"We will build a democratic America in spite of undemocratic Americans. We have rarely worried about the odds or the obstacles before—we will not start worrying now. We will have both of our goals—Peace and Power!"

_Congresswoman Shirley Chisholm_
_Speech at Federal City College_
_Washington D.C. 1969_

Course Description
In this course, we will explore political, social, and cultural aspects of life in the United States from the Reconstruction era through the present. We will move through the decades both chronologically and thematically; the course will focus on analysis of events and not on memorization of dates or other information. The purpose of this course is to broaden and, more significantly, to deepen your knowledge and understanding of the U.S. narrative. The central question that organizes this class is "Who are we as a people and a nation?" We will examine politics, wars, and activism through a set of biographical lenses based on social, intellectual, and economic themes. The objective is to add to what you already know, but just as importantly, to get you to rethink some of what you know as well.

Two major themes run throughout the course: The changes in American society due to the mobility of populations, industrialization, and urbanization; and the changing definition of who counts as an “American” in a nation often divided by race, ethnicity, gender, and socioeconomic class.

Required Texts
James A. Henretta, David Brody, & Lynn Dumenil, _America, A Concise History_, v.2 (since 1865) 6th ed. (Boston: Bedford/St. Martin’s, 2006).

_America’s History_ is a textbook that offers various learning tools in addition to an overview narrative. My lectures will not be a repeat of the readings. They will complement the readings in such a way as to facilitate discussion. The textbook will help you fill in gaps, make connections, and, most practically, do better on the exams. Readings from this book are listed as HENRETTA below.
Kevin J. Ferlund, *Documents to Accompany America’s History*, v.2: since 1865. 5th ed. (Boston: Bedford/St. Martin’s, 2008). Available electronically on HistoryClass. *Documents to Accompany America’s History* contains primary sources important to U.S. history and is available to you electronically on the HistoryClass course page. I have assigned documents from this collection for most of the lectures and they will serve as the basis for your short papers. I will make time on Fridays for discussion of the documents. Readings from this book are listed as **FERLUND** below. Each primary document is followed by a set of questions that will serve as part of the material used in discussion, quizzes, and exams. You can find a full Table of Contents under the “Documents” tab on HistoryClass.

To Register for HistoryClass:
1.) Go to [yourhistoryclass.com](http://yourhistoryclass.com) (Mac users will need to use Firefox).
2.) Click on the link "STUDENTS REGISTER YOUR CODE."
3.) You will be prompted to follow the on-screen instructions to find your course. You will start by selecting your school's state/province, the school name, then your instructor, course, and/or section.
4.) Enter the activation code **ip-44j-6dgm2g7z**. This code will expire after 6 months. Once you have entered this activation code, you will then enter your email address, select a password and password hint. After completing this registration process, you can then use HistoryClass. If you encounter problems registering, please see me the first week of class.

Readings, assignments, and all course information are accessible via HistoryClass. You must come to class having completed the readings by the dates listed in the schedule. It is your responsibility to check the course page regularly for announcements.

**CU Clickers**
You can purchase Clickers at the CU Bookstore. The Clicker is on a standard university wide system, so you can use it in any class and any semester. Because we are a large group I am using the Clicker system as an assessment tool and may use it for your quizzes.

To use the clickers in class, you must first register your clicker at [http://www.iclicker.com/registration/](http://www.iclicker.com/registration/)
Enter your first name, last name, student ID and clicker ID. The clicker ID is found on the bottom back of the clicker. You will be prompted to enter a number before sending the data. **IMPORTANT:** enter the 9-digit student ID without hyphens or spaces (e.g. 123456789)

**Assignments & Exams**
All assignment due dates are posted on the schedule below and on HistoryClass. Specific details of each assignment are available on HistoryClass.

**Blog:** 5 points each entry
I will assign you a topic, so look for your designated topic by the end of Week One. Using the “blog” function on HistoryClass, you are required to make at least four entries by assigned date.
Primary Document Essay: 25 points
I will designate two sets of primary documents for you to choose from to write a 2-3 page double spaced analysis. **NO LATE PAPERS WILL BE ACCEPTED.**

Comparing American Voices Essay: 25 points
I will assign two different *Comparing American Voices* segments for you to choose from to write a 2-3 page double spaced analysis. **NO LATE PAPERS WILL BE ACCEPTED.**

These short essays will be graded according to how clearly and thoroughly you answer the question, as well as on style, spelling, grammar, and use of examples from the text. Papers are due electronically via HistoryClass before class starts. See HistoryClass for specific assignment and writing guidelines.

Quizzes: 5 points each
Quiz dates will be announced in class.

Exam 1 & Exam 2: 80 points each
The exams will include short answer and essay questions. Review sheets will be made available one week prior to the exam. A half class session will be set aside to answer questions.

Final Exam: 100 points
The exams will include IDs, short answer and essay questions.

**NOTE FINAL EXAM SCHEDULE:** Thursday, December 17, 2009, 7:30am – 10:00am.

Note 1: Students must take the tests on the dates listed in the syllabus and in accordance with university policy regarding the final exam.

Note 2: Make-up exams will not be given except in the event of an illness with the requirement that the student present the professor with a signed and dated physician’s statement verifying the illness. Format (which may mean additional reading and a paper) and time of the make-up will be at the discretion of the professor.

Grading and Evaluation: Expectations & Procedures

Final grades are awarded on a percentage basis:

- 100-94% = A
- 94-90% = A-
- 89-87% = B+
- 86-83% = B
- 82-80% = B -
- 79-77% = C+
- 76-73% = C
- 72-70% = C -
- 69-67% = D+
- 66-63% = D
- 62-60% = D-
- <60 = F

Other Course Policies and Information
Plagiarism will be treated according to University policy. If you are unsure about what constitutes plagiarism, please consult the instructor or the citation tutorial from the University Libraries: [http://ucblibraries.colorado.edu/pwr/public_tutorial/cite/cite01.htm](http://ucblibraries.colorado.edu/pwr/public_tutorial/cite/cite01.htm)
Important Learning Tools

HistoryClass offers various tools to test yourself or refresh your memory with the e-Book. You can find them under the “Course Materials” tab. Examples include “Section Review Questions”, “Audio Review”, and “Chapter Summary”. The folder “Online Research and Reference Aids” provides helpful information on writing your papers.

Week One: The Ground Rules
M Aug. 24 Introductions, Course Overview

W Aug. 26 DISCUSSION: Reading Primary Documents
FERLUND: 15-3 Philip A. Bell, “Reconstruction” (1865)
ADDITIONAL DOCS: “Dolly Lunt Burge, from A Woman’s Wartime Journal: An Account of the Passage over Georgia’s Plantation of Sherman’s Army on the March to the Sea, as Recorded in the Diary of Dolly Sumner Lunt” (Mrs. Thomas Burge) (1864–1865)
HistoryClass RESOURCES: “St. Martin’s Tutorial on Avoiding Plagiarism”
REVIEW HistoryClass: Post questions on discussion forum for discussion

F Aug. 28 DISCUSSION: Using HistoryClass w/Bedford St. Martin’s Representative Marissa Zanetti

Week Two: Wars in the City and on the Frontier
M Aug. 31 LECTURE: Reconstruction
HENRETTA: Chapter 15
MUSIC: Eric Bibb “Follow the Drinking Gourd,” Billie Holiday, “Strange Fruit”

W Sep. 2 LECTURE: The Strange Career of Jim Crow
ADDITIONAL DOCS: Frederick Douglass, “Appeal to Congress for Impartial Suffrage” (January 1867)

F Sep. 4 LECTURE: "Winning" the West
HENRETTA: Chapter 16

Week Three: Growing into the 20th Century
M Sep. 7 No Class, Labor Day Holiday

W Sep. 9 LECTURE: Labor and Capital in the Gilded Age
HENRETTA: Chapter 17
READING AMERICAN PICTURES: Chapter 17 Visual Activity

F Sep. 11 LECTURE: Immigration and Urbanization
HENRETTA: Chapter 18
FERLUND: 17-9 Terence V. Powderly, The Army of Unemployed (1887), 17-2 Henry George, Progress and Poverty (1879)

**Week Four: Modern Problems**

**M** Sep. 14  DISCUSSION: Changing Landscapes  
ADDITIONAL DOCS: Mary Elizabeth Lease, “Speech in Favor of the Populist Party” (1890), Rudyard Kipling, “The White Man’s Burden” (1899)  
READING AMERICAN PICTURES: Chapter 18 Visual Activity

**W** Sep. 16  LECTURE: Populism & Disenfranchisement  
HENRETTA: Chapter 19  

Primary Essay Document Option A due

**F** Sep. 18  LECTURE: Progressivism – The Players  
HENRETTA: Chapter 20  
READING AMERICAN PICTURES: Chapter 20 Visual Activity

**Week Five: Modern Solutions**

**M** Sep. 21  LECTURE: Progressivism – Women and Jim Crow  
FERLUND: 20-4 Jane Addams, “Twenty Years at Hull-House” (1910), 20-5 Margaret Sanger, “The Case for Birth Control” (1917), 20-6 “Progressivism and Compulsory Sterilization” (1907), Questions for Further Thought  
ADDITIONAL DOCS: New York World, “The Triangle Fire” (March 26, 1911)

**W** Sep. 23  LECTURE: Jim Crow and Limits of Progressive Reform  
ADDITIONAL DOCS: “National Association for the Advancement of Colored People (NAACP) Platform” (1909)

**F** Sep. 25  Exam 1 (Covers material through September 16)

**Week Six: Making the World Safe for Democracy?**

**M** Sep. 28  LECTURE: WWI “Over There”  
HENRETTA: Chapter 21

**W** Sep. 30  DISCUSSION: Impact of WWI  
FERLUND: 21-8 John Hay, “Open-Door Notes” (1899, 1900), 21-9 Mark Twain, “To the Person Sitting in the Darkness” (1901), 22-6 Posters from the Anti–Venereal Disease Campaign (1917–1918), 22-8 Marcus L. Hansen, “The Home Front: The
Young Women’s Christian Association” (1920), 22-9 Wartime Propaganda Poster (c.1917), Questions for Further Thought

READING AMERICAN PICTURES: Chapter 21 Visual Activity

F Oct. 2 LECTURE: WW I “At Home”
HENRETTA: Chapter 22
ADDITIONAL DOCS: Good Housekeeping, “Wanted: Recruits for an Army of Kitchen Soldiers!” (December 1917), Al Pianadosi and Alfred Bryan, Lyrics, “I Didn’t Raise My Boy To Be a Soldier” (1915)

Week Seven:
M Oct. 5 DISCUSSION: “Defining American”

W Oct. 7 LECTURE: Cultural Wars
HENRETTA: Chapter 23
ADDITIONAL DOCS: John Dos Passos on Sacco and Vanzetti, “They Are Dead Now” (October 1927),

F Oct. 9 FILM: Chicago

Week Eight: Great Depression
M Oct. 12 LECTURE: The Great Depression

W Oct. 14 LECTURE: Labor & Culture in the Great Depression

F Oct. 16 LECTURE: The New Deal
HENRETTA: Chapter 24

Comparing American Voices Essay Option A due

Week Nine: New Deal
M Oct. 19 LECTURE: Culture and the New Deal
MUSIC: Woody Guthrie, “This Land is Your Land,” Pete Seeger, “Talking Union,” and “Banks of Marble”

W Oct. 21 DISCUSSION: Making the New Deal
FERLUND: 24-1 Franklin D. Roosevelt, First Inaugural Address (1933), 24-8 Norman Thomas, “What was the New Deal?” (1936), 24-9 The Federal Anti-Lynching Bills
(1938), 24-10 Eleanor Roosevelt, “The State’s Responsibility for Fair Working Conditions” (1933), Questions for Further Thought
MUSIC: They Might Be Giants, “Minimum Wage”

REVIEW Exam 2

F Oct. 23 LECTURE: The Second World War, 1939-1945
HENRETTA: Chapter 25
READING AMERICAN PICTURES: Chapter 25 Visual Activity

Week Ten: WWII
M Oct. 26 LECTURE: WWII, The Home Front

W Oct. 28 DOCUMENTARY & DISCUSSION: The Cold War

F Oct. 30 EXAM 2 (covers materials through October 21)

Week Eleven: Cold War & Affluence
M Nov. 2 LECTURE: Hot Wars, Cold Wars
HENRETTA: Chapter 26

W Nov. 4 LECTURE: The Golden Age
HENRETTA: Chapter 27

F Nov. 6 DISCUSSION

Week Twelve: Great Expectations
M Nov. 9 LECTURE: JFK & LBJ Presidencies
HENRETTA: Chapter 28

W Nov. 11 LECTURE: Rights Consciousness
MUSIC: Bob Dylan with Freedom Singers, Joan Baez & Peter, Paul and Mary “Blowin in the Wind,” Freedom Singers “This Little Light of Mine,” “Woke up This Morning with My Mind on Freedom”

F Nov. 13 DOCUMENTARY: Eyes on the Prize

Comparing American Voices Option B due
Week Thirteen: The Rights Revolution
M Nov. 16  LECTURE: Chicano Movement & AIM

W Nov. 18  LECTURE: Feminism and Gay Liberation

Primary Document Essay Option B due

F Nov. 20  DISCUSSION: Civil Activism


Week Fourteen: No Classes Fall Break

Week Fifteen: Civil Rights Disrupted?
M Nov. 30  LECTURE: Vietnam


W Dec. 2  DOCUMENTARY & DISCUSSION: Vietnam: A Television History

F Dec. 4  LECTURE: From the Great Society to the War on the Poor

Week Sixteen: Ending Wars
M Dec. 7  LECTURE: Disco Nights: The 1970s
HENRETTA: Chapter 29

W Dec. 9  LECTURE: Understanding the Reagan Revolution
HENRETTA: Chapter 30

F Dec. 11  Review
FINAL EXAM: Thursday, December 17, 2009, 7:30am – 10:00am. Note the time change

COURSE POLICIES:

University Messages

1. ADA Statement
If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner so that your needs be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Willard 322, and www.Colorado.EDU/disabilityservices

Disability Services' letters for students with disabilities indicate legally mandated reasonable accommodations. The syllabus statements and answers to Frequently Asked Questions can be found at www.colorado.edu/disabilityservices

2. Decorum Statement
Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at http://www.colorado.edu/policies/classbehavior.html and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

3. Religious Observance
Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, if you have a potential class conflict because of religious observance, you must inform me of that conflict by the third week of the semester. See full details at http://www.colorado.edu/policies/fac_relig.html

4. Sexual Harassment
The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH, the above referenced policies and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at http://www.colorado.edu/odh
5. Honor Code
All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid in academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at http://www.colorado.edu/policies/honor.html and at http://www.colorado.edu/academics/honorcode/