

# **Advanced Placement U.S. History Syllabus**

## **2024-2025**

### ***Karen H. Reeves***

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This course is designed to provide students with a college level study of the political, economic, social, and cultural history of the United States. Specific themes into which each unit of study will be integrated include the unique American culture, its diversity and identity, the influence of American religious beliefs on society, economic transformations, the nature of American politics and citizenship, the traditions of protest and reform, and current trends toward globalization. In addition to the content areas and skills objectives listed below, particular emphasis will be placed on the analysis and interpretation of primary sources, techniques of historiography and research, critical thinking skills, the decision-making model, and organizational/study techniques for the college bound student.

*Students are required to take the AP Exam (digital format).*

#### **Textbooks/Resources**

Goldfield, David, et al. *The American Journey: A History of the United States*. Upper Saddle River, NJ: Prentice Hall Publishers, 2011. [text]  
Dornbush, Krista. *Kaplan: AP U.S. History 2015*. New York: Kaplan, Inc., 2014.  
Ellis, Joseph J. *Founding Brothers*. New York: Knopf Doubleday Publishing, 2002.  
Heffner, Richard D. *A Documentary History of the United States*. 7<sup>th</sup> ed. New York: Penguin Putnam, Inc., 2002.  
Newman, John J. and John M. Schmalbach. *AMSCO: Advanced Placement U.S. History*. 4<sup>th</sup> ed. Logan, IA: Perfection Learning, 2020.

#### **Required Materials:**

- 2" (3 ring) binder + dividers
- Large binder/**filing system (home)**
- Flash/Jump Drive
- 1 Black/navy blue pen (**required for essays!**)
- 1 Red/green pen
- 1 Pencil
- 1 Highlighter
- 1 - Personal planner or planning calendar
- 1 - Inexpensive 3 - hole punch, Tiny Tot stapler

#### **Suggested Materials:**

- Dictionary
- Public library card
- Internet access
- Email account
- Access to Word/Power Point

**Note:** Students who wish to use the Internet at the Burke County Public Library must have a parent complete and sign the designated form at the library.

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**Note: This syllabus is subject to amendment when necessary in order to achieve the objectives as stated above.**

## CONTENT OUTLINE

<b>First Nine Weeks</b>
<b>Historiography</b>
<b>Map Analysis</b>
<b>European Foundations</b>
<b>Writing Workshop</b>
<b>Chapter 1:</b> <i>Worlds Apart</i>
<b>Chapter 2:</b> <i>Transplantation, 1600-1685</i>
<b>Chapter 3:</b> <i>The Creation of New Worlds, 1600-1750</i>
<b>Chapter 4:</b> <i>Convergence and conflict, 1660's-1763</i>
<b>Chapter 5:</b> <i>Imperial Breakdown, 1763-1774</i>
<b>Chapter 6:</b> <i>War for Independence, 1774-1783</i>
<b>Chapter 7:</b> <i>The First Republic, 1776-1789</i>
<b>Chapter 8:</b> <i>A New Republic and the Rise of Parties, 1789-1800</i>

<b>Second Nine Weeks</b>
<b>Chapter 9:</b> <i>Jeffersonian Republicanism, 1800-1824</i>
<b>Chapter 10:</b> <i>The Jacksonian Era, 1824-1845</i>
<b>Chapter 11:</b> <i>Slavery and the Old South, 1800-1860</i>
<b>Chapter 12:</b> <i>The Market Revolution and Social Reform, 1846-1861</i>
<b>Chapter 13:</b> <i>The Way West, 1815-1850</i>
<b>Chapter 14:</b> <i>The Politics of Sectionalism, 1846-1861</i>
<b>Chapter 15:</b> <i>The Civil War, 1861-1865</i>
<b>Chapter 16:</b> <i>Reconstruction, 1865-1877</i>
<b>Chapter 17:</b> <i>A New South, Economic Progression, and Social Tradition, 1877-1900</i>
<b>Chapter 18:</b> <i>Industries, Immigrants, Cities, 1870-1900</i>
<b>Chapter 19:</b> <i>Transforming the West, 1865-1890</i>
<b>Chapter 20:</b> <i>Politics and Government, 1877-1900</i>
<b>Supplemental Reading Project</b>

<b>Third Nine Weeks</b>
<b>Chapter 21:</b> <i>The Progressive Era</i>
<b>Chapter 22:</b> <i>Creating an Empire, 1865-1917</i>
<b>Chapter 23:</b> <i>America and the Great War, 1914-1920</i>
<b>Chapter 24:</b> <i>Toward a Modern America, 1920's</i>
<b>Chapter 25:</b> <i>The Great Depression and the New Deal, 1929-1939</i>
<b>Chapter 26:</b> <i>World War II, 1939-1945</i>
<b>Chapter 27:</b> <i>Cold War at Home and Abroad, 1946-1952</i>

<b>Fourth Nine Weeks</b>
<b>Chapter 28:</b> <i>The Confident Years, 1953-1964</i>
<b>Chapter 29:</b> <i>Shaken to the Roots, 1965-1980</i>
<b>Chapter 30:</b> <i>Reagan Revolution &amp; a Changing World, 1981-1992</i>
<b>Chapter 31:</b> <i>Complacency and Crisis, 1993-2020</i>
<b>Classroom review for AP Exam:</b> TBA
<b>AP Practice Test:</b> TBA
<b>Additional Review Sessions:</b> To be scheduled*
<b>Supplemental Reading Project</b>
<b>APUSH Exam: 5/9** (Friday; 8:00 a.m.)</b>

**\*Practice Test and Review Session dates are subject to change.**

**\*\*The testing date for the AP U.S. History Exam is set by the College Board and can NOT be changed.**

# Expectations and Policies

AP United States History is a challenging course designed to be the equivalent of a freshman college survey course. Emphasis is placed on analytical writing, efficient note taking, critical reading, the use of primary source documents, and active participation in discussion and debate. Students can expect to take notes from lecture, to read roughly 100 pages per week (text, primary sources, supplemental readings), to engage in insightful discussion of the material they have read, and to write approximately one analytical essay every 1 ½ weeks. Study guides or identifications will be issued with each chapter to help students organize their thoughts and identify key concepts and are due completed on the day of the corresponding exam. Each quarter (nine weeks) a major writing project will be due. While procedures are subject to change, students must follow the guidelines which will be issued and discussed in class.

**Note:** Because of the emphasis placed in this course on research and writing, it will be necessary for students to have convenient access to a word processor and the Internet. Those who do not have these available at home should find a reliable source (school, public library, or neighbor) and familiarize themselves with the times these sources are available. This should be done immediately, and, if there are any problems in doing so, please let me know.

**Late Work:** The ability to prioritize your time and meet deadlines is an essential skill for success in college; therefore, **all assignments are expected on the due date. Late papers will receive a grade of “o”** unless there are compelling circumstances, and this instructor agrees in advance of the due date to an extension.

**Makeup Policy:** Students are expected to be present, on time, and prepared for class **every day**. Because of the challenging nature of this course, excessive absences will not be conducive to success. However, should absences be necessary, the following guidelines will apply:

- ✎ Assignments made in advance (as most will be) will be due **the day of the student’s return.**
- ✎ Overnight assignments made the day of the student’s absence will be **due the day following the student’s return.** [Arrangements will be made for extended excused absences the day of the student’s return.]
- ✎ Scheduled presentations, debates, and discussions: An essay on the topic of the presentation or discussion (as assigned by the instructor) will be required. Your presence is essential to your group! Do NOT leave group members without information necessary for their portion of a presentation.

## Quizzes, Tests, and Exams

Students will be tested over material with chapter quizzes, unit tests, and semester exams. Chapter quizzes are generally, though not always, announced and usually follow a matching or identification format. Unit exams consist of a multiple-choice exam and an essay, and are designed to reflect the quality and degree of difficulty found on the AP Exam. All AP students exempt the second semester exam. **All AP students are required to take the AP Exam.**

**Assigned Reading:** Do not fall behind in readings from the text, handouts, or supplemental reading. Organize your time, remain current, and reread material you do not understand, for **you are expected to be able to discuss the material with the class on the day the readings are due.**

**Writing Assignments:** All writing assignments completed outside of class **should be typed and conform to the MLA Style Manual, 7<sup>th</sup> edition.** [MLA guidelines and samples are available on the instructor’s website under **Writing.**]

## Round Table Discussions

Round Tables are designed to provide a forum for the discussion of ideas developed during the reading of assigned primary sources. Guiding questions are most often Socratic in nature, and students are expected to be prepared to participate in every discussion, to assess each participant's contribution, and to respond with a rational argument. ***This is not an opportunity for uninformed debate.***

Grading Policy			
<b>First/Third Quarters</b>		<b>Second/Fourth Quarters</b>	
• Unit Exams	50%	• Projects	15%
• Essays	25%	• Unit Exams	40%
• Discussion, Study Guides, Journals, Quizzes	25%	• Essays	25%
		• Discussion, Study Guides, Journals, Quizzes	20%

**\*\*\*Exams are not to be removed from the classroom without this instructor's permission.\*\*\***

**Attitude:** Your success in this course will depend upon the attitude with which you approach your work. While there will almost certainly be times when you feel overwhelmed and overworked, your persistence will be rewarded with greater knowledge, skill, and confidence in your ability to successfully complete a rigorous college curriculum.

**Contact Information:** *Karen H. Reeves*  
EBA phone: (706) 554-4479  
Personal phone: (706) 871-7091  
EBA email: kreeves@burkeacademy.org  
Personal email: karenreeves51@gmail.com  
Personal webpage: reeveshistorypage.weebly.com

*I understand the above guidelines and agree to fulfill the responsibilities of the AP U.S. History course.*

Instructor: ***Karen H. Reeves***

Student Signature

Date

Parent/Guardian Signature