History 1025: United States History Since 1865  
Section 003: Tuesday/Thursday 9:30-10:45  
Ketchum 303  
Spring 2013 Syllabus

Instructor: Daniel DuBois  
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Office: Hellem 373  
Office Hours: Tues 12-1, Thurs 12-1, and by appt.

Course Description  
This course surveys the history of the United States from the end of the Civil War to the present. It explores the social, cultural, political, economic, diplomatic, and military developments that shaped the nation over the last 150 years. It aims to help students improve their critical thinking skills by analyzing multiple perspectives of historical events, by participating in discussion sessions, and through written assignments and exams designed to encourage clear, well-formulated arguments. In short, it seeks to provide students with the tools to become historically-informed citizens of the United States and the world.

Required Books  
Anne Moody, *Coming of Age in Mississippi* (Delta, 2004)

Additional Reading  
Throughout the semester, you will be asked to read documents or scholarly articles, which the instructor will make available to you via the course's D2Learn website.

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<tr>
<th>Course Grades</th>
<th>Grading Rubric</th>
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<tbody>
<tr>
<td>Midterm</td>
<td>93% and above: A</td>
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<tr>
<td>Final Exam</td>
<td>90-92%: A-</td>
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<tr>
<td>Paper</td>
<td>87-89%: B+</td>
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<tr>
<td>Quizzes</td>
<td>83-86%: B</td>
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<tr>
<td>Participation</td>
<td>80-82%: B-</td>
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<tr>
<td>Attendance</td>
<td>77-79%: C+</td>
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<td>73-76%: C</td>
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<td>70-72%: C-</td>
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<td>67-69%: D+</td>
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<td>63-66%: D</td>
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<td>60-62%: D-</td>
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<td>0-59%: F</td>
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Exams
This course will have one midterm exam, worth 20% of your final grade, and a final exam
worth 25% of your final grade. The midterm will consist of short identification questions and
one longer essay. The final exam will have short identification questions, one essay on the final
half of the course’s content, and one broader essay.

Papers
One of the major goals of this course is to help students improve their writing. Therefore, 25%
of each student’s final grade will be determined by an 8-10 page paper. The paper’s prompt
(which will be provided to you early in the semester) will come from our reading of Anne
Moody’s Coming of Age in Mississippi. I will also provide you with supplementary materials –
including primary documents, journal articles, and media materials – related to the paper topic,
which I will encourage you to incorporate into your essay. Papers will be penalized 1 letter
grade for each day they are late.

Papers should be submitted to me via e-mail (as a word document) or in person no later than
the start of the class on the day on which they are due. Electronic copies are preferred, but I
will accept paper copies. Papers that are submitted after the class period during which they are
due will be seen as a day late and thus will be given a 1 letter grade penalty.

I strongly encourage you to take advantage of CU’s Writing Center in Norlin Library. The
Writing Center’s website (www.colorado.edu/pwr/writingcenter.html) offers more
information about its services. Additionally, the History Department provides many useful
suggestions for improving your writing under the “Paper Guidelines” section on its website
(www.colorado.edu/history/guidelines/index.html). This site also has a helpful section on
referencing guidelines. Please keep in mind, though, that it may not discuss every type of
citation that you will need to use for your essays.

Quizzes
Throughout the semester, I will administer several in-class quizzes which will cover recently
assigned readings, or recent lecture topics. The purpose of these quizzes is to ensure the class
as a whole is keeping up with the daily readings, as well as to develop the students’ writing
skills.

Attendance and Participation
I will be taking attendance on a daily basis. You are allowed TWO unexcused absences before
incurring a full letter grade reduction in your attendance grade. (So, for 3 unexcused absences,
you will receive an 89%; for 4 unexcused absences, you will receive a 79%; and so on).
Attendance accounts for 10% over your overall grade.

In-class discussions will be a major feature of this course. There are seven discussions built
into the syllabus, where on specific days we will take a considerable amount of the class period
to discuss assigned readings. You can safely expect there to be more supplemental readings on
those weeks. But throughout each lecture, I will ask the class to think and talk about some of
the key themes that have been brought up in lecture or in your readings. Students need to be
prepared – and that includes having the daily readings done – and ready to talk in order to
receive a high participation score. Participation accounts for 10% of your overall grade.
The current dates for class discussion are: 1/31; 2/14; 3/7; 3/14; 4/4; 4/16; 4/25.

**Note:** You must attend at least one of the first five classes or you will be dropped to make room for those students on the waitlist who have attended.

It is in your best interest to attend every lecture session, as the exams will include a significant amount of material not discussed in the book or listed on the lecture PowerPoints.

As you do each week's readings, think about them critically and analytically, in order to assess how they relate to one another, the week’s topics, the course’s themes, and current events. During our conversations, I encourage you to share your ideas and views, even if you are uncertain about them or think your perspective may be unpopular. I will do my part to maintain a respectful, comfortable classroom environment, and it is necessary that you do so as well.

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**Class Schedule**

**Week 1**
- Tues, 1/15  Course Introduction
- Thurs, 1/17  Reconstruction

Reading: *The American Promise (AP)*, Ch. 16

**Week 2**
- Tues, 1/22  Westward Expansion
- Thurs, 1/24  The Gilded Age: Optimism and Corruption

Reading: AP, Ch. 17, Ch. 18

**Week 3**
- Tues, 1/29  Industrialization, Immigration, and Urbanization
- Thurs, 1/31  Spreading the American Dream; *CLASS DISCUSSION*

Reading: AP, Ch. 19, pp. 658-670 in Ch. 20
Week 4
Tues, 2/5    Populism and Progressive Reform

Thurs, 2/7   Progressivism: Liberal Reform or the Triumph of Conservatism?

Reading: AP, pp. 638-658 in Ch. 20, Ch. 21

Week 5
Tues, 2/12   The Age of Empire and the Origins of the First World War

Thurs, 2/14  World War I and the Wilsonian Moment; *CLASS DISCUSSION*

Reading: AP, Ch. 22

Week 6
Tues, 2/19   America Transformed: The United States in 1919; REVIEW

Thurs, 2/21  **EXAM ONE on Ch. 16-21**

Reading: AP, pp. 704-16 in Ch. 22

Week 7
Tues, 2/26   The Free Market and Cultural Pluralism in the Republican-Era Twenties

Thurs, 2/28  The Great Depression and the First New Deal

Reading: AP, Ch. 23, 784-798 in Ch. 24.

Week 8
Tues, 3/5    The New Deal

Thurs, 3/7   The End of Reform?; *CLASS DISCUSSION*

Reading: AP, Ch. 24

Week 9
Tues, 3/12   A World at Arms

Thurs, 3/14  America’s “Great War”? *CLASS DISCUSSION*

Reading: AP, Ch. 25
Begin Reading Moody, *Coming of Age in Mississippi*
Week 10
Tues, 3/19 Consumers' Republic: America in the Early Cold War

Thurs, 3/21 The Korean War and the Rise of the Civil Rights Movement

Reading: AP, Ch. 26, Ch. 27
Continue Reading Moody, Coming of Age in Mississippi

3/25 - 3/29 NO CLASS: SPRING BREAK --- FINISH READING MOODY!!

Week 11
Tues, 4/2 Waiting 'Till the Midnight Hour: The Civil Rights Movement and Black Power

Thurs, 4/4 Discussion of Moody, Coming of Age in Mississippi; Papers Due

Reading: AP Chapter 28, 940-945.

Week 12
Tues, 4/9 Camelot, the Great Society, and the Origins of the Vietnam War

Thurs, 4/11 The American War in Vietnam

Reading: AP Ch. 29

Week 13
Tues, 4/16 The Movement and the Sixties; *CLASS DISCUSSION*

Thurs, 4/19 Nixon, Carter, and the Close of the American Century

Reading: AP Ch. 28, 1002-1019 in Ch. 30

Week 14
Tues, 4/23 Right Turn: The Age of Reagan and the End of the Cold War

Thurs, 4/25 Globalization and the Nineties: *CLASS DISCUSSION*

Reading: AP, 1019-1034 in Ch. 30, 1038-1061 in Ch. 31

Week 15
Tues, 4/30 America's National Security in the Age of Terror

Thurs, 5/2 America at the Dawn of 21st Century; REVIEW

Reading: AP, 1061 – 1071 in Ch. 31

FINAL EXAM: Monday, May 6, 1:30-4pm
Additional Information

*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/

*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

*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

*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

*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/