

THE UNITED STATES SINCE 1877

Syllabus (Sample)

This course is given in cooperation with the Early College Experience Program at the University of Connecticut
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Course Description:

Three credits.

United States Since 1877 surveys political, economic, social, and cultural developments in American history from 1877 to the present.

Course Objectives:

The UConn ECE United States since 1877 course seeks to provide the student with a detailed critical and analytical survey of the history of the United States since 1877. Secondly, the course exists to produce a student who will develop and ultimately obtain active collegiate level study, writing, and reading skills. Lastly, the course also intends to prepare students for the UConn ECE HIS 1502-805D exam and subsequent UConn credit.

Required Text:

David Edwin Harrell, *et al. Unto a Good Land: A History of the American People*. Wm. B Eerdmans Publishing Co. – print edition

Secondary Texts:

Unger, Irwin and Tomes, Robert R. *American Issues: A Primary Source Reader in U.S. History*. Upper Saddle River: Prentice Hall, 1999.

Selected handouts.

Class Requirements/Expectations:

This UConn ECE course, The United States to 1877, is meant to be the equivalent of the freshman level course offered at UConn. Consequently, it will require college level effort. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study will be the prerequisite of success. While the reading and writing load is considerable, it is certainly worthwhile.

It is expected that all the students in the class understand and abide by the following policies:

- Students must complete all assigned readings and be prepared to discuss the readings in class. It is assumed that students are taking notes on all readings.
- All work must be original.

- Students are expected to take notes in class.
- Students are expected to be punctual and prepared for the day's topic.
- Papers may not be handed in via e-mail, except in extreme circumstances.
- Computer related excuses for late work will not be accepted
- Official due dates for material will be handed out as the course proceeds.
- Cheating and plagiarism will result in an immediate zero for the affected coursework.
- Students who need additional help may set up a meeting to take place during school hours or immediately before or after school hours.

Grading Policy:

Grades are calculated on the basis of points. Tests have a greater point value than homework. At the end of each semester, a student's grade is calculated by dividing the points earned by the total points possible. (e.g.: If a student earns 80 points out of a possible 100 pts., the score is an 80 %).

1. Participation/organization/preparation-make up approximately 5% of grade. This portion of the grade consists of your daily "readiness" for the class time, including-but not limited to-being on time for class, offering meaningful discussion and/or written work in class, being an asset to others during the class, as well as abiding by school policies such as dress code, behavior, etc.
2. Writing assignments and quizzes are approximately 45% of grade. All writing assignments must be typed and turned in at the beginning of class on the assigned due date. Deductions of one letter grade per day will be applied to late assignments. Do not email assignments unless you have problems printing your assignment and have prior approval from the teacher.
3. Tests and the final exam make up approximately 50% of grade. The final exam is a cumulative exam given by the instructor.

*** Please note that your CHS grade and UConn grade differ. Your CHS grade is determined by CHS, your UConn course grade is determined by the grading rubric set by the University department.**

Make-up Work Policy:

According to school policy, "A student will have 1 school day for every day missed to a maximum of 5 school days to complete make-up work not given prior to absence." If a student is going to miss only a partial day, the work for this course is considered due and a zero will result if not turned in before the beginning of class.

Course Content and Outline:

Unit 1 – Weeks 1-3

Chapter 17: Remaking the Trans-Mississippi West

- Primary Sources
Helen Hunt Jackson, from *A Century of Dishonor* (1881)
Tragedy at Wounded Knee (1890)

Chapter 18: The New Industrial Order

- Primary Sources
Progress and Poverty (1879)
The Gilded Age (1880)
Ida B. Wells-Barnett, from *Looking Backward* (1888)

Chapter 19: Modern Industrial City 1850-1900

- Primary Sources
Charles Loring Brace, “The Life of the Street Rats” (1872)
How the Other Half Lives (1890)
Jane Addams, *Twenty Years at Hull House* (1910)

Unit 1 Test

Unit 2 – Weeks 4-5

Chapter 20: Post-Civil War Thought and Culture

Chapter 21: The Politics of the Gilded Age

Chapter 22: Imperialism – Expansion and Empire (1865-1900)

- Primary Sources
Josiah Strong, from *Our Country*
The Spanish American War (1898)
William McKinley, “The Decision on the Philippines” (1900)
The Boxer Rebellion (1900)
Theodore Roosevelt, Third Annual Message to Congress (1903)

Unit 2 Test

Unit 3 – Weeks 6-8

Chapter 23: The Values and Ideology of Progressivism (1900-1917)

- Primary Sources

Lincoln Steffans, from *The Shame of the Cities* (1904)

Chapter 24: Progressivism in American Politics 1901 to WWI

- Primary Sources
Eugene V. Debs, "The Outlook for Socialism in the United States" (1900)
Theodore Roosevelt, from *The New Nationalism* (1910)
Woodrow Wilson, from *The New Freedom* (1913)

Chapter 25: The United States in World Affairs & World War I (1900-1920)

- Primary Sources
American Troops in the Trenches (1917)
Eugene Kennedy, A "Doughboy" Describes the Fighting Front
An Official Report
Woodrow Wilson, The Fourteen Points (1918)

Unit 3 Test

Unit 4 - Weeks 9 - 11

Chapter 26: The Decade of the 1920s

- Primary Sources
National Origins Quota Act, 1924

Chapter 27: The Great Depression and the New Deal

- Primary Sources
Herbert Hoover, Speech at New York City (1932)
FDR's First Inauguration Speech (1932)
Share the Wealth
Father Charles E. Coughlin, "A Third Party" (1936)

Chapter 28: Depression Decade - The Culture and Thought of the 1930s

Unit 4 Test

Unit 5 - Weeks 12-14

Chapter 29: America and World War II: foreign and domestic policy issues

- Primary Sources
Franklin D. Roosevelt, The Four Freedoms (1941)
Franklin D. Roosevelt, Annual Message to Congress (1941)

Japanese Relocation Order, February 19, 1942

Chapter 30: America After World War II: Cold War in the Truman Years

- Primary Sources
 - George F. Kennan, "Long Telegram" (1946)
 - George Marshall, The Marshall Plan (1947)
 - Containment (1947)
 - Harry S. Truman, The Truman Doctrine (1947)
 - Joseph R. McCarthy, from Speech Delivered to the Women's Club of Wheeling, West Virginia (1950)

Chapter 31: Eisenhower Republicanism and the Fifties

- Primary Sources
 - Brown v. Board of Education* (1954)
 - Ladies Home Journal, "Young Mother" (1956)
 - The Feminist Mystique

Unit 5 Test

Unit 6 - Weeks 14-16

Chapter 32: The Climax of Liberalism in the Sixties and Seventies

- Primary Sources
 - The Civil Rights Act of 1964

Chapter 33: The Liberal Hour: Politics in the Sixties

- Primary Sources
 - John F. Kennedy, Inaugural Address (1961)
 - John F. Kennedy, Cuban Missile Crisis (1962)
 - The Tonkin Gulf Incident (1964)
 - Vietnamization (1969)
 - Lyndon Johnson, The War on Poverty (1964)

Chapter 34: Politics from Nixon to Reagan

- Primary Sources
 - House Judiciary Committee, Conclusion on Impeachment Resolution (1974)
 - Roe v Wade* (1973)
 - Jimmy Carter, The "Malaise" Speech (1979)

Unit 6 Test

Unit 7 - Weeks 17 - 18

Chapter 35: A Turn to the Right: The Reagan and First Bush Presidencies

Ronald Reagan, First Inaugural Address (1981)
Ronald Reagan, Address to the National Association of Evangelicals
(1983)

Chapter 36: The Politics of Equilibrium: The Clinton and Bush Presidencies

- Primary Sources
George Bush, Address to the Nation Announcing Allied Military Action in
the Persian Gulf (1991)

Chapter 37: American Society in the New Millennium

Review for Final Exam

Final Exam