



UNIVERSITY OF NORTHERN COLORADO

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## Extended Campus

College of Humanities and Social Sciences  
Department of History

UNC Dual Enrollment with Platte Valley High School

History 101-678: Survey of American History From 1877 to the Present  
Fall 2020 2<sup>nd</sup> Quarter

Instructor: Tiffany Kreps

Phone: (970) 336-8745

Email: tkreps@pvre7.org

University of Northern Colorado Credits: 3 (LAC & gtP\*)

Platte Valley High School Credits: .5

Prerequisites: None

### **Course Description:**

Survey of American history from Reconstruction to the present to examine geographical expansion, the rise of industrial and military power, five American wars, reform cycles and the shaping of modern America.

### **Required Texts & Materials:**

Alan Brinkley, *The Unfinished Nation*, Vol. 2. ISBN: 978-0077412302

Additional Readings WILL be posted on Canvas

### **Course Description and Goals:**

History 101 is a lower level survey of United States History from 1877 to the present. This course is intended to introduce students to the study of history through the topic of America, from its beginnings through Reconstruction with the aim of developing historical thinking skills and learning the content of history. The intent is to give the student not only a firm grasp of American history but also a solid understanding of why these events were, and still are, important. The course will examine these developments chronologically with particular emphasis placed upon foreign and domestic political, economic and military policies, as well as the evolution of industry and society. It is hoped that students will develop critical thinking skills that will be relevant to the student long after completing the course, regardless of their major or eventual career path.

### **Student Learning Outcomes:**

1. Students will acquire a basic understanding of historical changes in American History since 1877.
2. Students will recognize that historical narratives are constructed by historians and change over time.
3. Students will discuss historical questions in written and oral form.
4. Students will learn to recognize the difference between primary and secondary sources and begin to think critically and analytically about the past.
5. Students will compose an outside paper, driven by an argument and supported by historical evidence.

## **Course Requirements:**

- Attendance is expected. Please be prompt.
- Students are expected to be engaged with course readings, lectures, and discussions.
- Reading is essential to your learning and will make the class better. Please keep up with your reading each week. Come to class ready to discuss what was confusing to you, what was interesting to you, or any readings that challenged your perspective.
- Students should demonstrate professional behavior and respect toward the instructor and fellow students. Students should be paying attention in class and not engaging in other activities that have nothing to do with the class, i.e. texting, inappropriate or unwarranted chatting with fellow students, playing on the internet, listening to music devices, working on assignments for other classes, sleeping, etc.
- Unless you are dying or in jail, you are expected to take all exams and quizzes at their scheduled times. Call me prior to the date if you must miss it.
- All assignments are to be turned in the day they are due, or if you must miss the class, they are due the class day before they are due. Papers must be turned in by the beginning of class on the due date.
- Cheating on tests &/or plagiarizing on papers is unacceptable and will result in a failing grade.

## **Evaluation & Grading:**

- Quizzes: Quizzes may be administered over primary sources, readings, and content from class. There will be a minimum of 4 quizzes administered. Some of these will be announced, however some will not be announced. Quizzes are worth 25 points each.
- Exams: There will be 4 exams. Exams will be over the course content and the readings. Each exam is worth 100 points.
- Written Responses: There will be a question asked that students will be required to answer using the readings and outside resources. The responses need to be 250-500 words (1 page to 1.5 pages). This will be used to help familiarize you with the Turabian style of formatting your papers. More specific directions will be handed out in class and posted on Canvas. These are worth 25 points.
- Rough Draft: There will be a question asked that students will be required to answer using the readings and outside resources. The responses need to be 400 words. This will be used to help familiarize you with the Turabian style of formatting your papers. More specific directions will be handed out in class and posted to Canvas.
- Analytical Essay: These essays will require you to use primary sources posted on Canvas to answer the questions. These questions are a chance for you to work, think, and write like a historian. More specific directions will be handed out in class and posted on Canvas. The essays need to be 725-900 words. The analytical essay is worth 100 points each.

## **UNC Grading Scale**

- A 90%-100%
- B 80%-89%
- C 70%-79%
- D 60%-69%
- F Below 60%

The specific points needed to earn these grades will be posted through Infinite Campus so that students can check their progress in the course whenever they wish.

**Students with Disabilities:**

Any student requesting disability accommodation for this class must inform the instructor and give appropriate notice. Students are encouraged to contact Disability Support Services at Platte Valley High School to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

**UNC's Policies:**

UNC's policies and recommendations for academic misconduct will be followed. For additional information, please see the Dean of Student's website: <http://www.unco.edu/dean-of-students/>.

**Honor Code:**

All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

**Student Satisfaction Evaluation:**

Participants will be asked to evaluate the workshop for instructors' knowledge, interest and enthusiasm as well as providing additional information on classes or topics that you would like to see developed as a future offering from UNC.

**Dropping or Withdrawing from a UNC Dual Credit Course:**

Note: Drop and withdrawal dates for the courses at your school can be found on your [dual enrollment page for your high school](#).

Please use the [Dual Enrollment Drop & Withdrawal Form](#).

- You can drop your course up until the designated Drop Deadline. The course will be removed from your transcript and you will receive a full tuition refund.
- After the Drop Deadline and up until the Withdrawal Deadline you can withdraw from your course. The course will remain on your transcript with a grade of "W" (this does not impact your GPA), and there is no tuition refund.
- After the withdrawal deadline you are unable to be removed from the course. The course will remain on your transcript with the grade that you have earned, and there is no tuition refund.
- If you stop attending the course but fail to officially withdraw from the course(s), you will be responsible for full tuition and fees and the course grade will remain on your transcript.

**Liberal Arts Core & Colorado gtPathways\*:**

This course satisfies 3 credits from Area 4. (History) of the UNC Liberal Arts Core. This course has been approved by the Colorado Commission on Higher Education for inclusion in the Colorado Guaranteed Transfer Program, gtP. gtP courses automatically transfer to any public institution in Colorado and will continue to count toward general education or other graduation requirements for any liberal arts or science associate or bachelor's degree program if a grade of C- or higher is recorded. Statewide articulation agreements prescribe specific general education and degree requirements in the following professional degree programs: business, early childhood, elementary education, engineering and nursing. Most other courses not approved for the gtP designation will also be accepted in transfer by other institutions but may not fulfill general education or degree requirements.

## Course Content & Outline

- Week 1** Reconstruction & the American West  
Additional Topics: expanding West, American railroads, Indians, Frederick Jackson Turner, Range Wars, Mining, Jim Crow laws  
**Readings:** Brinkley: Chapter 15, additional readings posted to Canvas
- Week 2** Industrialization & Urbanization, Emigration & Immigration, & the Progressive Era  
Additional Topics: industrial expansion, innovations, workforce developments, capitalism, labor movements, urbanization, changes within urban cities, Populists, Farmers Revolt, challenges of immigration, nativism, Tammany Hall, women's activism, Depression of 1897  
**Readings:** Brinkley: Chapter 16, 17 (pages 630-649), 18, additional readings on Canvas  
**Primary Sources Quiz 1**
- Week 3** Roaring 1920s, Imperialism & Expansion, & World War I  
Additional Topics: Roaring 1920s, revival of KKK, Scopes Trial, Harlem Renaissance, expansionism, League of Nations, Treaty of Versailles, key figures and battles of the war  
**Readings:** Brinkley: Chapter 17 (pages 650-671), chapter 19-20, additional readings on Canvas  
**Exam 1**  
**Rough Draft**
- Week 4** Great Depression & the New Deal  
Additional Topics: Herbert Hoover, Franklin D. Roosevelt, 1st & 2nd New Deal  
**Readings:** Brinkley: Chapter 20, 21, additional readings posted to Canvas  
**Primary Sources Quiz 2**
- Week 5** World War II  
Additional Topics: foreign relations, causes and effects of WWII, key figures and battles of the war, Japanese internment camps, Rosie the Riveter, impact of the atomic bomb  
**Readings:** Brinkley: Chapter 22, additional readings posted to Canvas  
**Midterm**
- Week 6** Cold War & Red Scare  
Additional Topics: Korean War, Dwight D. Eisenhower, impact of the television, key figures and events during the Cold War, McCarthyism, nuclear war, Space Race  
**Readings:** Brinkley: Chapter 23, 24 (only pages 915-942), additional readings on Canvas  
**Primary Sources Quiz 3**  
**Final Draft**
- Week 7** Civil Rights Movement & 1960s: Hippies, Protests, Music, Reform  
Additional Topics: Martin Luther King Jr., Malcom X, Cesar Chavez, Feminist Movement  
**Readings:** Brinkley: Chapter 24 (pages 943-955), chapter 25, additional readings on Canvas  
**Exam 3**
- Week 8** Vietnam War and the 1970s and the 1980s  
Additional Topics: major figures and battles in Vietnam, Watergate, Iranian Crisis, changing American roles in the Middle East, Jimmy Carter, Ronald Reagan, the Moral Majority  
**Readings:** Brinkley: Chapter 25 (pages 979-1001), chapter 26, additional readings on Canvas  
**Primary Sources Quiz 4**
- Week 9** Domestic & Foreign Policy in 80s and 90s and the 21st Century  
Additional Topics to be discussed: end of the Cold War, globalization, involvement in Iraq and Afghanistan, limits to U.S. power, aftermath of the war on terror, Reaganomics, Clinton presidency and impeachment, NAFTA, Digital Revolution, drug and AIDS epidemics, feminism,

environmentalism, etc.

**Readings:** Brinkley: Chapter 31 and 32, additional readings posted to Canvas

**Final Exam**