HIST 1025: The U.S. Since 1865
MWF, 9–9:50 a.m., Hellems 251
Instructor: Alessandra Link, Ph.D. Candidate
Office: Hellems 351
Office Hours: Wednesdays, 10:00 a.m.–12:30 p.m and by appointment
Contact: alessandra.link@colorado.edu

“History, as nearly no one seems to know, is not merely something to be read. And it does not refer merely, or even principally, to the past. On the contrary, the great force of history comes from the fact that we carry it within us, are unconsciously controlled by it in many ways, and history is literally present in all that we do. It could scarcely be otherwise, since it is to history that we owe our frames of reference, our identities, and our aspirations.” –James Baldwin, 1965

Overview
This course is meant to introduce you to both (1) historical skills and (2) historical content. You will be expected to hone the skills, methods, and tools that historians use to tell stories about the past, while also engaging directly with 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 worked to create, redefine, suppress, and resurrect their own rights and the rights 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) War—the transformative power of war, its ability to set the stage for dramatic change
   d) Capitalist development and devolution—how the American economy has changed over time, how successive generations of Americans have strained to reconcile the demands 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

Over the course of the semester we will work to trace these themes across time and, when applicable, consider their connection to the present (as Baldwin reminds us, “history is literally present in all that we do”).

Learning Outcomes
By the end of the semester, students 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, and culture
- learned how to critically evaluate historical knowledge by forming inquiries, interrogating sources, and making connections across 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  
• 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 two required books. The Foner book is available at the bookstore. I suggest purchasing the Moody book online.


• 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. If you find broken links or other problems with the course site, please let me know.

Course Requirements

• Midterm and Final Exam (50%)
  • Midterm (20%)
  • Final (30%)
• Anne Moody Paper (20%)
• Participation (includes attendance, weekly discussion questions, and in-class exercises) (15%)
• Homework Assignments (15%)
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%)

Attendance and Participation

You must be present to learn. I will take attendance at the start of every class. If you are more than 5 minutes late, you will be counted absent unless you contact me via e-mail. Please contact me 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.

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!

Electronic devices have become a major distraction in the classroom. Students are not permitted to use electronic devices during lectures (typically on Mondays and Wednesdays). I will allow folks to bring laptops to access course readings for discussion sessions, but keep in mind that laptops are not to be used unless prompted by me.

Homework Assignments

There are 4 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. These assignments are due at the start of class on Fridays. They will be graded to gauge your participation in and engagement with the course, offering an opportunity to reward you for the consistency of your effort.

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 Friday, February 26), 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. The final exam will be held in class on Thursday, May 5, 4:30-7:00 p.m.

Both exams will use a “For/Against” format to assess 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.

A few HW assignments – which can be found below - will help to familiarize you with thinking about and executing “For/Against” exercises.

**Paper**

All students will write a 5-6 page essay analyzing Anne Moody’s *Coming of Age in Mississippi*. Your final paper is due in class on **Friday, April 8**. We will conduct a writing workshop to discuss your paper. Do not hesitate to visit my office hours and consult with me further on this and any other assignments.

**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 the end of the second week of class. 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 a reporting to the Honor Council. 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.

Course Schedule

Week 1: Course Introduction, Civil War  
January 11–15

Reading**Readings to be completed BEFORE class on Friday**
- Selection, Anne Lamott, Bird by Bird (on D2L)
- Selection, Zinsser, On Writing Well (on D2L)
- Andrews and Burke, “What does it mean to think historically?” (on D2L)

Assignment**Due IN CLASS on Friday**
- HW1: Find a recent news piece that either provides historical background or that, in your opinion, is tied to past events. Write a one-page paper explaining your choice and how it connects to history. How would you describe the author’s writing style? Is it effective? Why or why not?

Week 2: Reconstruction America, 1865-1877  
January 19–22

Reading
- Analyzing primary sources (on D2L)
- A journalist’s view: Jelani Cobb, “Last Battles,” (2015) New Yorker, online here (on D2L)
- Primary sources (on D2L)
  - Frederick Douglass, “Reconstruction” (1866)
  - 14th Amendment (introduction and transcript)
  - Sojourner Truth, “Ain’t I a Woman?” (1851)
  - “The Old Plantation Home,” Harper’s (1872)
  - Birth of a Nation (1915), clip

Assignment**Due IN CLASS on Friday**

Week 3: An Expanding Nation, 1850s-1900s  
January 25-29

Reading
- A historian’s view: Frederick Jackson Turner, “The Significance of the Frontier in American History” (1893) (on D2L)
- Primary sources (on D2L)
  - Richard Henry Pratt, “Kill the Indian and Save the Man”
  - Zitkala-Sa, “Life at an Indian Boarding School”
  - Chief Joseph, “Speech to a White Audience”
  - Wovoka, “Indian Messiah”

Assignment**Due IN CLASS on Friday**
HW2: Read the documents authored by Wovoka, Frederick Jackson Turner, Chief Joseph, Zitkala-Sa, and Richard Henry Pratt. Important note: this format will be used in the midterm and final!!
  o Write two separate paragraphs, on labeled “For” the other “Against”
  o Your first paragraph should summarize the best evidence you can present FOR the below statement; the second paragraph should summarize the best evidence you can present AGAINST the statement below
  o Include only evidence from the readings, do not exaggerate
  o Explain how the evidence you present supports or undermines the statement
  o Statement: “American Indian peoples were powerless to resist American expansion in the late nineteenth century”

Week 4: Organizing America, 1870s-1900

Reading
  • Foner, ch. 6
  • Primary sources (on D2L)
    o Carnegie, “Gospel of Wealth”
    o Horatio Alger, Ragged Dick, excerpts
    o A Labor Newspaper Derides the Myth of the Self-Made Man
  • A new “Gilded Age”? (on D2L)
    ▪ Steve Fraser, “The Gilded Age, past and present,” Salon, April 2008, online here.

Week 5: The Changing Face of the Nation: Cities, Citizens, and Reformers, 1880s-1900s

Reading
  • Foner, ch. 7
  • A historian’s view: Jackson Lears, “The Country and the City,” Rebirth of a Nation (on D2L)
  • Primary sources (on D2L)
    o Preamble, Constitution of the Knights of Labor
    o Gompers, the American Federation of Labor
    o Populist Party Platform

Week 6 Reform at Home and Abroad, 1900-1910s

Reading
  • Foner, ch. 8
  • Primary sources (on D2L)
    o The Chicago Daily Tribune reports the Chicago Race Riot, 1919
    o Attorney General A. Mitchell Palmer Makes “The Case Against the Reds”
Week 7 Commerce, Conformity, Countercurrents, and the Great Depression
February 22-26

Reading
- Primary sources (on D2L)
  - “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

***MIDTERM, FRIDAY, FEBRUARY 26***

Week 8 The New Deal Experiment
February 29-March 4

Readings
- Foner, ch. 9
- Primary sources (on D2L)
  - FDR, “The Forgotten Man” (1932)
  - Responses to FDR’s Fireside Chat #2
  - FDR’s 2nd Inaugural (1937) audio and transcript
  - Dorothea Lange, FSA photographs

Week 9 World War II and the Atomic Age
March 7-11

Reading
- Foner, ch. 10
- A historian’s view: John W. Dower, “Patterns of a Race War,” *War Without Mercy: Race and Power in the Pacific War*, pp. 3-14
- Primary sources (on D2L)

Assignment **Due IN CLASS on Friday**
- **HW3**: Read the documents regarding the decision to drop the Atomic Bomb. *Important note: this format will be used in the midterm and final!!*
  - Write two separate paragraphs, on labeled “For” the other “Against”
  - Your first paragraph should summarize the best evidence you can present FOR the below statement; the second paragraph should summarize the best evidence you can present AGAINST the statement below
  - Include only accurate evidence, do not exaggerate
  - Explain how the evidence you present supports or undermines the statement.
  - **Statement**: “Dropping atomic bombs on Japan was justifiable within the broader context of World War II.”
Week 10 Containment and Consumerism

March 14-18

Reading

- Foner, ch. 11
- Begin Anne Moody, *Coming of Age in Mississippi*
- Primary sources (on D2L)
  - Clips from *Dr. Strangelove: How I learned to Stop Worrying and Love the Bomb*

Week 11 SPRING BREAK

March 21-25

Reading

- Anne Moody, *Coming of Age in Mississippi*

Week 12 We Shall Overcome, 1950s-1960s

March 28-April 1

Reading

- Foner, ch. 12
- Complete Anne Moody, *Coming of Age in Mississippi*
- Primary sources (on D2L)
  - King, “Letter from Birmingham City Jail”
  - King, telegram to Cesar Chavez
  - King, “Beyond Vietnam”
  - King, “The Other America”
  - King, “Mountaintop” speech

Week 13 Questioning Authority: The Climax of Liberalism and the Collapse of Consensus 1960s-1970s

April 4-8

Reading

- Primary sources (on D2L)
  - Hayden et al., *Port Huron Statement*
  - Savio, Speech at Sproul Hall
  - Black Panther Party, 10 Point Plan (1966)
  - Hayden and King, *Feminism and Civil Rights*
  - Steinem, *Women’s Liberation*

Assignment **Due IN CLASS on Friday**

- Anne Moody paper due

Week 14 Limits and Loss, Vietnam and America’s Crisis of Confidence

April 11-15

Reading

- A historian’s perspective: Hall, “The Vietnam Era Antiwar Movement” (on D2L)
• A historian’s perspective: Herring, “The ‘Vietnam Syndrome’ and American Foreign Policy”
• Primary sources (on D2L)

Assignment **Due IN CLASS on Friday**
• HW4: Read the Port Huron Statement (from the previous week’s readings), then write a paragraph on BOTH of the following prompts, using specific evidence from the document (you will thus hand in two paragraphs in total):
  o Which aspects of the Port Huron Statement resonate with you as accurate or mostly accurate analyses of present-day America (i.e. the United States in 2016)?
  o Which aspects of the Port Huron Statement strike you as dated, anachronistic, or out-of-step with the U.S. today?

Week 15 Rise of the New Right
April 18-22

Reading
• Foner, ch. 13
• Primary sources (on D2L)
  o Reagan, First Inaugural (1981)
  o Reagan, Speech to the National Association of Evangelicals

Week 16 A Neoliberal Order and War on Terror
April 25-29

Reading
• A journalist’s view: Chris Hayes, “The New Abolitionism” (on D2L)
• A historian’s view: Jennifer Scanlon, “You’re Flag Decal Won’t Get You Into Heaven Anymore” (on D2L)
• Primary sources (on D2L)
  o George Bush, excerpts, State of the Union, 2002

**FINAL EXAM Thursday, May 5, 4:30-7:00 p.m.**