

APUS History Syllabus
Mrs. Greer

Course Description:

Through the course of the year, you will be required to apply the effort necessary to act as an historian and develop the ability to analyze historical evidence to determine its validity and relevance, identify point of view and the nature of bias, and recognize the necessity of objectivity and authenticity. The methodology of a historian involves skills that are highly transferable—the ability to formulate generalizations, interpret and use data and to analyze and weigh evidence from conflicting sources of information are applicable to many other academic and practical disciplines. It is my intention to communicate to you that a truest study of history involves investigation, analysis, and perspective.

Your Workload:

Solid reading and writing skills, along with a willingness to devote considerable times to work and study, are necessary to succeed. Emphasis is placed on critical thinking skills, essay writing, interpretation of original documents and historiography. With each unit, you are required to read the assigned chapters of the textbook, and take your own notes. Not all of the information you will be held accountable for will be covered within the class lectures.

There will be a focus on strengthening skills in taking objective exams, writing clear and compelling essays and doing research and analysis of historical data. Therefore, regular study, frequent practice in writing, historical analysis, class discussion, and study/review/ and test taking strategies are major elements of the course.

To be clear, you will have homework every night, and over vacations. Expect to devote one hour outside of class each day to APUS History.

Grading, Evaluations and Assessments:

After each unit of study there will be an exam. The exam will be formatted to simulate the multiple-choice and free response questions on the AP Exam. In addition to the exams, quizzes are used to measure your understanding of the reading material. DBQ essays, projects, and presentations will be assigned in each unit of study also. The grades are based on the following formula, although some flexibility is needed depending on the circumstances:

- **Exams** – 40% - 2 parts – 2 the class periods to complete
 - Day 1 – 50 multiple-choice
 - Day 2 – the choice between 2 thematic essays
 - Exams will be graded by a rubric modeled on the AP History Exam
- **Quizzes** – 10% - 2 forms – 15 minutes to complete
 - 10 multiple-choice
 - Short mini-essay –for these, you will be allowed to use your notes
- **Essays, Projects, and Presentations** – 30%
 - Assignments will vary within each unit of study
- **Notes** – 20%
 - Notes will be checked on a rotating basis for completion
 - If **at any time**, I suspect that your note taking has fallen behind, I will collect your notebook for grading.

***Note – Grades will be “bumped” on a quarterly basis with a 1.05 multiplier.**

What you need:

- Binder
- Notebook (with lots of paper)
- 5 dividers

Finding me: I'm available periods 3, 4, sometimes 5 (my lunch), and afterschool. If you need to speak with me, see me during those times. If you're not available, see me about making an appointment.

Textbook:

Henretta, James A., David Brody and Lynn Dumenil. *America's History*. Boston: Bedford/ St. Martin's, 2008.

Supplemental Readings: Portions of the following books will be used to supplement class discussions. Other readings may be added as the school year moves forward.

Boller, Paul F., and Ronald Story, eds. *A More Perfect Union: Documents in U.S. History, Since 1865*. Boston: Houghton Mifflin College Div, 1995.

Courvares, Francis G., Martha Saxton, Gerald N. Grob, and George Athan Billias, eds. *Interpretations of American History*. 8th ed. 2 vols. Boston: Bedford/St. Martin's, 2009.

Davidson, James West, and Mark H. Lytle. *After the Fact: The Art of Historical Detection Vol 1*. New York: McGraw-Hill Humanities/Social Sciences/Langua, 1999.

Johnson, Michael P. *Reading the American Past, Volume I: To 1877 Selected Historical Documents*. 4th ed. 2 vols. Boston: Bedford/St. Martin's, 2008.

Loewen, James W. *Lies My Teacher Told Me: Everything Your American History Textbook got Wrong*. New York: Simon & Schuster, 1996.

Unger, Irwin, and Robert R. Tomes, eds. *American Issues: A Primary Source Reader in United States History*. 3rd ed. 2 vols. Upper Saddle River, NJ: Prentice Hall, 2002.

Woy, Jean L., ed. *American Spirit: United States History as Seen by Contemporaries*. Boston: Houghton Mifflin, 2002.

