History 1025-003: History of the United States, 1865-present
MWF 9-9:50 a.m., Hellems 263
Instructor & Contact Info: Chris Foss, Christopher.foss@colorado.edu
Office Hours: M/W 10-10:30 a.m., Hellems 351; and by appointment

Required Course Texts
--Selected shorter readings posted on Desire2Learn (D2L)

Welcome to History 1025: What Is This Class About?
Students generally take HIST 1025 for one of three reasons: to fulfill the College of Arts & Sciences general education requirement, to fulfill a major requirement, or for general enrichment. Through different activities (lectures, discussions, and different kinds of assignments), the goal of this class is to engage you in learning the history of the United States since 1865 in a wide variety of ways.

You will be expected to learn primarily through attending lectures and completing assigned readings. Both lectures and readings are essential to your success on class assignments. The textbook provides comprehensive coverage of U.S. history since 1865. The lectures and additional readings on D2L are targeted toward specific themes. Lecture coverage is not comprehensive: it’s impossible to cover every major event, person, and theme of U.S. history since 1865 in lecture. Thus, it’s important for you to keep up with the readings in order to do well in homework and on quizzes/exams. Attending class is essential, however, because you will ultimately be tested on the broad themes covered in lecture, as well as on the interpretive questions we will pose during lectures and discussion sessions.

Learning Objectives
There are two main hoped-for learning outcomes in this class:
Be an active listener: Come to every class with pen/pencil and paper or your laptop (I recommend buying a dedicated binder or notebook for this class) ready not just to absorb information from the lecture, but to engage in active discussion about the topics under discussion. Feel free to raise your hand if you have questions at any time.
Show your knowledge: Class discussions, quizzes, writing assignments, and exams will provide you with opportunities to apply the knowledge you learn in lecture and via the course textbook, not just to show me the facts you’ve learned, but also the ways in which you’ve marshalled facts and interpretations in order to answer a historical question—in short, to think critically about history. One of the primary objectives of this class is to help you develop critical thinking and writing skills that can be transferred to any career or vocation you choose.

Thus, your learning objectives are:
1) Understand the major historical forces shaping the United States at home and in a global context between 1865 and the present day
2) In so doing, improve your listening, reading, and writing skills
3) Learn to think critically about the past and to challenge facts and old interpretations
4) Take all of these skills and ultimately be able to apply them in other classes or in life
GRADING BREAKDOWN:
Attendance: Read policy below
Participation: 20%
Online Quizzes: 20% (4% apiece, 5 quizzes count out of 6 given)
Midterm Exam: 20%
Two Papers: 20% (10% apiece)
Final Exam: 20%
TOTAL: 100%

ATTENDANCE POLICY:
--Attendance will be taken at the beginning of each lecture. Please be on time—late students will not be allowed to sign the attendance sheet and will be marked absent without excuse. If you have four unexcused absences, your overall grade will drop by one letter (i.e. an A to a B). If you have six unexcused absences, you will automatically fail the course.
--Examples of excused absences: medical emergencies/illnesses (email me before class and provide documentation from your healthcare provider on your return), and pre-arranged absences for athletics and religious reasons (provide documentation prior to the planned absence).
--Non-emergency doctor’s appointments, weddings, family gatherings, trips to the ski slope, etc. are not excusable absences—please schedule these on your own time.

PARTICIPATION (20%):
Students are required to regularly participate in class through a wide variety of means including: asking a question or making a pertinent comment during lecture; answering questions posed on the PowerPoint; working in discussion groups; and coming to office hours to talk over questions you may have. I expect a high level of participation from all students. Speaking up and participating in class discussion facilitates debate and making arguments that are backed up by evidence, both of which are useful skills both for historians and in life. Students who do not participate in discussion at all will fail the course.

QUIZZES (20%)
Students are required to take multiple-choice quizzes on D2L on course-related material not covered in lectures. The quizzes will cover the readings from The American Promise and D2L. In addition, there will be a syllabus and plagiarism quiz at the beginning of the semester. Each quiz activates Wednesday of the given week at 10:00 a.m. and is due the next evening (Thursday) at 11:59 p.m. Students will only be given 10 minutes to take each quiz. There will be a total of six quizzes (including the syllabus quiz), with the lowest score being dropped at the end of the semester if you take all six quizzes. Late quizzes will generally not be accepted.

MIDTERM (20%)
The midterm will cover all material from Weeks 1-7. This BlueBook midterm will be conducted in class at the end of Week 8.
PAPERS (2 papers, 10% apiece, total 20%)
The papers will require you to write an analytical review (minimum 900, maximum 1,000 words) on a book or film chosen from the reading/film list on the syllabus (see below). Detailed instructions on how to complete the papers are forthcoming on D2L.

FINAL EXAM (20%)
The final exam will cover Week 8 up to the end of the course. This BlueBook midterm will be conducted during our scheduled final exam period on Thursday, May 7 at 4:30 p.m.

Grading Scale for paper, exams, and class:
93-100 = A  
90-92 = A-  
88-89 = B+  
83-87 = B  
80-82 = B-  
78-79 = C+  
73-77 = C  
70-72 = C-  
68-69 = D+  
63-67 = D  
60-62 = D-  
0-59 = F

Exam Makeup Policy/Disability Accommodations
--If you have a personal/medical emergency the day of the midterm exam, please email me before class and provide a doctor’s note from your healthcare provider when you return to class. Similarly, students with an athletic or religion-related excuse can be excused from the exam if they provide documentation prior to the exam date. A makeup date/time will be arranged at the instructor’s discretion, in consultation with the student(s) concerned.
--Because quizzes are all take-home, they can only be made up in case of serious illnesses and extreme emergencies. Quizzes are active from W 10 a.m. to Th 11:59 p.m. the week they’re due.
--If you have documentation from the Office of Disability Services granting you extra time on quizzes and exams, please provide that to me at the beginning of the semester so we can work out accommodations.
--Please note: Due to the late date of the final exam, it cannot be made up after the exam, even in the case of student emergency or illness. An alternate exam time will be available to students with three or more exams on Thursday, May 7, prior to this date.

Technology Policy
Students ARE permitted to use laptops, iPads, or tablets to take notes in class. Students ARE also permitted to record lecture to play back later. Please, however, do not browse the Web during lecture, as it may be distracting to others. If I notice a student browsing the web during class, the entire class will receive a warning. If I notice someone on a website a second time, the entire class will be barred from using laptops in class.
Please silence and put away cell phones during class. Students whose phones repeatedly ring during class will be asked to leave class for the day and will be marked absent without excuse.

Expectations of Students
--I expect students to regularly attend, to show up on time, to be active participants in lecture (whether by taking notes, asking questions, participating in discussion), and to not disrupt others’ learning. I will take notice of and discipline disruptive students.
--All of you have the right to a safe learning environment, and I will do my best to provide that to you. You also must take ownership of the classroom for yourselves and help make it a productive, academic learning space. I will not tolerate harassment or discrimination.
--Office hours (M, W 10-10:30 a.m., by appointment): I expect students who are struggling in the course to come to office hours for assistance, make an appointment with me to meet at another time if you are unable to come to office hours, or to email me.

**Expectations of the Instructor**
--Please come to class with high expectations of me and don’t hesitate to let me know if there’s anything I can do to help you be a better student.
--I will offer you time to provide anonymous feedback midway through the semester.
--You should expect me to return papers and exams to you within 14 days of the due date.
--You should expect me to be at my office hours regularly. If I have to cancel or change office hours, I will let students know via email or D2L in advance.

**University and Class Policies Regarding Harassment**
You are expected to conduct yourself as a rational, open-minded adult in your communications. Disrespectful, bigoted, or rude comments and bullying will not be tolerated. Such infractions may lead to failure of the course. Differing views are welcome and encouraged, and some of the materials assigned and topics discussed will be provocative, but if you cannot speak your mind in a respectful manner, please keep your opinions and ideas to yourself. We each have responsibility for maintaining an appropriate learning environment. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. See policies at [http://www.colorado.edu/policies/classbehavior.html](http://www.colorado.edu/policies/classbehavior.html)

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**Plagiarism**
Plagiarism, in all of its forms, will not be tolerated in this course. Any plagiarism can subject to you failure of this class or expulsion from CU. In order to ensure that you understand what plagiarism is and what you can and cannot do on essays and in exams, please read the CU Honor Code’s “What is a Violation?” page and the *New York Times* article below. NOTE: You’ll be quizzed on these for the syllabus and plagiarism quiz to be held on D2L during Week Two.
--CU Honor Code link: [http://honorcode.colorado.edu/student-information/what-violation](http://honorcode.colorado.edu/student-information/what-violation)

Calendar (Subject to Change)
**NOTE: All reading assignments should be completed prior to the week they are listed.

Week One (January 12, 14, 16): Introduction; Reconstruction

Week Two (January 21, 23): The West
NO SCHOOL MONDAY, JANUARY 19 (MLK DAY)
--Reading assignments: *TAP*, Ch. 17; Thomas Andrews, *Killing for Coal*, introduction (access via UCB Libraries website)
--Syllabus and plagiarism quiz (Quiz #1) due Thursday, Jan. 22 at 11:59 p.m.

Week Three (January 26, 28, 30): Industrialization and Mass Culture
--Reading assignments: *TAP*, Ch. 18, Ch. 19; David Nasaw, *Going Out*, introduction (D2L)
--Quiz #2 (over readings from Weeks 1-3) due Thursday, Jan. 29 at 11:59 p.m.
--Paper writing workshop in class on Friday, Jan. 30

Week Four (Feb. 2, 4, 6): Progressivism and Imperial Expansion
--Reading assignments: *TAP*, Ch. 20, Ch. 21

Week Five (Feb. 9, 11, 13): The 1920s and the Great Depression
--Reading assignment: *TAP*, Ch. 22; Lynn Dumenil, *Modern Temper* introduction (D2L); *TAP*, Ch. 23; David Kennedy, *Freedom From Fear* Chapter 2 (D2L)
--Quiz #3 (over readings from Weeks 4-5) due Thursday, Feb. 12 at 11:59 p.m.

Week Six (Feb. 16, 18, 20): The New Deal
--Reading assignments: *TAP*, Ch. 24; David Kennedy, *Freedom From Fear*, Chapter 12 (D2L)
PAPER #1 DUE ON THURSDAY, FEBRUARY 19, AT 11:59 P.M. ON D2L

Week Seven (Feb. 23, 25, 27): World War II
--Reading assignment: *TAP*, Ch. 25
--Midterm available on D2L by Friday, Feb. 27

Week Eight (March 2, 4, 6): The Cold War, MIDTERM
--Reading assignment: *TAP*, Ch. 26
--Film in class: *The Cold War*, excerpts from Part 2, “Iron Curtain”
--FRIDAY, MARCH 6: MIDTERM EXAM
Week Nine (March 9, 11, 13): The 1950s
--Reading assignment: TAP, Ch. 27; David Halberstam, *The Fifties* Chapter 29 (on D2L)
--Quiz #4 (readings Weeks 6-9 and the Cold War films) due Thursday, Mar. 12 at 11:59 p.m.

Week Ten (March 16, 18, 20): The 1960s—Unrest at Home and Abroad
--Reading assignment: TAP, Ch. 28

Week Eleven: NO SCHOOL—SPRING BREAK

Week Twelve (March 30; April 1, 3): The Vietnam War and Watergate
--Reading assignment: TAP, Ch. 29; Peter Baker, “Richard Nixon’s Tenure and Downfall are Reassessed,” *New York Times*, Aug. 3, 2014 (available on D2L)
--Quiz #5 (over readings Weeks 10-12) due Thursday, April 2 at 11:59 p.m.

Week Thirteen (April 6, 8, 10): The New Right
--Reading assignments: Tim Borstelmann, *The 1970s*, Ch. 3 (D2L); TAP, Ch. 30
--PAPER #2 due Thursday, April 9, at 11:59 p.m. on D2L

Week Fourteen (April 13, 15, 17): Ending the Cold War and Globalization
--Reading assignments: TAP, Ch. 31; Richard Read, “The French Fry Connection, Day Four--Strands in a Broken Web,” *The Oregonian*, Oct. 21, 1998 (available on D2L)
--Quiz #6 (over readings Weeks 13-14) due Thursday, April 16 at 11:59 p.m.

Week Fifteen (April 20, 22, 24): The U.S. Since 9/11

Week Sixteen (April 27, 29; May 1): Conclusions & Final Exam Review
--No reading
--Friday, May 1—Final Exam Review

**Final exam: Thursday, May 7, 4:30-7 p.m. in Hellems 263**

**BOOK AND FILM CHOICES FOR PAPER #1**

**Reconstruction/The New South**

**BOOKS**
Edward Ayers, *The Promise of the New South*
David Blight, *Race and Reunion: The Civil War in American Memory*
Eric Foner, *A Short History of Reconstruction*
Leon Litwack, *Trouble In Mind*

**FILMS**
*American Experience: Reconstruction*
*Birth of a Nation*, dir. D.W. Griffith

**The West**

**BOOKS**
Thomas Andrews, *Killing For Coal*
Karl Jacoby, *Shadows at Dawn*
Patricia Nelson Limerick, *Legacy of Conquest*
Richard White, “It’s Your Misfortune and None of My Own”

**Films**
*Dances With Wolves*, dir. Kevin Costner
*The West*, dir. Stephen Ives (time-appropriate section—consult with instructor)

**Industrial America and Mass Culture**

**Books**
Neil Gabler, *An Empire of their Own*
David Nasaw, *Children of the City: At Work and at Play*
Kathy Peiss, *Cheap Amusements*
Charles Postel, *The Populist Vision*
Matthew Sutton, *Aimee Semple McPherson and the Resurrection of Christian America*

**Films**
*Baseball*, dir. Ken Burns (time-appropriate section—consult with instructor)
*Jazz*, dir. Ken Burns (time-appropriate section—consult with instructor)
*New York*, dir. Ric Burns (time-appropriate section—consult with instructor)

**Progressivism at Home and Abroad**

**Books**
Doris Kearns Goodwin, *The Bully Pulpit*
Scott Ellsworth, *Death In a Promised Land*
Julie Greene, *The Canal Builders*
Kristin Hoganson, *Fighting for American Manhood*
Michael McGerr, *A Fierce Discontent*
Adriane Lentz-Smith, *Freedom Struggles: African Americans and World War*
William Tuttle, *Race Riot*
Michael Willrich, *Pox: An American History*

**Films**
*American Experience: The Panama Canal*
*American Experience: Triangle Fire*
*American Experience: Wilson*
*Within Our Gates*, dir. Oscar Micheaux

**The Twenties and the Great Depression**

**Books**
Bill Bryson, *One Summer: America, 1927*
George Chauncey, *Gay New York*
James Goodman, *Stories of Scottsboro*

**Films**
*City Lights*, dir. Charlie Chaplin
*The Great Gatsby* (2012 version), dir. Baz Luhrmann
*Inherit The Wind*, dir. Stanley Kramer
*Prohibition*, dir. Ken Burns
*Scarface* (1932 version), dir. Howard Hawks
BOOK AND FILM CHOICES FOR PAPER #2

The New Deal
BOOKS
H.W. Brands, *A Traitor to His Class*
Ira Katznelson, *Fear Itself: The New Deal and the Origins of Our Time*
John Steinbeck, *Tortilla Flat* or *The Grapes of Wrath*

FILMS
*Dust Bowl*, dir. Ken Burns
*The Roosevelts*, dir. Ken Burns (see instructor)
*The Grapes of Wrath*, dir. John Ford

World War II
BOOKS
John W. Dower, *War Without Mercy*
Michael Hogan, *Hiroshima: History and Memory*
Thomas W. Zeiler, *Annihilation: A Global History of World War II*

FILMS
*Flags of Our Fathers*, dir. Clint Eastwood
*Letters from Iwo Jima*, dir. Clint Eastwood
*The War*, dir. Ken Burns (not the whole thing—consult with instructor)

The Cold War
BOOKS
John Lewis Gaddis, *We Now Know*, and/or *George Kennan*
David Johnson, *The Lavender Scare*
Mel Leffler, *A Preponderance of Power* and/or *For the Soul of Mankind*
David McCullough, *Truman*

FILMS
*The Aviator*, dir. Martin Scorsese
*Dr. Strangelove*, dir. Stanley Kubrick
*The Manchurian Candidate*, dir. John Frankenheimer

Fifties Conformity and Unrest
BOOKS
Robert A. Caro, *Master of the Senate*
Lizabeth Cohen, *A Consumer’s Republic*
James Patterson, *Great Expectations*

FILMS
*American Experience: Ike*
*North By Northwest*, dir. Alfred Hitchcock
*Rebel Without a Cause*, dir. Nicholas Ray
*Vertigo*, dir. Alfred Hitchcock

The 1960s
BOOKS
Charles E. Cobb, Jr., *This Nonviolent Stuff’ll Get You Killed: How Guns Made the Civil Rights Movement Possible*
Betty Friedan, *The Feminine Mystique*
Barry Goldwater, *The Conscience of a Conservative*
Daniele McGuire, *At The Dark End of the Street*
John Irving, *A Prayer for Owen Meany* (fiction)
Kevin Kruse, *White Flight*
Mark Kurlansky, *1968*
Randall Woods, *LBJ: Architect of Ambition*

**FILMS**

*American Experience: JFK*
*Bonnie and Clyde*, dir. Arthur Penn
*Citizen King* (PBS documentary)
*The Graduate*, dir. Mike Nichols
*The Incident*, dir. Larry Peerce
*Malcolm X*, dir. Spike Lee
*Malcolm X: Make it Plain* (PBS documentary)
*Psycho*, dir. Alfred Hitchcock

**The Vietnam War**

**BOOKS**

George Herring, *America’s Longest War*
Andrew Johns, *Vietnam’s Second Front: Domestic Politics, The Republican Party, and the War*
Robert Schutzinger, *A Time For War and/or A Time For Peace*

**FILMS**

*American Experience: LBJ*
*Apocalypse Now*, dir. Francis Ford Coppola
*The Deer Hunter*, dir. Michael Cimino
*The Fog of War*, dir. Errol Morris
*Hearts and Minds*, dir. Peter Davis
*Oregon Experience: Wayne Morse*
U.S. Defense Department, “Why Vietnam?” (do a YouTube search)

**The Seventies**

**BOOKS**

Dorothy Sue Cobble, *The Other Women’s Movement*
Jefferson Cowie, *Stayin’ Alive*
David Halberstam, *The Breaks of the Game*
Barbara Keys, *Reclaiming American Virtue*
Dominic Sandbrook, *Mad as Hell*
William Michael Schmidli, *The Fate of Freedom Elsewhere: Human Rights and U.S. Cold War Policy Toward Argentina*

**FILMS**

*American Experience: Nixon*
*Dirty Harry*, dir. Don Siegel
*Dog Day Afternoon*, dir. Sidney Lumet
*Frost/Nixon*, dir. Ron Howard
*Network*, dir. Sidney Lumet
*Missing*, dir. Costa-Gavras

**Ending the Cold War and Globalization**

**BOOKS**

Alfred Eckes and Thomas W. Zeiler, *Globalization and the American Century*
Thomas Friedman, *The Lexus and the Olive Tree* and/or *The World Is Flat*
James Mann, *The Rebellion of Ronald Reagan*
James Graham Wilson, *Triumph of Improvisation*

**FILMS**
*Charlie Wilson's War*, dir. Mike Nichols
*Traffic*, dir. Steven Soderbergh

**The Reagan/Bush/Clinton Years At Home**

**BOOKS**
Bill Clinton, *My Life*
Nelson Lichtenstein, *The Retail Revolution*
Robert Putnam, *Bowling Alone*
Hal Rothman, *Neon Metropolis*
Michael Schaller, *Right Turn*
Gil Troy, *Morning in America*

**FILMS**
*Bowling for Columbine*, dir. Michael Moore
*Do the Right Thing*, dir. Spike Lee
*Hoop Dreams*, dir. Steve James
*Roger and Me*, dir. Michael Moore