

A.P. and Dual Credit U.S. History
HIST 1302-1302
Sharon Romero
Room 215

Contact Information: sromero@argyleisd.com or sromero@nctc.edu

Course Description:

This is a college level course and consists of a general survey of American history from the earliest discovery period through the Civil War and Reconstruction during the Fall semester and a general survey of American history from 1865 to present day during the Spring semester. This course is required for college graduation from all Texas state colleges and universities and teacher certification in the state of Texas. This course is designed to prepare students for the AP U.S. History exam.

Textbook and additional readings: The text used for this class is *America: A Narrative History, 7th Edition*, Eds. Tindall and Shi, Norton and Company, New York, 2007. You may purchase this text at the NCTC bookstore or order the book online. If you have trouble obtaining a copy of the text, please let me know ASAP!
Additional primary source readings will be available on my web page or in class.
Students are responsible for ALL assigned readings prior to the beginning of the class period.

Learning Outcomes (Fall Semester)

- 1) Describe Native American, African, and European culture before the 1492 Moment.
- 2) Identify and describe the European background that stimulated interest in discovery, exploration, and the establishment of colonial claims in the Americas.
- 3) Compare & contrast the New World settlements of the Spanish, French, and English.
- 4) Describe colonial society on the eve of revolution.
- 5) Interpret the developments of British colonial policy in North America and assess the colonial responses to British policy.
- 6) Identify and describe how Americans won their independence from England and assess the problems operating our government under the Articles of Confederation.
- 7) Explain the philosophy, plans, and compromises that created our U. S. Constitution and identify the problems that President George Washington's administration faced as the first federal government.
- 8) Differentiate between Jefferson's Democratic Republican Party and Hamilton's Federalist Party.
- 9) Describe the internal and external threats against Jeffersonian Democracy, which culminated in the War of 1812.
- 10) Assess the impact of the cotton and slavery markets on the economic development of the U. S.
- 11) Examine the controversies that embroiled the Northeast, the South, and the West in sectional disputes during the 1820's and 1830's.
- 12) Differentiate between the issues of states' rights and strong central government.
- 13) Critically analyze the administration of Andrew Jackson.

- 14) Identify the reasons for the great surge of expansion that occurred between 1830 and 1850.
- 15) Compare and contrast the political, social, and economic events between 1850 and 1860 that led to the secession of the Southern Confederacy.
- 16) Analyze the Civil War in terms of its political, economics, social, and military impact.
- 17) Research and compose an essay assignment/argument using proper grammar/English and basic computer skills.

Learning Outcomes (Spring Semester)

- 1) Explain the strategies used to implement reconstruction and analyze its effects upon the South.
- 2) Examine the conquest of the Plains Indians and the impact of the frontier's closing.
- 3) Discuss the impact of industrialism on American life, particularly on labor, immigrants, and social reforms.
- 4) Analyze America's imperialism movement, discuss its impact on the Spanish-American War.
- 5) Analyze the Progressive Movement including muckrakers, and assess the political, social and economic reforms at the turn of the century.
- 6) Examine the causes of America's entry into World War I, and assess the impact.
- 7) Compare and contrast the social, intellectual, and economic attitudes of the Roaring Twenties.
- 8) Analyze the administrations of the 1920's: Harding, Coolidge and Hoover.
- 9) Examine the causes & effects of the Great Depression in the 1930's.
- 10) Analyze and assess President Roosevelt's New Deal policies.
- 11) Explain the rise of fascism/totalitarianism in Europe and Asia, and America's entry into World War II.
- 12) Examine FDR's leadership before and during World War II, and assess its influence on post-war decisions.
- 13) Discuss the emergence of the Cold War between the U.S. and Russia in the Truman and Eisenhower administrations.
- 14) Analyze and assess the social and economic impact of the Kennedy and Johnson administrations.
- 15) Identify the causes and effects of the war in Vietnam & Watergate.
- 16) Identify the social, political and economic problems/successes experienced by U.S. Presidents in the latter half of the 20th century.
- 17) Research and compose an essay assignment/argument using proper grammar/English and basic computer skills.

Grading Policy and Procedure:

Graded Assignments and Activities:

1. **Weekly quizzes:** These quizzes are based on the assigned text readings.
2. **In-Class Essays:** These essays are based on the primary source readings, to be written in class, and are based on the documents based questions (DBQ) from the AP U.S. History Exam.
3. **Semester Research Project**—TBA

4. **Six-week exams:** At the end of each six weeks, students will take an exam based on material covered during that six weeks. This exam is not cumulative and consists of multiple choice, matching, and short answer.
5. **Final semester exam:** This exam is cumulative and is modeled on the A.P. U.S. History Exam.

Weekly Quizzes	15%	A—90-100%
In-Class Essays	15%	B—80-89%
Research Project	25%	C—70-79%
Six Week Exams	25%	D—60-69%
<u>Final Exam</u>	<u>20%</u>	F—59% or below
Total	100%	

Scholastic dishonesty shall include, but not be limited to cheating on a test, plagiarism, and collusion. Any form of scholastic dishonesty will result in an automatic zero on the assignment.

Classroom Policy and Procedures:

1. **Mutual Respect Clause:** Each student is expected to be respectful at all times toward other students and the instructor. History innately lends itself to animated discussion and debate. We will agree to disagree agreeably at all times.
2. **Attendance/Make up Work Clause:** All students are expected to come to class for each class meeting. It is the student’s responsibility to inform me if they must miss class. It is the student’s responsibility to make up all missed assignments within one week of the scheduled assignment or receive an automatic zero on the assignment. It is the student’s responsibility to schedule a time to make up all missed work.
3. **Weekly schedule:** Each student will be provided with a detailed weekly schedule. This schedule may also be accessed through my Argyle ISD web page.
4. **Preparation for the AP U.S. History Exam:** Throughout the Spring semester, I will offer opportunities to prepare for the exam such as study groups and practice exams. If you are taking the exam, these meetings will be mandatory.
5. Additional procedures will be discussed during the first few days of class.

Additional information: I expect to meet with all parents of AP and Dual Credit students during the scheduled open house. It is essential that all parents attend the open house to further discuss this class and preparation for the AP exam. Any additional information will be provided to each student as needed. Check my web page on a regular basis for additional info.

I look forward to a great year!