

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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Room 217

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**Course Description/Objective**

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.*

This college-level course examines the cultural, social, political and economic developments of US History from 1877 to the present with a particular emphasis on gender, race, class, and shifting global contexts. It offers students the opportunity to enhance their previous knowledge of United States History with a more acute study and analysis of primary sources from this time period. There will be a heavy emphasis on reading, and the ability to discuss and interpret primary sources. 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.

**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 is attached to this syllabus.*

**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 page 24 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 is attached to this syllabus.*

**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
- Analysis Papers/Quizzes: 50 points
- Papers/Projects/Tests: 100 points

*You may notice that your high school grade and UConn grade differ. It is possible that two different grades can be awarded for the same course. Your high school grade is determined by your high school. Your UConn grade is determined by the grading rubric set by the University department.*

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.

*Wheeler High School Academic Expectations met and evaluated by this course:*

*Analysis, Collaboration, Communication, Literacy*

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### **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:*

Johnson, Michael P. *Reading the American Past: Selected Historical Documents*. 5<sup>th</sup> ed. Vol. 2. Boston: Bedford/St. Martin's, 2012.

Kennedy, David M., ed. *The American Spirit*. 11<sup>th</sup> ed. Vol. 2. Boston: Houghton Mifflin, 2006.

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

### **Recommended Websites:**

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

Annenberg Learner - <https://www.learner.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.*

**Semester 1**

## **Introduction to United States History since 1877**

August 28 & 30

Reading: *Reading the American Past*: Introduction for Students

**Summer Work presentations:** September 3

## **Unit 1 – The West at the End of the 19<sup>th</sup> Century, 1860 – 1900**

September 4 & 6, 9 – 11, 13, 16 – 18

- ***Transformation of Indian Societies***

Readings: *Out of Many*, Chapter 18

Documents in United States History:

17-6: Congressional report on Indian Affairs (1887)

17-7: Tragedy at Wounded Knee (1890)

*Reading the American Past*:

17-4: In-mut-too-yah-lat-lat Describes White Encroachment (1892)

*The American Spirit*:

26- A6: Carl Schurz Proposes to “Civilize” the Indians (1881)

- ***Development of Western Land***

Readings: *Out of Many*, Chapter 18

Documents in United States History:

17-2: Lydia Allen Rudd, Diary of Westward Travel (1852)

*Reading the American Past*:

17-2: Mattie Oblinger Describes Life on a Nebraska Homestead (1873)

## **Unit 2 – Industrialization in America/The Gilded Age, 1865 – 1900**

September 20, 23 – 25, 27, 30, October 1, 2

- ***Rise of Industry***

Readings: *Out of Many*, Chapter 19

*Reading the American Past*:

18-2: William Graham Sumner on Social Obligations (1883)

18-4: Andrew Carnegie Explains the Gospel of Wealth (1889)

19-1: A Textile Worker Explains the Labor Market (1885)

20-4: Conflicting Views about Labor Unions (1900)

- ***The Growth of Cities and American Culture***

Readings: *Out of Many*, Chapter 19

Documents in United States History:

19-4: How the Other Half Lives (1890)

*Reading the American Past*:

19-2: Domestic Servants on Household Work (1880s)

## **Unit 3 – Imperialism and the Spanish-American War, 1870 – 1900**

October 4, 7 – 9, 11, 15, 16, 18

- ***Spanish-American War***

Readings: *Out of Many*, Chapter 20

*The American Spirit*:

27-A1: Joseph Pulitzer Demands Intervention (1897)

27-A2: William Randolph Hearst Stages a Rescue (1897)

- ***Imperialism and the United States***

Readings: *Out of Many*, Chapter 20

*The American Spirit:*

27-B1: President McKinley Submits a War Message (1898)

27-B2: Professor Charles Eliot Norton's Patriotic Protest (1898)

Documents in United States History:

20-5: William McKinley, "Decision on the Philippines" (1900)

*Reading the American Past:*

20-5: Emilio Aguinaldo Criticizes American Imperialism in the Philippines (1899)

#### **Unit 4 – Urban America and the Progressive Era, 1890 – 1917**

October 21, 22, 23, 25, 28 – 30, November 1, 6 & 8

- ***Progressivism***

Readings: *Out of Many*, Chapter 21

Documents in United States History:

19-9: Lincoln Steffens, from *The Shame of the Cities* (1904)

19-11: John Spargo, From *The Bitter Cry of Children* (1906)

*Reading the American Past:*

19-5: George Washington Plunkitt Explains Politics (1905)

21-1: Jane Addams on Settlement Houses (1892)

- ***Women's Movement and Black Awakening***

Readings: *Out of Many*, Chapter 21

Documents in United States History:

21-9: Helen M. Todd, "Getting Out the Vote" (1911)

*Reading the American Past:*

21-5: Booker T. Washington on Racial Accommodation (1895)

21-6: W.E.B. DuBois on Racial Equality (1903)

*The American Spirit:*

28-E1: Senator Robert Owen Supports Women (1910)

28-E2: A Woman Assails Woman Suffrage (1910)

#### **Unit 5 – World War I, 1914 – 1920**

November 12, 13, 15, 18 – 20, 22

- ***The Great War***

Readings: *Out of Many*, Chapter 22

Documents in United States History:

22-3: Letters from the Great Migration (1917)

22-4: American Troops in the Trenches (1918)

*Reading the American Past:*

22-1: *The North American Review* Considers War a Blessing, Not a Curse (1917)

22-2: Eugene V. Debs Attacks Capitalist Warmongers (1918)

22-3: A Doughboy's Letter from the Front (1918)

- ***An Uneasy Peace***

Readings: *Out of Many*, Chapter 22

Documents in United States History:

22-8: Woodrow Wilson, The Fourteen Points (1918)

*The American Spirit:*

30-E1: The Text of Article X (1919)

30-E2: Wilson Testifies for Article X (1919)

30-E3: The Lodge-Hitchcock Reservations (1919)

## **Unit 6 – The Twenties, 1920 – 1929**

December 2 – 4, 6, 9 – 11, 13

- ***American Life in the Roaring Twenties***

Readings: *Out of Many*, Chapter 23

Documents in United States History:

23-4: Advertisements (1925, 1927)

*Reading the American Past:*

22-4: Attorney General A. Mitchell Palmer Defends American from Communists (1920)

22-5: An African American Responds to the Chicago Race Riot (1919)

23-3: The Ku Klan Klan Defends Americanism (1926)

*The American Spirit:*

31-D2: The Lynds Discover Changes in the Middle-American Home (1929)

- ***Foreign Policy***

Readings: *Out of Many*, Chapter 23

*The American Spirit:*

32-A2: William Randolph Hearst Blasts Disarmament at Washington (1922)

32-A3: Japan Resents the Washington Setback (1922)

## **Unit 7 – The Great Depression and the New Deal, 1929 – 1940**

December 16 – 18, 20, January 3, 6 – 8, 10

- ***The Depression Descends***

Readings: *Out of Many*, Chapter 24

Documents in United States History:

24-2: FDR's First Inauguration Speech (1932)

*The American Spirit:*

32-B1: The Plague of Plenty (1932)

32-D1: Hoover Defends His Record (1932)

32-D2: Roosevelt Indicts Hoover (1932)

- ***The New Deal and Depression-Era Culture***

Readings: *Out of Many*, Chapter 24

*Reading the American Past:*

24-2: Working People's Letters to New Dealers (1935 – 39)

24-3: Huey Long Proposes Redistribution of Wealth (1935)

24-5: Conservatives Criticize the New Deal (1936/37)

**Research Presentations:** January 13 – 17

**Midterm Exam review:** January 13 – 17

**Midterm Exam:** January 22, 2020

## ***Semester 2***

### **Unit 8 – World War II, 1941 – 1945**

January 27 – 29, 31, February 3 – 5, 7

- ***From Neutrality to War***

Readings: *Out of Many*, Chapter 25

Documents in United States History:

25-4: Franklin Delano Roosevelt, Annual Message to Congress (1941)

*Reading the American Past:*

25-3: The Holocaust: A Journalist Report on Nazi Massacres of Jews (1942)

25-4: Soldiers Send Messages Home (1942 – 45)

- ***The Home Front***

Readings: *Out of Many*, Chapter 25

Documents in United States History:

25-5: A. Philip Randolph, “Why Should We March?” (1942)

*Reading the American Past:*

25-2: A Japanese American War Hero Recalls Pearl Harbor (1999)

25-5: Rosies the Riveter Recall Working in War Industries (2004)

*The American Spirit:*

35-4A: A Woman Remembers the War (1984)

## **Unit 9 – The Cold War, 1945 – 1952**

February 11, 12, 14, 19, 21, 24 – 26, 28

- ***Global Insecurities and Containment***

Readings: *Out of Many*, Chapter 26

Documents in United States History:

26-5: Harry S. Truman, The Truman Doctrine (1947)

*Reading the American Past:*

26-2: George F. Kennan Outlines Containment (1946)

26-3: Cold War Blueprint (1950)

26-4: Senator Joseph McCarthy Hunts Communists (1950)

- ***The Korean War***

Readings: *Out of Many*, Chapter 26

*Reading the American Past:*

26-5: A Veteran Recalls Combat in the Korean War (2003)

*The American Spirit:*

36-F1: Senator Tom Connally Writes Off Korea (1950)

36-F2: Truman Accepts the Korean Challenge (1950)

## **Unit 10 – American Society at Midcentury, 1952 – 1963**

February 28, March 2 – 4, 6, 9 – 11, 16

- ***American Culture***

Readings: *Out of Many*, Chapter 27

*Reading the American Past:*

27-2: Vance Packard Analyzes the Age of Affluence (1959)

27-4: Civil Defense in the Nuclear Shadow (1960)

27-5: President Dwight D. Eisenhower Warns about the Military-Industrial Complex (1961)

- ***Changes in Washington/The New Frontier***

Readings: *Out of Many*, Chapter 27

Documents in United States History:

29-1: John F. Kennedy, Inaugural Address (1961)

*Reading the American Past:*

27-5: President Dwight D. Eisenhower Warns about the Military-Industrial Complex (1961)

**Unit 11 – The Civil Rights Movement, 1945 – 1967**

March 17, 18, 20, 23 – 25, 27

- ***The Early Movement***

Readings: *Out of Many*, Chapter 28

Documents in United States History:

27-2: Brown v. Board of Education (1954)

28-5: John Lewis, Address at the March on Washington (1963)

28-6: The Civil Rights Act of 1964

*Reading the American Past:*

27-3: George E. McMillian Reports on Racial Conditions in the South in 1960 (1960)

28-3: George C. Wallace Denounces the Civil Rights Movement (1964)

- ***The Later Years***

Readings: *Out of Many*, Chapter 28

Documents in United States History:

28-9: Stokely Carmichael and Charles Hamilton, from *Black Power* (1967)

28-10: Donald Wheeldin, “The Situation in Watts Today” (1967)

*Reading the American Past:*

28-4: Black Power (1967)

**Unit 12 – War at Home, War Abroad, 1963 – 1974**

April 1, 3, 6 – 8, 20 – 22

- ***The War Abroad***

Readings: *Out of Many*, Chapter 29

Documents in United States History:

28-7: The Gulf of Tonkin Incident (1964)

28-11: Vietnamization (1969)

*Reading the American Past:*

29-1: President Kennedy Explains Why We Are in Vietnam (1963)

29-2: A Secret Government Assessment of the Vietnam War (1966)

29-4: An American Soldier in the Vietnam War (1980)

- ***The War at Home***

Readings: *Out of Many*, Chapter 29

Documents in United States History:

29-2: The Feminist Mystique (1963)

29-3: Lyndon Johnson, The War on Poverty (1964)

*Reading the American Past:*

28-5: Equal Rights for Women

**Unit 13 – The Conservative Ascendancy, 1974 – 1987**

April 27 – 29, May 1, 4 – 6, 8

- ***Adjusting to a New World***

Readings: *Out of Many*, Chapter 30

Documents in United States History:

30-1: House Judiciary Committee, Conclusion on Impeachment Resolution (1974)

29-9: Jimmy Carter, The “Malaise” Speech (1979)

*The American Spirit:*

39-D3: Nixon Incriminates Himself (1972)

39-D5: Nixon Accepts a Presidential Pardon (1973)

- **Reagan Revolution**

Readings: *Out of Many*, Chapter 30

Documents in United States History:

30-2: Ronald Reagan, First Inaugural Address (1981)

*Reading the American Past:*

30-4: President Ronald Reagan Defends American Morality (1983)

*The American Spirit:*

40-B3: An Editor Analyzes the Iran-Contra Affair (1987)

#### **Unit 14 – Towards a Transnational America, since 1988**

May 11 – 13, 15, 18 – 20, 27, 29, June 1, 2

- **A New World Order and Age of Anxiety**

Readings: *Out of Many*, Chapter 31

Documents in United States History:

30-9: George Bush, Address to the Nation Announcing Allied Military Action in the Persian Gulf (1991)

*The American Spirit:*

41-A2: Searching for a Post-Cold War Foreign Policy (1994)

41-E1: Stephen J. Solarz Makes the Case for War Against Iraq (1991)

41-E2: The Gulf War as Happy Ending or Ominous Beginning (1991)

- **The New Millennium**

Readings: *Out of Many*, Chapter 31

*Reading the American Past:*

31-1: National Security of the United States Requires Preemptive War (2002)

31-5: President Barack Obama Declares a New Beginning in US Relations with the Muslim World (2009)

*The American Spirit:*

41-D3: The Austin, Texas, City Council Protests the USA PATRIOT Act (2003)

41-D4: Representative Lamar Smith Defends the USA PATRIOT Act (2004)

**Research Presentations:** June 3, 5, 8, 9

**Final Exam review:** June 3, 5, 8, 9

**Final Exam** – June 11, 2020

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.*

*Teacher Availability for Extra Help (Day and Time):* \_\_\_\_\_

*Homework will be posted to Twitter and Instagram – @MrsCurioso*

Important Class codes:

*REMIND: text @ \_\_\_\_\_ to 81010*

*Khan Academy: \_\_\_\_\_ -- Login with your own UN/PW*

**Wheeler High School policies**



*I. Attendance Policy (BOE Policy #5113) – as stated in handbook:*

The North Stonington Public Schools believes that regular school attendance is essential for an effective and productive learning experience. The sequential presentation of school learning requires a continuity of instruction. The maximum benefits for each individual child can be achieved only from participation and interaction in daily activity. In addition to instruction, other learning processes take place each day that are vital to a student's overall emotional and social growth. Time lost in school is irretrievable in terms of instructional opportunity and social interaction.

The primary responsibility for adherence to regular attendance rests with the student's parents/guardians and the individual student. The Connecticut General Statutes requires students over five and under eighteen years of age to attend school on a regular basis. Appropriate legal action will be taken against parents/guardians whose children fail to abide by the Connecticut Compulsory Attendance Law.

*A student is considered to be "in attendance" if present at their school, or an activity sponsored by the school (i.e., field trip), for at least half of the scheduled school day. Any student in school for less than half of the scheduled school day will be considered absent.*

*A student who is serving an out-of-school suspension or expulsion will be considered absent.*

Excused Absence

The Board believes a student should not be absent from school without the parents' knowledge and consent, therefore verification of an absence should be in writing by a parent or guardian. The first nine (9) absences will be considered excused if a parent approves the absence and if it is properly documented with a signed note from a parent or a notation is made in the student's attendance record by a school official who received either a verbal or electronic communication from the parent. Family vacations are discouraged during the school year.

For the tenth (10) absence and all absences thereafter, absences will be considered excused for the following reasons:

- a. Student Illness (verified by a medical professional);
- b. Student observance of a religious holiday;
- c. Death in a student's family or emergency beyond the control of the student's family;
- d. Mandated court appearance e. Extraordinary educational opportunities (i.e., college visits) pre-approved by district administrators and in accordance with SDE guidelines.

There shall be no penalty for an excused absence, however, a phone call from a parent does not necessarily constitute an excused absence. Students are encouraged to bring notes from their parent/guardian or physician to the Main Office on the day of return to school. These notes must specify the reason(s) for the absence and must conform to the Board of Education Policy # 5113. Excused absences will be listed on the morning bulletin of the day the note is received and marked in PowerSchool, and students will be allowed to make up all work missed. When a student is absent for extended periods of time--more than three days-- parents may obtain assignments from the teachers through the counseling office. Failure to make up assignments may result in a grade of zero for each missing assignment. A student may expect to have one day for each day of absence in order to make up missed work. If a student is absent from school, he/she may not be on school grounds. Extenuating circumstances will be dealt with on a case by case basis by the administration.

Unexcused Absence:

An unexcused absence occurs when a student is out of school beyond the first nine (9) absences, parent documentation is not provided for the first nine (9) absences and the absences does not meet one of the excused absence reasons listed above. For every unexcused absence, the student will not be allowed to make up or receive credit for work missed.

Protocol:

When a student reaches ten absences the attendance board at Wheeler will review their days absent in order to determine a plan of action to encourage success for the remainder of the year.

Tardy to Class:

If a student is more than fifteen (15) minutes late for class, other than because of a school-sanctioned event, he or she will be considered absent from class.

Limit on Total Number of Absences (High School Only):

No student will receive course credit for a full year course after having been absent from that course for more than twenty (20) class periods (excused or unexcused) during the school year for reasons other than school sponsored activities (i.e. field trips). The total number of absences will be pro-rated for less than full year courses and for courses which meet other than five times per week.

*II. Academic Integrity Statement*

The faculty and administration of Wheeler Middle/High School demand high standards of academic performance and academic honesty. Anything less would jeopardize quality education and allow our students to deny themselves needed skills and knowledge. For this reason students who cheat on their assigned work, reports, research papers, quizzes, tests or examination risk prompt and punitive action by both their teacher and the school. Examples of violations may include, but are not limited to:

- Giving or receiving aid on tests and graded assignments
- Unauthorized talking during tests
- Copying regular homework/exercises
- Unapproved discussion of examinations/assignments contents
- Cheating on peer reviews of student work
- Misuse of technology

Documentation of all sources is important to avoid plagiarism, which is the stealing of another's ideas, words, writing, or academic work, and implying that it is original. Both quoting and paraphrasing information from an outside source, including any technology without crediting that source is a form of plagiarism. Students who are found cheating or plagiarizing will be subject to the following guidelines:

First offense:

- Academic penalty up to and including zero.
- Parent contacted.
- Administration notified (by teachers completing a discipline form).

Subsequent offenses:

- Academic penalty up to and including zero.
- Parent contacted.
- Disciplinary action by administration which may include office detention or suspension

## **Wheeler High School**

### **ECE US History since 1877 Pacing Guide, 2019 – 2020**

- First day – August 28, 2019
- Semester 1 research – January 13, 2020
- Midterm exam – January 22, 2020
- Semester 2 research – June 3, 2020
- Final exam – June 11, 2020

Total “Learning” Days – 128

#### **Semester 1 –**

“Learning” Days: 65

Intro Days/Syllabus – 3

1. The Trans-Mississippi West – 9
2. Incorporation of America – 8
3. Commonwealth and Empire – 8
4. Urban American and the Progressive Era – 10
5. World War I – 10
6. The Twenties – 8
7. The Great Depression and the New Deal – 9

*Research Presentation/Midterm Review – 4*

**Midterm** – January 22, 2020

#### **Semester 2 –**

“Learning” Days: 63

8. World War II – 9
9. The Cold War – 9
10. American at Midcentury – 8
11. The Civil Rights Movement – 9
12. War Abroad, War at Home – 8
13. The Conservative Ascendancy – 9
14. Toward a Transnational America – 11

*Research Presentation/Final Review – 4*

**Final:** June 11, 2020

**STUDENTS:**

I acknowledge my reading of the course syllabus and the demands, responsibilities and consequences for the ECE United States History since 1877 course.

Student Name (print)	
Student Signature	

**PARENTS/GUARDIANS:**

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

Parent/Guardian Name (print)	
Parent/Guardian Signature	