~ Syllabus ~
U.S. History since 1865
HIST 1025-100 & 880 ~ Spring 2011
MW 11-11:50 ~ Muenzinger E050

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Office Hours: Thurs 3-5p & by appointment

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Chris Lay
Ben Montoya

DESCRIPTION
This course provides an introduction to historical skills and content. That is, an introduction to American history at the college level means as much getting acquainted with historical practice (how do we learn, study, analyze and use the past?) as with its varying subjects (i.e. why was the Great Depression so great and what impact did it have on different Americans?).

In terms of content, we will survey the social, political, economic and cultural history of the nation from the end of the Civil War to the recent past. Key topics include Reconstruction, urban and industrial development, social movements, consumer culture, the Great Depression, World War II, the Cold War, the turbulent sixties, and recent affairs. We will ponder the changing nature of American politics, shifting issues of race, class, and gender, the evolution of cultural expression, and ongoing debates over what being American means.

You will encounter this content primarily through practice. Assignments will focus upon using an array of historical tools – assessing original sources, both textual and visual, asking cogent questions, contextualizing events and individuals in history, formulating and evaluating arguments, and writing effectively.

Registration for Lecture AND Recitation is required.

LEARNING OUTCOMES
• Survey how historical knowledge is produced through interpretation of sources and relating contexts.
• Gain a broad sense of historical change in over the last century and a half – the larger shifts and relationships of politics, economy, society and culture – as well as constant and recurring challenges.
• Discover some examples of how those changes played out in American history – the people and places involved and their impact.
• Learn skills for approaching historical documents, images, and media through close reading/looking, asking questions and gathering context.
• Develop your ability to think and speak historically – examining the past on its own terms, understanding change over time, analyzing historical arguments, contextualizing reactions.
• Struggle actively with historical issues that are meaningful and challenging to you; find questions that matter to you and ask them.
REQUIREMENTS

Reading
There are several types of reading for this course – a textbook, several articles by historians, primary source documents found online (through CU Learn and McGraw Hill’s website – access to this comes with your purchase of the text, or you may purchase it separately), and a memoir. Weekly assignments are listed in the schedule below. You should aim to complete everything listed for the week by your recitation section. The reading is substantial, but varied and you are not expected to memorize minute details. Required texts are as follows:

  Anne Moody, *Coming of Age in Mississippi* (any edition; 1968)

The CULearn site is the main information clearinghouse for this class. Any important announcements will posted there as will lecture outlines, slides, and any handouts referenced (or occasionally distributed) in class. Your recitation may make additional use of the website, so familiarize yourself with it early on in the semester.

The McGraw-Hill Connect Website has additional (optional, valuable) study tools that accompany the textbook, including an interactive eBook. You can access our course site there at: [http://connect.mcgraw-hill.com/class/history-1025](http://connect.mcgraw-hill.com/class/history-1025) (also linked through CU Learn. You will need to purchase an access code to use these resources; you can either get it with your textbook or buy separately on the site. There is a three-week free trial if you wish to preview the site before purchase.

Clickers/Lecture Participation/Feedback
Lecture class days are designed so that your attendance and participation will advance and support your learning. Clickers will form an integral part of these classes. You need to bring your own (and only your own) registered clicker to each lecture class. Participation in clicker questions and discussions do carry a small portion of your grade. These are neither quizzes (answering incorrectly will not affect the grade) nor attendance checks.

To account for getting organized and occasional lapses, I won’t count the first week and I will drop your four lowest clicker scores. (If you must miss more than five days beyond the first week, i.e. for athletic commitments or documented medical issues, let me know. But I don’t need to know about the first five.) Clickers aren’t meant to feel draconian and I’m not interested in being Big Brother and tracking your movements. The one hard and fast rule with clickers is that using someone else’s clicker or allowing someone else to use your clicker while you are absent is a violation of the Honor Code.

I will also, on a roughly weekly basis, briefly solicit your feedback on elements of the course. Your response is required, but your specific comments will be anonymous. It will appear in CULearn and will involve only brief weekly investments of time.
Recitations
Recitation sections are not optional. They are the main opportunity for you to learn through discussing the readings and topics of the course. You are expected to be an informed participant in weekly discussions – this means arriving having done the reading and spent some time thinking about what you’ve read and what questions you have. See the Goals, Grades and Tools handout for more tips on how to get the most out of recitation.

Missing recitation sections without either a) arranging to make up for them or b) providing documentation of a medical or family emergency will negatively impact your recitation grade. Make-ups are permitted within reason (i.e. for those who must miss due to athletic commitments) and at the discretion of your TA/recitation instructor. Note that it is not recommended to miss any sections without notifying the instructor. While your attendance and participation in section each week will be the major factor in your recitation grade, your TA may require additional assignments such as response papers, online posts, or other activities.

Source Analysis Homework
You will complete a series of seven short assignments/homeworks requiring the analysis of a primary source. Most of these will require only a page or so of less formal written work but will ask you to work with an individual source in more depth, so you will need to build in a little time for this. You will receive instructions and feedback for each of these, but the entire collection is due on the last day of lecture – April 29. See schedule and individual assignments for due dates and details.

Paper
You will write one 5-page essay for this class. It will be based on Anne Moody’s *Coming of Age in Mississippi* and is due April 18. Topics and details to follow.

Exams
There will be a 50-minute in-class midterm on March 2, on material through the New Deal, and a 2-hour cumulative final exam on May 4. Each exam will be similar in format, and will include a mix of source analyses and thematic essays (no multiple choice). They will evaluate your skills in assessing sources, asking questions, relating historical context, and formulating interpretations and arguments, rather than on memorization of texts or facts. We will discuss exam format and preparation later in the semester.

Grades
Grades will be determined according to the following breakdown:

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<th>Component</th>
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<tr>
<td>Recitation</td>
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<tr>
<td>Source Analyses</td>
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<tr>
<td>Midterm</td>
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<td>Clickers</td>
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<td>Paper</td>
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<td>Final</td>
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For general grading criteria, see Grades, Goals & Tools handout.
And now for the contractual elements of the syllabus:

Written work
All assignments must be completed to pass this course. But, if you complete all assignments in good faith and show consistent attendance and participation, you will pass this course. In order to receive full credit, follow all directions on assignment sheets. Late papers will be penalized 1/3 letter grade per class day. Extensions or make-up exams will be granted only in very unusual circumstances, such as documented major illness or family emergency, and should be requested in before the paper is late.

Academic Honesty and Misconduct Policies
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

Note: I take this issue very seriously and expect that you will submit only your own work, completed for this course only. If I catch you doing otherwise, you will regret it. If you have questions about these issues – from how to handle internet sources to what actually constitutes plagiarism – just ask. Sometimes the difference between honesty and cheating is crystal clear (purchasing instead writing your essay…) but in practice it is not always easy to determine what to do. When and how to cite your sources, how much you can work together with a friend – these are issues that students often find difficult to sort out on their own. Citation guidelines will accompany writing assignments, but please do speak up if you find them unclear or encounter specific quandaries. The time to clear up those confusions is before you turn any thing in… because he punishment for academic dishonesty is steep; please do not put your education at risk by cheating. Again, knowingly using someone else’s clicker to make it appear as if they are present is a violation of the academic honor code. Not only can it get you in trouble, it won’t in any way help your so-called friend learn; clickers are not (yet) implanted into your brain.

Accommodation Policies
If you qualify for accommodations because of a disability, please notify 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/
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 anticipate any class conflicts due to religious observance, notify the instructor so that accommodations can be made. See policy details at http://www.colorado.edu/policies/fac_relig.html

**Classroom Conduct**

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 dignity, understanding, and respect, to guide classroom discussion and to set reasonable limits on the manner in which students express opinions. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender variance, and nationalities. Class rosters are provided to the instructor with the student’s legal name. The instructor will gladly honor requests for use of alternate name or gender pronoun. Please advise the instructor of this preference so that s/he may take the appropriate action. Complete statements of these policies can be found at: http://www.colorado.edu/policies/classbehavior.html and http://www.colorado.edu/studentafairs/judicialaffairs/code.html#student_code.

**Discrimination and Harassment**

The University of Colorado’s Policy on Discrimination and Harassment, on Sexual Harassment, and on Amorous Relationships applies 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 and the campus resources available to assist individuals who believe they have been harassed can be obtained at http://www.colorado.edu/odh/. For detailed policies and procedures and resources, see also http://www.colorado.edu/policies/discrimination.html.
SCHEDULE (subject to slight variation)

Legend

= Source Analysis homework due
= Experience History text
“Analysis” and “Sources” – readings found in CULearn

Wk 1. Course Organization
Jan 10  Introductions: your brain or mine?
Jan 12  How do we know what we know?

Read:  the syllabus…
: Preface & browse
Analysis: Davidson & Lytle, “The Strange Death of Silas Deane”

Wk 2: At the Crossroads, 1860s-70s
Jan 17  No class - MLK holiday
Jan 19  Reconstruction: Nothing but Freedom

Read:  Ch. 17 – and 13th, 14th and 15th Amendments (appendix)
Analysis: Sherman, Special Field Order 15 1865
Sources: Robinson, letter to Lincoln 1865
         Douglass, Oration 1876
         Anderson, To My Old Master 1865
         Mississippi Black codes 1865
         "Death at the Polls" 1879

= Source Analysis #1 due in your Recitation section

Wk 3: Wheels and Wires of Industry, 1870s-1890s
Jan 24  A Tale of Two Cows, or How the West was Won
Jan 26  Toil and Splendor in Industrial America

Read:  Chs. 18-19
Sources: Chief Joseph, Speech in Washington D.C. 1879
        The Dawes Act, 1887
        Carnegie, The Gospel of Wealth, 1889
        Preamble, Constitution of the Knights of Labor, 1878
        Gompers, The American Federation of Labor, 1883
        McDonald-Valesh, Strength and Weakness, 1883
        Populist Party Platform, 1892

= Source Analysis #2 due in your Recitation section
Wk 4: The Changing Face of National Identity, 1880s-1900s
Jan 31  New Cities, New Citizens
Feb 2    Race, Nation, Imperialism

Read:  📘 Chs. 20-21
Sources: Washington, Atlanta Compromise
         DuBois, "Of Mr. Booker T. Washington and Others" and “Of the Training of Black Men”
         Dreiser, The Lure of the City
         Sumner, The Absurd Effort to Make the World Over
         Plunkitt, A Defense of Political Graft
         Riis, photographs from How the Other Half Lives

Wk 5: The Reform Impulse at Home and Abroad, 1890s-1910s
Feb 9    Progressivism and Citizenship
Feb 7    On War and Good Intentions

Read:  📘 Chs. 22-23
Sources: Addams, The Subjective Necessity for Social Settlements
         Sinclair, The Jungle
         Schneiderman, Working Women and the Vote
         Suffrage and anti-suffrage cartoons
         Wilson, Declaration of War
         Johnson, Why not a Dollar Draft
         Riis, How the Other Half Lives, read chapters 13 (The Color Line), 14 (The Common Herd) & 18 (The Reign of Rum). Then choose two other chapters that interest you.

📝 Source Analysis #3 due in your Recitation section

Wk 6: The Jazz Age, 1910s-1920s
Feb 14   Anti-Radicalism Reshapes the Nation
Feb 16   The Blues and 1920s Culture

Read:  📘 Ch. 24
Sources: Palmer, The Case Against the Reds
         White, The Red Scare is Un-American
         Sanger, Need for Birth Control
         Evans, The Klan’s Fight for Americanism
         The Sacco-Vanzetti Case
         Fitzgerald, “Bernice Bobs Her Hair”
         Automobile Advertisements
Wk 7: Down and Out in the Great Depression, 1930s
Feb 21  ‘They ain’t gonna wipe us out’: Capturing the Crisis
Feb 23  The New Deal: Revolution or Preservation?

Read:  

Ch. 25

Analysis: Bernstein, “Why was the Great Depression so Great?”
Sources: LeSueur, Women on the Breadlines
Letters to the Roosevelts
FDR on the Second New Deal
Niebuhr, After Capitalism – What?
Communist Efforts to Organize a Steel Union
Long, Share Our Wealth
Hunter, I’d Rather Not be On Relief
Ford, Going Down this Road

Source Analysis #4 due in recitation

Wk 8: Taking Stock
Feb 28  In-class midterm prep
Mar 2  Midterm Exam

Read:  

Your notes, assignments, and feedback – no new reading this week

Wk 9: A World at War, 1930s-40s
Mar 7  Listening to Pearl Harbor
Mar 9  The ‘Good War’ and Social Change

Read:  

Ch. 26

Sources: Terkel, The ‘Good War’ oral histories
Grew, A More Forceful Response to Japan
Roosevelt, Quarantine the Aggressors
Lindbergh, Address to America First Rally
Randolph, The Call to Negro America to March
Korematsu v. United States

Source Analysis #5 due in recitation section
Wk 10: Containment, Foreign and Domestic, 1940s-1950s
Mar 14   The Sum of All Fears: The Cold War
Mar 16   Consensus Culture and its Discontents

Read:  

Ch. 27-28

Sources:  
Mr. X, The Sources of Soviet Conduct
Lippmann, A Critique of Containment
McCarthy, Democrats and Communists
What TV is Doing to America
Friedan, Feminine Mystique
Whyte, The Organization Man

Not a bad idea:  Get a head start on Moody, Coming of Age in Mississippi

Spring Break
Mar 21-25   Take with you:  Moody, Coming of Age in Mississippi

Wk 11: We Shall Overcome: The Civil Rights Movement, 1950s-60s
Mar 28   Building Momentum
Mar 30   Success and Fracture

Read:  

Ch. 29 thru p. 821.

Sources:  
Southern Declaration on Integration
King, Letter from a Birmingham Jail
Wallace, The Civil Rights Movement
Hamer, Why we need the Vote
Malcolm X, The Black Revolution Speeches

Keep going:  Moody, Coming of Age in Mississippi

Source Analysis #6 due in recitation section

Wk 12: Question Authority, 1960s
Apr 4   Hope and Doubt in the Mid-Sixties
Apr 6   The Long Hot Summer - 1968

Read:  

Finish Ch. 29, p. 822 to end

Sources:  
Hayden, Port Huron Statement
Savio, Speech at Sproul Hall
Hayden and King, Feminism and Civil Rights
Steinem, Women’s Liberation
Carmichael, Black Power
Report of the National Advisory Committee on Urban Riots

Finish:  Moody, Coming of Age in Mississippi
Wk 13: Running on Empty in a Shifting World, 1970s
Apr 11  Loss and Limits in Vietnam
Apr 13  A Seventies Pipeline: Earth Day, Oil Crises, Hostages

Read:  Ch. 30
       Analysis: Herring, “The ‘Vietnam Syndrome’ and American Foreign Policy
       Sources: Rusk-McNamara Report
                Johnson, Peace without Conquest
                Le Duan, A North Vietnamese View
                Nixon, Vietnamizing the War
                Valllely, Dishonoring the Vietnam Tragedy
                Grace, Shooting at Kent State

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Wk 14: Rise and Fall, Right and Left, 1970s-80s
Apr 18  Secrets and Lies: Presidential Scandals in Three Decades
Apr 20  Conservatism, Consumption, and the End of the Cold War

Read:  Ch. 31
       Analysis: Dionne, “The Demand for Supply Side”
                Johnson, “Electronic Culture”
       Sources: Ervin, Watergate
                Falwell, Listen America
                Reagan, Speech about Iran Contra
                Reagan, Speech to the House of Commons
                Reagan, “The ‘Evil Empire’
                Bush, New World Order
                Huntley, Who Won the Cold War?

Moody Paper due to CU Learn on Apr 18 by 5 pm.

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Wk 15: National Culture, Global Trouble, 1990s-2000s
Apr 25  The Politics of Identity in Contemporary America
Apr 27  How do we know what we know, revisited...

Read:  Ch. 32
       Analysis: We’ll find our own...

Source Analysis Collection, including #7, due in recitation section

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FINAL EXAM – Wednesday May 4, 7:30-10:00 pm