HIST 1025:
American History since 1865
Spring 2016
Instructor: Sara A. Porterfield
Class Meeting Times/Place: MWF, 9-9:50 a.m., Hellems 245
Office Hours: Mon. 10-12, and by appointment, Hellems 351
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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.
• 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 are 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. Primary source documents are 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.

1. 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.
2. 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 primary sources you will have read for the week and how they connect to lecture material. Every Friday we will have an in-class activity and discussion based on our primary sources for the week and on which you will collaborate with your group. Your group will turn in the worksheet/notes from the activity every week.

3. 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— to both the dropbox AND in hardcopy in class—on the first day of the next unit.

4. 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 you 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,” for example), 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 any 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 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 (9 a.m.) to the dropbox and in hardcopy in class 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
11 January  Introduction to History 1025
  Reminder: Post your discussion questions to D2L by 11:59 pm on TUESDAY (not Thursday this week)
13 Jan.  What is history, and why do we study it?
  Reading
  • “Why Study History?” by Paul N. Stearns (link to article on D2L)
15 Jan.  What Happened at the Rainier Grand?: An Introduction to Primary Sources

Unit 1
Week 2: Reconstruction
18 Jan.  NO CLASS: MARTIN LUTHER KING JR. DAY
20 Jan.  Reconstruction
  Textbook
  • Reconstruction: “Overview” and all sections under “Textbook”
  Reminder: Post your discussion questions to D2L by 11:59 pm on Thursday
22 Jan.  Thesis Writing Exercise Due by 9 a.m. to dropbox
  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
25 Jan.  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”
27 Jan.  Developing Western Resources
29 Jan.  The West in Primary Sources
  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
1 February  The Gilded Age & The Industrial Revolution
  Textbook
  • Under the section titled “Gilded Age,” read all topics under the bold headlines:
3 Feb.  Labor & Urban Culture at the Turn of the Century
5 Feb. Connecting Documents to Each Other
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
8 Feb. Imperialism at Home & Abroad
Textbook
- Read all topics under the section titled “America Becomes a World Power”
10 Feb. Immigration in the Late-Nineteenth Century
Textbook
- Under the section titled “Gilded Age,” read all topics under the bold headline: “The Huddled Masses”
12 Feb. Writing Workshop
Sources
- Anzia Yezierska, “How I Found America”

Unit 2
Week 6: Progressivism & World War I
15 Feb. UNIT 1 PAPER DUE
Progressive Reform
Textbook
- Read all topics under the sections titled “Progressive Era”
17 Feb. World War I: Progressivism at Home & Abroad
Textbook
- Read all topics under the sections titled “World War I”
19 Feb. Analyzing Images
Sources
- Suffrage images
- WWI images
- Woodrow Wilson, “Declaration of War”

Week 7: 1920s & The Jazz Age
22 Feb. “Normalcy,” Labor, & the Red Scare in the Jazz Age
Textbook
- Read all topics under the section titled “1920s”
24 Feb. Race, Gender, and Culture in the Jazz Age
26 Feb. Primary Source Analysis
Sources
- F. Scott Fitzgerald, “Bernice Bobs Her Hair”
**Week 8: Great Depression & New Deal**

29 Feb. The Four Crises of the Great Depression

*Textbook*
- Read all topics under the section titled “1930s”

2 March The Three New Deals

4 Mar. Analyzing Images, Part II

*Sources*
- Dust Bowl & Great Depression photos

**Week 9: World War II**

7 Mar. Entering the War

*Textbook*
- Read all topics under section titled “World War II”

9 Mar. The Four Freedoms

11 Mar. Oral History

*Sources*
- Studs Terkel, *The Good War* excerpts

**Week 10: Containment & The Cold War**

14 Mar. The Sum of All Fears: The Cold War

*Textbook*
- Read all topics under the section titled “Postwar Era”

16 Mar. Affluence & Anxiety in the 1950s

18 Mar. Cultural History of the 1950s & 1960s

*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

**Week 11: Spring Break—No Classes!**

**Unit 3**

**Week 12: The Civil Rights Movement**

28 Mar. **UNIT 2 PAPER DUE**

Activism Begins

30 Mar. Provocative Nonviolence & The March On Washington

*Textbook*
- Under the section titled “1960s,” read the topics from “Thurgood Marshall” through “The Struggle Continues”

1 April Watching the Civil Rights Movement

*Sources*
• Southern Declaration on Integration (1956)
• Martin Luther King, “Letter from a Birmingham Jail”
• Anne Moody, *Coming of Age in Mississippi* excerpt

**Week 13: Question Authority**

4 Apr.  Question Authority: Hope, Doubt, & Power in the 1960s  
*Textbook*  
• Under the section titled “1960s,” read the topics from “The Youth Revolt” to “Gay and Lesbian Liberation”

6 Apr.  The Road to ’68
8 Apr.  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 14: Vietnam**

11 Apr.  Vietnam, Part I  
*Textbook*  
• Read all topics under the section titled “Vietnam War”

13 Apr.  Vietnam, Part II
15 Apr.  Listening to Protest  
*Sources*  
• Tim O’Brien, “On The Rainy River,” excerpt from *The Things They Carried*

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

18 Apr.  The End of Consensus  
*Textbook*  
• Under the section titled “1970-2000,” read topics from “Watergate” through to “No Islands of Stability”

20 Apr.  Reckoning with Environmental Limits  
*Textbook*  
• Under the section titled “1960s,” read the topic titled “The Earth First”

22 Apr.  The Evolution of the Modern Environmental Movement  
*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)  
• Edward Abbey, “Forward!” from *Ecodefense* (1984)
Week 16: 1980s-2000s
25 Apr.  “Let’s Make American Great Again”: The 1980s
  Textbook
  • Under the section titled “1970-2000” read topics from “The Reagan
    Revolution” to “Collapse of Communism”

27 Apr.  A New World Order: Conservatism, Globalization, & Terrorism,1990s-2000s
  Textbook
  • Under the section titled “1970-2000,” read topics titled “The Clinton
    Presidency” and “Entering a New Century”

29 Apr.  UNIT 3 PAPER DUE AT MIDNIGHT, NOT THE START OF CLASS
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
5 May  4:30-7 pm: Final exam period/Group presentations