

KAP AMERICAN HISTORY SYLLABUS

Buckeye Valley High School

Instructor: Mr. Joseph

2013-2014

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KAP History is a challenging course that is meant to be the equivalent of Kenyon College courses numbered 101 and 102. With a C or better (and payment of fees) a student can earn up to eight semester hours of college credit. Emphasis of the class is on critical and evaluative thinking skills, essay writing, interpretation of original documents, and historiography (the study of techniques used in historical research). One of the main goals of the class is to identify large themes that existed and evolved to give us our American culture. This course is a thematic survey of American History including lectures, discussions, readings, and etc. that will examine the rich American history of our country.

The class will have a primary text and many supplemental readings. Pay special attention to the calendar for due dates of the readings for these supplementals. In addition to in class documents, you will be asked to read whole or in part three books during each nine weeks. Some of these books you will be asked to buy.

In addition, I am asking that all students keep a writing portfolio this year. This will entail a copy of all of your written work (prior to grading). This portfolio will be turned into Kenyon professors for review and to evaluate the class. In other words, you will always turn in two copies of your work.

One special requirement of the class is to stay on top of your reading. You will find this is probably the most difficult part of the class. You will be given a calendar for each nine weeks that gives you specific due date so there is never a question on when things are due. Hence, no late work will be accepted. The key for doing well in this course is understanding that history is not dead – it constantly affects your reality and it is dead, we are all affected by the ghosts of the past!

Two special objectives of the class:

- a.) Show mastery of broad body of historical knowledge.
- b.) Demonstrate the use of your historical thinking skills.
- c.) To develop a college-level writing style.

TIMELINE OF INSTRUCTION – A GENERAL TOPIC LIST FOR EACH QUARTER
(You will receive a more specific calendar on the first day of each nine weeks)

Semester One/Quarter One

“What are the foundations of American Democracy? Who influenced the creation of the American mosaic?”

Topics: Introduction to the course
Discussion of historical thinking skills
Age of Exploration
The Colonial Period
Development of the Revolution
From the Articles to the Constitution
Two Nations – North vs. South (Antebellum Period)

Semester One/Quarter Two

“How did the questions of race, gender, and class lead to an almost irreparable division of the American Union? What were the consequences of these actions?”

Topics: Slavery in the South
The Civil War
Abolition and the Women’s Movement
Reconstructing the Union
The Political Experience

Semester Two/Quarter Three

“How did the nation respond to the division that was brought by the Civil War? How did the nation expand and at what cost? What roles did economics have in rebuilding and expansion process? How does economics affect the concept of American Freedom?”

Topics: Populism and the Gilded Age
Expanding the Nation
Progressivism
World War One
The Great Depression
World War Two

Semester Two/Quarter Four

“How does the second half of the 20th century put into question our concepts of democracy and freedom? Have democratic freedoms been expanded or denied as Americans influence the world? Is the United States still the most powerful country in the world?”

Topics: The Cold War
The Beat Generation and the 1950’s
Vietnam and the Hippies

Civil Rights
Political Turmoil
Popular issues today

GRADING: Grading will be weighted each nine weeks and you will be told prior to the nine weeks any changes. For the first nine weeks, the following will be used:

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| Tests | 50% |
| Papers | 40% |
| Homework | 10% |

WRITING STYLES: Two good websites for American History research and writing information are:

www.bowdoin.edu/writing-guides/
<http://owl.english.purdue.edu/owl/section/2/>

All other matters of style must conform to the *Chicago Manual of Style* (14th ed.) or *A Manual for Writers of Term Papers, Theses and Dissertations* (6th ed.) by Kate L. Turabian.

ACADEMIC HONESTY: I expect all you to adhere to the highest standards of academic and personal honesty. Plagiarism (representing someone else's work as your own), cheating, and other examples of dishonesty will not be tolerated.