Where do you fit into American history? Do you matter to this country? Does history give an indication of your present circumstances and where you are headed? Is your generation relevant? Do you believe in the American dream, and if so, what is that dream? Can you explain setbacks, tragedies, and the like in terms of historical circumstances? Has our nation gotten better over time, or worse? Are you a conservative or liberal, or somewhere in between? During those late-night talks in the dorm or at family dinners, conversation seems to gravitate to history. Why is that, and do you participate? Are you as informed as your relatives and friends?

This course surveys the history of the United States since the Civil War but more than that, it will give you some answers to these questions that lie behind the very meaning of being a questioning, active citizen of the world (and certainly an American). Whether you are a History major or not, American or not, first year or senior, the course seeks to teach you about this country’s present and future by illuminating the past. And along the way, we hope that you will learn about yourself!

How will this happen? You will be asked, pressured, persuaded, and pushed into forming your own judgments – your own opinions – about history as you participate in lectures, discussions, and reading. We provide the means to do so below, as a praiser or critic. But please note: forming and expressing your viewpoint, in an informed and civil way, is critical to doing well in this class and, most important, to understanding the world around you.

Praiser or Critic? You will be asked to take one of these two viewpoints to consider and argue the history as we go along. You may switch between the two depending on the issue, or remain consistently in one camp throughout the course. In discussions and exams, you will be asked to present your opinion and provide evidence to support it. Lectures will give each viewpoint as it applies to the topic. You will find that some agree with your view, others do not. There is no “correct” answer; you will not be treated in this class according to your opinion, but only how well you state and argue your viewpoint. We seek the “truth” in the class, and your opinion matters as much as anyone else’s, including the instructor’s.
**PRAISER:** believes that since 1865, Americans have enjoyed a progressively better life. Government and the powerful have responded to problems, and though many still exist, we have solved them, and will continue to do so, by staying the same course as the past – embracing the market, engaging in moderate reform, having faith in our political institutions, and defending the oppressed in the world. Those who have trouble making it in America, which is truly a nation of opportunity, can only blame themselves. Individuals matter and success in America is open to all. This is, essentially, an exceptionally good country on the right path at home and abroad.

**CRITIC:** believes that since 1865, many Americans have endured unnecessarily difficult lives. Government, which is controlled by privileged and majority white males, has responded insufficiently (and detrimentally) to help all Americans. Some problems have been solved but most not only remain but have gotten worse, due to a ruthless market-based system, inadequate reform, corrupt politics, and an aggressive foreign policy. Many are victims of a power elite that perpetuates a structure of poverty, prejudice, and discrimination. The system matters, and success is open only to a select few. This is, essentially, an unexceptional country on the wrong path at home and abroad.

So, which position best describes you?!

**Please note the following:**

There are no prerequisites for this course.

**Disability Statement:** If you qualify for accommodations because of a disability, please submit a letter to me from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Willard 322, or [http://www.colorado.edu/disabilityservices/](http://www.colorado.edu/disabilityservices/)

**Decorum Statement:** Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to behavioral standards may be subject to discipline. Faculty have the professional responsibility to treat students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which students express opinions. Additional information may be found at [http://www.colorado.edu/policies/classbehavior.html](http://www.colorado.edu/policies/classbehavior.html)

**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 of 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). Additional information on the Honor Code can be found at [http://www.colorado.edu/policies/honor.html](http://www.colorado.edu/policies/honor.html)
**Religious Observance:** Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. If you have a potential class conflict because of religious observance, you must inform me of that conflict within three weeks of the start of classes. See policy details at [http://www.colorado.edu/policies/fac_relig.html](http://www.colorado.edu/policies/fac_relig.html)

**Sexual Harassment:** The University of Colorado Policy on Sexual Harassment applies to all students, staff and faculty. Sexual harassment is unwelcome sexual attention. It can involve intimidation, threats, coercion, or promises or create an environment that is hostile or offensive. Harassment may occur between members of the same or opposite gender and between any combination of members in the campus community: students, faculty, staff, and administrators. Harassment can occur anywhere on campus, including the classroom, the workplace, or a residence hall. Any student, staff or faculty member who believes s/he has been sexually harassed should contact the Office of Sexual Harassment (OSH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the OSH and the campus resources available to assist individuals who believe they have been sexually harassed can be obtained at [http://www.colorado.edu/odh/](http://www.colorado.edu/odh/)

**GRADING**

**All assignments are mandatory and to be completed on the date assigned.** Exams and online discussion participation are required. Failure to hand in an exam or participate in online discussions will result in **failure of the entire course**. A late exam will result in a deduction of one full letter grade per hour. No credit is given for online discussion participation past the week’s deadline.

Grades are assessed on the following scale:

\[
A = 93-100\%; \quad A- = 90-92\%; \quad B+ = 88-89\%; \quad B = 83-87\%; \quad B- = 80-82\%; \quad C+ = 78-79\%; \\
C = 73-77\%; \quad C- = 70-72\%; \quad D+ = 68-69\%; \quad D = 63-67\%; \quad D- = 60-62\%; \quad F = 0-59\%
\]

Exam 1: 10%
Exam 2: 15%
Final Exam: 15%
Great Depression Brief: 15%
Online discussion: 30%
Clicker participation: 15% (+ possible bonus – see below under Clicker section)

**EXAMS:** The exams will involve short-answer identifications and an essay based on the praiser/critic model. You will be provided with a study guide for each.

**Note:** Each of the three exams (the two regular + the Final) will cover material in the lectures, readings, and discussions that precede it. *The Final Exam’s identifications will cover the entire course.*
**FILMS**: You have two jobs in this category: first, you will be required to incorporate films (listed below and in the syllabus) into the exams and online discussions.

Second, you will write a 500-word (double-spaced) **Great Depression Brief** on BOTH of the online films listed below. The key to the Brief is to tie a historic time of crisis to current events, and gauge the differences and parallels. In your Brief, you must do the following:

1) indicate whether you are a praiser or critic of the condition of youth during the Depression;
2) show why the government, in your view, succeeded or failed to account for youth problems;
3) **THIS IS THE KEY ELEMENT**: give your opinion on whether the government response should be repeated today for problems facing young people in the economy;
4) submit the paper in print the last day of class.

**NOTE**: careful and multiple drafts will be necessary - we will NOT accept papers that are longer than 500 words.

The two films for the Great Depression Brief are:


**ONLINE DISCUSSIONS**: Each week, you will find a discussion question on CULearn (and in the syllabus). GO TO the DISCUSSION tab in CULearn. These will involve topics we are studying that week and is based on the praiser/critic model. **You must identify yourself as a praiser or critic, argue your point, and provide evidence.** You can open your own line of reasoning or follow up the response of a previous entry in the discussion.

There are 15 discussion topics (one each week, even during an exam week). **To receive credit, you must participate at least ONCE in the discussion, and you must participate in at least 10 discussions during the semester.** Each discussion topic will earn you 2 points, for a maximum of 30 points (%) for the semester. Total credit will be assessed according to the following participation ranges (but note that you do NOT automatically receive the credit in a category simply by participating; your response(s) will also be assessed for QUALITY as well as quantity). Ranges of participation to qualify for grade:

93-100% (A) = ALL 15 discussions
90-92% (A-) = 14 discussions
80-89% (B- to B+) = 12-13 discussions
70-79% (C- to C+) = 10-11 discussions

**1- 9 discussions = O% for the online discussion assignment.**
**0 discussions = failure of the class.**

A minimum of **ONE** (but you may do more for extra consideration) thoughtful, original, and civil posting, with reference to readings and lectures, and civility, is required. Developed responses of
more than 50 words each per discussion will earn you full participation points each week. This does NOT mean that you merely enter a debate three times and then sign off. You can lead off a debate or jump in, but you need to show that you are ENGAGING in the discussion rather than just issuing a statement to receive credit. We read discussion postings but do not comment on each of them. We will monitor your participation to determine whether you have are honoring the spirit of the debate.

We will not grade you on whether we agree or not with your opinion. You will be asked to respond to a statement as a praiser or critic, and provide not only your view, but a response to others as you read along in the thread of the discussion. How well you marshal evidence from the lectures and readings will determine your grade. Jump in when you can and for those of you more bold, careful about “blabbing” on – numerous postings do not gain you a thing. We are looking for thoughtful, historically-based, substantiated messages. Be concise and focused, but as thorough as possible. And be civil to your colleagues.

Due dates: see Lecture and Assignment schedule below. Each discussion will begin on the Monday and end on the following Sunday at midnight. You will not get credit for returning to the topic at a later date. Stay current on the Discussions.

CLICKERS: clickers will be used in each lecture. You will not be graded on correct answer to surveys but only on your participation. The idea is to promote interactive learning in a very large lecture course and to gauge whether you are understanding the material. Make sure you purchase a clicker at the bookstore and register correctly and promptly.

Clicker use will be graded on the following scale, based on the total of clicker surveys during the semester:

- 90%-100% responses = A
- 80-89% responses = B
- 70-79% responses = C
- 0-69% responses = NO CREDIT

**NOTE: BONUS: Clicker participation with two missed responses or less will give you a 20% bonus on the Final Exam!!!

READINGS/FILMS

Textbook: The The American Promise (TAP) textbook password, the paper copy of the textbook and reader, and the clicker are available in the bookstore.

For tech support, see 1-800-936-6899 or techsupport@bfwpub.com
**Note:** This is the textbook, cited in the schedule below as TAP (*The American Promise*)

***You may choose to purchase the paper copies of the textbook and reader, and not purchase HistoryClass, but I highly recommend you purchase the latter because it has many more features. The online and paper versions are identical, however.

**Films**: The films noted in the Great Depression Review assignment, and those in Schedule below, are from PBS’s *American Experience* series. They are ALL required viewing. You can watch them online (see links below). Exams will include material from them, and you should incorporate them into the online discussions as you would the textbook and lectures.

### LECTURES AND ASSIGNMENTS

**Assignments are due on the day they are listed. We suggest you have your reading completed before you come to the lecture so you will be more familiar with the material covered.**

Given below is the date and title of the lecture, and the author of the reading with the pages to be read.

**NOTE:** TAP, with documents, will be tested and discussed. TAP assignments are listed below as chapters (chp.); make sure you read online all the assigned documents in each chapter. Optional study questions, reviews, information, etc. are also included for each online chapter but the required text is the chapter and documents. The documents follow after the chapter narrative and the Documents heading. To access the chapter and documents, click on the + sign on each chapter on the sidebar of the HistoryClass website.

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<thead>
<tr>
<th>Date</th>
<th>Lecture</th>
<th>Textbook</th>
<th>Pages</th>
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<tbody>
<tr>
<td>Aug 23</td>
<td>Introduction</td>
<td>TAP</td>
<td>chp. 17</td>
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<tr>
<td>Aug 25</td>
<td>Westward ho.</td>
<td>TAP</td>
<td>chp. 17</td>
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<tr>
<td>Aug 27</td>
<td>Native America persecution?</td>
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<td></td>
<td>WATCH: We Shall Remain (Native Americans):</td>
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<td>ONLINE DISCUSSION: Explaining the consequences for Native Americans: survival of the fittest, or white cruelty and corruption?</td>
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<td>Aug 30</td>
<td>Race and reconstruction.</td>
<td>TAP</td>
<td>chp. 16</td>
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<tr>
<td>Sep 1</td>
<td>Industrial revolution.</td>
<td>TAP</td>
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<tr>
<td>Sep 3</td>
<td>Captains of Industry?</td>
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<td>ONLINE DISCUSSION: Reconstruction: racism or commonsense prevails?</td>
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<td>Sep 6</td>
<td>LABOR DAY – NO CLASS</td>
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<td>Sep 8</td>
<td>Robber Barons?</td>
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<td>Sep 10</td>
<td>Labor market.</td>
<td>TAP</td>
<td>chp. 19</td>
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<tr>
<td></td>
<td>ONLINE DISCUSSION: Captains of industry, or Robber Barons?</td>
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</table>
Sep 13  Divided workers?
Sep 15  Huddled masses.
Sep 17  City corruption?

ONLINE DISCUSSION: Which side were you on in the Pullman Strike, and why?

Sep 20  Farm revolt. TAP, chp. 20 (Introduction to Depression Politics).
Sep 22  Populism.
Sep 24  Reform impulses. TAP, chp. 21.

ONLINE DISCUSSION: Populists: out of step with the future, or oppressed by elites?

Sep 27  Progressive mobilization.
Sep 29  National Progressivism. TAP, chp. 22 (The Crusade for Democracy at Home and Democracy at Risk).

Oct 1  FIRST EXAM

ONLINE DISCUSSION: Progressivism: too much Big Government, or not enough?

Oct 4  Rise to globalism. TAP, chp. 20 (The United States and the World to Rallying Around the Flag; Document: Emilio Aguinaldo).
Oct 6  Crusades abroad. WATCH: Influenza 1918: 


ONLINE DISCUSSION: Dollars (Empire) or Security/Destiny: which best explains America’s foreign policy from 1898 to 1909?

Oct 11 Jazz Age? TAP, chp. 23 (The New Era and The Roaring Twenties).
Oct 13 Boom and Bust. TAP, chp. 23 (The Great Crash to Conclusion); WATCH: The Crash of 1929: 
http://www.pbs.org/wgbh/amex/crash/player/

Oct 15  Fear itself.

ONLINE DISCUSSION: Jazz Age: consumerism was fine, or shameful?

Oct 18  Great Depression. TAP, chp. 24. WATCH: FDR: 
http://www.pbs.org/wgbh/amex/presidents/video/fdr_01.html#v102

Oct 20  A New Deal?
Oct 22  Arsenal of democracy
ONLINE DISCUSSION: New Deal: too far toward socialism, or not far enough?

Oct 25  Double V for victory? TAP, chp. 25.  WATCH: Bombing of Germany: 
http://www.pbs.org/wgbh/amex/presidents/video/truman_01.html#v158

Oct 27  Cold War. TAP, chp. 26.  WATCH: Truman:  
http://www.pbs.org/wgbh/amex/presidents/video/truman_01.html#v158

Oct 29  Red Scare.

ONLINE DISCUSSION: Japanese American internment: justified in wartime, or not?

Nov 1  Conspiracy?
Nov 3  Vietnam. TAP, chp. 29.
Nov 5  Exaggerating the communist threat?

ONLINE DISCUSSION: Vietnam: worth the fight, or waste of lives?

Nov 8  American Century.
Nov 10  Abundance. TAP, chp. 27.
Nov 12  SECOND EXAM

ONLINE DISCUSSION: 1950s: status-seeking greed or status-preserving wholesome values?

Nov 15  Civil rights. TAP, chp. 28 (Introduction and The Second Reconstruction).
Nov 17  Black Power. WATCH: Roberto Clemente:  
http://www.pbs.org/wgbh/amex/presidents/video/truman_01.html#v158

Nov 19  MLK’s dream fulfilled? TAP, chp. 28 (A Multitude of Movements).

ONLINE DISCUSSION: Is affirmative action the path to civil rights equality?

Nov 22-26  THANKSGIVING – NO CLASS

Nov 29  A Great Society? TAP, chp. 28 (Liberalism at High Tide; The New Wave of 
Feminism to Conclusion).
Dec 1  Revolution in the Street. WATCH: Earth Days:  
http://www.pbs.org/wgbh/amex/presidents/video/truman_01.html#v158

Dec 3  Watergate. TAP, chp. 30 (Introduction to Constitutional Crisis and Restoration).

ONLINE DISCUSSION: Should fully-disclosed gay people be permitted to teach in K-12 schools?

Dec 6  Crisis, confidence, and conservatism. TAP, chp. 30 (The “Outsider” Presidency of Jimmy Carter to Ronald Reagan Confronts an “Evil
Empire); WATCH: Reagan:
http://www.pbs.org/wgbh/amex/presidents/video/reagan_01.html#v129

Dec 8        Revolutions. TAP, chp. 31.

Dec 10       A global age?

    ONLINE DISCUSSION: Was Ronald Reagan the greatest president of the post-World War II years?

Dec 13, Monday    FINAL EXAM
1:30-4:00 pm