Welcome to US History! This survey class will give you an introduction to major historical events and transformations in the United States from the end of the American Civil War to the present. I hope that you gain several things from this class. Most importantly, I would like to see you all become better critical thinkers and writers. Our discussions and papers will provide good practice for all of you in these skills. I would also like to see all of you emerge from this class with a better understanding of American history and an understanding of how history is written.

Course Readings:
Sledge, E.B.: *With the Old Breed: At Peleliu and Okinawa*
Wright, Richard: *Black Boy*

There will also be additional short reading assignments posted on the course CULearn website. I will announce these in class.

You are allowed to have opinions about all of the materials for this class. Feel free to agree or disagree with the lectures, textbook, supplementary books, documents, and me. There’s nothing better than a good debate in class.

Course grading:
Quizzes: 30%
Papers: 30% (15% each)
Tests: 30% (Midterm = 15%, Final = 15%)
Participation: 10%

We will have nine brief quizzes in class. The quiz will cover the weekly readings and the past week’s lectures. I will take the best six quizzes for your quiz grade.

You will write two brief papers. These will ask you to read and evaluate *Black Boy* and *With the Old Breed*. I will distribute questions for the papers at least one week before the due date.

The exams for this course will both be in-class essay exams. You will get a choice of two questions and write one essay.

Attendance Policy:
While I do not take attendance or penalize students for individual absences, regular attendance is required to do well in the participation section of your grade. Please let me know about any religious/cultural observances that will require you to miss class or exams or papers. I will gladly accommodate. Likewise, please let me know about any sickness, injury, family crisis, etc., that will require you to miss significant class time.
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/

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

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

*INSTRUCTOR’S ADDENDUM REGARDING HONOR CODE:
I expect students to uphold the honor code in this course. If I catch any student cheating or plagiarizing in this course, I will give that student an F for the entire course and I will refer that person to the honor council.

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 by January 31st. See policy details at http://www.colorado.edu/policies/fac_relig.html

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/
Week One: January 10-14
Introduction and antecedents
Civil War

Week Two: January 19-21
Read: *Give Me Liberty!,* 520-555, *Voices of Freedom,* Documents 92-98
**January 17: MLK Day, no class**
Emancipation, Reconstruction, and Redemption: The United States after the Civil War

Week Three: January 24-28
Westward Expansion and Indian Removal
The Gilded Age: Business, Urbanization and Immigration

Week Four: January 31-February 4
Read: *Give Me Liberty!,* 624-686, *Voices of Freedom,* Documents 101, 105-111, continue *Black Boy*
Upheaval: Workers and Farmers revolt
American Empire: Spanish-American War and its aftermath

Week Five: February 7-11
Progressivism
**February 7: Discussion of Black Boy, First Paper Due**

Week Six: February 14-18
Read: *Give Me Liberty!,* 719-755, *Voices of Freedom,* Documents 120-127, begin *With the Old Breed*
World War I
The New Gilded Age: 1920s

Week Seven: February 21-25
Read: *Give Me Liberty!,* 756-795, *Voices of Freedom,* Documents 128-131, 134-139, 141, continue *With the Old Breed*
The Great Depression
The New Deal

Week Eight: February 28-March 4
Read: *Give Me Liberty!,* 796-837, finish *With the Old Breed*
**February 28: Discussion of With the Old Breed, Second Paper Due**
World War II

Week Nine: March 7-11
Read: *Give Me Liberty!,* 838-870, *Voices of Freedom,* Documents 145-146, 150, 156-157
**March 7: Midterm Exam, covers 1865-1945**
The Cold War

Week Ten: March 14-18
Read: *Give Me Liberty!,* 871-911, *Voices of Freedom,* Documents 158, 160-162,
The Civil Rights Movement
American popular culture in the 1950s

Week Eleven: March 21-25
**No class: Spring Break**
Week Twelve: March 28-April 1
Read: *Give Me Liberty!*, 912-956, *Voices of Freedom*, Documents 166-173
Vietnam
The 1960s at home

Week Thirteen: April 4-8
Read: *Give Me Liberty!*, 957-978
American sexuality in the 20th century
Nixon and the backlash 1968-Watergate

Week Fourteen: April 11-15
Read: *Give Me Liberty!*, 978-995, *Voices of Freedom*, Documents 174-175, 177-179
1970s: Malaise?

Week Fifteen: April 18-22
Read: *Give Me Liberty!*, 996-1037, *Voices of Freedom*, Documents 180-185
Reagan and the New Right
The 1990’s, Clinton Presidency

Week Sixteen: April 25-29
Read: *Give Me Liberty!*, 1038-1070
The United States in the New Millennium
Review
**April 29: Final Exam, in-class**