HIST 1025: History of the U.S. since 1865

Spring 2015
Instructor: Karen Lloyd D’Onofrio

Class: MWF 9-9.50 in Hellems 251
Office: Hellems 351
Office Hours: M 10-11; W 10-11 or by appointment
Contact: karen.lloyd@colorado.edu

Course Description
This course will introduce students to some of the basic issues and concepts involved in analyzing American history after 1865. It will also introduce students to some of the differing approaches historians have adopted in their efforts to understand America’s past. Some of the major questions that this course focuses on are:

How has the U.S. government’s relationship with its people evolved since 1865? How has race, gender, class, and politics affected the relationship between the U.S. government and its people since 1865? How has the relationship between the U.S. government and business evolved since 1865? How has the meaning of freedom changed over time, both for the people and the government?

We will be revisiting these questions throughout the course.

In addition to introducing you to historical issues, this course offers you an opportunity to sharpen certain abilities: reading and thinking critically; analyzing and evaluating varied interpretations of historical data; engaging in discussion and debate; and expressing yourself on paper with precision and grace. The course is also intended to encourage historically-informed thinking about our own moment in time.

Required Readings
Anne Moody, Coming of Age in Mississippi (New York, 1992)

Assignments:
Weekly Questions:
You will be required to bring to every Friday meeting 5 questions you have about our readings. These should be written on index cards with your name and week number written at the top. Your questions may include 1 factual question and the others should be questions you have that result from your readings. Be prepared to discuss these in class. These will be handed in at the beginning of every meeting on Friday morning.

Course Readings:
Critical reading, analysis, and thought about the text are integral to success in this course.
Students are expected to have read and be ready to discuss ALL readings the day they are assigned. While discussion and debate sessions will focus largely on the primary source documents, students are also responsible for any additional readings, visuals and/or other media presented by the instructor as well.

**Writing Assignments:**
You will be responsible for six (6) response papers and other in-class activities as assigned. The response papers should be no more than 2 pages in length of double-spaced, in Times New Roman, 12pt font, with one-inch margins. These will be handed in at the beginning of class on Friday morning.

You will be required to write two (2) responses for 2 selections of weekly readings in each unit (3) - making a total of six responses by the end of the semester. I will drop your lowest grade. More details will be provided in class. These assignments along with participation and performance in the Discussion and Debate sessions will account for 15% of your grade.

**Moody Essay:**
More details will follow as we get closer, but you will be required to write a five-page paper, double-spaced and in Times New Roman, 12pt font, with one inch margins, based on the reading of Anne Moody’s book, which will be worth 15%.

**Evaluation**
**Exams**
During the term there will be two 50 minute exams, each of which will account for 20% of your final grade. The final exam will consist of two parts: Part One, worth 15% of the final grade, will cover only the last third of the course; Part Two, also worth 15%, will be a comprehensive essay. All exams will be composed primarily of essay questions and/or short answers.

Discussion and Debate sessions form a key component of this course. This is where you get to think, discuss, and argue over evidence and its implications, just as professional historians do. 15% of your final grade will be based upon what you do in the session: your attendance, participation, and performance on any further written work assigned. Two unexcused absences from the Discussion and Debate sessions will be allowed; any further absences will result in a failing participation grade.

**Book Essay** will be worth 15% of your final grade.

Please be aware that late papers will not be accepted without penalty (a letter grade per day overdue) nor will makeup exams be administered except in cases of documented family or medical emergency.

**And now for the contractual elements of the syllabus:**
**Laptops and electronic devices:**
These will not be permitted in our Monday/Wednesday lectures – recent research has shown 1) that students learn best when they physically write down notes and 2) the use of devices are a distraction for other students who are attempting to concentrate on course material and lecture and participate in discussions.
**Accommodation Policies**
If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at [303-492-8671](tel:303-492-8671) or by e-mail at dsinfo@colorado.edu. If you have a temporary medical condition or injury, see Temporary Medical Conditions: Injuries, Surgeries, and Illnesses guidelines under Quick Links at Disability Services website and discuss your needs with your professor.

**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 without inhibiting or penalizing those students who are exercising their rights to religious observance. If you anticipate any class conflicts due to religious observance, please notify my by email so that we can arrange necessary accommodations. See policy details at [http://www.colorado.edu/policies/fac_relig.html](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. These standards of conduct pertain to on-line interactions through email or discussion boards as much as they would a physical classroom. If a student does not participate in online activities with respect and understanding for the instructor or fellow students, the instructor may remove posts and take further actions as necessary. Class rosters are provided to the instructor with the student's legal name. I will gladly honor requests for use of alternate name or gender pronoun. Please advise me of your preference so that I may take the appropriate action. Complete statements of these policies can be found at:
[http://www.colorado.edu/policies/classbehavior.html](http://www.colorado.edu/policies/classbehavior.html) and
[http://www.colorado.edu/studentafairs/judicialaffairs/code.html#student_code](http://www.colorado.edu/studentafairs/judicialaffairs/code.html#student_code).

**Academic Misconduct Policies**
All students of the University of Colorado at Boulder are responsible for knowing and adhering to the student Honor Code and 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; 303-735-2273). 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) and at
[http://www.colorado.edu/academics/honorcode/](http://www.colorado.edu/academics/honorcode/).

Note: I take this issue very seriously and expect that you will submit only your own work, completed for this course only. If I catch you doing otherwise, you will regret it. If you have
questions about these issues – from how to handle internet sources to what actually constitutes plagiarism – just ask. Sometimes the difference between honesty and cheating is crystal clear (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 together with a friend – these are issues students often find difficult to sort out on their own. Citation guidelines will accompany writing assignments, but please do speak up if you find them unclear or encounter specific quandaries. The time to clear up those confusions is before you turn anything in... because the punishment for academic dishonesty is steep; please do not put your education at risk by cheating.

**Discrimination and Harassment**
The University of Colorado Boulder (CU-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, age, disability, creed, religion, sexual orientation, 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 CU-Boulder 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 Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at [http://hr.colorado.edu/dh/](http://hr.colorado.edu/dh/)

**Course Outline**
We will largely keep to the schedule outlined below. If it turns out we need more time on a topic, however, some minor changes may be made. In any event, try to complete the reading for each unit before the first class meeting of that unit, and be ready to participate in class discussion.

<table>
<thead>
<tr>
<th>Date</th>
<th>Lectures and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit One: Organizing America and its People</strong></td>
<td></td>
</tr>
<tr>
<td>Wk.1 Jan.12</td>
<td>Introduction to the course</td>
</tr>
<tr>
<td>Wk.1</td>
<td>“Nothing But Freedom:” The Limits of Reconstruction</td>
</tr>
<tr>
<td>Wk.1 Jan.16</td>
<td>Discussion and Debate: Introductory session and using primary</td>
</tr>
<tr>
<td></td>
<td>source documents</td>
</tr>
<tr>
<td></td>
<td>Johnson, Ch. 16</td>
</tr>
<tr>
<td>Wk.2 Jan.19</td>
<td>MLK Jr. Day – No Class</td>
</tr>
</tbody>
</table>
Wk.2  Organizing America: Encountering new Frontiers in the West  
Roark, Ch. 17

Wk.2 Jan. 23  Discussion and Debate: Life in the West  
Johnson, Ch. 17

Wk.3 Jan.26  Industrialization and Working-Class Life  
Roark, Ch. 18: 521-534  
Roark, Ch. 19: 570-575

Wk.3  Discussion and Debate: Money and Power in the Gilded Age  
Johnson, Ch. 18

Wk.4 Feb. 2  Cities and Immigrants: “America” Redefined  
Roark, Ch. 19: 553-570, 575-585, 588-611

Wk.4  Discussion and Debate: Ethnicity and Class in the City  
Johnson, Ch. 19

Wk.5 Feb.9  Reformers, Populists, and Politicians  
Roark, Ch. 18: 536-552  
Ch. 20: 586-591, 597-605

Wk.5  Discussion and Debate: Democracy and Depression in the 1890s  
Johnson, Ch. 20  
Discuss exam preparation sheet

Wk.6 Feb. 16  First exam/President’s Day

Unite Two: Testing the limits of order at home and abroad

Wk.6 Feb. 18  Progressivism and the Search for Order  
Roark, Ch. 21: 617-633

Wk.6  Discussion and Debate: Reformers and Radicals  
Johnson, Ch. 21

Wk.7 Feb. 23  The United States and the World  
Roark, Ch 17: 507-21, Ch. 20: 605-616, Ch 21: 633-45

Wk. 7  Empire and the Great War  
Roark, Ch. 22

Wk.7  Discussion and Debate: Progressive Crusaders  
Johnson, Ch. 22
Wk.8 Mar. 2   The Twenties: Cultures in Conflict  
Roark, Ch. 23

Wk.8   Discussion and Debate: Social Tensions in the New Era  
Johnson, Ch. 23

Wk.9 Mar.9.   The Great Depression, Dissent, and the New Deal  
Roark, Ch. 24

Wk.9   Discussion and Debate: Surviving the Thirties  
Johnson, Ch. 24  
Discuss exam preparation sheet

Wk.10 Mar. 16   Second Exam

Unit Three: Contesting Space and the Meaning of Freedom

Wk.10 Mar.18   The Last Good War – World War II  
Roark, Ch. 25

Wk. 10 Mar. 20   Discussion and Debate: will not meet this week- begin reading  
Moody

Wk.11 Mar 23 – 27th   Spring Break

Wk 12. Mar 30   The Bomb and The Cold War – at Home and Abroad  
Roark, Ch. 26

Wk. 12. April 1   The Cold War and the American West

Wk. 12 April 3   Discussion and Debate: The Enemy Within and Without  
Johnson, Ch. 26; Moody, Part One

Wk.13 Apr. 6   Containment in the Fifties: at home and abroad  
Roark, Ch. 27

Wk.13 Apr. 8   The Civil Rights Movement: Introduction 1950s  
Roark, Ch. 27: 832-837

Wk. 13 Apr. 10   Discussion and Debate: The Home Front in the Cold War  
Johnson, Ch. 27; Moody, Part Two

Wk.14 Apr.13   “If one falls, they all fall”: Logic of Vietnam and Containment  
Roark, Ch. 29
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk. 14</td>
<td>Apr. 15</td>
<td>The Sixties: The New Frontier and Building the Great Society</td>
<td>Roark, Ch. 28: 840-858</td>
</tr>
<tr>
<td>Wk. 14</td>
<td>Apr. 17</td>
<td>Discussion and Debate: Moody and the Movement</td>
<td>Writing Workshop</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Johnson Ch. 28</td>
</tr>
<tr>
<td>Wk. 15</td>
<td>Apr. 20</td>
<td>The Age of Fracture? In search of the Seventies</td>
<td>Roark Ch. 30: 905-922</td>
</tr>
<tr>
<td>Wk. 15</td>
<td>Apr. 22</td>
<td><strong>Paper Coming of Age in Mississippi</strong></td>
<td><strong>Due in dropbox 9.00 a.m.</strong></td>
</tr>
<tr>
<td>Wk. 15</td>
<td>Apr. 24</td>
<td>Discussion and Debate: America Moves to the Right</td>
<td>Johnson, Ch. 30</td>
</tr>
<tr>
<td>Wk. 16</td>
<td>Apr. 27</td>
<td>Reaganism, Its Discontents, and Its Legacies</td>
<td>Roark, Ch. 30: 922-938</td>
</tr>
<tr>
<td>Wk. 16</td>
<td>Apr. 29</td>
<td>Post-Industrial World and Globalization</td>
<td>Roark, Ch. 31</td>
</tr>
<tr>
<td>Wk. 16</td>
<td>May. 1</td>
<td>Wrap up of Unit 3 (Johnson Ch. 31)</td>
<td>Final Exam preparation</td>
</tr>
</tbody>
</table>

**Final Examination:** TBD