Instructor: Daniel DuBois  
Email: daniel.dubois@colorado.edu  
Office: 3rd Floor Cubicles, Hellemes (Look for my name on outside of cubicle wall)  
Office Hours: Tu/Th 9:15-10am, 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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<thead>
<tr>
<th>Course Grades</th>
<th>Grading Rubric</th>
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<tbody>
<tr>
<td>Midterm</td>
<td>94% and above: A</td>
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<tr>
<td>Final Exam</td>
<td>90-93%: 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 comes from our reading of Anne Moody’s *Coming of Age in Mississippi*. I have also provided you with supplementary materials – including primary documents, journal articles, and media materials – related to the paper topic, which you will be expected to incorporate into your essay. **Papers will be penalized 1 letter grade for each day they are late.**

Papers should be submitted via the course’s D2L Dropbox. This allows me to grade them each electronically, and also to check for plagiarism using D2L’s originality checker. 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. **Quizzes account for 10% of your overall grade.**

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. Throughout the semester, I will choose several days during which we will take a considerable amount of the class period to discuss assigned readings. I will let you know the in days prior when one such discussion or debate will be coming. In addition, 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.**
Note: You must attend at least one of the first four 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.

Class Schedule

Week 1
Tues, 1/14   Course Introduction

Thurs, 1/16  Race and Reunion: The Story of American Reconstruction

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

Week 2
Tues, 1/21   Colony and Empire: America’s Westward Expansion

Thurs, 1/23  America’s First Gilded Age

Reading: AP, Ch. 17, Ch. 18

Week 3
Tues, 1/28   Industrialization, Immigration, and Urbanization

Thurs, 1/30  Spreading the American Dream: US Foreign Relations at the Turn of the Century

Reading: AP, Ch. 19, pp. 658-670 in Ch. 20

Week 4
Tues, 2/4    Years of Reform, Part 1: Labor and Populism

Thurs, 2/6   Years of Reform, Part 2: The Progressive Movement

Reading: AP, pp. 638-658 in Ch. 20, Ch. 21
Week 5
Tues, 2/11  The Age of Empire and the Origins of the First World War
Thurs, 2/13  World War I and the Wilsonian Moment
Reading: AP, Ch. 22

Week 6
Tues, 2/18  America Transformed: The United States in 1919; REVIEW
Thurs, 2/20  **EXAM ONE on Ch. 16-21**
Reading: AP, pp. 704-16 in Ch. 22

Week 7
Tues, 2/25  The Free Market and Cultural Pluralism in the Republican-Era Twenties
Thurs, 2/27  The Great Depression and the First New Deal
Reading: AP, Ch. 23, 784-798 in Ch. 24.

Week 8
Tues, 3/4  The New Deal
Thurs, 3/6  The End of Reform?
Reading: AP, Ch. 24

Week 9
Tues, 3/11  A World at Arms
Thurs, 3/13  America’s “Great War”?
Reading: AP, Ch. 25
***I STRONGLY Recommend You Begin Reading Moody, Coming of Age in Mississippi*****

Week 10
Tues, 3/18  Consumers’ Republic: America in the Early Cold War
Thurs, 3/20  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, 4/1   Waiting 'Till the Midnight Hour: The Civil Rights Movement and Black Power

Thurs, 4/3   Discussion of Moody, *Coming of Age in Mississippi*; **Papers Due**

Reading: AP Chapter 28, 940-945.

Week 12
Tues, 4/8   Camelot, the Great Society, and the Origins of the Vietnam War

Thurs, 4/10  "That Bitch of a War": The American War in Vietnam

Reading: AP Ch. 29

Week 13
Tues, 4/15  The Movement and the Sixties

Thurs, 4/17  The Imperial Presidency: Nixon, Détente, and Watergate

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

Week 14
Tues, 4/22  The End of the Cold War, the End of the American Century: Carter and Reagan

Thurs, 4/24  Globalization and the Nineties

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

Week 15
Tues, 4/29  From Cold Wars to Hot Wars: America’s New Obligations in a Global Era

Thurs, 5/1   Backwards or Forwards? A Discussion of the U.S. Today

Reading: AP, 1061 – 1071 in Ch. 31

FINAL EXAM: TBA
**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/](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](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](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](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/](http://www.colorado.edu/odh/)