

Kenneth P. Dietrich School of Arts and Sciences  
**College in High School**

2023-2024  
**United States 1865 - Present**  
*HIST 0601--3 Credits*

**Description:** This introductory level course covers central developments in U.S. History from Reconstruction to the present. It will provide an overview for those seeking to fulfill “General Education” requirements. This period is characterized by dramatic and sweeping political, economic, social, and cultural change, as well as expanding global engagement. We will focus on key events and consider how race, gender, and class influence human experience and the development of modern America. Through a variety of accounts and sources, students will gain insight into the connection between the past and the world they live in today. Students will interpret primary and secondary sources, learn to read and construct historiographical arguments, and hone analytical and evidenced based writing skills.

**Prerequisite:** None.

**Grading:** The grade will be based on verbal participation in class discussions, debates and presentations, research essays, document analyses, quizzes, and exams.

**Textbook:** The course should use a college-level textbook such as *The American Promise, Vol II* by James Roark, et al., or any AP-approved textbook. In addition, the course should be based in the analysis of primary documents as well as scholarly arguments. One suggestion is the use of *Major Problems in American History, Vol II* by Elizabeth Cobbs, et al which includes both. Finally, instructors might consider the use of memoirs and historical monographs.

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**The following is a list of topics covered in US History from Reconstruction to the Present:**

**1. Introduction**

- What are primary and secondary sources?
  - How do we read them?
  - How do we use them?
- What are the foundations of the American nation?
- What leads to the Civil War? What are the consequences?

**2. Reconstructing a Nation**

- The means of “freedom”
- Presidential versus Congressional Reconstruction
- Redemption

**3. The Contested West**

- Societies of the Far West
- The Dispersal of Tribes
- Farming, Mining, and the Changing Economy
- The Idea of the Frontier

**4. Industrial Supremacy**

- Capitalism and Its Critics
- American Workers and Worker Movements
- Urbanization
- The Ethnic City
- Mass Consumption and Leisure in the Age of the City

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**5. Dissent, Depression, and Empire**

- Party Politics
- Agrarian and Working-Class Discontent
- Women and Reform
- Stirrings of Imperialism

**6. The Progressive Crusade at Home and Abroad**

- From the Grass Roots to the White House
- Crusade for Social Order and Reform
- The Great War and American Society
- Quest for a New World Order

**7. From Roaring Twenties to Great Depression and New Deal**

- A New Era in Government and the Economy
- The New Woman, the New Negro, and the Lost Generation
- Resistance to Change: Nativism
- The Great Crash
- Life in the Great Depression
- The New Deal Experiment

**8. From World War to Cold War**

- The Growth of Democracy
- Industrialism in England
- Development of Liberal Political Economy in England
- Liberal Internationalism
- Darwin
- Nineteenth-Century Revolutions in France

**9. The Gray Flannel Fifties**

- The Hidden Hand Presidency
- Anti-Communism and Conformity
- Abundance, Consumption, Television
- The “Nuclear” Family and Suburbanization
- Emergence of the Modern Civil Rights Movement
- Youth Culture
- The “Other” America

**10. The Promise and Ordeal of Liberalism**

- Crisis in Cuba
- Expansion of the Liberal State
- The Battle of Racial Equality
- The Crisis of Vietnam
- 1968: “Years of Hope to Days of Rage”
- Radicalization: Black Power, the Anti-War Movement, The Counterculture, and Women’s Liberation

**11. The Crisis of Authority**

- “Law and Order”
- The End of the War in Vietnam
- The Watergate Crisis
- Stagflation and the Energy Crisis
- Declining Global Image
- The Resurgence of Conservatism

**12. Rise of Globalization: Work, Labor, and Inequality**

**13. United States in a Post 9/11 World**

**14. Contemporary Debates about Race, Ethnicity, and Immigration**

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**Academic Integrity:** All College in High School teachers, students, and their parents/guardians are required to review and be familiar with the University of Pittsburgh's Academic Integrity Policy located online at <https://www.as.pitt.edu/faculty/policies-and-procedures/academic-integrity-code>.

**Grades:** Grade criteria in the high school course may differ slightly from University of Pittsburgh standards. A CHS student could receive two course grades: one for high school and one for the University transcript. In most cases the grades are the same. These grading standards are explained at the beginning of each course.

**Transfer Credit:** University of Pittsburgh grades earned in CHS courses appear on an official University of Pittsburgh transcript, and the course credits are likely to be eligible for transfer to other colleges and universities. Students are encouraged to contact potential colleges and universities in advance to ensure their CHS credits would be accepted. If students decide to attend any University of Pittsburgh campuses, the University of Pittsburgh grade earned in the course will count toward the student grade point average at the University. At the University of Pittsburgh, the CHS course supersedes any equivalent AP credit.

**Drops and Withdrawals:** Students should monitor progress in a course. CHS teacher can obtain a Course Drop/Withdrawal Request form from the CHS office or Aspire. The form must be completed by the student, teacher and parent/guardian and returned to teacher by deadlines listed. Dropping and withdrawing from the CHS course has no effect on enrollment in the high school credits for the course.