

Honors United States History Syllabus

2016-2017

Welcome to U.S. History with Mr. L!

Mr. Leibensperger
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Dear Honors U.S. History Student,

Congratulations! You are about to embrace a fascinating topic of the utmost importance. Do you ever wonder how our country got to the state it's in today? Why is our society the way it is? When the United States was at its most prosperous, especially for middle class people, what conditions caused it? Could we recreate it? How and why did the United States come to have the most powerful military with hundreds of bases all over the planet? Are the tensions between African American communities and the police a new problem, or does it have a long impactful past? Has support for ideas represented by Donald Trump just recently become popular, or have these ideas had a continuous presence in the U.S.? What are the big forces at play that have been affecting life for the past decades and centuries that are still at play and continue to affect you as an individual? History helps us struggle towards the truth.

Of course this class is a graduation requirement. But it also provides us with insight into the way things are, how things can be changed, and how things may be in the future. In order to understand the present, you must know what led up to it. Historical events are like boulders tossed into lakes with ripple effects that cannot begin to be felt or understood until long after the events. This goes for countries. This also goes for you, personally. The events you experience and actions you take in your present can ripple for the rest of your life.

In our ever-changing and increasingly global and shrinking society, it is to your benefit to be as informed as possible to develop your own views and ideas, and not be easily swayed by other people's opinions, perceptions, or prejudices. For example: "I hate Hillary Clinton." "Why?" "Because my dad does." You will learn to see and understand that events and social developments have causes and consequences that affect you. And then you will be able to make informed judgments about the direction of your community, country, and especially yourself.

Remember, history is nothing more than fact as interpreted or presented by an individual. We will learn to gain perspective on the events of the past, so as to make responsible actions in situations that are yet to come. You will become a reader, an interpreter, and a participant in history. This is why we study our past, in order to prepare for our future.

Best wishes for a successful year,

Mr. Leibensperger

COURSE TOPICS

Generally speaking, our course will be taught chronologically and will address the following topics.

1. U.S. Geography
2. The Gilded Age
3. The Progressive Era
4. Age of Imperialism
5. World War I
6. The Roaring 1920s.
7. The Great Depression and New Deal
8. World War II
9. The Early Cold War at Home and Abroad
10. The Civil Rights Movement
11. The Late Cold War at Home and Abroad
12. The Modern Era

COURSE THEMES

1. Ideas, Beliefs and Cultures –
How have America's moral, philosophical, and cultural values changed or remained continuous through U.S. history? How have these values affected human beings?
2. Politics and Power –
How has the federal government's role in American social, political, and economic life expanded over time? Who holds political power? Who's excluded? How and why?
3. American in the World –
How has the U.S. shaped the world? How has the U.S. been shaped by the world?
4. Work, Exchange, Technology –
How have patterns of labor, trade, transportation, markets, economies, and emerging technologies affected American society?
5. Environment and geography –
How have Americans shaped or manipulated the environment to meet their needs or to create wealth? How have environmental conditions and geography shaped American life?

GRADING POLICY (I don't give grades – you earn them!)

- **Formative assignments (classwork, homework, some projects) – 40% of your quarter grades.**
- **Summative assignments (quizzes, tests, some projects) – 60% of your quarter grade.**
- **The Final Exam counts as 10% of the final course grade.**

“Summative” assignments are worth 1.5 times more than the “Formative” assignments. All assignments will have a specific point value. Major tests and quizzes may be curved. You may be offered extra credit on a case-by-case basis at the teacher's discretion, but only after all other graded assignments have been completed for that marking period

NOTE: Inappropriate classroom behavior may negatively affect your grade and will be noted on all grade reports.

LATE WORK POLICY

Assignments will be given a due date and will be due on that date, whether it is homework, a project, a paper, etc. Assignments that are due at the beginning of class will be considered late if turned in by the end of class.

I accept late work at reduced credit. **The maximum a student can earn on a late assignment is 50% F.**

While a 50% is better than a 0%, students who consistently turn in late work are likely to fail this course. Late work turned in after the end of the interim/marketing period will not be accepted.

If a student has an excused absence the day on the due date or when the assignment was assigned, the due date will be adjusted by the number of days missed. For example, if a student is absent for two days and the assignment was originally due on Wednesday, the due date will be adjusted by two days for the student and the new due date would be Friday. **It is the student's responsibility to obtain missed assignments.** All work from absences must be made up and completed. I follow the procedures for grading and reporting of grades as set forth by CCPS. .

ACADEMIC & BEHAVIORAL EXPECTATIONS

You have been a professional student for pretty much your entire life. It would be insulting for me to spell out how you should behave in a classroom. That said, to you I pledge my best efforts in helping you reach your potential as a student in my class and with your overall education. In return I expect you to provide me with your best resilient effort. Overall, what I need from you is respect for yourself and your work and for others and their work. As my student, you are my first priority and I encourage you to come to me with any questions, concerns, or problems you may have regarding this class or assignments. I am available after school or during SET time, by appointment, for additional assistance on coursework. Please maintain a strong work ethic. If you're failing or displeased with your grade and seek me the week before the marking period is over to ask for extra credit or to turn late assignments, I will not help you.

ELECTRONIC DEVICE POLICY

Electronic devices such as cell phones need to be silent (or powered off) and away during class. If I see the device, even if it is off, it will be considered a violation. The first violation will result in a verbal warning. The second violation will result in lunch detention, third violation – after school detention. During class, there will be times when I ask you to use your electronic device for light research, and this academic device use will be acceptable and encouraged.

TARDINESS POLICY

Your first and second latenesses without a valid pass will result in verbal warnings, third lateness – lunch detention, fourth lateness, after school detention. I understand sometimes life happens and you will might late, that is okay, hence the two warnings. If you need to use the restroom or go to your locker before class begins, come to class first to let me know, and you'll get a pass.

HONOR CODE

Plagiarism, cheating, and copying graded work from another student will not be tolerated. Plagiarism is failing to cite sources or information you gained from others' work, including the internet (writing “I got it from Google” is unacceptable). Copying notes from a classmate is one thing, but passing off others' work as your own or sharing/receiving answers is complete laziness and will not help you at any point in your life. By signing this syllabus and returning it to Mr. L for your first class grade, you agree to abide by the CCPS a Code of Academic Honesty.

SUPPLIES NEEDED

You will need to bring the following to class everyday:

- Asturdy one inch Three-Ring Binder with filler paper.
- Something to write with (please, no neon or “hot” colors)
- Highlighter
- A positive attitude and strong work ethic

Again, welcome to the school year and our Honors U.S. History class. With your cooperation, enthusiasm, and ideas, this will be a very interesting and enjoyable year.

Please return to Mr. Leibensperger for your first HONORS U.S. assignment:

I have reviewed and accept the Honors U.S. History course syllabus and agree to abide by the Honor Code during the course.

“As a member of WMHS I will neither give nor receive assistance on this assignment and pledge to uphold the WMHS Honor Code. I will maintain academic integrity through honesty, responsibility, and respect.”

Student Signature

Date

Student Printed Name

3-Ring Binder

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I have reviewed Mr. Leibensperger’s Honors U.S. History course syllabus.

Parent/Guardian Signature

Date

Parent/Guardian Printed Name

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