HIST 1025:
American History since 1865
Fall 2015
Instructor: Sara A. Porterfield

Class Meeting Times/Place:  MWF, 10-10:50 a.m., Hellems 255
Office Hours: Wed. 11-1, and by appointment, at Innisfree Poetry Bookstore & Cafe
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Course Description
This course provides an introduction to historical skills and content. An introduction to American history at the college level means as much getting acquainted with historical practice as with content. We will survey the social, political, economic, and cultural history of the nation from 1865 to the recent past. We will ponder the changing nature of American politics, shifting issues of race, class, and gender, the evolution of cultural expression, and ongoing debates over what it means to be an American.

Learning Outcomes
By the end of the course, you will be able to:

• Identify and understand the broad themes and key events, people, and ideas in United States history from 1865 to the present day.
• Analyze primary sources in their historical context, make connections between sources, and understand how primary sources contribute to our understanding of historical events.
• Identify the argument in a historical narrative and be able to critically assess the argument’s bias, value, and contribution to the topic under study.
• Develop the skills necessary for writing historical, analytical papers that assess and make an argument about change over time.

Required Texts
There is no physical textbook for this course; instead, assigned readings will be comprised entirely of materials available online, for free. The textbook is available here: http://www.digitalhistory.uh.edu/index.cfm. Readings from the textbook are listed below in the schedule. Secondary source articles and primary source documents will be available on D2L. You will find these under the “Content” tab, which is then further divided by unit and by week. I will also post power points used in class in a folder for that week after each class.
Class Assignments
There are four types of assignments for this course: a thesis-writing exercise, weekly assignments, unit assignments, and an end-of-semester group project.

Thesis Paragraph
This is a short assignment in which you will practice writing a strong thesis paragraph. It is due the second week of class. The assignment will be available on D2L and will be explained in class.

Weekly
Each week you will be responsible for the assigned reading, which will include the online textbook, a scholarly article, and primary source readings. In preparation for our Friday discussions, you will post 3 discussion questions on D2L by 11:59 pm on Thursday. These questions address the article and textbook sections you will have read for the week. Every Friday we will have an in-class activity based on our primary sources for the week and on which you will collaborate with your group, as well as a discussion of the week’s reading and articles. Your group will turn in the worksheet/notes from the activity every week.

Unit-ly
Each unit has accompanying “driving questions” (available on D2L, and we’ll discuss them throughout each unit in class) which address the major themes and issues of the unit. Your unit assignment is to write a 3-5 page analytical paper answering one of the unit’s driving questions of your choice. These will be due on the first day of the next unit.

End-of-Semester Group Project
Throughout the semester we, as a class, will create a timeline of major events, recurring themes, people, etc., using an online platform. You will use this online timeline in combination with your notes, readings, papers, and group activities from the semester for your final project, in which your group will select one theme on which to present during our final class period during finals week. Your presentation will synthesize course material (lectures, secondary sources, primary sources, etc.) in order to argue for the significance of your chosen theme and its manifestations in America since 1865. You will work with your group (outside of class) to create your presentation and will present during the final exam period for this class. Assignment will be available on D2L after Thanksgiving break.

Grade Breakdown
5% thesis paragraph
45% unit assignments (10% for Units 1, 15% for Unit 2 2; 20% for Unit 3)
15% weekly discussion questions
15% participation
20% final group project
Communication
The best way to get in touch with me is via email (sara.porterfield@colorado.edu). I will return your email within two business days; if you have not heard from me within this timeframe please send me a polite reminder email. I will not, however, return your email if it uses text-speak (OMG!), ignores proper grammar (know the difference between “your” and “you’re”, or is offensive or overly familiar (“hey dude!”)). Likewise, if the answer to your question is contained in the syllabus (i.e., you can answer it by rereading this document), I will not respond. If it has been more than 48 hours and you suspect either of these may be the case, please rewrite and resend your email.

Technology
There are no electronic devices allowed in class on lecture days (MW). The penalty for looking at or using a device during these classes is an absence for that day. You may use a laptop or tablet (NO phones) on Friday for the primary source activities and article discussions. Cell phones are never permitted, and their use constitutes an absence for any class.

Late Paper Policy
Papers will be penalized 1/3 of a letter grade per 24 hours they are late. Papers are due at the beginning of the class period (10 a.m.) to the dropbox on the date due; papers received after the start of class will be counted as late. Note: This is NOT an excuse to be late to class. Plan ahead and schedule your time appropriately.

Attendance Policy
You are permitted 3 unexcused absences, without penalty, over the course of the semester. An absence is excused if you bring a doctor’s note, note from a family member, etc. excusing your absence. After 3 unexcused absences, your grade will be affected as follows: 4 absences lowers your final grade one full grade; 5 absences 2 full grades; 6 absences 3 full grades; and 7 absences will generate an F for the course. For example, if your work adds up to a B+ and you miss 5 classes you will receive a D+. If you accumulate more than 3 unexcused absences, your grade will be lowered.

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, please contact me at least one week prior to your religions obligation, if it affects your attendance in class, and we will work together to make a plan. See campus policy regarding religious observances for full details.

Accommodation for 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.

Classroom Behavior
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.

 Discrimination & Harassment
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.
Course Schedule

Week 1: Course Introduction
24 August  Introduction to History 1025
26 Aug.  What is history, and why do we study it?
    Reading
28 Aug.  What Happened at the Rainier Grand Hotel?

Unit 1
Week 2: Reconstruction
31 Aug.  Reconstruction, Part I
    Textbook
    • Reconstruction: “Overview” and all sections under “Textbook”
2 September  Reconstruction, Part II
    Reminder: Post your discussion questions to D2L by 11:59 on Thursday
4 Sept.  Thesis Writing Exercise Due by 10 a.m. to dropbox
    Reading Effectively
    Article
    • Eric Foner, “Rights and the Constitution in Black Life during the Civil War and Reconstruction”
    Sources
    • Jourdon Anderson, “To My Old Master”
    • Francis L. Cardozo, “Let the Lands of the South be Divided”
    • Clinton B. Fisk, “Plain Counsels to Freedmen”
    • “Two Freedman’s Bureau Officials Debate”

Week 3: The West
7 Sept.  NO CLASS LABOR DAY
9 Sept.  The “Winning” of the West?
    Textbook
    • Under the section titled “Gilded Age,” read all topics under the following headlines:
      “Closing the Western Frontier” and “Tragedy of the Plains Indians”
11 Sept.  Interpreting Documents
    Article
    • Richard White, “The Winning of the West: The Expansion of the Western Sioux in the Eighteenth and Nineteenth Centuries”
    Sources
    • Frederick Jackson Turner’s “The Significance of the Frontier in American History”
    • John Wesley Powell, The Arid Lands, Intro and Preface
Week 4: Industry
14 Sept. The Gilded Age & The Industrial Revolution
Textbook
- Under the section titled “Gilded Age,” read all topics under the bold headlines:

16 Sept. Labor, Politics, & Urban Culture at the Turn of the Century
18 Sept. Connecting Documents to Each Other
Article
- Kathy Peiss, “Dance Hall Madness”
Sources
- “Preamble,” Constitution of the Knights of Labor
- Samuel Gompers, “The American Federation of Labor”
- Eva McDonald-Valesh, “Strength and Weakness of the People’s Movement”
- Sherman Antitrust Act

Week 5: Immigration & Imperialism
21 Sept. Ellis & Angel Islands: Immigration at the Turn of the Century
Textbook
- Under the section titled “Gilded Age,” read all topics under the bold headline:
  “The Huddled Masses”

23 Sept. Imperialism: America on the World Stage
Textbook
- Read all topics under the section titled “America Becomes a World Power”

25 Sept. Writing Workshop
Article
- Thomas McCormick, “Insular Imperialism and the Open Door”
Sources
- Anzia Yezierska, “How I Found America”

Unit 2
Week 6: Progressivism & World War I
28 Sept. UNIT 1 PAPER DUE
Progressivism: Mood or Movement?
Textbook
- Read all topics under the sections titled “Progressive Era”

30 Sept. World War I
Textbook
- Read all topics under the sections titled “World War I”
2 October  Analyzing Images
   Article
   • Joe Decker, “The Progressive Era and the World War I Draft”

Sources
• Suffrage images
• WWI images
• Woodrow Wilson, “Declaration of War”

Week 7: 1920s & The Jazz Age
5 Oct.   Politics, Labor, & Industry in the 1920s
   Textbook
   • Read all topics under the section titled “1920s”
7 Oct.   Race, Gender, and Culture in the Jazz Age
9 Oct.   What the heck is “historiography”?
   Article
   • David Goldberg, “Rethinking the 1920s: Historians and Changing Perspectives”
   & Lynn Duminel, “The New Woman and the Politics of the 1920s”
Sources
• F. Scott Fitzgerald, “Bernice Bobs Her Hair”

Week 8: Great Depression & New Deal
12 Oct.  The Stock Market Crash, the Dust Bowl, & the Beginning of the New Deal
   Textbook
   • Read all topics under the section titled “1930s”
14 Oct.  The New Deal (continued), Politics, and the Welfare State
16 Oct.  Asking (Good) Historical Questions
   Article
   • Neil Maher, “A New Deal Body Politic: Landscape, Labor and the Civilian
     Conservation Corps”
Sources
• Dust Bowl/Great Depression photos

Week 9: World War II
19 Oct.  The U.S. on the International Front
   Textbook
   • Read all topics under section titled “World War II”
21 Oct.  The U.S. on the Home Front
23 Oct.  Oral History
   Article
   • John Bodnar, “Saving Private Ryan and Postwar Memory in America”
Sources
• Studs Terkel, The Good War excerpts
Week 10: Containment & The Cold War

26 Oct. The Cold War: The U.S. on the World Stage
   * Textbook
     • Read all topics under the section titled “Postwar Era”

28 Oct. The Cold War: The Domestic U.S.

30 Oct. Cultural History of the 1950s & 1960s
   * Article
     • Elaine Tyler May, “Explosive Issues: Sex, Women, and the Bomb”
   * Sources
     • Mr. X, “The Sources of Soviet Conduct”
     • Walter Lippmann, “A Critique of Containment”
     • Joseph McCarthy, “Democrats and Communists”
     • “Their Sheltered Honeymoon,” *Life* magazine, 1959

Unit 3

Week 11: The Civil Rights Movement

2 November UNIT 2 PAPER DUE

The “Long Civil Rights Movement”: Civil Rights before 1954

4 Nov. Civil Rights in the Late 1950s & 1960s
   * Textbook
     • Under the section titled “1960s,” read the topics from “Thurgood Marshall” through “The Struggle Continues”

6 Nov. Emmett Till/ *Eyes on the Prize*
   * Article
     • James W. Davidson & Mark H. Lytle, “Sitting In”
   * Sources
     • Southern Declaration on Integration (1956)
     • Martin Luther King, “Letter from a Birmingham Jail”
     • Anne Moody, *Coming of Age in Mississippi* excerpt

Week 12: Question Authority

9 Nov. Question Authority
   * Textbook
     • Under the section titled “1960s,” read the topics from “The Youth Revolt” to “Gay and Lesbian Liberation”

11 Nov. The “Long Hot Summer”: 1968

13 Nov. The Seeds of Discontent
   * Sources
     • Students for a Democratic Society, “Port Huron Statement”
     • Casey Hayden & Mary King, “Feminism and Civil Rights”
     • Stokely Carmichael, “The Basis of Black Power”
**Week 13: Vietnam**

16 Nov. Vietnam, Part I  
*Textbook*  
- Read all topics under the section titled “Vietnam War”

18 Nov. Vietnam War, Part II  

20 Nov. Listening to the Vietnam War  
*Article*  
- Herring, “The ‘Vietnam Syndrome’ and American Foreign Policy”
*Sources*  
- Tim O’Brien, “On The Rainy River,” excerpt from *The Things They Carried*

**Week 14: Thanksgiving Break!**

No classes—use this week to work on your final project. And—obviously—to eat a lot of turkey (or your meat substitute of choice).

**Week 15: 1970s-1980s**

30 Nov. The End of Consensus & The Rise of Conservatism  
*Textbook*  
- Under the section titled “1970-2000,” read topics from “Watergate” through to “No Islands of Stability”

2 December Carter’s Cardigans: The Realization of Limits & the Modern Environmental Movement  
*Textbook*  
- Under the section titled “1960s,” read the topic titled “The Earth First”

4 Dec. Environmental Limits in the 1960s & 1970s  
*Article*  
- James Turner, “‘The Specter of Environmentalism’: Wilderness, Environmental Politics, and the Evolution of the New Right”
*Sources*  
- Jimmy Carter, “Crisis of Confidence” speech (1979)  
- Rachel Carson, “A Fable for Tomorrow;” excerpt from *Silent Spring* (1962)  
- Excerpt from the Wilderness Act (1964)  

**Week 16: 1980s-2000s**

7 Dec. The “Reagan Revolution”: 1980s America  
*Textbook*  
- Under the section titled “1970-2000” read topics from “The Reagan Revolution” to “Collapse of Communism”
9 Dec.  1990s-2000s

Textbook
• Under the section titled “1970-2000,” read topics titled “The Clinton Presidency” and “Entering a New Century”

Article
• Jennifer Scanlon, “Your Flag Decal Won’t Get You into Heaven Anymore”

11 Dec.  UNIT 3 PAPER DUE
We’ll use this class period to go over our timeline and identify, as a class, the major themes of American history from the end of the Civil War to the present, and will spend time discussing the final project.

Week 17: Finals Week
16 Dec.  4:30-7 pm: Final exam period/Group presentations