

**Advanced Placement United States History**  
**Tulahoma High School**  
**Course Syllabus**  
**Liberty Dickman**  
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**COURSE OBJECTIVES AND EXPECTATIONS:**

Welcome to Advanced Placement United States History! I am looking forward to getting to know each one of you throughout the year as we work our way through the history that shaped modern America. The Advanced Placement program in United States History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials of United States history. The course prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college survey courses. In this pursuit, the acquisition of factual knowledge is the beginning point of the process, not the end. Students will learn to interpret and evaluate the relative significance of primary and secondary source material, and to present their evidence and conclusions in an essay format

The characteristics inherent in the structure of the AP US History course will enable students to do the following:

- Effective use of primary and secondary sources to substantiate interpretations
- Evaluate resource materials
- Participate in groups
- Interpret documentary material, maps, charts and statistical tables
- Examine the way human beings view themselves in and over time
- Investigate space and place
- Explore culture and cultural diversity
- Study individual development & identity
- Study the ideals, principles, and practices of citizenship in a democratic republic
- Evaluate global connections and interdependence
- Analyze the interaction among individuals, groups, and institutions
- Investigate how people create & change structures of power, authority & governance
- Explore the relationships among science, technology, and society
- Describe the economic, political, cultural, and social patterns of modern US history
- Communicate hypotheses, both written and oral, with clarity and precision
- Prepare for the Advanced Placement Exam

## TEXTBOOK

### Course Textbook

The American Pageant, David M. Kennedy, Lizabeth Cohen, and Thomas A Bailey, 16th ed., Wadsworth/Cengage, 2010.

### Supplemental Text:

**\*\*Students are asked to purchase a copy of this book. ISBN –978-078918904-2**  
Newman, Schmalbach—*United States History: Preparing for the Advanced Placement Examination-Amsco 2015*

**\*\*One or more major outside reading assignments will be required, as well as, scholarly essays and primary source readings.**

## IN-CLASS TIMED ESSAYS—Document Based Questions and Free Response Questions

During the course of the year, students are regularly required to write essays in response to document based and free response questions under time constraints. During the first semester, a student may revise and resubmit the essay for reassessment **ONLY** after attending an individual writing conference with Ms. Dickman. This conference must be scheduled and may take place at 7:30 a.m. or 3:20 p.m. During the second semester, students have fewer opportunities for reassessment.

## CLASS RULES

1. Respect the teacher, class, building, and yourself
2. Do not talk when someone else is talking
3. If you don't know Ask
4. Come into class ready to learn

**\*\*Golden Rule:** Do not do anything that will interrupt my teaching and prevent the class from learning.

## Policies you need to know:

1. **Turning in assignments:** When an assignment is given, each student is to turn it in on the due date.

If you do not turn it in:

- a. **For each day it is late there will be 10% taken off the final grade!**
- b. Quality of assignments is important to me, if I feel you did not put your full effort into the assignment I will hand it back to you and have you redo it.(POINTS WILL BE DEDUCTED)

It will be your responsibility to turn in assignments to Ms. Dickman. **“IF I DO NOT HAVE IT, YOU DID NOT TURN IT IN.”**

## **HOMEWORK**

Homework will consist almost exclusively of reading assignments and reinforcing activities, with an occasional outside essay. Students who are having difficulty with the course may need to initiate additional reinforcing activities (optional assignments). As students, you are responsible for completing and mastering assignments on time.

## **MAKE-UP WORK**

Attendance in class is absolutely essential to the successful completion of the course and to the attainment of a passing grade on the National Advanced Placement Examination. Students returning from excused absences are responsible for completing missed in class assignments promptly (within two days).

## **CHEATING**

**Cheating and Plagiarism on schoolwork will result in a zero on the assignment and could result in expulsion from the course.**

## **GRADING**

Tests/Essays: 45%

Quizzes: 20%

Homework: 20%

Class Participation: 15%

### **Grade Scale**

**A 93-100**

**B 92-85**

**C- 84-75**

**D-70-74**

**F 0-69**

## **ADDITIONAL HELP**

The AP experience may place greater demands on students than those to which they are accustomed. It is likely that you will need to meet with the instructor from time to time to overcome problems you are having. I welcome those opportunities to help you one-to-one, and I encourage you to make arrangements to see me if you're experiencing difficulty. Mandatory conferences will be scheduled with those students experiencing significant difficulty.

## **CONFERENCE AVAILABILITY:**

If you would like to schedule a conference with me please contact me at 931-454-2620 or by email at Liberty.Dickman@tcsedu.net and we can set up a time to meet.

## **Thematic Learning Objectives**

1. Identity
2. Work, exchange, and technology
3. Peopling
4. Politics and Power
5. America in the world
6. Environment and geography—physical and human
7. Ideas, beliefs, and culture

### **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.*

**Key Concept 1.1:** Before the arrival of Europeans, native populations in North America developed a wide variety of social, political, and economic structures based in part on interactions with the environment and each other.

**Key Concept 1.3:** Contacts among American Indians, Africans, and Europeans challenged the worldviews of groups.

### **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.*

**Key Concept 2.1:** Differences in imperial goals, cultures, and the North American environments that different empires confronted led Europeans to develop diverse patterns of colonization.

**Key Concept 2.2:** European colonization efforts in North America stimulated intercultural contact and intensified conflict between the various groups of colonizers and native peoples.

**Key Concept 2.3:** The increasing political, economic, and cultural exchanges within the “Atlantic World” had a profound impact on the development of colonial societies in North America.

### **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.*

**Key Concept 3.1:** Britain's victory over France in the imperial struggle for North America led to new conflicts among the British government, the North American colonists, and American Indians culminating in the creation of a new nation, the United States.

**Key Concept 3.2:** In the late 18<sup>th</sup> century, new experiments with democratic ideas and republican forms of government, as well as other new religious, economic, and cultural ideas, challenged traditional imperial systems across the Atlantic World.

**Key Concept 3.3:** Migration within North America, cooperative interaction, and competition for resources raised questions about boundaries and policies, intensified conflicts among peoples and nations, and led to contests over the creation of a multiethnic, and multiracial national identity.

### **Period 4: 1800-1848**

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

**Key Concept 4.1:** The United States developed the world's first modern mass democracy and celebrated a new national culture, while Americans sought to define the nation's democratic ideals and to reform its institutions to match them.

**Key Concept 4.2:** Developments in technology, agriculture, and commerce precipitated profound changes in U.S. settlement patterns, regional identities, gender and family relations, political powers, and distribution of consumer goods.

**Key Concept 4.3:** U.S. interest in increasing foreign trade, expanding its national borders, and isolating itself from European conflicts shaped the nation's foreign policy and spurred government and private initiatives.

### **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.*

**Key Concept 5.1:** The United States became more connected with the world as it pursued an expansionist foreign policy in the Western Hemisphere and emerged as the destination for many migrants from other countries.

**Key Concept 5.2:** Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war.

**Key Concept 5.3:** The Union victory in the Civil War and the contested Reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.

## **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.*

**Key Concept 6.1:** The rise of big business in the United States encouraged massive migrations and urbanization, sparked government and popular efforts to reshape the U.S. economy and environment, and renewed debates over U.S. national identity.

**Key Concept 6.2:** The emergence of an industrial culture in the United States led to both greater opportunities for, and restrictions on, immigrants, minorities, and women.

**Key Concept 6.3:** The “Gilded Age” witnessed new cultural and intellectual movements in tandem with political debates over economic and social policies.

## **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.*

**Key Concept 7.1:** Governmental, political, and social organizations struggled to address the effects of large-scale industrialization, economic uncertainty, and related social changes such as urbanization and mass migration.

**Key Concept 7.2:** A revolution in communications and transportation technology helped to create a new mass culture and spread “modern” values and ideas, even as cultural conflicts between groups increased under the pressure of migration, world wars, and economic distress.

**Key Concept 7.3:** Global conflicts over resources, territories, and ideologies renewed debates over the nation’s values and its role in the world while simultaneously propelling the United States into a dominant international military, political, cultural and economic position.

## **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.*

**Key Concept 8.1:** The United States responded to an uncertain and unstable postwar world by asserting and attempting to defend a position of global leadership, with far-reaching domestic and international consequences.

**Key Concept 8.2:** Liberalism, based on anticommunism abroad and a firm belief in the efficacy of governmental and especially federal power to achieve social goals at home, reached its apex in the mid-1960s and generated a variety of political and cultural responses.

**Key Concept 8.3:** Postwar economic, demographic, and technological changes had a far-reaching impact on American society, politics, and the environment.

## **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.*

**Key Concept 9.1:** A new conservatism grew to prominence in U.S. culture and politics, defending traditional social values and rejecting liberal views about the role of government.

**Key Concept 9.2:** The end of the Cold War and new challenges to U.S. leadership in the world forced the nation to redefine its foreign policy and global role.

**Key Concept 9.3:** Moving into the 21<sup>st</sup> century, the nation continued to experience challenges stemming from social, economic, and demographic changes.