Associate Professor Thomas G. Andrews, Ph.D.
Office: Hellems 246
Office hours: Tuesdays, 12:45-3:15 p.m. and by appointment
Contact: thomas.andrews@colorado.edu

Important note: E-mail me if you need to reach me—I rarely check the messages on my office phone.

Teaching Assistants:
Caroline Grego              Beau Driver
Office: Hellems 359        Office: Hellems 359
Office hours: Wednesdays, 11:00 a.m.-12:30 p.m. Office hours: Thursdays, 1-3 p.m.
Contact: caroline.grego@colorado.edu Contact: beau.driver@colorado.edu

**Overview**
This course provides an introduction to historical skills and content. Engaging the history of the United States at the college level requires two closely interconnected processes: 1) getting acquainted with historical practice by honing the methods, tools, and procedures historians use to learn, study, analyze, and tell stories about the past; and 2) engaging the subject matter of the past itself.

Four themes will guide our exploration of the U.S. since the Civil War:

a) **rights**—what they’ve meant, who’s had them and who hasn’t, how different American individuals and groups worked to create, redefine, suppress, and resurrect their own rights and those of others;
b) **citizenship**—who has enjoyed it, who has been denied it, and how various groups of Americans have fought to contest or change its meanings;
c) **struggle**—how Americans have fought against each other, larger institutions (corporations, the state, etc.), and other nations, and how the consequences of these fights have shaped the course of U.S. history;
d) **capitalist development and devolution**—how the American economy has changed over time, how successive generations of Americans have strained to reconcile the exigencies of a capitalist economy with the nation’s commitment to liberty and equality, and how new ways of doing business have remade American society, culture, and politics.

We will pursue these themes from the closing months of the Civil War in the 1860s through the end of the Cold War in the early 1990s, pondering the shifting nature of American politics, the ever-changing dynamics of race, class, gender, and other dimensions of identity; and ongoing debates over what it means to be an American.

**Essential Questions**
The semester will be dedicated to investigating, illuminating, but never resolving these core inquiries:

- Is history bunk, or can we cultivate a useful knowledge of the past?
- Is U.S. history a story of progress?
- What does it mean to make history?
- Whose story is the United States’? Whose stories remain untold or unheard, and why?
- Can paying attention to non-human animals teach us anything about human history?

**Learning Outcomes**
By the end of the semester, students who successful complete this course will have:
• gained a broad appreciation of major historical changes in the U.S. over the past century and a half in the areas of politics, economy, society, culture, and human-animal relationships;
• learned how to critically evaluate historical knowledge by forming inquiries, interpreting sources, and making connections across a range of primary and secondary sources;
• developed the skills needed to construct historical arguments and narratives of their own;
• cultivated the ability to think historically by examining the past on its own terms, placing historical events in context, weighing the relative importance of underlying and precipitating causes of historical events, and contemplating the patterns of change and continuity that have defined the American experience;
• contemplated the centrality of struggle and violence in our collective past;
• integrated a wide range of visual, textual, and auditory documents and interpretations into a more coherent understanding of the origins and evolution of the present-day political economy, society, and culture of the U.S.

Books and Other Readings
You will complete several different kinds of reading assignments over the course of the semester. Please know that contrary to popular belief, doing well in history does not involve memorizing minute details. This course, like other college-level classes in history, is not about regurgitating facts. It is about asking questions, formulating arguments, and making sense of the past. I have chosen all of your readings with these purposes in mind. See the schedule below for a full listing of readings and due dates.

I have assigned three required books; both are available at the CU Bookstore or online. I have also placed copies on two-hour reserve at Norlin Library, or you may check them out for longer periods by requesting them through the library’s Prospector system.


All other readings—including articles, primary sources, images, and videos—are accessible via Desire2Learn (D2L), where you will also find course announcements, homework assignments, lecture slides, weekly previews, and handouts. To get there, go to [https://learn.colorado.edu/](https://learn.colorado.edu/), login with your IdentiKey and password, and click on HIST 1025. For instructions, visit [http://oit.colorado.edu/d2l/students](http://oit.colorado.edu/d2l/students). If you run into technical difficulties, please call the HELPDESK at (303) 735-HELP or [help@colorado.edu](mailto:help@colorado.edu). If you find broken links or other problems with the course site, please let me know.

Course Requirements
You will be graded on the basis of your performance on several course components. Please remember that you begin this course with a 0; you must earn every point. Final grades will be computed based on the following formula:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>10%</td>
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<tr>
<td>Weekly Previews and Surveys</td>
<td>10%</td>
</tr>
<tr>
<td>Homework Assignments</td>
<td>15%</td>
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<tr>
<td>Mid-term Exam</td>
<td>15%</td>
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<tr>
<td>Final Exam</td>
<td>30%</td>
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<tr>
<td>Essay (4-5 pp., based on O’Brien’s <em>The Things They Carried</em>)</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>=100%</td>
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</table>
Scale
I will assign final semester grades on the following basis:
A (93.3-100%); A- (90.0-93.3%); B+ (86.7-89.9%); B (83.3-86.6%); B- (80.0-83.3%); C+ (76.7-79.9%); C (73.3-76.6%); C- (70.0-73.3%); D+ (67.7-69.9%); D (63.3-67.6%); D- (60.0-63.3%); F (0-60%)

NOTE: An F on any single component of the course is grounds for an F for your final semester grade.

Attendance and Participation
You must be present to learn. Teaching Assistants will take attendance at the start of class. If you arrive more than 5 minutes late, you will be marked as absent unless you contact Beau or Caroline. Please also contact the TA’s regarding any absences that you believe may be excusable—for medical reasons, unavoidable accidents, and so forth. Leaving class early without cause also counts as an absence.

I allow two unexcused absences without penalty. After that, your attendance grade will suffer. Students who have 5 or more unexcused absences will receive a 0 for attendance; they can also fail the course, even if they receive A’s on every other component of the class.

Students who are mentally absent from course in a manner that distracts other students or the instructor do not earn attendance credit. Please leave your newspapers, assignments for other courses, and phones in your bags or pockets!

Homework Assignments
There are 11 assignments scattered throughout the semester, each of which will help you strengthen your skills in analyzing primary sources, grasping historical interpretations, synthesizing lectures and readings, and developing persuasive arguments of your own. Marked HW on the schedule below, these assignments are due at the start of class. These assignments will be graded as a gauge of your participation in and engagement with the course, offering an opportunity to reward you for the consistency of your effort. Your highest ten homework grades will count; if you do an eleventh, we will drop your lowest grade.

Weekly Previews and Surveys
Succeeding in this class requires that you complete weekly previews (WP’s), which consist of two components: 1) a short, 10-15 minute video on D2L; and 2) an online survey including follow-up questions. You must complete the weekly preview and survey by the start of Tuesday’s class or you will receive a zero. Two WP’s will be dropped, so don’t fret if you encounter technical difficulties or forget to complete every single preview and survey. Please note: the concept questions included as part of the weekly previews are not an assignment that you need to turn in; instead, these provide a way for you to assess whether your understanding the material from lectures and readings.

Exams
You have two exams: a mid-term to assess your knowledge and understanding of the first half of the course (held in class on October 8th), and a final exam that will: a) assess your knowledge and understanding of the second half of the course; and b) assess your knowledge and understanding of the course as a whole.

Both exams will use a “For/Against” format to gauge your ability to use evidence drawn from readings, lectures, and assignments to make historical arguments. I have chosen this format because it requires you to reflect, connect, analyze, and synthesize what you have read, heard, learned, questioned, and written.
Several HW assignments will help to familiarize you with thinking about and executing “For/Against” exercises. I will also provide guidance prior to exams on D2L—details to follow.

Essay
All students will write a 4-5 page essay analyzing Tim O’Brien’s *The Things They Carried* in light of other readings and lectures. Your final paper is due in class on Thursday, December 10th. I will provide extensive guidance for this assignment via HW assignments and D2L.

Desire2Learn (D2L)
I will use Desire2Learn (D2L) to notify you of any changes to the syllabus, to post assignments and quizzes, and to make assigned readings easily available to you. I will also use D2L’s communication tools if I need to get in touch with you for any reason; since D2L uses your university e-mail account, you must get in the habit of checking this account if you want to stay up-to-date in this class.

Tips for Student Success
- Take notes during every class.
- Engage every reading and take notes on all texts. The most effective notes summarize the main points of the reading in your own words; extensive highlighting or underlining is rarely useful.
- Approach me for help whenever you need it, and make use of office hours. Please come in to talk about any problems that might be affecting your performance in this class.
- *Enjoy yourself!*

Your Time and This Class
An old chestnut of higher education holds that students should devote at least three hours of time outside of class for each hour they spend in class. This is my expectation, too.

Students who hope to excel in this course should therefore plan on devoting roughly seven to nine hours a week throughout the semester to HIST 1025. The assigned readings will take up roughly half of this time; compiling notes, studying, taking quizzes, research, and writing will occupy the remainder. If you do not have this much time to spend on this course, you can still pass the class; you should understand, though, that it will be very difficult for you to earn an A or A- without spending at least 7 hours a week to HIST 1025, and virtually impossible to earn a C without spending at least 5 hours a week on this class. (Needless to say, I am specifying the minimum amount of time you probably need to spend to have a chance at earning such a grade—nothing stated here should be read as any sort of promise or guarantee, since it all depends on what you do in the time you have.)

My Assumptions
I assume that:
- students learn best when I set high standards, then help students meet them.
- you will work hard, and expect me to work hard, too.
- you are here to learn.
- you will behave like adults.
- you will give me and your fellow students the respect we all deserve.
- you will come to me with any problems or concerns regarding the course, and work with me to come up with constructive solutions.
- humor has a place in the classroom.
- the best way to approach the past is humbly and inquisitively.
- concepts such as “we” and “you” obscure more than they reveal, and that when we in this room talk about what “we” did in the past, “we” are implicitly identifying some of “us” as “them.”
- students will come to class on time, and will not pack their bags or take leave until all 75 minutes of our meetings have expired.
Office Hours, E-Mail Protocol, and Unexpected Problems
Office hours are for your benefit. I try as hard as I can to be accessible and helpful. If you are having problems, want to bring a concern to my attention, get help on papers, or probe into a topic in greater depth, please do not hesitate to come in. I need your feedback if I’m to continue learning the teacher’s craft, and it’s crucial that we communicate with each other. If you cannot meet during my scheduled office hours, we can make an appointment.

Regarding e-mail communications, I will only reply to e-mails that are polite, formal, and grammatically correct. I aim to respond to all messages that meet this requirement within 48 hours; if you do not receive a response within that time, please check to see that you have complied with the above policy, then send me a polite reminder asking for a response.

Distractions in the Classroom: Laptops, Cellphones, etc.
Electronic devices have become a major distraction in the classroom. Students are not permitted to use electronic devices while this course is in session. I define “use” very expansively to include speaking on, listening to, reading incoming texts, writing outgoing texts, taking notes, surfing the web, playing games, etc., etc. Please keep electronic devices stowed away in your pocket or bag for the duration of class, where neither you nor any of your classmates can see, hear, or feel them. Older-fashioned diversions—the newspaper, coursework for other classes, etc.—are equally distracting, and hence equally unwelcome in my class.

Students who disregard this policy will be subject to the following penalties:

First offense: 0 for the day’s attendance and participation grade
Second offense: 0 for the day’s attendance and participation grade, expulsion from that day’s class, and a mandatory meeting with the instructor or a TA
Third offense: an F for your overall semester grade

Students who do not intend to comply with this policy should drop the course as soon as possible!

I will make exceptions for students with qualified disabilities (see below).

Students with Disabilities
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 Injuries guidelines under the Quick Links at the Disability Services website and discuss your needs with your professor.

Religious Observances
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. In this class, you must notify of any potential conflicts posed by religious observance via e-mail or in writing by 5 p.m. on Friday, September 11th. See full details at http://www.colorado.edu/policies/fac_relig.html

Classroom Behavior and Discrimination
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. For more information, see the policies on classroom behavior and the student code.

The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. 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, veteran status, political affiliation or political philosophy. Individuals who believe they have been discriminated against should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or the Office of Student Conduct and Conflict Resolution (OSC) at 303-492-5550. Information about the OIEC, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be found at the OIEC website. The full policy on discrimination and harassment contains additional information.

**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; 303-735-2273). 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 regarding the Honor Code policy can be found online and at the Honor Code Office.

** Civility and Student Conduct**
I expect all students to act civilly toward their fellow students and toward me. Please remember that seminars are joint enterprises. I hope that you will feel comfortable participating, challenging your peers and me, and leaving time and space for others to speak. Students who refuse to conduct themselves in a civil manner will be prohibited from attending class. They will also receive an F in the course.

**Plagiarism**
Plagiarism—submitting any part of someone else’s work as your own—will not be tolerated. A single instance of plagiarism will earn you a 0 on that assignment and an F in the course. It may also lead to further disciplinary actions by University, including expulsion from CU.

For more on plagiarism and its definition, please see the American Historical Association Website (http://www.historians.org/governance/pd/Curriculum/plagiarism_defining.htm). Quoting from this website and the AHA Statement on Standards of Professional Conduct, plagiarism comprises “the appropriation of ‘the exact wording of another author without attribution,’ and the borrowing of ‘distinctive and significant research findings or interpretations’ without proper citation.”

For the purposes of this course, plagiarism also includes the resubmission of work that you have written, in whole or in part, for another class. All relevant CU policies concerning plagiarism and academic misconduct apply to this course.
## Tentative Course Schedule

*Please note: It is your responsibility to check D2L throughout the semester for schedule updates and other changes.*

<table>
<thead>
<tr>
<th>Date/topic/assignments due before this class meeting</th>
<th>Readings from assigned books to be completed before this day’s class</th>
<th>Readings from D2L to be completed before this day’s class</th>
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<tbody>
<tr>
<td>T, 8/25: CLASS 1 Introductions</td>
<td>NONE</td>
<td>NONE</td>
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<tr>
<td>R, 8/27: CLASS 2 Four Months That Shook the World</td>
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<td>• Analyzing Primary Sources</td>
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<td>• Andrews and Burke, “What Does It Mean to Think Historically?”</td>
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<td>• Abraham Lincoln, Second Inaugural Address</td>
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<td>• Chronology of Emancipation during the Civil War</td>
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<td>• Chaplain of an Arkansas Black Regiment to the Adjutant General of the Army (1865)</td>
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<td>• “The Old Plantation Home,” Harper’s (1872)</td>
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<td>• D.W. Griffiths, <em>Birth of a Nation</em> (clip 1, clip 2, clip 3)</td>
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<td>• The Birth of a Nation and Black Protest (read both the article and the primary source document)</td>
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<td>• Jelani Cobb, “Last Battles,” (2015), [in class]</td>
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<td>• 14th Amendment (introduction and transcript)</td>
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<td>T, 9/8: CLASS 5 The Wars of Reconstruction</td>
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<td>• Lowcountry Digital History Initiative, “After Slavery” (click link for further instructions)</td>
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<tr>
<td>WP and Week 3 Survey due</td>
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<td>HW 1 Due</td>
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| R, 9/10: CLASS 6 | **How the West Was Lost** | **HW 2 Due** | • Trials of the Trail: African-American Cowboy Will Crittendon  
• Chief Joseph Speaks, “Selected Statements and Speeches by the Nez Percé Chief,”  
• Wovoka, “The Messiah Letter”  
• “Kill the Indian, and Save the Man”: Capt. Richard H. Pratt on the Education of Native Americans |
| T, 9/15: CLASS 7 | **The Incorporation of America** | **WP and Week 4 Survey due** | Foner, *Story of American Freedom*, ch. 6  
• The *Times* Reports on "the Day of Two Noons"  
• “The American Frankenstein.” |
| R, 9/17 | **The Gilded Age** | **HW 3 Due** | • Horatio Alger, *Ragged Dick* (1868), excerpts  
• A Labor Newspaper Derides the Myth of the Self-Made Man  
• Carnegie, *The Gospel of Wealth* |
| T, 9/22 | **Industrialization’s Discontents** | **WP and Week 5 Survey due** | Foner, *Story of American Freedom*, ch. 7  
• Preamble, Constitution of the Knights of Labor  
• Gompers, The American Federation of Labor  
• Populist Party Platform |
| R, 9/24 | **“Progressivism” and Citizenship** | **HW 4 Due** | • Denis Kearney on Chinese immigration (1878)  
• A Gay Immigrant Tells His Story (1882)  
• Booker T. Washington Delivers the 1895 Atlanta Compromise Speech  
• W.E.B. DuBois Critiques Booker T. Washington  
• Chinese Exclusion Convention, AFL (1905)  
• “Shut the Door”: A Senator Speaks Out for Immigration Restriction (1924) |
| T, 9/29 | **America and the Great War** | **WP and Week 6 Survey due** | Foner, *Story of American Freedom*, ch. 8  
• The *Chicago Daily Tribune* Reports the Chicago Race Riot, 1919  
• Attorney General A. Mitchell Palmer Makes “The Case against the Reds”  
• ACLU, Fight for Civil Liberties  
• Bourne, “Transnational America” |
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<th>Date</th>
<th>HW Due</th>
<th>Assignment</th>
<th>Notes</th>
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| R, 10/1 | Commerce, Conformity, and Countercurrents | **HW 5 Due** | “The Ancient Days Have Not Departed”: Calvin Coolidge on the Spirituality of Commerce  
Evans, Klan’s Fight for Americanism  
“Sadie’s Servant Room Blues”: 1920s Domestic Work in Song  
Steinbeck, *Harvest Gypsies*, articles I and VII |
Responses to FDR’s Fireside Chat #2  
FDR’s 2nd Inaugural (1937) — audio and transcript  
Dorothea Lange, FSA photographs |
| R, 10/8 | **MID-TERM** | NONE | |
Henry R. Luce, “The American Century” (1941) |
| R, 10/15 | Home Fronts | **HW 6 Due** | Philip Randolph, “The March on Washington Movement” (1942)  
FDR’s “Bill of Economic Rights (1944)  
Terkel, The ‘Good War’ oral histories |
| R, 10/22 | The Atomic Age and the Nuclear Family | **HW 7 Due** | Fetter-Vorm, *Trinity*, 1-74  
| T, 10/27 | In the Cold War | **WP and Week 10 Survey due** | Mr. X, The Sources of Soviet Conduct  
Lippmann, A Critique of Containment |
Meet King Joe (1949)  
Destination Earth (1956)  
In the Suburbs (1957) |
| T, 11/3 | Civil Rights I: From Jim Crow to Montgomery | **WP and Week 11 Survey due** | Harlan’s dissent, *Plessy v. Ferguson*  
“Adam Clayton Powell Jr. and the Fight for Jobs” (1938)  
*Brown v. Board of Education* |
<table>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Due</th>
<th>Reading and Assignments</th>
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</table>
| R, 11/5 | Civil Rights II: Will the Real MLK Please Stand Up? | HW 9 Due | • King, “Letter from Birmingham City Jail”  
• King, telegram to Cesar Chavez  
• King, “Beyond Vietnam” (1967)  
• King, “The Other America”  
• King, “Mountaintop” Speech  
• Reagan, radio address on MLK Day (1986) |
• Hall, “The Vietnam Antiwar Movement” |
• Hayden et al., Port Huron Statement  
• Savio, Speech at Sproul Hall  
• “Youth: The Politics of YIP,” *Time* (1968)  
• *Wall Street Journal* on “Hardhat Riots” (1970) |
• Nixon, “Address to the Nation on the War in Vietnam” (1969)  
• Wallace, The Civil Rights Movement: Fraud Sham Hoax  
• Clarence Manion on equality,  
https://www.youtube.com/watch?v=FvMDYBRyrfo |
• “Stokely Carmichael on Black Power” (1966)  
• Black Panther Party, 10 Point Plan (1966) |
| T, 12/1 | Civil Rights III: What Can We Learn about Civil Rights—and American Freedom—through “Other” Movements? | WP and Week 14 Survey due | • Hayden and King, Feminism and Civil Rights  
• Steinem, Women’s Liberation  
• “No More Miss America” (1968) |
<p>| R, 12/3 | Pivotal Decade: The 1970s | | |</p>
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<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
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<tbody>
<tr>
<td>R, 12/10</td>
<td>Final Exam Review Session</td>
<td>• Reagan, Speech to the National Association of Evangelicals</td>
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<tr>
<td>M, 12/14</td>
<td>Final Paper Due</td>
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<td></td>
<td>Final Exam!</td>
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