

University of Houston-Downtown

Course Prefix, Number, and Title: HIST 1306: United States History after 1877

Credits/Lecture/Lab Hours: 3/3/0

Foundational Component Area: American History

Prerequisites: Enrollment in or completion of ENG 1301

Co-requisites: None

Course Description: *US History after 1877* focuses on the consideration of past events and ideas relative to the United States. It involves the interaction among individuals, communities, states, the nation, and the world and considers how these interactions have contributed to the development of the United States and its global role. (This course satisfies 3 of the 6 hours of American history mandated by the state of Texas.)

TCCNS Number: HIST 1302

Demonstration of Core Objectives within the Course:

Assigned Core Objective	Learning Outcome Students will be able to:	Instructional strategy or content used to achieve the outcome*	Method by which students' mastery of this outcome will be evaluated
Critical Thinking Personal Responsibility	1. Evaluate and analyze historical perspectives, using primary and secondary sources, in light of their historical context. Explain how events in the past influence current events.	<p>Students will examine primary and secondary sources regarding the post-1877 US history, and, with the aid of lecture and/or class discussion, will evaluate historical perspectives in relation to their time and place and identify connections between past and present.</p> <p>For example, one might relate the success of the women's suffrage movement to the important role of female voters in today's elections. One would point out the decidedly secondary importance of an equal rights argument to the twentieth-century women's suffrage movement and relate the movement's emphasis on sex</p>	<p>Essay exam, paper, or short writing assignment. Objective quizzes or exams may be utilized in addition to the written component.</p> <p>Example Syllabus: Paper tests over ability to evaluate/analyze both primary and secondary sources.</p> <p>Quizzes test reading comprehension of primary and secondary sources</p> <p>Exams test ability to analyze and evaluate class material and comprehend connections between</p>

		difference to the continuing cultural and social influences of the nineteenth-century US.	events, people, etc. and larger developments and themes in US history
Critical Thinking Communication Social Responsibility Personal Responsibility	2. Analyze historical perspectives on ethical issues.	<p>Students will discuss and analyze the historical context for at least one major historical decision that contained strong ethical implications and relevance to post 1877 U.S. history. Students will discuss debates among historical actors that involved an ethical dimension while being sensitive to context and avoiding presentism.</p> <p>For example, students might study the historical background American use of the atom bomb and the reasoning of historical actors who supported (President Truman) and opposed (a group of scientists associated with the Manhattan Project) the decision regarding its use. Comprehension of opposing sides of the issue would be required.</p>	<p>Essay exam, paper, or short writing assignment, participation in class discussion or group activity, or objective quizzes or exams.</p> <p>Example Syllabus: Exam 2 requires short essay explaining ethical reasoning for or against the atomic bombing of Hiroshima and Nagasaki offered by historical actors (students must be prepared to explain both perspectives).</p>
Critical Thinking Communication	3. Effectively communicate in writing, orally, and visually, the analysis of historical questions and their results.	<p>The instructor will provide written guidelines that outline her or his expectations regarding written, oral, and visual communication. Students will apply their knowledge of those standards and any further guidance supplied by the instructor regarding improvement of communication skills, such as thesis and topic sentence development. Students will effectively express their understanding of textual and A/V source materials. In written work or class discussion, students may be expected to demonstrate their facility in interpreting and/or producing visual images, such as</p>	<p>Writing: paper or in-class essay</p> <p>Oral: participation in class discussion or group activity, oral presentation, or oral history interview.</p> <p>Visual: class presentation, part of grade for written work, or stand-alone assignment</p> <p>Example Syllabus : Writing: paper and exam short essays Oral: class discussion grade Visual: component of</p>

		<p>maps, charts, or tables.</p> <p>Examples: The use (1) of maps to understand post WWII-U.S. foreign policy toward Latin America;(2) of photographic staging of prominent events in American history; or (3) of oral and video interviews of important local individuals to determine how historical actors construct their own narratives about their own histories.</p>	<p>paper grade</p>
<p>Critical Thinking</p> <p>Personal Responsibility</p> <p>Social Responsibility</p>	<p>4. Analyze cause-and-effect relationships and discuss the effects of multiple causations upon historical events.</p>	<p>With lecture and/or reading, students will examine a range of explanations as to the causes of various historical developments and events related to post-1877 US history. Students will distinguish between proximate and long term causes in analysis of causation.</p> <p>Examples: In their explanation of the roots of the Great Depression, economic historians focus less on The Crash of 1929 than on structural weakness in the US and global economies during the 1920s. The 1911 Triangle Fire was a proximate cause of a number of Progressive reforms enacted in the fire's wake, but long term causes included the growing opposition to both monopoly capitalism and corrupt, inefficient political machines.</p>	<p>Essay exam, paper, or short writing assignment, participation in class discussion or group activity, or objective quizzes or exams.</p> <p>Example Syllabus : Exam 1 essay requires that students analyze the factors that influenced the decision of railroad head C. P. Huntington and contractor Claiborne Mason to send convicts such as John Henry to their deaths under the convict lease system in the post-emancipation South.</p>
<p>Critical Thinking</p> <p>Communication</p>	<p>5. Compare and contrast how different cultures or subgroups interpret, perceive, or experience historical events.</p>	<p>Students will be presented in lecture and reading with the shared and divergent views or experiences of various cultural groups in the American past.</p> <p>For example, one might compare</p>	<p>Essay exam, paper, or short writing assignment, participation in class discussion or group activity, or objective quizzes or exams.</p>

		and contrast the experiences of two or more immigrant groups in US history, such as Italians and Jews, or “new” and “old” immigrants.	Example Syllabus : Paper requires compare/contrast immigrant and native-born children across two periods of American childhood.
Critical Thinking Communication Personal Responsibility	6. Relate events and ideas to change over time and across a broad survey of United States or Texas history.	On the basis of lecture and/or reading, students will identify significant events and ideas in US history and their relationship to larger changes across time, including the rise of industrial, urban, and immigrant America, the rise of the US as a world power with WWI and WWII, its changing race and gender relations, struggles for civil rights, the sea-changes brought by the Great Depression and New Deal, and its post-WWII economic, social, and economic history.	Essay exam, paper, or short writing assignment, or objective quizzes or exams. Examinations, oral or written summaries, or classroom discussions. Example Syllabus: Exam 3 multiple-choice question: The rising popularity of Ronald Reagan during the 1970s was related to: a. The unprecedented economic boom that the US enjoyed during this time. b. The growing unity of the Democratic Party support for the war in Vietnam. c. Frustration with stagflation among Americans, many of whom remembered well the post-WWII boom. d. A long-term demographic shift of Americans from the South to the Northeast.

Course Outcomes: See outcomes above.

Course Outline:

- Intro: What is History? Why History?
- Radical Reconstruction

- Reconstruction: Myth & History
- Motors of Industrial Expansion
- Class Discussion
- Industrial Transformations
- Gilded Age Popular Protest
- Progressives & Social Change
- Immigrant Dream & Reality
- Woodrow Wilson & WWI
- The Ironic History of Women’s Suffrage
- The Tragedy of Herbert Hoover
- The New Deal Transformation
- The Coming of WWII
- Cold War Abroad & at Home
- Civil Rights Foundations
- Second Reconstruction
- War in Vietnam
- Debating Vietnam
- Coming Apart
- Polarized America
- Reagan & American Ideals
- Reagan & American Reality

Grading/Course Content which Demonstrates Student Achievement of Core Objectives:

<i>Course Grade</i>	<i>A: 90-100</i>	<i>B: 80-89</i>	<i>C: 70-79</i>	<i>D: 60-69</i>	<i>F: 0-59</i>
Summary of Course Exams, Quizzes, and Final					
	Three examinations			60% of the course grade	
	Paper			15% of the course grade	
	Average of top 5 In-Class Reading Quiz grades (out of 6 total)			10% of the course grade	
	Class Discussion			5% of the course grade	
	Average of top 6 Online Reading Quiz Grades (out of 8 total)			10% of the course grade	