HIST 1025 – U.S. History since the Civil War
Spring 2015
Professor: Paul Sutter

Lecture Times: MW – 12:00-12:50 pm + Recitations (check your schedules for details)
Office: Hellems 212
Office Hours: MW – 1:00-2:00 pm
Phone: 303-492-6208
Email: paul.sutter@colorado.edu

Recitation Leaders
Caroline Grego – caroline.grego@colorado.edu
Alex Langer – alexander.langer@colorado.edu
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Sherri Sheu – sherri.sheu@colorado.edu

Course Description

This course provides an introduction to the history of the United States since the Civil War. Although I will strive to cover the most important themes, events, and trends of the past century and a half of U.S. history (as I see them), the course will be necessarily topical. To bring some coherence to such a whirlwind tour, I will focus on the theme of freedom and the following essential question: What has freedom meant to Americans since the end of the Civil War, and how have those meanings changed over time?

Required Texts

There are two required books for the course:

- READER: James West Davidson and Mark Hamilton Lytle, *After the Fact: The Art of Historical Detection*, Sixth Edition, Volume II. Unfortunately, for this one you will need to purchase the Sixth Edition, as previous editions are substantively different. Apologies for the price.

The function of the “text” is to back up and supplement the lectures. There will be considerable overlap between the two, though I will expect you to master material in the text that is not covered in lectures and vice versa. The midterm and final exams will test how well you have mastered this material. The “reader” will serve as the basis for weekly recitation discussions and reaction essays. There will also be several weeks when you will have alternative readings available on D2L instead of from the reader.
Major Assignments and Grading Guidelines

- There will be two **Exams** during the semester, a **Midterm** and a **Final**. We will provide you with specific study guidelines for each as they approach. The exams will be based on materials from the textbook and class lectures.

- There will also be a **Final Take-Home Essay** (five pages double-spaced and due when you take your final exam) in which you will answer the course’s essential question in essay form (see above). Again, more details will follow on that.

- **Attendance and Participation** will account for 20% of your grade (10% each). We expect you to attend class regularly, to be consistently prepared, and to participate during discussions. Attendance and participation at weekly recitation sections are particularly crucial – if you miss these weekly meetings, or if you show up unprepared, your grade will suffer. We will take attendance during both lectures and recitations, and your attendance grade for the course will be a simple calculation of the percentage of course meetings that you have attended (i.e., if we meet 43 times and your attend 38 times, you will get an 88% for your attendance grade). During lectures, we will pass around a class roster and we will ask you to sign your name to indicate your presence. Signing someone else’s name will be considered a breach of the academic integrity policy, so please do not do so.

  *Except under extraordinary circumstances, we will not distinguish between excused and unexcused absences – an absence is an absence.* If you are dealing with an illness, a family emergency, or some other crisis that requires that you miss class, we certainly want to know about that and will help you as much as we can. But being present is an important part of getting the most out of the class. The participation grade will be based entirely upon your performance in recitations and will reflect the quality of your participation and your general engagement with the discussion.

- To make recitations as productive as possible, you will also be asked to write weekly **Reaction Essays**, one-page papers in which you respond to the week’s assigned reading. See below for more details.

- Recitation Leaders will be responsible for almost all of the grading in this course, although I will take an active role in supervising that process to ensure that grading is fair and consistent. If you have a question about a grade, please speak with your Recitation Leader first. If that discussion does not resolve the issue, you may then come to me and we can discuss the matter. You should understand, however, that I have tremendous confidence in my Recitation Leaders, and that I will usually defer to their grading judgement.

**Reaction Essays**

Each week, prior to your recitation section, you will write a reaction essay based upon the assigned chapter in *After the Fact*, or the alternative assigned reading for that week (NOT the week’s reading in the Foner text). The primary function of these reaction essays is to prepare you for recitations. You should use these essays to develop your discussion agenda. We have assigned these essays because we want you to practice writing on a regular basis. Most importantly, we want these to be thought pieces; you should grasp
onto those aspects of the week’s reading that interested you, troubled you, confused you, excited you, and/or angered you, and then use the essay to think through the issues involved. Please understand that while part of the function of these essays is to make sure you are doing the reading, we do not want these essays to simply regurgitate the reading’s major themes. Let me repeat: these essays should NOT be merely summaries of the week’s reading; they are your opportunity to explore a theme that you would like to see addressed during discussion. The best essays will focus on a single idea or topic and develop it succinctly but thoroughly.

A few comments about essay mechanics:

- **You are only allowed one page; essays that spill over onto a second page will not be accepted!** This means that you will have to express yourself with efficiency if you are going to say something substantial and interesting—which is the goal. Essays are to be double-spaced and in a reasonable type size (12 point) and font (Times New Roman is good) with normal 1 inch margins.

- **Essays are due at the beginning of your recitation section meeting each week.** Late essays, and essays from students who do not attend recitations, will not be accepted. The only exceptions will be in cases where students make specific arrangements with their Recitation Leaders significantly in advance – by which I mean at least a couple of days ahead of time. All reaction essays will need to be submitted through D2L prior to recitation meetings, where they will be automatically checked for originality through D2L’s “Turnitin” feature. Students must then bring paper copies of these essays to their weekly recitations for submission to their Recitation Leaders.

- When it comes time to tally your final reaction essay grade for the course, **we will count your 10 best essay grades (out of 13 assigned).** This means that we will drop your three lowest grades. Thus, if you choose to do so, you can do only 10/13 essays. But you should understand that that leaves you little room to maneuver. It almost always takes a couple tries before you get the hang of these essays, and as a result you can expect low grades on your first couple of essays. So we urge you to complete all of them if possible. At the very least, you ought to avoid using your drops too early in the semester.

Below is a list of major assignments and their weight in terms of your final grade:

- Midterm Exam – 20%
- Final Exam – 20%
- Final Take-Home Essay – 10%
- Weekly Reaction Essays – 30%
- Attendance – 10%
- Participation – 10%

Grading Range:

A = 93+; A- = 90-92.9; B+ = 87-89.9; B = 83-86.9; B- = 80-82.9; C+ = 77-79.9; C = 73-76.9; C- = 70-72.9; D+ = 67-69.9; D = 63-66.9; D- = 60-62.9; F = <60
Letter Grade Equivalents:
A = 95; A- = 92; B+ = 88; B = 85; B- = 82; C+ = 78; C = 75; C- = 72; D+ = 68; D = 65; D- = 62; F = 0-60 (any F given in the class will have a specific numerical value attached to it)

Below is a general outline of how we will grade essays and exams:

**A = Excellent Work:** original, exceptionally insightful, very well written/presented, efficiently organized, and thorough, with very few mistakes and a professional appearance.

**B = Good Work:** insightful, clearly written/presented, organized, and thorough, with few mistakes and a professional appearance.

**C = Satisfactory Work:** solid but unremarkable in terms of insight, lacking some organization and/or clarity, and adequately written/presented, with several mistakes.

**D = Poor Work:** uninsightful, disorganized, poorly written, mistake-ridden, and reflective of a general lack of effort.

**F = Failing Work:** work that fails to meet the basic requirements of the assignment.

I encourage you to ask questions about these guidelines and to speak with us if they are unclear, or if you are confused or frustrated about a grade.

**Contacting Me**

I will hold regular office hours on Mondays and Wednesdays from 1:00-2:00 pm. You do not need an appointment to come in and talk with me during these hours, though it is always a good idea to forewarn me as sometimes I have conflicts that mean that I cannot be in office hours. If these hours are inconvenient, I am more than happy to schedule a meeting time outside of these hours. Email is also a good way to contact me. I will respond to email as promptly as possible, but you should generally expect a 24-hour turnaround. I often do not check my email between 5 pm and 9 am, and sometimes I will not check over weekends. You should also feel free to call me at my office number, which is listed at the top of the syllabus, though I am there only occasionally. Please talk with your Recitation Leader to determine his/her office hours and preferred means of communication.

**Technology Policy**

I do not allow the use of laptops, tablets, or other electronic devices in class – including phones. This is my policy for several reasons. First, I find that students are easily distracted when they have the temptation of internet connectivity. Second, I find that laptops and tablets, even when they are being used appropriately, have the tendency to suck students’ attention into the device, diminishing engagement with others in the class. Finally, research has shown that writing out class notes leads to greater retention of information than does the typing of notes. For all these reasons, this class will be a technology free zone!
**Course Schedule** (Subject to change!)

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<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Read/View</th>
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<tbody>
<tr>
<td>January 12</td>
<td>Introduction: The View from Gettysburg</td>
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<td>January 14</td>
<td>Reconstruction</td>
<td><em>Give Me Liberty</em>, Chapter 15</td>
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<td>Recitations</td>
<td>Course introduction</td>
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<td>January 19</td>
<td>NO CLASS – MLK Day</td>
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<td>January 21</td>
<td>Redemption</td>
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<td>Recitations</td>
<td>Read: <em>After the Fact</em>, Chapter 8</td>
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<td>*Reaction Essay Due</td>
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<td>January 26</td>
<td>The Plains Indian Wars: Two Views</td>
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<td>January 28</td>
<td>The American West</td>
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<tr>
<td>Recitations</td>
<td>Read: Frederick Jackson Turner, “The Significance of the Frontier in American History,” available on D2L</td>
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<td>*Reaction Essay Due</td>
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<td>February 2</td>
<td>Chicago: Nature’s Metropolis</td>
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<td>February 4</td>
<td>Industrialization and the American Worker</td>
<td><em>Give Me Liberty</em>, Chapter 16</td>
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<td>Recitations</td>
<td>Read: <em>After the Fact</em>, Chapter 10</td>
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<td>*Reaction Essay Due</td>
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<td>February 9</td>
<td>Immigration</td>
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<td>February 11</td>
<td>The Rise of Urban America</td>
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<tr>
<td>Recitations</td>
<td>Read: <em>After the Fact</em>, Chapter 9</td>
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<td>*Reaction Essay Due</td>
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<td>February 16</td>
<td>Populism and the Decline of Popular Politics</td>
<td><em>Give Me Liberty</em>, Chapter 17</td>
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<td>February 18</td>
<td>The New South and the Rise of Jim Crow</td>
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<td>*Reaction Essay Due</td>
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<td>February 23</td>
<td>The Progressive Era</td>
<td><em>Give Me Liberty</em>, Chapter 18</td>
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<td>February 25</td>
<td>America’s Imperial Moment?</td>
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<tr>
<td>Recitations</td>
<td>Read: Theodore Roosevelt, “The Strenuous Life” on D2L</td>
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<td>*Reaction Essay Due</td>
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<td>March 2</td>
<td>World War I</td>
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<td>March 4</td>
<td>MIDTERM EXAM</td>
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<td>** No Recitations this week **</td>
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March 9  The 1920s  
Read:  *Give Me Liberty!*!, Chapter 20

March 11  The Great Depression and the New Deal  
Read:  *Give Me Liberty!*!, Chapter 21

Recitations  Read:  *After the Fact*, Chapter 12  
*Reaction Essay Due*

March 16  World War II  
Read:  *Give Me Liberty!*!, Chapter 22

March 18  The Cold War Emerges  
Read:  *Give Me Liberty!*!, Chapter 23

Recitations  Read:  *After the Fact*, Chapter 13  
*Reaction Essay Due*

March 23-27 – Spring Break

March 30  The Affluent Society  
Read:  *Give Me Liberty!*!, Chapter 24

April 1  The Civil Rights Movement – Part I  
Recitations  Read:  *After the Fact*, Chapter 14  
*Reaction Essay Due*

April 6  The Civil Rights Movement – Part II  
Read:  *Give Me Liberty!*!, Chapter 25

April 8  Liberalism and the 1960s  
Recitations  Read:  *After the Fact*, Chapter 15  
*Reaction Essay Due*

April 13  Vietnam: America’s Longest War

April 15  Feminism and the Sexual Revolution  
Recitations  Read:  *After the Fact*, Chapter 17  
*Reaction Essay Due*

April 20  The 1970s  
Read:  *Give Me Liberty!*!, Chapter 26

April 22  Morning in America? Reagan and the Rise of Conservatism  
Recitations  Read:  *After the Fact*, Chapter 16  
*Reaction Essay Due*

April 27  From the Cold War to the Clash of Civilizations  
Read:  *Give Me Liberty!*!, Chapters 27-28

April 29  Conclusion: The 1990s and Beyond  
Recitations  Read:  Michael Ignatieff, “The Burden” on D2L.  
*Reaction Essay Due*

Final Exam – Tuesday, May 5, 1:30-4:00 pm
University 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 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 me.

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. See full details at http://www.colorado.edu/policies/fac_relig.html. If you will be missing a class for religious observance, please inform me beforehand so that we can make accommodations for the work you will miss.

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. 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. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at http://www.colorado.edu/policies/classbehavior.html and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code.

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