

SAINT LOUIS UNIVERSITY
1818 Advanced College Credit Program
1818.slu.edu

HS-1610: U.S. History since 1865 (Spring)

Cor Jesu Academy
SS 350 AP/ACC U.S. History
Spring 2024 Course Syllabus

Dr. Thomas F. Curran
tcurran@corjesu.org

Welcome! We are convened to assess these and many other theories of history to the colorful and dramatic evolution of the American people by exploring the growth of the nation from the Reconstruction Era to the present. We will develop your analytical skills so that you can understand the country's growth and the nature of United States society in a globalized world.

HIST 1610 - History of the United States Since 1865	Credit(s): 3 Credits
This course will survey the major historical developments in American history as the United States emerged as a major world power. The course will examine such issues as the shift from a rural agrarian to an urban industrial nation, the changing view of the role of government in society and the economy, and the evolution of foreign policy from nineteenth century isolation to world super power in the years after World War II.	

Attributes: U.S. History, Pre-1865 U.S. History, UUC: Aesthetics, Hist & Culture, UUC: Identities in Context

Courses that satisfy the **Aesthetics, History and Culture** requirement advance students' ability to understand the meaning and diversity of human experiences both within and beyond their own social and cultural contexts. These courses develop students' abilities to draw reasoned conclusions about primary sources (including visual art, literature, cinema, historical documents, and other cultural products) using qualitative interpretive techniques and scholarly sources.

Identities in Context courses guide students in rigorous examinations of how diverse and intersecting identities shape how people move through and experience the world. In these courses, students analyze how identities form through interaction with others and within social structures, explore key categories of identity analysis, reflect on their own biases, and connect across differences.

Essential Learnings for the course:

Proficient students should be able to master the following skill types and the historical thinking skills those types include:

I. Chronological Reasoning, with the ability to identify historical causation, to notice patterns of continuity and change over time, and to evaluate historians' models of periodization.

II. Comparison and Contextualization, with the ability to compare related developments across place and time, and to explain and evaluate multiple and differing perspectives on given historical phenomena.

III. Crafting Historical Arguments From Historical Evidence, with the ability to analyze commonly accepted historical arguments, to explain how an argument has been constructed through historical evidence, and to use relevant evidence to construct arguments of their own.

IV. Historical Interpretation and Synthesis, with the ability to analyze diverse historical interpretations, and to evaluate how historians' perspectives influence their interpretation and how models of historical interpretation change over time.

We will write free-response and Document-Based Questions throughout the year that test your proficiency with these skills.

Course Historical Periods:

The course outline is structured around the investigation of course themes and key concepts in nine chronological periods. These periods, from the Reconstruction Era to the present, provide a temporal framework for the course. The instructional importance and assessment weighting for each period varies:

Period Date Range

1	1865-1898
2	1890–1945
3	1945–1980
4	1980–present

Main Historical Themes:

We can and should also approach the chronological nature of history through the lens of larger historical themes:

- *Identity (ID)
- *Work, Exchange, and Technology (WXT)
- *Peopling (PEO)
- *Politics and Power (POL)
- *America in the World (WOR)
- *Environment and Geography (ENV)
- *Ideas, Beliefs, and Culture (CUL)

Class Details and Policies:

Our class will meet on a block schedule for 85 minutes every other day, utilizing collegiate-level reading assignments, quizzes, multiple-choice and essay tests, and “DBQs” (document-based questions) to prepare for the Advanced Placement exam in U.S. History in May and to fulfill the junior-level social studies requirement.

Training students to handle the free-response section of the AP Exam in May provides much of the focus for the writing component of the course. Students will be required to write several DBQs and LEQs throughout the year leading up to the May exam. We will spend considerable class time preparing for them by practicing thesis construction, primary source analysis, and proper essay composition.

Grading/Graded Assignments: grades will be determined based on the following required assignments:

- Quizzes that include Multiple Choice-based Questions that include or simulate questions designed to prepare you for the revised AP exam—they will be organized around 2-6 questions that focus on a primary or secondary source or other historical issue. (20-30 pts. each)
- Short-Answer Question Quizzes meant to illustrate the types of questions that will appear on the revised AP exam (20-30 pts. each)
- DBQs: One outside of class, one in class. (Serve as a Unit Test, worth 50 pts.)
- Long Essay Question Test that focus on a specific historical thinking skill such as thesis writing and using historical evidence (Serves as a Unit Test, worth 50 pts.)
- 2 Unit Tests that include a balance of all of the above. (50 pts each)
- Participation and attendance (based on the school handbook and departmental policy as discussed in class)
- Final exams (2; one at the end of each semester. Finals will be factored in as 15 percent of your semester grade, per school policy.) Final Exams will be a combination of essay (with thesis and evidence), short essay and multiple choice question.

I will give you a participation score worth up to 10% of your grade; your class discussion, attendance, and degree of engagement with the readings will earn you a score of 100, 90, 80, or 70 points. Participating in discussions can be vital for college courses and, of course, for your employment beyond the university.

As your student handbook specifies, you are to be in class on time, and if you miss more than six class meetings you will receive a lowered—and possibly failing—grade.

Late Work / Make-Up Tests Policy:

It is the student's responsibility to find out what work was missed during an absence (preferably by asking another responsible student or checking the class website). All missed work is due upon the absent student's return. There is a 10% deduction each school day any

assignment is missing. Students will receive a zero for assignments not submitted within a cycle of the due date. The deadline for all work is the last scheduled day of classes for the semester.

In case of an absence during a test, a student can make up one test for full credit (within the cycle). 10% will be taken off the grade of a second test missed during an absence. A third test missed during an absence will have 20% deducted. A fourth test missed will have 30% deducted. All missed quizzes must be made up within one cycle of the absence, or else the grade will be a zero. Make-up quizzes and tests should be completed during the afterschool make-up sessions on Tuesday or Wednesday. The department, typically, will not allow the re-taking of a failed test.

Students are responsible for properly submitting work electronically.

The department will adhere to the Student Handbook policy concerning academic integrity.

All cell phones should be turned off and put away during class.

PLEASE NOTE: *The use of Artificial Intelligence (AI), unless allowed and explained by the teacher, can result in a loss of points or a zero on the assignment in question, and may lead to additional discipline from the Social Studies Department and/or the Administration.*

FOR SLU 1818 STUDENTS:

As an institution, Saint Louis University is fully accredited by the Higher Learning Commission (HLC). SLU has been continuously accredited since 1916.

Important Dates

Spring Semester (HS 1610)

Registration Period: January 10-February 12

Last day to drop course, removed from transcript: February 12

Last day to drop with "W" on transcript: March 29

SLU Grading Scale

Saint Louis University's undergraduate grading system follows a 0 - 4.000 grade point scale. Grades are assigned to the SLU transcript as follows:

<u>Grade</u>	<u>Grade Point</u>	<u>Interpretation</u>
A	4.000	High Achievement and Intellectual Initiative
A-	3.700	
B+	3.300	Above Average, Approaching High Achievement
B	3.000	Above Average Achievement
B-	2.700	
C+	2.300	Midway Between B and C
C	2.000	Average Achievement
C-	1.700	
D	1.000	Inferior but Passing Achievement
F	0	Failure

Note on SLU Undergraduate Cumulative GPA: The grades earned through the 1818 Advanced College Credit Program are Saint Louis University grades and will be part of each student's permanent undergraduate SLU academic record and transcript.

Academic Integrity

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy was adopted in Spring 2015, and can be accessed on the Provost's Office website at: [Academic Integrity : SLU](#)

Additionally, each SLU College, School, and Center has adopted its own academic integrity policies, available on their respective websites. All SLU students are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions, and appeals. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program, or the Dean/Director of the College, School or Center in which your program is housed.

Students participating in the 1818 Advanced College Credit Program are held to and should be familiar with the College of Arts and Sciences Academic Honesty policy available at: [Academic Honesty : SLU](#)

SLU Disability Services Academic Accommodations

Students with a documented disability who wish to request academic accommodations **must** contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also **must** notify the course instructor that they wish to access accommodations in the course.

Please contact Disability Services, located within the Student Success Center, at Disability_services@slu.edu or 314.977.3484 to schedule an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services and viewed within Banner via the instructor's course roster.

Note: Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.

Title IX

SLU abides by Title IX in accordance with the policy found at this link:

https://slu.policystat.com/policy/token_access/4723d1ac-92fb-4985-8321-b2dc21d517d3/#autoid-n7q7j

Student Success Center

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center assists students with academic-related services and is located in the Busch Student Center (Suite, 331). Students can visit

<https://www.slu.edu/life-at-slu/student-success-center/> to learn more about tutoring services, university writing services, disability services, and academic coaching.

University Writing Services

Students are encouraged to take advantage of University Writing Services in the Student Success Center; getting feedback benefits writers at all skill levels. Trained writing consultants can help with writing projects, multimedia projects, and oral presentations. University Writing Services offers one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, visit

<https://www.slu.edu/life-at-slu/student-success-center/> or call the Student Success Center at 314-977-3484.

University Counseling Center

The University Counseling Center (UCC) offers free, short-term, solution-focused counseling to Saint Louis University undergraduate and graduate students. UCC counselors are highly trained clinicians who can assist with a variety of issues, such as adjustment to college life, troubling changes in mood, and chronic psychological conditions. To make an appointment, call 314-977-8255 (TALK), or visit the clinic on the second floor of Wuller Hall

Course Materials:

The course's basic text is a web-based text titled *The American Yawp*. See the first page of the site for the definition of yawp. The link is: <https://www.americanyawp.com/>. The text is broken into 30 sections. Appropriate sections are assigned to each Unit. It is up to you to keep up with the reading.

We will also use a number of primary and secondary documents drawn from a variety of sources. Documents and essays will be available on the class web site via link or scanned copy.

Spring Semester Schedule (HS 1610)

Unit 1: Reconstruction and the Gilded Age

Read Sections 15-19

Documents

- Reconstruction amendments
- From *Plessy v. Ferguson* (1896)
- Helen Hunt Jackson, from *A Century of Dishonor*

- Frederick Jackson Turner, “The Significance of the Frontier in American History”
- Immigration Graphs
- Political cartoons by Thomas Nast and others
- Edward Bellamy, from *Looking Backward*
- Andrew Carnegie, from *The Gospel of Wealth*
- Jane Addams, from *Twenty Years at Hull House*
- The Omaha Platform, aka the People’s Party Platform

Themes: ID, WXT, PEO, POL, WOR, ENV, CUL

Activities: Historical Argument Assignment – Using Helen Hunt Jackson’s *A Century of Dishonor* and other sources, students will analyze the impact of the rapid development of the West on Native Americans. (ID-2; PEO-5; ENV-3 & 5; CUL-2)

- Students will make connections between the growth of industry, urbanization, and immigration during the Gilded Age. (WXT-3, 6 & 7, PEO-2, 3, 5 & 6; WOR-3)
- Using a collection of graphs, students will analyze changes in immigration patterns and the ethnic make-up of the nation in the late nineteenth and early twentieth centuries. (PEO-2 & 6; WOR-3; CUL-2)
- Students will analyze political issues facing American during the Gilded Age, including issues that divided the Republicans and Democrats and third-party issues. Some of the sources to be used will include political cartoons of the era as well as excerpts from literary works. (POL-6; CUL-3 & 6)
- Students will investigate class formation in the late-nineteenth century, including the development of the middle class. (ID-7)
- Students will write an in-class essay on the Gilded Age. The essay will include a well-developed thesis and use relevant historical evidence to defend the thesis. [CR 5]

Unit 2: The Progressive Era and World Affairs
Read Sections 20-22

Documents

- Lincoln Steffens, from *The Shame of the Cities*
- John Milton Cooper Jr’s “Varieties of Progressivism: T.R and Wilson”
- Woodrow Wilson, from *New Freedom*
- Wilson, The Fourteen Points
- The National Origins Quota Act, 1924

Themes: WXT, PEO, POL, WOR, ENV, CUL

Activities: Students will analyze the expansion of the role of the government during the Progressive Era, and identify changes and functions still ongoing. (WXT-6 & 8; POL-2, 3, 5, 6 & 7; ENV-5)

- Through John Milton Cooper Jr’s “Varieties of Progressivism: T.R and Wilson” in *American Issues*, students will investigate differing approaches to progressivism found within the movement. (POL-2, 3 & 6)
- In an in-class essay, students will compare and contrast the Progressives with the late-nineteenth century Populists. The essay should have a clear thesis and should be backed up with specific evidence. (WXT-7)

- Students will trace the growing role of the United States in world affairs from the 1890s to the nation's entry into World War I and failure to ratify the Versailles Treaty. (ID-3; POL-6; WOR-4, 6 & 7)
- Using the Immigration Graphs document from Unit 5, students will assess the intentions and consequences of the National Origins Quota Act of 1924. (PEO-3, 6 & 7)
- Using diverse sources and specific examples, students will debate the end of Progressivism. One group will argue that entry into World War I ended the movement; a second will argue that the government's activities during the war were an extension of progressivism; and the third will take the position that progressivism never ended, that it continued into the 1920s and is still with us today. (POL-3)
- Students will investigate the impact of modernization on technology, culture and society during the 1920s. (WXT-3; CUL-6 & 7)

Unit 3: The Great Depression and World War II Read Sections 23-24

Documents

- FDR's First Inauguration Speech
- John Steinbeck, from *The Grapes of Wrath*
- FDR, Infamy Speech, December 8th, 1941
- Japanese Relocation Order

Themes: ID, POL, WOR, WXT, ENV, CUL

Activities: Students will investigate the causes and consequences of the Great Depression. (ID-3; WXT-8, POL-4; ENV-5) [CR 8]

- Students will compare and contrast FDR's First Inaugural Speech and his Infamy Speech as examples of presidential rhetoric in times of crisis. (ID-3; POL-4; CUL-5)
- In class, students will complete a DBQ on the Great Depression and New Deal. [CR 5]
- Students will compare the United States' involvement in World War II with its earlier involvement in World War I. (WXT-3; WOR-7)
- Students will plan their own Allied invasion of Europe, taking into consideration logistics, manpower, military intelligence, geography, climate, and other factors. (WXT-3)
- Debate. Students will debate the following question: When did the United States become a major world power? Was it a consequence of the Spanish American War? The involvement into the First World War? The result of World War II? [CR 10]

Unit 4: The Cold War, Domestic Policy, and Civil Rights Read Sections 25-27

Documents

- George Kennan, from "The Long Telegram"
- *Brown v. Board of Education* (1954)
- Martin Luther King, Letters from the Birmingham City Jail
- Malcolm X, from "A Dissenter's View"
- "The Vietnam War" (video)

Themes: ID, WXT, POL, WOR, CUL

Activities: Students will trace the origins and progress of the Cold War. (WOR-4, 7 & 8)

- Students will analyze post-war domestic policy in light of Cold War mentality and strategy. (WXT-8; POL-4; WOR-4; CUL-5 & 6)
- Students will compare different historical interpretations on the cause of the Cold War found in “The Origins of the Cold War” chapter of *Retrieving the American Past*. (WOR-4 & 7)
- Students will be asked to interview two older relatives or acquaintances about her/his memories of living during the Cold War. Students will then turn in a 2-3 page summary of their findings.
- Drawing on their knowledge of the Progressive Era, the New Deal, and the Great Society, students will assess the growth of the government in the twentieth century. (WXT-8; POL-4) [CR 9]
- Students will look at differing views on Civil Rights, using King’s Letters from the Birmingham City Jail and Malcolm X’s “A Dissenter’s View.” (ID-8; POL-3 & 7; CUL-5)

Unit 5: Modern America

Read Sections 28-30

Documents

- Betty Friedan, from *The Feminist Mystique*
- Equal Rights Amendment
- Jimmy Carter, “Crisis of Confidence” address (video)
- Ronald Reagan, Berlin Wall speech (video)
- Bill Clinton, 1st Inaugural Address (video)
- Robert Gilpin, “The Monroe Doctrine Transformed: The North American Free Trade Agreement”
- Newt Gingrich et. al., “Contract with America”
- George W. Bush, September 11th Speech (video)

Themes: ID, WXT, POL, WOR, ENV, CUL

Activities: Working in groups, students will trace and assess the accomplishments of the Civil Rights movement in the last half century as it relates to African Americans, women, Native Americans, Hispanics, and others. (ID-8; POL-7; CUL-5, 6 & 7) [CR 9]

- Students will analyze the end of the Cold War. (WOR-4 & 7)
- In small groups, students will compare the Republican Party and the Democratic Party by looking at the debates over issues such as social services (welfare, etc.); immigration; natural resource usage; and foreign trade. (WXT-8; PEO-7; POL-3; ENV-5)
- Using a variety of sources, students will trace the U.S.’s involvement in the The Middle East, Iraq, Iran, and Afghanistan since the 1980s, producing a timeline of events. (WOR-8)
- Students will next analyze the impact of the War on Terror in the early 21st century on domestic policy. They will also compare the impact of the War on Terror with that of the Cold War. (POL-7; WOR-4 & 8)
- Students will investigate how contemporary/pop music has reflected broader issues since the 1990s. (CUL-6 & 7)

- Using a variety of sources, students will investigate the impact of computer technology and the internet in American society. (WXT-3)
- Students will review for the AP Test.

End of Spring Semester Finals (See description above for format.) **TBA**