Fall 2013 Syllabus
History 1025 - 004: The History of the United States from 1865 to the Present
Monday/Wednesday/Friday 3:00-3:50pm
HLMS (Hellems) #: 229

Course Instructor: Rob Morrison
Email: Robert.M.Morrison@Colorado.EDU (or) rmorriso@colorado.edu
Office location: Hellem’s 3rd Floor in the Graduate Student Cubicles (or wherever works best)
Office Hours: M/W/F 1:30-2:30pm, and by individual appointment when necessary. I am also
available for GChat meetings at times, but speak to me about this first.

COURSE DESCRIPTION
This course will survey the history of the United States from the end of the Civil War to the
present day. It explores a variety of 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
Martin’s, 2010).*
Anne Moody, Coming of Age in Mississippi (Delta, 2004).**

*The American Promise textbook should already be available in the CU bookstore in the
basement of the UMC
**The Moody book should also be available at the UMC store, although it might take until a few
weeks into the semester to arrive. In the meantime, please feel free to purchase this text in an
online retailer (Amazon.com, etc.) instead.

ADDITIONAL READINGS
Over the course of the semester, you will be asked to engage with various other documents
and/or scholarly articles, which the instructor will make available to you via the course’s
D2Learn website.

COURSE GRADING
Exam One 20%
Exam Two 20%
Course Paper 20%
Final Exam 25%
Participation/Attendance 15%

COURSE GRADING RUBRIC
93% and above: A / 90-92%: A- / 87-89%: B+ / 83-86%: B / 80-82%: B- / 77-79%: C+/ 73-
76%: C / 70-72%: C- / 67-69%: D+/ 63-66%: D / 60-62%: D- / 0-59%: F
EXAMS
This course will have two in-class exams over the course of the semester that will each be worth 20% a piece. In addition, there will be a final exam given at the end of the course, which will be worth 25% of your total grade. Each exam will consist of five short identification questions as well as one longer essay response. The final exam will remain roughly the same, but will include an additional written essay at the end that will act as a cumulative examination of the overall course.

PAPERS
One of the chief goals of this course is to help students improve their writing, both in terms of grammatical structure and analytical efficiency. Therefore, an 8-10 page cited thesis paper will determine 20% of each student’s final grade. The prompt for this assignment will incorporate our reading of Anne Moody’s Coming of Age in Mississippi. I will also provide a range of supplementary materials – including primary source documents, journal articles, and various other media materials – all related to the paper topic in question. You will be expected to incorporate these materials into your essay as much as possible (when appropriate). Specific guidelines for formatting, etc., will be included within the prompt for this particular assignment. All papers will be penalized ½ letter grade for each day they are late.

Please feel free to see me in office hours to discuss drafts of your essays or any other questions you have about writing. I am also willing to review electronic drafts if given enough notice. 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.

ATTENDANCE AND PARTICIPATION
Attendance will be taken at the beginning of class on a daily basis. Students will be allowed TWO unexcused absences before incurring any grade penalty, but anything beyond those two will receive a full letter grade reduction in your attendance/participation grade. In other words, starting at a perfect 100%, three unexcused absences will result in an 89%; for four unexcused absences, your grade will drop to a 79%; and so on). Remember, the attendance/participation grade is 15% of your final grade overall.

Class participation will generally be evaluated through various scheduled in class discussions, spread throughout the course schedule. Over the course of the semester, I will designate several days that will serve primarily as discussing previous lectures and assigned readings (many supplied by myself through D2L). These discussions may also focus on some of the larger themes we have been discussing in the course, and will focus less on specific readings. Here is the chance to discuss what we are learning in more general terms, with an emphasis on sharing your thoughts and opinions with your classmates in an open and honest setting. Participation counts for at least half of the overall 15% attendance/participation grade for the semester.
***PLEASE NOTE*** You MUST attend AT LEAST ONE of the first five classes or you will be dropped from the course automatically in order to make room for those students on the waitlist (who have themselves been in attendance the whole time).

Despite whatever provisions are listed in the “attendance” section of the syllabus, it is in your best interest to attend EVERY lecture session, as the exams will include a significant amount of material not discussed not covered by the textbook alone.

Finally, I encourage all of you to feel free to contribute as much as possible to this course. I will do what I can to maintain a comfortable, respectful, and intellectually stimulating classroom environment. Best of luck to one and all, and let's have a great semester!

**CLASS SCHEDULE**

**Week 1**
Mon – 8/26  
Course Introduction – Introductions, expectations, and various house cleanings

Wed – 8/28  
Reconstruction Begins!  
**Readings:** AP, Ch. 16 (386-394) / and the excerpt from *The Meaning of Freedom* (pg. 390)

Fri – 8/30  
So Much for Reconstruction…  
**Readings:** AP, Ch. 16 (395-407) / additional D2L materials as provided by instructor

**Week 2**
Mon – 9/2  
**NO CLASS (LABOR DAY)**

Wed – 9/4  
The “Myth” of the American West  
**Readings:** AP, Ch. 17 (411-431) / additional D2L materials as provided by instructor

Fri – 9/6  
Entering a “Gilded Age” in America (from the business side)  
**Readings:** AP, Ch. 18 (435-446) / additional D2L materials as provided by instructor  
***Assignment:** Prepare for short in class debate on Monday (9/9) concerning your thoughts on Mark Twain’s analysis of the Gilded Age (SEE INSTRUCTOR FOR DETAILS)

**Week 3**
Mon – 9/9  
Revisiting a “Gilded Age” in America (from the political side)  
**Readings:** AP, Ch. 18 (447-456)  
**IN CLASS DISCUSSION:** Discuss your thoughts on Mark Twain’s analysis of the “Gilded Age” in America? What relevance does this hold to the times in question, as well as today? (See: AP, Ch. 18, pg. 435)
Wed – 9/11
The Rise of the American Cities and Their Urban Citizenry
Readings: AP, Ch. 19 (461-468) / additional D2L materials as provided by instructor

Fri – 9/13
Industrialization at Work
Readings: AP, Ch. 19 (469-475) / additional D2L materials as provided by instructor

Week 4
Mon – 9/16
Industrialization at Home
Readings: AP, Ch. 19 (476-482) / additional D2L materials as provided by instructor

Wed – 9/18
Unrest in the Fields, the Factories, and Beyond
Readings: AP, Ch. 20 (487-498) / additional D2L materials as provided by instructor

Fri – 9/20
Stepping onto the Global Stage
Readings: AP, Ch. 20 (501-509) / additional D2L materials as provided by instructor

*** Assignment: Prepare for in class debate on Monday (9/23) on America and Imperialism (SEE INSTRUCTOR FOR DETAILS)

Week 5
Mon – 9/23
IN CLASS DISCUSSION: Can America at the Turn of the Century truly be labeled an “imperial” nation? Why or why not? What qualifications necessitate a legitimate “empire” at this time, and which of those qualifications can be applied to the US? Was the US an “imperial” power already to this point?

Wed – 9/25
Progressivism (Part I): From the “Grassroots” to the Voting Booth
Readings: AP, Ch. 21 (513-525) / additional D2L materials as provided by instructor

Fri – 9/27
Progressivism (Part II): From the Promise of Reform to the Threat of War
Readings: AP, Ch. 21 (529-537)

Week 6
Mon – 9/30
REVIEW FOR EXAM ONE

Wed – 10/2
EXAM ONE (BRING YOUR BLUE BOOKS!)

Fri – 10/4
“A War to End All Wars” – Part I: Entering the War
Readings: AP, Ch. 22 (541-550) / additional D2L materials as provided by instructor
Week 7
Mon – 10/7  “A War to End All Wars” (Part II): The War at Home
Readings: AP, Ch. 22 (551-554) / additional D2L materials as provided by instructor

Wed – 10/9  “A War to End All Wars” (Part III): Uneasiness both at Home and Abroad
Readings: AP, Ch. 22 (556-564) / additional D2L materials as provided by instructor

Fri – 10/11  Back to Business and the Roarin’ ‘20s
Readings: AP, Ch. 23 (569-580) / additional D2L materials as provided by instructor

Week 8
Mon – 10/14  From Excess to Depression
Readings: AP, Ch. 23 (582-592) / additional D2L materials as provided by instructor

Wed – 10/16  FDR Offers a New Deal for America
Readings: AP, Ch. 24 (595-605) / additional D2L materials as provided by instructor

Fri – 10/18  FDR Offers a SECOND New Deal for America
Readings: AP, Ch. 24 (606-619) / additional D2L materials as provided by instructor

Week 9
Mon – 10/21  America (and the World) Prepares for a Second World War
Readings: AP, Ch. 25 (623-630) / additional D2L materials as provided by instructor

Wed – 10/23  World War II and the American Experience
Readings: AP, Ch. 25 (632-647) / additional D2L materials as provided by instructor

***Assignment: Prepare for in class debate on Friday (10/25) on the
Great Depression, FDR, and World War II (SEE INSTRUCTOR FOR DETAILS)

Fri – 10/25  IN CLASS DISCUSSION: Two questions for debate today:
1) What ended the Great Depression?
2) Were the atomic bombs necessary for ending the war in the Pacific?
REVIEW FOR EXAM TWO

Week 10
Mon – 10/28  EXAM TWO (BRING YOUR BLUE BOOKS!)
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<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tr>
<td>Wed – 10/30</td>
<td>The Early Cold War and Truman’s “Fair Deal”</td>
<td><strong>Readings</strong>: AP, Ch. 26 (651-669) / additional D2L materials as provided by instructor</td>
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<td>Fri – 11/1</td>
<td>The Abundance of the 1950s (Part I): A Chicken in Every Pot</td>
<td><strong>Readings</strong>: AP, Ch. 27 (673-677) and (682-688) / additional D2L materials as provided by instructor</td>
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<td><strong>Week 11</strong></td>
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<td>Mon – 11/4</td>
<td>The Abundance of the 1950s (Part II): A Threat ‘Round Every Corner</td>
<td><strong>Readings</strong>: AP, Ch. 27 (677-680) / additional D2L materials as provided by instructor</td>
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<td>Wed – 11/6</td>
<td>The Sixties (Part I): Promises from Camelot to the Great Society</td>
<td><strong>Readings</strong>: AP, Ch. 28 (697-703) / additional D2L materials as provided by instructor</td>
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<td>Fri – 11/8</td>
<td>The Sixties (Part II): An Era of Protests and Counter Protests</td>
<td><strong>Readings</strong>: AP, Ch. 28 (709-719) / additional D2L materials as provided by instructor</td>
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<td><strong>Week 12</strong></td>
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<td>Mon – 11/11</td>
<td>Civil Rights Movement (Part I): Modern Roots of an Ongoing Struggle</td>
<td><strong>Readings</strong>: AP, Ch. 27 (690-693) / additional D2L materials as provided by instructor</td>
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<td><strong>Begin reading <em>Coming of Age in Mississippi</em> for a class discussion</strong></td>
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<td>Wed – 11/13</td>
<td>Civil Rights Movement (Part II): “The Second Reconstruction”</td>
<td><strong>Readings</strong>: AP, Ch. 28 (704-708) / additional D2L materials as provided by instructor</td>
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<td><strong>Finish reading <em>Coming of Age in Mississippi</em> for class discussion</strong></td>
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<td><strong>Friday (11/15)</strong></td>
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<td><strong>Week 13</strong></td>
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<td>Mon – 11/18</td>
<td>America in Vietnam (Part I): A Buildup to War (With Special Guest Star?)</td>
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Readings: AP, Ch. 29 (723-730) / additional D2L materials as provided by instructor

Wed – 11/20
America in Vietnam (Part II): “An Unwinnable War?”
Readings: AP, Ch. 29 (734-743) / additional D2L materials as provided by instructor

Fri – 11/22
REVIEW FOR PAPER DUE MONDAY AFTER BREAK (12/2)
ENJOY YOUR BREAK!!

Week 14
NO CLASS THIS WEEK FOR FALL BREAK
Make sure you are working on your papers over the break... Remember, they are due in the D2L drop-box NO LATER THAN 12:00pm Monday (12/2)

Week 15
Mon – 12/2
The Rise of Modern Conservatism (Part I): From Nixon to Watergate
Readings: AP, Ch. 30 (747-753) / additional D2L materials as provided by instructor

Wed – 12/4
The Rise of Modern Conservatism (Part II): From Carter’s Hostage Crisis to Reagan’s “Morning in America”
Readings: AP, Ch. 30 (754-766) / additional D2L materials as provided by instructor

Fri – 12/6
The End of the Cold War and its Aftermath
Readings: AP, Ch. 30 (767-769) and Ch. 31 (773-780) / additional D2L materials as provided by instructor

Week 16
Mon – 12/9
Globalization and The Clinton Era
Readings: AP, Ch. 31 (782-789) / additional D2L materials as provided by instructor

Wed – 12/11
The Re-emergence of Conservatism in America and a Post-9/11 World
Readings: AP, Ch. 31 (790-797) / additional D2L materials as provided by instructor

Fri – 12/13
REVIEW FOR FINAL EXAM

FINAL EXAM DATE: TBD
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/