

HIST 1501: United States History to 1877  
Mrs. Shannon Curioso  
Wheeler High School  
Fall 2018



This course is given in cooperation with UConn Early College Experience: [www.ece.uconn.edu](http://www.ece.uconn.edu)

**Contact Information:**

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**Course Description:**

UCONN Early College Experience, 3 Credits

*Students who earn a passing grade, yet score below a 73 will not receive credit from UCONN, but will still receive credit from Wheeler High School.*

UConn ECE United States History to 1877 surveys the political, economic, social, and cultural developments in American history through the Civil War and Reconstruction.

**Course Objectives:**

This UConn ECE course offers students the opportunity to develop and enhance their previous knowledge of United States History with a more acute study and analysis of various materials, especially primary sources from Colonial America through the Reconstruction Era. Students will be required to read multiples sources in a short period, and to write historical analysis/critical response papers on a frequent basis. There will also be tests, quizzes, and research assignments throughout the year. As this is a UCONN course it will require college level effort. Students must be prepared for and actively participate in class on a regular basis. Throughout this course, students will hone their critical thinking, reading, writing, speaking, problem-solving and test-taking skills.

Wheeler High School Academic Expectations met by this course:

- **Analysis** • Collaboration • Communication • Literacy

**Course Texts/Readings:**

Faragher, John Mack. *Out of Many: A History of the American People*. 4th ed. Upper Saddle River, NJ: Prentice Hall, 2005.

*Selected Readings from:*

Faragher, John Mack. *Out of Many: Documents Workbook*. 5th ed. Upper Saddle River, NJ: Prentice Hall, 2007.

Kennedy, David M., ed. *The American Spirit*. 11<sup>th</sup> ed. Vol. 1. Boston: Houghton Mifflin, 2006.

*Sourcebook and Index: Documents That Shaped the American Nation*. Oxford University Press, 1999.

Documents in United States History. CD-ROM. Upper Saddle River, NJ: Prentice Hall, 2005.

**Recommended Websites:**

100 Milestone Documents - <https://www.ourdocuments.gov/>

Connecticut History - <https://connecticuthistory.org/>

Gilder Lehrman Institute of America - <https://www.gilderlehrman.org/>

Library of Congress - <http://memory.loc.gov/>

National Archives - <http://www.archives.gov/>

University of Houston, Digital History - <http://www.digitalhistory.uh.edu/>

*\*The textbook, Out of Many, will be used for class discussions and varied assessments within each unit. Primary source readings will be used for close-reading assignments, class discussions, as well as historical analysis and critical response papers.*

### **Course Policies and Expectations:**

**Participation:** Students must complete all assigned readings and be prepared to discuss the readings in class. Students are expected to take notes in class, and to annotate and/or take notes on all readings.

Students must be respectful of each other, of me, and of classroom property. Comments, ideas, opinions and questions are welcomed and encouraged; just make sure that they are appropriate. *Wheeler High School's bullying policy can be found on pages 39 - 45 in the Student Handbook.*

**Attendance/Tardy Policy:** Please arrive to class prepared and on time. *Wheeler High School's tardy/attendance policy can be found on pages 12 – 15 in the Student Handbook.*

**Cell Phones:** Students should keep cell phones off and away at all times unless I tell you otherwise. If I see or hear a cell phone in my classroom, I will confiscate it for the period. *Wheeler High School's Bring Your Own Device policy can be found on pages 24 - 26 in the Student Handbook.*

**Late Work Policy:** All assignments are due in class on the assigned due date. Late work can be handed in for half credit no more than 2 days after the due date. After two days, late work will not be accepted. Papers and Projects are penalized 10% every day that they are late. Computer excuses for late work will not be accepted. There will be no exceptions to this rule except in genuine emergencies.

**Absences:** If you miss class for any reason (illness, fieldtrip, etc.), it is your responsibility to find out what you missed in class; this includes getting a copy of any missed notes and/or handouts. If you know in advance that you are going to miss class, you should talk to me before your absence to help ensure a smoother return to class.

Missed work due to an absence must be completed within a responsible amount of time upon your return to school. It is your responsibility to schedule make-up work. If missed work is not completed within a responsible amount of time, you will receive a zero for the assignment. Make up assessments such as tests and quizzes may be in a different format from the original assessment to protect the integrity of the assessment. When you schedule to make up the assignment, I will alert you to any changes in format. Additionally, because some class assignments are impossible to replicate, they will be altered so that you can receive a grade for the assignment

**Academic Integrity:** All work must be original. Cheating or plagiarism will result in an immediate zero for that particular work. *Wheeler High School's Academic Integrity policy can be found on pages 21 - 22 in the Student Handbook.*

**Extra Help:** Students who need additional help may set up a meeting during school hours, before or after school.

**Course Grading:**

*Point values are per assignment.*

- Homework/Classwork: 10 – 20 points
- Participation – 50 points (per quarter)
- Analysis Papers/Quizzes: 50 points
- Papers/Projects/Tests: 100 points

*Your high school grade and UConn grade will differ. It is possible that two different grades can be awarded for the same course. Your high school grade is composed of all graded assignments. Your UConn grade is determined by quizzes, papers, projects and tests.*

Official due dates will be identified on assignments as they are given. Grades will be updated weekly on PowerSchool. I do not offer “extra credit” assignments.

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**Course Schedule:**

*(Semester 1)*

**Introduction to United States History to 1877**

August 22, 23

introductory materials for students

August 24

presentation of summer work

**Unit 1 – Founding the New Nation**

- **A Continent of Villages, to 1500**

August 27 – 31

Readings: *Out of Many*, Chapter 1

*The American Spirit:*

1- A1: Visualizing the New World (1506 – 1510)

- **When Worlds Collide, 1492 - 1590**

September 4 – 7

Readings: *Out of Many*, Chapter 2

Documents in United States History:

1-2: Christopher Columbus, Letter to Ferdinand and Isabella of Spain (1494)

*Out of Many* Documents Workbook

2-3: A Shipwrecked Spaniard Writes of His Incredible Journey through North America from 1528-1536

- **Planting Colonies in North America, 1588 - 1701**

September 10 – 14

Readings: *Out of Many*, Chapter 3

Documents in United States History:

2-6: The Taking of the Fort at Mystic: A Brief History of the Pequot War  
*The American Spirit:*

2-A1: The Starving Time (1609)

3-A2: Framing the Mayflower Compact (1620)

3-B2: Anne Hutchinson Is Banished (1637)

3-C1: The Blue Laws of Connecticut (1672)

4-D3: The Salem Witchcraft Hysteria (1692)

- **Slavery and Empire, 1441 - 1770**

September 17 – 21

Readings: *Out of Many*, Chapter 4

Documents in United States History:

2-13: Gottlieb Mittelberger, The Passage of Indentured Servants (1750)

*The American Spirit:*

1-C3: A Young African Boy is Taken into Slavery (c.1735)

4-C1: The Conscience of a Slave Trader

4-C2: The Stono River Rebellion in South Carolina (1739)

- **The Cultures of Colonial North America, 1700 – 1780**

September 24 – 28

Readings: *Out of Many*, Chapter 5

Out of Many Documents Workbook

5-2: A Boston Woman Writes about Her Trip to New York in 1704

5-3: A Swedish Visitor Tells About Philadelphia, 1784

*The American Spirit:*

5-A1: Benjamin Franklin Analyzes the Population (1751)

- **From Empire to Independence, 1750 – 1776**

October 1 – 5

Readings: *Out of Many*, Chapter 6

Documents in United States History:

4-6: The Boston “Massacre” or Victims of Circumstance (1770)

*The American Spirit:*

7-B3: Connecticut Decries the Boston Port Act (1774)

7-C4: Two Views of the British Empire (1767, 1775)

8-B1: Thomas Paine Talks Common Sense (1776)

## Unit 2 – Building the New Nation

- **The American Revolution, 1776 – 1786**

October 9 - 12

Readings: *Out of Many*, Chapter 7

Documents that Shaped the American Nation:

From Abigail Adams, *Letter to John Adams* (1776)

Articles of Confederation (1778)

The Constitution of the United States (1787)

Out of Many Documents Workbook:

7-2: Congress Decides What to Do with the Western Lands, 1785.

*The American Spirit:*

8-B3: Thomas Jefferson's Declaration of Independence (1776)

9-C2: Alexander Hamilton Scans the Future (1787)

9-D1: A Delegate Fears for the Little People (1788)

- **The New Nation, 1786 – 1800**

October 15 – 19

Readings: *Out of Many*, Chapter 8

Documents in United States History:

7-8: George Washington, Farewell Address (1796)

7-9: The Alien and Sedition Acts (1798)

*The American Spirit:*

10-A2: Alexander Hamilton Versus Thomas Jefferson on Popular Rule  
(1780s – 1820s)

10-A3: The Clash over States' Rights (1780a – 1820s)

- **An Agrarian Republic, 1790 – 1824**

October 22 – 26

Readings: *Out of Many*, Chapter 9

Documents in United States History:

8-10: Indian Hostilities

Documents that Shaped the American Nation:

James Monroe, *The Monroe Doctrine* (1823)

Out of Many Documents Workbook:

9-3: Missouri Admitted to Statehood, Slavery at Issue, 1820

*The American Spirit:*

11-C3: Jefferson Stretches the Constitution to Buy Louisiana (1803)

11-C4: Representative Roger Griswold is Unhappy (1803)

11-C5: Senator John Breckinridge Supports the Purchase (1803)

12-A1: Tecumseh Challenges William Henry Harrison (1810)

12-B2: The Hartford Convention Fulminates (1814)

- **The Growth of Democracy, 1824 – 1840**

October 29 – November 2

Readings: *Out of Many*, Chapter 11

Out of Many Documents Workbook:

11-1: A Legal Scholar Opposes Spreading the Vote, 1821

*The American Spirit:*

13-A2: A Plea for Nonproperty Suffrage (1841)

13-D2: Daniel Webster Pleads for the Union (1830s)

13-D3: South Carolina Threatens Secession (1832)

13-F1: Jackson Endorses the Indian Removal (1829)

13-F2: Theodore Frelinghuysen Champions Justice (1830)

- **Industry and the North, 1790s – 1840s**

November 5 – 9

Readings: *Out of Many*, Chapter 12

*The American Spirit:*

14-A2: The Abuse of Female Workers (1836)

14-A3: The “Utopian” Lowell Looms (1844)

14-C5: Regulations at the Lowell Mills (1830s)

14-D3: Steamboats Lose to the Railroads (c.1857)

### Unit 3 – Testing the New Nation

- **The South and Slavery, 1790s – 1850s**

November 13 – 16, 19, 20

Readings: *Out of Many*, Chapter 10

Documents in United States History:

13-3: Nat Turner, Confession (1831)

Out of Many Documents Workbook

10-2: A Slave Tells of His Sale at Auction (1848)

*The American Spirit:*

16-2: A Former Slave Exposes Slavery (1850)

16-5: From Slavery to Freedom (1835)

16-7: The Sundering of Families (1874)

- **Coming to Terms with the New Age, 1820s – 1850s**

November 21, 26 - 30

Readings: *Out of Many*, Chapter 13

Documents in United States History:

11-3: “Early Habits of Industry.” *The Mother’s Magazine* (1834)

11-5: Temperance and the Washingtonians (1836)

*The American Spirit:*

15-C1: The Seneca Falls Manifesto (1848)

15-C2: New Yorkers Ridicule Feminists (1856)

- **The Territorial Expansion of the United States, 1830s – 1850s**

December 3 – 7

Readings: *Out of Many*, Chapter 14

Documents in United States History:

12-3: Across the Plains with Catherine Sager Pringle in 1844

12-4: John L. O’Sullivan, “The Great Nation of Futurity” (1845)

*The American Spirit:*

17-A3: Two Pioneers Describe Oregon (1847)

17-B3: The Cabinet Debates War (1846)

17-B4: The President Blames Mexico (1846)

17-B5: A British View of the Mexican War (1847)

- **The Coming Crisis, 1850s**

December 10 – 14

Readings: *Out of Many*, Chapter 15

Documents in United States History:

14-8: Dred Scott v. Sanford (1857)

14-9: Abraham Lincoln, “A House Divided” (1858)

*The American Spirit:*

19-D1: Stephen Douglas Opposes Black Citizenship (1858)

19-D2: Abraham Lincoln Denies Black Equality (1858)

- **The Civil War, 1861 – 1865**

December 17 – 21

Readings: *Out of Many*, Chapter 16

Documents in United States History:

15-7: Clara Barton, Medical Life at the Battlefield (1862)

15-8: James Henry Gooding, Letter to President Lincoln (1863)

15-11: A Firsthand Account of the New York Draft Riots

Documents that Shaped the American Nation:

The Homestead Act (1862)

Abraham Lincoln, *Emancipation Proclamation* (1863)

*The American Spirit:*

21-C2: Jefferson Davis Deplores Emancipation (1863)

- **Reconstruction, 1863 – 1877**

January 2 – 4, 7 – 9

Readings: *Out of Many*, Chapter 17

*The American Spirit:*

22-A2: Carl Schurz Reports Southern Defiance (1865)

22-A3: General Ulysses S. Grant Is Optimistic (1865)

22-D1: Thaddeus Stevens Demands Black Suffrage (1867)

22-E1: Alfred Richardson Testifies About Reconstruction-Era Georgia (1871)

- **Final Exam Review**

January 10, 11

*The Student Code and other university policies may be found here, <http://provost.uconn.edu/syllabi-references/>.*

Disclaimer: I reserve the right to change this syllabus at any time

*Students and parents, please complete the appropriate sections below.  
Students should return the signed portion to Mrs. Curioso by \_\_\_\_\_.*

**STUDENTS:**

I acknowledge my reading of the course syllabus and the demands, responsibilities and consequences for the ECE United States History to 1877 course. I am aware that extra help is available by appointment.

Student Name (print)	
Student Signature	
Student Email	

**PARENTS/GUARDIANS:**

I acknowledge my reading of the course syllabus and the demands, responsibilities and consequences for the ECE United States History to 1877 course. I am aware that extra help is available by appointment.

Parent/Guardian Name (print)	
Parent/Guardian Signature	
Parent/Guardian Email	