~ Syllabus ~
U.S. History since 1865
HIST 1025-001 ~ Fall 2013
TTH 3:30-4:45 ~ Ekeley E1B20

Prof. Phoebe Young
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Ofc Hrs: Th 11a-1p & by appt.
Hellems 352

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Ofc Hrs: Tu 8:30-9:30a & by appt
Hellems 351 (far left cubicle)

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.

LEARNING OUTCOMES
Successful completion of the course means that, by the end of the semester, you will have:

- Surveyed how historical knowledge is produced through interpretation of sources and relating contexts.
- Gained 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.
- Discovered some examples of how those changes played out in American history – the people and places involved and their impact.
- Learned skills for approaching historical documents, images, and media through close reading/looking, asking questions and gathering context.
- Developed your ability to think and speak historically – examining the past on its own terms, understanding change over time, analyzing historical arguments, contextualizing reactions.
- Struggled actively with historical issues that are meaningful and challenging, by seeking questions that matter to you and working to make sense of them with others.

For advice on how to succeed in and get the most out of this class, see the Grades, Goals and Tools handout.
COURSE REQUIREMENTS

Reading
There are several types of reading for this course—a historical synthesis by a leading historian, several topical essays, primary source documents in textual, visual, audio, and multimedia formats, and a memoir. We will talk in depth about reading strategies, and how we will approach these kinds of materials, but at no point will you be required to memorize minute details—in part, this is why I do not assign a traditional textbook. As you’ll see, this class is less about listing facts and more about how to make sense of them. All of the readings have been chosen with this goal in mind. Weekly reading assignments are listed in the schedule below. You should complete readings by the time of class the day listed.

There are 2 required books for this course, both available for purchase at the CU bookstore or your favorite on-line booksellers. You will also find copies on 2-hour reserve in Norlin Library or can borrow one for longer periods through Prospector:

1. Eric Foner, *The Story of American Freedom* (1998) – it sounds like a textbook but isn’t; this brief volume offers an overarching interpretation of the nation’s history. (If you would occasionally like access to deeper background on some topics, I post links to a good free online text.)


All other readings—articles, sources, images, video—are on the D2L site for this class. D2L is our main portal for announcements, homework, assignments, lecture slides, weekly previews, and any handouts distributed in class. To get there, go to https://learn.colorado.edu/, login with your IdentKey & password, and click on our course. Visit http://oit.colorado.edu/d2l/students for instructions and contact 303-735-HELP or help@colorado.edu if you run into technical difficulties. If you find broken links or something missing from the site, please let me know so I can fix it.

Weekly Participation (33% of your grade)

Learning teams: You will work throughout the semester in small-group learning teams (4-5 members). You should expect to sit with your learning team each time—it is the basis for clicker discussions, in-class activities, and class-work. We will organize semester-long groupings in the second or third week of class.

Clickers (8%): Class is designed so that your attendance and participation will advance and support your learning. Clickers are integral to this effort, a key tool to allow you to talk to me and to your classmates in our collective efforts to make sense of history in a large group setting. Purchase your own iClicker remote at the CU Bookstore, register your unique number on MyCUInfo, and bring it to each class. (You can re-use the same remote for any CU course.) I will begin tabulating clicker responses staring in week 3 and I will drop the 3 lowest clicker scores across the semester. If you must miss four or more days beyond the first two weeks, i.e. athletic commitments or documented medical issues, let me know. If you have technical difficulties (e.g. dead battery, forgot clicker), simply handwrite your responses on a piece of scratch paper and give it to me at the end of lecture; I will manually add your scores. The one hard and fast rule with clickers is that using someone else’s clicker or allowing someone else to use your clicker in your absence is a violation of the Honor Code.
Weekly Previews & Surveys (10%): Class participation includes completing Weekly Previews: watch a short (10-15min) video on D2L and answer follow-up questions. You should complete these by 12noon before every Tuesday class. These set up broader issues for that topic. Two WPs will be dropped, so if you forget one week or have technical difficulties, don’t worry. (Note: concept questions aren’t an assignment to turn in but rather a self-assessment: by the end of the topic, you should be able to answer them comfortably and comprehensively.) You will also get credit for completing pre-/post-class surveys and periodic feedback surveys.

Homework & Class-work (15%): There are 11 assignments that will help you to improve your skills in analyzing primary sources, understanding historical interpretations, synthesizing readings and lecture content, and developing effective arguments of your own. The individual component of this will be based around the week’s readings and is due to D2L by noon on most Thursdays (see schedule). This will then serve as the basis for in-class-work with your learning team on Thursdays, when you will also then turn in a group portion of this assignment. Both portions are graded as part of participation and rewarded in terms of your consistency of effort. The lowest HW grade will be dropped.

Written Work (67%)
Exams (42% = 2 x 20% + 2% extra on your best exam) There will be two take-home exams the first due Oct 14 on material through the 1920s; the second due Nov 18 on material from the Great Depression through the Civil Rights era. Each exam will be similar in format and will ask you to work with primary sources and historians’ articles, address topical questions that draw on lecture, and employ the skills of analysis you are learning. The tasks will ask you to reflect, connect, and analyze what you have read, heard, learned, and questioned, rather than to repeat information or identify factoids (which, in any case, you can look up). Your total writing for each exam should not exceed 1500 words (approximately 4 double-spaced pages - there will be penalties for exceeding the maximum).

Paper (25% = 23% paper + 2% for completing the Rough Draft Workshop) You will write one 5-6 page essay for this class. It will combine analysis of Tim O’Brien’s If I Die in a Combat zone and the most recent four decades of history, and is due via upload to D2L on Wednesday December 18. Details to follow.

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. To account for technical difficulties, there will be is a 6-hour grace period for turning in exams and papers on D2L (exclusively - this does not apply to WPs or HWs). Papers turned in after due date/grace period, will be penalized 1/3 letter grade per day from the time the assignment was originally due. I waive or reduce this penalty only in rare circumstances, such as documented illness or family emergency, and typically only if requested in advance.

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, fabrication, aid of academic dishonesty, lying, bribery,& threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council at honor@colorado.edu or 303-725-
2273). Students 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 can be found at http://www.colorado.edu/policies/honor.html. I take this issue very seriously and expect that you will submit only your own work, completed for this course only. If you have questions about these issues, please ask. Sometimes the difference between honesty and cheating is crystal clear (i.e. 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 with a friend – students can have trouble sorting out these issues with confidence. Guidelines accompany assignments, but speak up if you find them unclear or have specific quandaries. The time to clear up those confusions is before you turn any thing in. The punishment for academic dishonesty is steep; please do not put your education at risk.

**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 accommodations can be made. 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 are 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 Boulder is committed to maintaining a positive learning, working, and living environment. The University of Colorado does not discriminate on the basis of race, color, national origin, sex, sexual orientation, age, disability, religion, creed, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities. (Regent Law, Article 10, amended 11/8/2001). CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, or veteran status. Individuals who believe they have been discriminated against 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 ODH and campus resources available to assist individuals who believe they have been harassed can be obtained at http://www.colorado.edu/odh/. For detailed policies, procedures and resources, see http://www.colorado.edu/policies/discrimination.html.
SCHEDULE (subject to slight variation)

Legend

WP = weekly preview (video/quiz on D2L - complete by noon on Tuesdays)
HW = homework (complete weekly and BRING TO CLASS on Thursdays)
Source = primary document (on which homeworks are usually based)
Article = essay by historian (occasional, read by class listed)
D2L = other online tasks (complete by the end of the week)
Foner = read assigned pages in *Story of American Freedom* for Tuesday class

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**Week 1 ~ Getting organized and thinking historically**

Aug 27  Introductions and questions

Aug 29  Reading closely

D2L:  take the syllabus quiz
      complete pre-class survey

Foner: xiii-xxii, 95-100

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**FOCUS AREA 1: WORK AND CITIZENSHIP**

**Week 2 ~ At the Crossroads, 1860s-70s (WP2)**

Sep 3  Reconstruction: Nothing but Freedom

Foner: 100-116

Sep 5  *No in-person class – Rosh Hashanah* (No HW – practice close reading)

Sources  Anderson, To My Old Master
         Fisk, Plain Counsels to Freedmen
         Two Freedman's Bureau Officials Debate
         Cardozo, Let the Lands of the South be Divided

**Week 3 ~ Incorporation of America, 1870s-1890s (WP3)**

Sep 10  Making Claims on the New Nation

Foner: 116-130

Sep 12  Toil and Splendor in Industrial America (HW1)

Sources  Preamble, Constitution of the Knights of Labor
         Gompers, The American Federation of Labor
         Populist Party Platform
         Debs, What Can We Do for Working People
         Carnegie, The Gospel of Wealth

**Week 4 ~ The Changing Face of the Nation, 1880s-1900s (WP4)**

Sep 17  New Cities, New Citizens

Foner: 130-37

Sep 19  Race and the Imperial Dilemma (HW2)

Source  Yezierska, “How I Found America”
        Downes v. Bidwell
        Roosevelt, State of the Union, 1905
        Kipling’s “The White Man’s Burden” and its Critics
FOCUS 2: POLITICS AND CULTURE
Week 5 ~ The Reform Impulse at Home and Abroad, 1890s-1910s (WP5)
Sep 24  In a Progressive Mood
   Foner:  138-147, 152-161, 168-172  (or 138-61)
Sep 26  Progressives at War: WWI (HW3)
   Sources:  Suffrage images
            WWI posters
            Wilson, Declaration of War
            “War is a Blessing not a Curse”

Week 6 ~ The Jazz Age, 1910s-1920s (WP6)
Oct 1   Anti-Radicalism Reshapes the Nation
    Foner:  147-152, 162-168, 172-93  (or 162-93)
Oct 3   The Blues and 1920s Culture (HW4)
    Sources:  Bourne, Trans-National America
              Evans, Klan's Fight for Americanism
              Palmer, Case Against the Reds
              ACLU, Fight for Civil Liberties

EXAM ONE distributed on D2L by 12noon on Friday October 4th
DUE to D2L dropbox on Monday October 14 by 12noon

FOCUS 3: ECONOMY AND “THE AMERICAN WAY”
Week 7 ~ Down and Out in the Great Depression, 1930s (WP7)
Oct 8   ‘They ain’t gonna wipe us out’: Capturing the Crisis
   Foner:  194-218
Oct 10  The New Deal: Revolution or Preservation? (No HW)
   Sources:  FSA photographs
            Steinbeck, Harvest Gypsies excerpt
   D2L:   complete the mid-semester feedback survey

Week 8 ~ A World at War, 1930s-40s (WP9)
Oct 15  Listening to Pearl Harbor
   Foner:  219-247
Oct 17  The ‘Good War’ and Social Change (HW5)
   Sources:  Terkel, The ‘Good War’ oral histories
Week 9 ~ Containment, Foreign and Domestic, 1940s-1950s (WP10)
Oct 22 The Sum of All Fears: The Cold War
   Foner: 248-273

Oct 24 Consensus Culture and its Discontents (HW6)
   Sources: Mr. X, The Sources of Soviet Conduct
   Lippmann, A Critique of Containment
   Their Sheltered Honeymoon, *Life Magazine*
   *I Love Lucy* episodes

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FOCUS 4: RIGHTS AND REBELLION

Week 10 ~ We Shall Overcome, 1950s-60s (WP11)
Oct 29 The Civil Rights Movement I: Building Momentum
   Foner: 274-87

Oct 31 The Civil Rights Movement II: Success and Fracture (HW7)
   Article Davidson & Lytle, *Sitting In*
   Sources: King, Letter from a Birmingham Jail
   Wallace, The Civil Rights Movement: Fraud Sham Hoax
   Moody, *Coming of Age in Mississippi* excerpt
   *Eyes on the Prize*, Mississippi episode

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Week 11 ~ Question Authority, 1960s (WP12)
Nov 5 Hope and Doubt in the Mid-Sixties
   Foner: 287-305

Nov 7 The Long Hot Summer – 1968 (HW8)
   Sources: Hayden, *Port Huron Statement*
   Savio, *Speech at Sproul Hall*
   Carmichael, *Black Power*
   Hayden and King, *Feminism and Civil Rights*
   Steinem, *Women’s Liberation*

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EXAM TWO distributed on D2L by noon on Friday November 8

DUE to D2L dropbox on Monday November 18 by 12 noon

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FOCUS 5: DILEMMAS OF RECENT HISTORY

Week 12 ~ Loss And Limits in Vietnam 1960s-1970s (WP13)
Nov 12 Wars on the Ground
   Articles: Hall, “The Vietnam Era Antiwar Movement”
   Herring, The ‘Vietnam Syndrome’ and American Foreign Policy

Nov 14 Wars in the Streets (no HW)
   O’Brien, *If I Die in a Combat Zone*, at least to p. 68
Week 13 ~ Malaise, 1970s (WP14)
Nov 19 Coming Home to a Changed World

O'Brien, If I Die in a Combat Zone, continue

Nov 21 Running on Empty: From Earth Day to Oil Crises (HW9)
Sources: Carter, Crisis of Confidence speech

O'Brien, If I Die in a Combat Zone aim to finish but at least to 147

FALL BREAK
Nov 26 No class – Finish O'Brien, If I Die in a Combat Zone if you haven't already
Nov 28 No class – Happy Thanksgiving!

Week 14 ~ Living in a Material World, 1980s (WP15)
Dec 3 The Rise of New Conservatisms
Foner 305-324

Article LaFeber, The Iranian Hostage Crisis
Huntley, Who Won the Cold War?

Dec 5 Ideology, Economy and The End of the Cold War (HW10)
Sources Reagan, Speech to the National Association of Evangelicals
Bush, New World Order
Other sources TBA

**ROUGH DRAFT WORKSHOP**
Swap rough drafts with your partner(s) by Monday Dec 9 at 5pm
Return completed comment form by Wednesday Dec 11 at 5pm

- Make SURE you do this by posting both your draft and your comment form in the Group Discussion Board (I will create a special folder for drafts & comments) so you can get credit.
- There will also be a brief time to chat with your partner in-class on Thursday December 12

Week 15 ~ National Culture, Global Trouble, 1990s-2000s (No WP)
Dec 10 The Dream of the Nineties?
Foner 324-332

Articles Scanlon, “Your Flag Decal Won’t Get you Into Heaven Any More”

Dec 12 Red State, Blue State: the Politics of Identity in the 21st Century (HW11)
Sources Declaration for Global Democracy
National Security Strategy of the U.S.
Byrd, Speech on the War in Iraq
Voices of the Fallen: The Iraq War, Newsweek

D2L: complete the post-class survey
complete the end-of-semester feedback survey

FINAL PAPER – due no later than Wednesday December 18, 4:00PM