“I was nurtured in the rhetoric of the U.S.-Mexico borders, what Americo Paredes has called the liminal spaces of "Greater Mexico" (1993, 84). I was absorbed, moreover, in South Texas's attitudes toward el norte—a subalternity deepened by the pressures of economic, military, and cultural displacements. This interpretation of America, however, was not given to me in my provincial public school education in South Texas, where history began and ended with the master periodizing narratives of the Alamo. I learned all the hard facts about racial hegemony and global colonialism’s cultures, for culture, my teachers believed, always lived somewhere else—never in our backyard. So I learned all the hard facts, which were, of course, pejorative.”

José David Saldivár,

Border Matters: Remapping American Cultural Studies,
(Berkeley: University of California Press, 1997), 160.

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 L. Roark, et al., The American Promise, v.2 (From 1865) 4th ed. (Boston: Bedford/St. Martin’s, 2009).

The American Promise 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 ROARK below.

Michael P. Johnson, Reading the American Past, v.2: From 1865. 4th ed.
(Boston: Bedford/St. Martin’s, 2008). Available electronically on HistoryClass.
Reading the American Past 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 two of your
short papers. I will make time on Fridays for discussion of the documents. Readings from this
book are listed as JOHNSON below. Specific readings are listed in HistoryClass
assignments.

To Register for HistoryClass:

You are required to purchase access to HistoryClass for this course. HistoryClass is an online
learning space that integrates an interactive e-Book, documents, chapter quizzes and
activities, and a number of other study aids. Once you purchase the the Access Card at the
bookstore, please follow the instructions below:

1.) Point your browsers to http://www.yourhistoryclass.com. (If you are a Mac user, you
will need to use Firefox).
2.) Click on "STUDENTS REGISTER YOUR CODE."
3.) Scroll down until you find your book, choose the volume listed on the Access Card,
and click “Register.”
4.) Select the state or province where your institution is located from the drop-down
menu. Then, select your institution and then your course (from the drop down menus).
Click Next.
5.) Complete the registration form, including your first and last name, and email address.
Create a username and password for yourself that you easily remember for use
throughout the term.
6.) Click Next at the bottom of the screen, confirm your account information, and click
Create Account to complete the registration process. We recommend printing the
confirmation page so you have a record of your username and password.
7.) To log in to HistoryClass, return to http://www.yourhistoryclass.com.

If you have any trouble during the registration process, please call 1-800-936-6899 or email
tech support at techsupport@bfwpub.com

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/

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. **My policy on a late paper: you will be penalized ½ letter grade for every day it is late.**

*Primary Document Essay (2): 25 points each*

*Documenting the American Promise (1): 25 points*

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.

**Extensions & Late Papers**

a. Extensions for due dates for assignments are granted only if you contact me BEFORE the deadline. Extensions are not automatically given. You should be sure to get from me IN WRITING a note indicating that I agreed to the later date; include that note when you hand your paper in.

b. Material that is handed in after the start of class on the due date (or extended due date) will generally be marked down for each day it is late. **Days means days of the week, not class sessions.**

**Quizzes:** 5 points each

Quizzes will be in class or available on HistoryClass to take electronically.

**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: Mon., May 2, 4:30 p.m. – 7:00 p.m.

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
- 93-90% = A-
- 92-89% = B+
- 89-87% = B
- 86-83% = B-
- 82-80% = C+
- 81-79% = C
- 79-77% = C-
- 76-73% = D+
- 72-70% = D
- 69-67% = D-
- 66-63% = F
- <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.

A note on maps, images, and documents: your textbook offers a series of questions following each assignment. Not all are assigned for a grade, but they are all useful in helping you prepare for your exams and class discussion.

Week One: The Ground Rules
M Jan. 10 Introductions, Course Overview, Reading Primary Documents

W Jan. 12 LECTURE: “Redemption”
READ: Roark, Chapter 16
REVIEW: HistoryClass: Post questions on discussion forum for discussion
VIEW: “The End of Reconstruction”

F Jan. 14 DISCUSSION: Understanding Reconstruction
READ: Johnson, Chapter 16
MUSIC: Eric Bibb “Follow the Drinking Gourd,” Billie Holiday, “Strange Fruit”
PRACTICE QUIZ (Extra Credit): See HistoryClass Assignment Folder Week 1

Week Two: Wars in the City and on the Frontier
M Jan. 17 No Class
REVIEW: “St. Martin’s Tutorial on Avoiding Plagiarism”

W Jan. 19 LECTURE: The West
READ: Roark, Chapter 17
VIEW: “The United States in 1876” and “Mexican Americans in the West: Land and Labor”

F  Jan. 21  DISCUSSION: Varying Perspectives/Experiences
READ: Johnson, Chapter 17
REVIEW: Documenting the American Promise: “Young Women Homesteaders and the Promise of the West”

Week Three: Growing into the 20th Century
M  Jan. 24  LECTURE: New Industries
READ: Roark, Chapter 18

W  Jan. 26  LECTURE: American Workers
READ: Roark, Chapter 19
VIEW: “Tenement Living”

F  Jan. 28  DISCUSSION: Life without the Railroad
REVIEW: Maps 18:1, 17:1, 17:3

Week Four: Modern Problems
M  Jan. 31  LECTURE: Agrarian and Working Class Discontent
READ: Roark, Chapter 20

W  Feb. 2  LECTURE/DISCUSSION: Money and Protest
READ: Johnson, selected readings
VIEW: Homestead Workers Attack the Pinkertons

F  Feb. 4  DISCUSSION: US Imperialism
READ: Rudyard Kipling, “The White Man’s Burden” (1899), Johnson, selected readings
VIEW: Maps 20.3, 20.4; Figure 20.2; The Open Door

Primary Document Essay Due

Week Five: Modern Solutions
M  Feb. 7  LECTURE: Political Progressivism
READ: Roark, Chapter 21
VIEW: Map 21.1

W  Feb. 9  LECTURE/DISCUSSION: The Limits of Reform
READ: Johnson, selected readings

F  Feb. 11  DISCUSSION: Impact on Race and Gender
READ: U.S. Supreme Court, Majority and Dissenting Opinions, from Plessy v. Ferguson (1896); Johnson, selected readings
Week Six: Making the World Safe for Democracy?
M Feb. 14 LECTURE: Wilson’s Postwar Vision
READ: Roark, Chapter 22

W Feb. 16 DISCUSSION: Women’s Suffrage
READ: Documenting the American Promise, “The Final Push for Woman Suffrage”
VIEW: Map 22.4

F Feb. 18 DISCUSSION: Civil Liberties
READ: Espionage and Sedition acts
REVIEW: Exam 1

Week Seven: 1920s
M Feb. 21 Exam 1 (Covers material through Feb. 11)

W Feb. 23 DISCUSSION: The Scopes Trial
READ: Roark, Chapter 23; Scopes Trial transcripts
http://www.law.umkc.edu/faculty/projects/littrials/scopes/scopes2.htm

F Feb. 25 LECTURE: The Great Depression
VIEW: The Crash of 1929 (online)
http://www.pbs.org/wgbh/amex/crash/player/

Week Eight: New Deal
M Feb. 28 LECTURE: Culture and the New Deal
READ: Roark, Chapter 24

W Mar. 2 LECTURE/DISCUSSION: Questions of Belonging
READ: Library of Congress,
http://memory.loc.gov/learn///features/immig/mexican6.html
Photo collection

F Mar. 4 DISCUSSION: Ordinary folks
MUSIC: Woody Guthrie, Dust Bowl Ballads
READ: Johnson, selected readings

Primary Document Essay Due

Week Nine: WWII At Home
M Mar. 7 LECTURE: The Home Front
READ: Roark, Chapter 25

W Mar. 9 DISCUSSION: Wartime Propaganda
VIEW: Frank Capra, Why We Fight: War Comes to America
http://www.archive.org/details/war_comes_to_america
F  Mar. 11  LECTURE/DISCUSSION: Japanese Internment
READ: Documenting the American Promise: “Japanese Internment”; Johnson, selected readings

Week Ten: Cold War
M  Mar. 14  LECTURE: Truman at Home
READ: Roark, Chapter 26

W  Mar. 16  LECTURE/DISCUSSION: Hunting Communists
READ: Paul Robeson, Testimony before the House Committee on Un-American Activities (HUAC) (June 12, 1956)

F  Mar. 18  DISCUSSION: The Rosenberg Trial
REVIEW: http://www.law.umkc.edu/faculty/projects/ftrials/rosenb/ROSENB.HTM
REVIEW: Exam 2

Week Eleven: Spring Break, No Classes

Week Twelve: Great Expectations
M  Mar. 28  LECTURE: The Culture of Abundance
READ: Roark, Chapter 27

W  Mar. 30  Exam 2 (covers material through Chapter 26)

F  Apr. 1  LECTURE: Rights Consciousness
READ: President Dwight D. Eisenhower, Radio and Television Address to the American People on the Situation in Little Rock (1957)
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”

Week Thirteen: The Rights Revolution
M  Apr. 4  LECTURE: Civil Rights Movement
READ: Roark, Chapter 28; Johnson, selected readings
VIEW: Map 28.2, “Lunch Counter Sit-in”

W  Apr. 6  LECTURE: Chicano Movement & AIM
MUSIC: Songs of the Chicano Movement
VIEW: Chicano movement documentary segments

F  Apr. 8  LECTURE: Feminism and Gay Liberation
READ: Johnson, selected readings
VIEW: Advertising the Pill
Week Fourteen: Whose War?
M Apr. 11 LECTURE: Johnson’s Great Society
READ: Johnson, selected readings; Great Society Speech
VIEW: Johnson’s Great Society Ad; LBJ, The Great Society

W Apr. 13 LECTURE: Johnson and Vietnam
READ: Roark, Chapter 29; Johnson, selected readings
VIEW: Cronkite statement; Pro-War Demonstrators

F Apr. 15 DISCUSSION: Protest and Reaction
READ: Documenting the American Promise: “Student Protest” Chapter 28; Johnson, selected readings
VIEW: Students Killed at Kent State; The Weather Underground

Documenting the American Promise Essay Due

Week Fifteen: Civil Rights Disrupted?
M Apr. 18 LECTURE: Disco Nights: The 1970s
READ: Roark, Chapter 30; Johnson, selected readings; President Richard Nixon, First Inaugural Address (January 20, 1969)

W Apr. 20 LECTURE: Understanding the Reagan Revolution
READ: Johnson, selected readings

F Apr. 22 DISCUSSION: “Ain’t Misbehavin”: Implications of Watergate
READ: Washington Post story:
http://www.washingtonpost.com/wp-srv/politics/special/watergate/
http://www.archives.gov/exhibits/american_originals/nixon.html

Week Sixteen: Ending Wars
M Apr. 25 DISCUSSION: Changing Views
READ: Documenting the American Promise: “Protecting Gay and Lesbian Rights”; U.S. Supreme Court, Majority Opinion, from Regents of Univ. of California v. Bakke (1978)

W Apr. 27 A Day for Spillover

F Apr. 29 Review

FINAL EXAM: Mon., May 2, 4:30 p.m. – 7:00 p.m. Note the time change
This syllabus is subject to change when necessary.

COURSE POLICIES:
Notes on Civility

- Attend class and pay attention. If you have difficulty understanding the presented material, ask questions.
- Do not pack bookbags or backpacks to leave until the instructor has dismissed the class.
- Do not come to class late or leave early. If you must enter late, do so quietly and do not disrupt the class by walking between the class and the instructor. Do not leave class early unless it is an absolute necessity. If you know in advance you will need to leave class early, sit near an exit and inform the instructor prior to class.
- Do not talk with other classmates while the instructor or another student is speaking. If you have a question or comment, please raise your hand, rather than start a conversation with your neighbor. Others in the class may have the same question.
- Turn off all electronic devices, including but not limited to cell phones, pagers, beeping watches. If, due to work or family obligations, you need to remain in contact, inform your instructor ahead of time and set these devices to be as unobtrusive as possible.
- Focus on class material during class time. Sleeping, talking to others, doing work for another class, reading the newspaper, checking email, exploring the internet etc., are unacceptable and can be disruptive.

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/