

**UConn
Course
Syllabus**

HIST 1502: United States History since 1877

Joseph Brassington

Ansonia High School Spring 2026

HIST 1502: Surveys political, economic, social and cultural developments

in American history from 1877 to present.

Grades will be calculated by points.

- Student progress will be evaluated, quarterly, through seminars, homework, writing assignments, quizzes and tests.
- Students will analyze diverse primary and secondary sources.
- Students may be required to do group and individual presentations.
- Students must have a 3-ring binder filled with loose-leaf paper.

All homework, handouts, and other course materials must be kept in student binders.

ECE UCONN U.S.History -1502 is a college level course of U.S. History from the Reconstruction period to the present.

Themes

While the course follows a narrative structure supported by the textbook and audiovisual materials, the following seven themes are woven throughout each unit of study:

- Identity
- Work, Exchange and Technology
- Peopling
- Politics and Power
- America in the World
- Environment and Geography
- Ideas, Beliefs, and Culture

Historical Thinking Skills

These skills reflect the tasks of professional historians. While learning to master

these tasks, U.S. History students act as "apprentice historians".

Chronological Reasoning

- Historical Causation
- Patterns of Continuity and Change over Time
 - Periodization
- Comparison and Contextualization
 - Comparison
 - Contextualization
- Historical Argumentation
- Appropriate Use of Historical Evidence
- Historical Interpretation and Synthesis
 - Interpretation
- Synthesis

Readings

The main text *Out of Many* provides students with a basic overview of the evolving American experience. The text is supplemented by a diverse selection of primary and secondary sources. Using secondary works from *Portrait of America*, students will analyze essays by prominent historians. Throughout the year students may be asked to write essays that are designed to develop skills in argumentation and the use of evidence and interpretation.

Textbooks

Faragher, John Mack, et al. *Out of Many: A History of the American People, Sixth AP Edition*. Upper Saddle River: Pearson/Prentice Hall, 2011.

Secondary Sources:

- Taylor, Nick. *American Made*. New York: Bantam, 2008.
- Oates, Stephan and Charles J. Errico. *Portrait of America, Vols. 1 and 2*. New York: Houghton Mifflin, 2010.
- Ward, Kyle. *History in the Making*. New York: The New press, 2007.
- Zinn, Howard. *A People's History of the United States*. New York: Harper Perennial Modern Classic, 2005.

Audio-Visual Aids:

A Biography of America, Annenberg Media: Produced by Oregon Public Broadcasting:

Unit VI

Period 6: 1865-1898

Text Readings: *Out of Many*, Chapters 18, 19, 20: Howard Zinn's *A People's History of the United States* Audio Visuals: *A Biography of America*, Episodes 13, 14, 15, 16, and 17: *America at the Centennial, Industrial Supremacy, The New City, The West, and Capital and Labor*

Historical Scholarship Analysis:

Robert Utley, Sitting Bull and the Sioux Resistance from *Portrait of America*.

Students will analyze Utley's argument, evaluate his thesis, evidence and reasoning, and respond to these in an essay.

Students will participate in a seminar focusing on the article and the student responses.

David Boroff, "A Little Milk a Little Honey" from *Portrait of America*.

Students will analyze Boroff's argument, evaluate his thesis, evidence and reason, and respond to these in an essay.

Activities may include:

- Students may compare and contrast the competing interests of labor and capital.
- Students may evaluate the effectiveness of the Knights of Labor and the Grange in achieving their goals.
- Students may analyze a map: major Indian battles and Indian reservations (1860-1900) and compose a thesis paragraph analyzing the effects of westward expansion on Native American peoples.
- Students may analyze Elizabeth Cady Stanton's role in U.S.
- Using SOAPStone students may analyze some of the following primary sources:
 - Document: Horace Greeley: An Overland Journey (1860)
 - Document: Tragedy at Wounded Knee (1890)
 - Document: The Gilded Age (1880)
 - Image: Puck Magazine: Cartoon of Standard Oil Monopoly
 - Students will analyze the following quantitative visual: Table:
 - Hand machine Labor on the Farm (c.a. 1880)

Unit VII

Period 7: 1890-1945

Text Readings: *Out of Many*, Chapters 20, 21, 22,23,24,25

Howard Zinn's *A People's History of the United States*

Audio Visuals: *A Biography of America, Episodes 18, 19, 20, 21, 22: T.R. and Wilson, A Vital Progressivism, The Twenties, F.D.R. and the Depression, and World War II.*

Activities may include:

- Students will write an essay comparing and contrasting progressive era reform with the antebellum reform movements.
- Students will take notes on the Russian Revolution and its significance for the 1920's and 1930's U.S. domestic and foreign policies.
- Students will analyze Theodore Roosevelt's role in the Spanish American War and the development of National Parks
- Students will analyze the role of Father Charles Coughlin in national politics.
- Students may present the goals and accomplishments of New Deal programs. Students may, trace the history of Social Security and FDIC to the present and comment on how those programs reflect the nature of the U.S. semi-welfare state.

- Students may make presentations on the impact of radio, motion pictures, and automobiles, as well as the increased availability of home appliances, on the changing role of women.
- Students may examine the American home front during World War II by analyzing "The War of Machines", a selection from David M. Kennedy's *Freedom from Fear*.
- Students may interpret the changing historiography of Japanese internment presented in *History in the Making*, by Kyle Ward.
- Using SOAPSTone, students may analyze the following primary sources:

- Document: Lincoln Steffens: From "The Shame of the Cities: (1904)
- Document: Newton B. Baker: The Treatment of German Americans
- Document: Eugene Kennedy: A Doughboy Describes the Fighting Front
- Document: Father Charles E. Coughlin: A Third Party (1936)
- Document: Franklin D. Roosevelt: The Four Freedoms (1941)
- Student may analyze the following quantitative table:
- The Great Migration: Black Population Growth in Selected North Cities (1910-20)
- Using SOAPSTone students may analyze the following primary sources:
- Image: Ford Automobile Advertisement
- Image: Vacuum Cleaner Advertisement
- Image: Recruiting Poster for the Civilian Conservation Corps

Unit III

Period 8

Text Readings: *Out of Many*, Chapters 26,27,28,29

Howard Zinn's *A People's History of the United States*

Audio Visuals: *A Biography of America*: Episodes 23 and 24: The Fifties, and The Sixties.

Activities may include:

- Students may interpret the message of and evaluate the effectiveness of, *Duck and Cover* drills.
- Students may work in groups and do a presentation on one of the pioneers of 1950's Rock and Roll that will include two songs by the artist and historical analysis.
- Students may compare and contrast the Korean and Vietnam Wars by completing a conflict comparison chart.
- Students may compare and contrast public criticism of the Vietnam War with criticism of the war efforts in World War I and World War II. Drawing on Young Americans for Freedom, SDS, folk music, and NY Times editorials, write an essay that argues which of the sources best represented U.S. values.
- Students will research and debate and support the following: "There was a fundamental contradiction between Lyndon Johnson's efforts to stop Communism abroad and renew America through the Great Society."
- Students will write an essay comparing the Civil Rights movements of the 1950's and 60's with the Civil Rights movements of the Progressive Era, focusing on the southern, northern and western regions of the U.S.
- Students will analyze the Presidency of Richard Nixon.
- Students may create poems or posters expressing the changes brought about by the energy crisis and inflation of the 1970's.

- Students may analyze the following maps: Divided Europe, Southeast Asian War, and Election of 1980.
- Using SOAPSTone students may analyze the following documents and images:
 - Harry S. Truman: The Truman Doctrine: John F. Kennedy's inaugural address (1961); and Donald Wheeldin "The Situation in Watts Today" (1967).
 - Photograph of Nixon Bidding Farewell (1974).
 - Comic Book Cover: This is Tomorrow
 - Photograph: Aerial View of 1950's Track Housing
 - Students will analyze the following graph: U.S. Military Forces in Vietnam and Casualties (1961-81)
- Students may write response papers to images of the paintings and prints made by
- Andy Warhol and Richard Diebenkorn and comment on how these works remain relevant to universal truths today-or not.

Unit IX

Period 9: 1980-present

Text Readings: *Out of Many*, Chapters 30, 31

Audio Visuals: *A Biography of America*, Episodes 25 and 26: *Contemporary History*, and *The Redemptive Imagination*.

Activities may include:

- Students may analyze the international and domestic effects of the Iranian Hostage Crisis by creating and completing a cause/effect graphic organizer.
- The students may research and do a class presentation showing at least two causes and two effects of the end of the Cold War.
- Students may create an advertisement presenting the philosophy and objectives of Focus on the Family.
- Students may analyze the Presidency of Ronald Reagan.
- Students complete a compare and contrast chart of 1980's conservative and New Deal philosophies on the role of government.
- Students may summarize the arms reduction agreements initiated by Ronald Reagan and Mikhail Gorbachev.
- Students will complete a compare and contrast chart on Cold War and Post-9/11 national security policies.
- Using SOAPSTone students may analyze the following document and evaluate the extent to which President Reagan met his goals: Ronald Reagan: First Inaugural Address (1981).
- Students may compare the domestic and foreign policies of the Clinton, Bush Jr., Obama and the current administration in a FRO essay.
- Students will examine different musical genres, from punk and rap to country western and examine how much from these genres reflect larger political and cultural trends.

As you know, Ansonia Public Schools will be utilizing a hybrid system of scheduling because of the current pandemic. Invariably, students will still receive the requisite number of instructional hours. Therefore, it is

imperative that students attend class both in-person and virtually in accordance with the cohort grouping system. Students taking this class on a completely virtual basis must also attend and will be accountable for all assignments.