Welcome to History 1025! The purpose of this course is to present a factual and interpretive account of the development of the United States and what it means to be an American from the end of the Civil War up to the present. We will study social, cultural, political, and economic changes in American life over the last century and a half, including the rise of industrial capitalism and modern cities, the growth of immigration, the Great Depression, the women’s rights and civil rights movements, two world wars and the Cold War, the expansion of the United States into a global superpower, and the ongoing invention of new technologies and new ideas. A theme running throughout the course will be the changing definition of who “counts” as an American. How, over time, have some people been included and others excluded from enjoying the full rights and responsibilities of American citizenship? How does this historical interplay between liberty, equality, and power continue to shape American identity and society in the present day?

Required Books:


All readings are available for purchase at the CU Bookstore.
Course Requirements:

This course is structured as a lecture/discussion class. On Mondays and Wednesdays I will lecture, and on most Fridays we will discuss primary sources which help to illustrate that week’s themes and which open up a direct “window into the past” for discussion.

1. Attendance and active participation: 15%
2. Two midterm exams: 40% (20% each)
3. Paper: 20%
4. Final exam: 25%

Grading:

- **Attendance:**

I will be taking attendance every week. You are allowed FIVE unexcused absences. After that, you will incur a full letter reduction in your attendance grade. Please note that missing a class does not excuse you from knowing what was covered in lecture. If you miss a lecture, please make arrangements to borrow notes from one of your classmates.

- **In-class Participation and Reading Assignments:**

*Active* participation in class discussions – not just attendance - is required to pass this class. Readings should be completed before the day they are listed, so that you are prepared to engage productively with your fellow students, and produce in-class written work as assigned. I reserve the right to begin giving reading quizzes (announced or unannounced) if it becomes apparent that doing so would benefit students by providing additional motivation to complete the reading.

- **Paper:**

In addition to the primary source reader and textbook, we will read the autobiography of a poor African American girl growing up in the Jim Crow South (*Coming of Age in Mississippi*). Students will write a 5-7 page paper on this book outside of class. More details will be announced in the paper prompt, to be distributed to students two weeks before the due date. Please note that paper grades will drop one full grade for each day late. Papers will not be accepted electronically, unless you have made prior arrangements with me.

- **Exams:**

There will be two midterms (Oct. 4 and Nov. 1) and one final exam, each consisting of short answer IDs and one or more essays. If for some unavoidable reason at the last minute (illness, family emergency, etc.) you must miss a scheduled exam, please contact me either in person or
by e-mail before the exam to make alternate arrangements. Afterward, written documentation (ie, a doctor’s note) explaining your absence will be required.

- **Emails:**

I will do my best to respond to all e-mails in a timely fashion, but I especially encourage each one of you to meet with me during office hours to discuss any questions or concerns that you may have. I am also available to review paper outlines or read introductory paragraphs, as long as these are submitted at least 48 hours before the paper is due.

**Weekly Reading Assignments:** (Due before the start of class on the day they are listed. Dates are subject to change, with advance notice. Some weeks have heavier reading than others - please plan ahead.)

TAP: *The American Promise*
AF: *America Firsthand*

**Section I: Reconstruction – Progressive Era**

**WEEK 1**
Aug. 26: Introduction: What is history? Why study it?
Aug. 28: Reconstruction, Part I
   Read TAP, Chapter 16
Aug. 30: Reconstruction, Part II
   In-class Discussion: Was the South really “reconstructed”?
   Read AF, Documents 3, 5, 7

**WEEK 2**
Sept. 2: NO CLASS – Labor Day
Sept. 4: The Contested West, Part I
   Read TAP, Chapter 17
Sept. 6: The Contested West, Part II
   In-class Discussion: Myth vs. Reality
   Read AF, Documents 1-2 and Visual Portfolio (pp. 51-57)

**WEEK 3**
Sept. 9: Gilded Age, Part I
   Read TAP, Chapter 18
Sept. 11: Gilded Age, Part II
Sept. 13: In-class Discussion: “Captains of Industry” or “Robber Barons”?
   Read AF, Documents 4, 6, 11, 12
WEEK 4
Sept. 16: Rise of the City & Industrial America, Part I
Read TAP, Chapter 19
Sept. 18: Rise of the City and Industrial America, Part II
Sept. 20: In-class Discussion: Jacob Riis, *How the Other Half Lives* (1890)
Read your choice of at least three “chapters” (all are very short) in *How the Other Half Lives*. Then write a two-page analysis of your selections, answering the following questions: What was Riis’s argument? How did he use text and image to convince his audience to share his perspective? Find the full text of *How the Other Half Lives* here: http://www.authentichistory.com/1898-1913/2-progressivism/2-riis/

WEEK 5
Sept. 23: The Troubled 1890s, Part I
Read TAP, Chapter 20
Sept. 25: The Troubled 1890s, Part II
Sept. 27: In-class Discussion: Ongoing struggle: capital vs. labor
Read AF, Documents 9, 10, 13, 14

WEEK 6
Sept. 30: Progressivism, Part I
Read TAP, Chapter 21
Oct. 2: Progressivism, Part II
Oct. 4: MIDTERM EXAM #1
Pick up documents and group assignments for in-class debates on Oct. 11

Section II: World War I – World War II

WEEK 7
Oct. 7: World War I, Part I
Read TAP, Chapter 22
Oct. 9: World War I, Part II
Oct. 11: In-class DEBATES:
(B) Prohibition: Yay or Nay?
(A) Johnson-Reid Act of 1924 (anti-immigration): Yay or Nay?

WEEK 8
Oct. 14: The 1920s: Roaring or Reactionary?
Read TAP, Chapter 23, p. 749-772
Oct. 16: The Crash and Great Depression
Read TAP, Chapter 23, p. 772-780
Oct. 18: In-class Discussion: The “modern” temper
Read AF, Documents 23-27
WEEK 9
Oct. 21: The New Deal, Part I
   Read TAP, Chapter 24
Oct. 23: The New Deal, Part II
Oct. 25: In-class Discussion: Using public art as an historical source
   Read article, “Painting a New Deal” (to be distributed on Oct. 21)

WEEK 10
Oct. 28: World War II, Part I
   Read TAP, Chapter 25
Oct. 30: World War II, Part II
Nov. 1: MIDTERM EXAM #2
   Pick up paper prompt for Anne Moody, Coming of Age in Mississippi

Section III: Cold War – Era of Globalization

WEEK 11
Nov. 4: Early Cold War, Part I
   Read TAP, Chapter 26
   Begin reading Coming of Age in Mississippi
Nov. 6: Early Cold War, Part II
Nov. 8: In-class Discussion: Parts I and II of Anne Moody
   How to write a college history paper

WEEK 12
Nov. 11: The 1950s: Culture of Abundance, Part I
   Read TAP, Chapter 27
Nov. 13: The 1950s: Culture of Abundance, Part II and Civil Rights
Nov. 15: Book discussion: Coming of Age in Mississippi
   PAPER DUE

WEEK 13
Nov. 18: Reform and Rebellion, Part I
   Read TAP, Chapter 28
Nov. 20: Reform and Rebellion, Part II
Nov. 22: In-class Discussion: Lasting impact of the 1960s today
   Read AF, Documents 41-43, 45, 46, and Visual Portfolio (pp. 297-304)

WEEK 14
Nov. 25-29: NO CLASS – Happy Thanksgiving!

WEEK 15
Dec. 2: Vietnam, Part I
   Read TAP, Chapter 29
Dec. 4: Vietnam, Part II
Dec. 6: In-class Discussion: TBD
   Read AF, Documents 39, 40

WEEK 16
Dec. 9: Rise of American Conservatism, Part I
   Read TAP, Chapter 30
Dec. 11: Rise of American Conservatism, Part II
   Read TAP, Chapter 31, p. 1039-1068
   Read AF, Document 53

(Final Exam Week, Dec. 14-19)

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/disability_services/

- 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 include cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, an 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, faculty member who believes he or she 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/