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:

1. Attendance and active participation (including reading quizzes and other written assignments): 20%
2. Two midterm exams: 40% (20% each)
3. Paper: 20%
4. Final exam: 20%

Grading:

- **Attendance:**

  I will be taking attendance every week. You are allowed THREE 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 class, you may print a lecture outline to be posted each week on D2L, but I strongly encourage you to also make arrangements to borrow notes from a classmate.

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

  *Active* participation in class discussions – not just attendance - is required to pass this class. Readings should be completed by the day they are listed, so that you are prepared to engage productively with your fellow students in lively class discussions of primary documents. These are readings that supplement the textbook material, helping to illuminate each week’s themes and opening up a direct “window into the past.” Reading quizzes (announced or unannounced) on the textbook and primary documents will also be given periodically to ensure that the class is keeping up with daily reading assignments. **There will be NO make-up reading quizzes.**

- **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-page paper on this book outside of class (details will be announced in the prompt). Paper grades will drop one full grade for each day late.

- **Exams:**

  There will be two midterms (Feb. 20 and Mar. 20) 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*

RAP: *Reading the American Past*

**Section I: Reconstruction – Progressive Era**

**WEEK 1: Was the South really “reconstructed”?**
Jan. 16: Reconstruction of the South
   Read TAP, Chapter 16
   Read RAP, Chapter 16

**WEEK 2: Myth vs. reality in the West?**
Jan. 21: The Contested West, Part I
   Read TAP, Chapter 17
Jan. 23: The Contested West, Part II
   Read RAP, Chapter 17

**WEEK 3: “Captains of Industry” or “Robber Barons”?**
Jan. 28: Gilded Age, Part I
   Read TAP, Chapter 18
Jan. 30: Gilded Age, Part II
   Read RAP, Chapter 18

**WEEK 4: How the Other Half Lives**
Feb. 4: Rise of the City & Industrial America, Part I
   Read TAP, Chapter 19
Feb. 6: Rise of the City and Industrial America, Part II
   In-class Discussion: Jacob Riis, How the Other Half Lives (1890)
   Written Assignment DUE:
   Read your choice of three chapters 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: Ongoing struggle of capital vs. labor
Feb. 11: The Troubled 1890s, Part I
   Read TAP, Chapter 20
Feb. 13: The Troubled 1890s, Part II
   Read RAP, Chapter 20

WEEK 6: Responding to the struggles of industrialization
Feb. 18: Progressivism
   Read TAP, Chapter 21
Feb. 20: MIDTERM EXAM #1
   Pick up documents and group assignments for in-class debates on Feb. 27

Section II: World War I – World War II

WEEK 7: A “great” war?
Feb. 25: World War I
   Read TAP, Chapter 22
Feb. 27: In-class DEBATES
   Continuing battles at home:
   (A) Prohibition: Yay or Nay?
   (B) Johnson-Reid Act of 1924 (immigration restriction): Yay or Nay?

WEEK 8: The “modern” temper
Mar. 4: The 1920s: Roaring or Reactionary?
   Read TAP, Chapter 23, p. 749-772
Mar. 6: The Crash and Great Depression
   Read TAP, Chapter 23, p. 772-780
   Read RAP, Chapter 23
WEEK 9: Government to the rescue?
Mar. 11: The New Deal, Part I
    Read TAP, Chapter 24
Mar. 13: The New Deal, Part II

WEEK 10: Global war
Mar. 18: World War II
    Read TAP, Chapter 25
Mar. 20: MIDTERM EXAM #2
    Begin reading Coming of Age in Mississippi

Section III: Cold War – Era of Globalization

WEEK 11
Mar. 24-28: NO CLASS – Spring Break!

WEEK 12: Confronting the Communist threat
Apr. 1: Early Cold War, Part I
    Read TAP, Chapter 26
Apr. 3: Early Cold War, Part II: exploring primary documents on Europe, Asia, & the Red Scare
    Read RAP, Chapter 26

WEEK 13: Decade of Affluence?
Apr. 8: The 1950s: In Pursuit of the American Way of Life, Part I
    Read TAP, Chapter 27
    How to write a college history paper
Apr. 10: The 1950s: In Pursuit of the American Way of Life, Part II
    In-class book discussion: Anne Moody, Coming of Age in Mississippi
    PAPER DUE by 8am (paper copy in class and electronic copy in D2L Dropbox)

WEEK 14: Decade of Turmoil: 1960s
Apr. 15: Reform and Rebellion, Part I
    Read TAP, Chapter 28
Apr. 17: Reform and Rebellion, Part II
    Read RAP, Chapter 28

WEEK 15: War in Southeast Asia
Apr. 22: Vietnam, Part I
    Read TAP, Chapter 29
Apr. 24: Vietnam, Part II  
Read RAP, Chapter 29

**WEEK 16: Resurgence of the Right**  
Apr. 29: Rise of American Conservatism  
Read TAP, Chapter 30  
May 1: Globalization Since 1989  
Read TAP, Chapter 31, p. 1039-1068

(Final Exam Week, May 3-8)

**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/](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](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, threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council [honor@colorado.edu](mailto: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/