24. **Describe the changing nature of movements for civil rights in the late 1960s and early 1970s.**
- Textbook Reading: Chapter 32, pages 852-866 Frameworks: CUS.19.AH.2
25. **Identify the successes and failures of the Reagan Administration.**
- Textbook Reading: Chapter 33, pages 895-903 Frameworks: CUS.19.AH.2
26. **Identify the successes and failures of the Clinton Administration.**
- Textbook Reading: Chapter 34, pages 910-913 Frameworks: CUS.19.AH.2
27. **Discuss the controversy and anxiety of American culture during the 1980s and 1990s.**
- Textbook Reading: Chapter 34, pages 927-933 Frameworks: CUS.19.AH.2
26. **Discuss what Brinkley calls the “perils of globalization.”**
- Textbook Reading: Chapter 34, pages 933-938 Frameworks: CUS.19.AH.2



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May 19, 2009

Dear Parents/Guardians of AP U.S. History students:

I will be your child's AP U.S. History instructor for the coming school year. I would like to share some information with you that will help you understand what AP U.S. History is all about, the benefits of taking the AP U.S. History course, and what students can expect from the course.

First, what is AP? AP stands for Advanced Placement and it is exactly that, advanced. It has all of the rigor, the expectations, and the demands of a college level course in American history. It is not a course that can be approached casually, but is one that requires a great deal of concentrated study and extensive reading. This course is designed to provide students with an intense look at U.S. History, impart analytical skills, and prepare them for the AP exam at the end of the year.

At the end of the school year, students will take the AP exam. This is a national exam consisting of a rigorous multiple-choice test, a Document Based Question, and two essays. Students who score a 3, 4, or 5 on the test can receive credit for college courses, from many colleges, without having to take them when they go to college. As an added incentive, the state of Arkansas will grant a weighted grade to all AP students who take the national exam.

This course will be equivalent in content and difficulty to an introductory college course. Successful students have reported to me that they averaged about one hour of study per night, every night of the week. It is very important that your child is able to make the necessary time commitment to ensure his or her success. **If your child is accustomed to making As, he/she will find this course challenging. It is very possible, due the rigor and demand, that he/she might not make an A in this class.**

If you have any questions, please feel free to contact me by email at ronn.atkinson@arkansas.gov

Sincerely,

Ronn Atkinson

Ronn Atkinson, History Instructor

Please sign this letter in the space below indicating that you have read this letter and discussed it with your child/dependent.

Parent/Guardian Signature: _____

Date: _____