Lecture Times:  MWF – 10:00-10:50 pm  
Office:  Hellem 212  
Office Hours:  MW – 11:00-12:00 pm  
Phone:  303-492-6208  
Email: paul.sutter@colorado.edu

Teaching Assistant  
Jason Hogstad – jaho2334@colorado.edu  - office hour:  F, 11:00-12:00 (3rd floor Hellem)

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:

- Eric Foner, *Forever Free: Emancipation and Reconstruction*
- Glenda Elizabeth Gilmore and Thomas Sugrue, *The United States: A Nation in the Making, 1890 to the Present*

Each of these books is be available at the CU Bookstore, though there is a hardcover version of the Gilmore and Sugrue book that you might be able to find online for half the price of the paperback textbook version. There will also be several weeks when you will have alternative readings available on D2L. These will mostly be primary source readings.

Major Assignments and Grading Guidelines

- There will be three exams during the semester. We will provide you with specific study guidelines for each as they approach. The exams will be based on materials from the books and class lectures.
- The final exam will be in the form of a Final Take-Home Essay (five-seven pages, or 1500-2000 words, double-spaced and due on Monday, May 8 by 5
In this essay, you will answer the course’s essential question (see above). More details will follow on that.

- **Attendance and Participation** will account for 10% of your grade. We expect you to attend class regularly, to be consistently prepared, and to participate during discussions. We will take attendance, and the attendance portion of this grade 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). *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 the quality (and not just the frequency) of your participation in our discussions.

- You will also be asked to write a series of **Reaction Essays**, two-page papers in which you will respond to primary source readings I will be assigning during the semester. I will provide prompting questions for each of these. There are three important rules you must follow in preparing these essays: 1) **You are only allowed two pages maximum; essays that spill over onto a third 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, in 12 point type, and a reasonable font (Times New Roman is good) with normal 1 inch margins. 2) **Essays are due prior to class on the day that they are due. Late essays will not be accepted**. The only exceptions will be in cases where students make specific arrangements with me significantly in advance – by which I mean at least a couple of days ahead of time. All reaction essays must 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 class for submission.* 3) **Students must be in class on the day the essays are due, as the essays are designed to inform the discussions of primary source readings.** If you are absent from class, we will not accept your essay, even if you have submitted it to D2L.

- Jason will be responsible for much 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 Jason. If that discussion does not resolve the issue, or if it turns out that I was the one who graded you paper/exam, you may then come to me and we can discuss the matter. You should understand, however, that I have tremendous confidence in Jason, and that I will usually defer to his grading judgement.

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

- Exams – 60% (20% each)
- Final Take-Home Essay – 10%
- Reaction Essays – 20%
- Attendance and 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 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 11:00-12:00 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. Jason will also have office hours and will be available by appointment.

**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!)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Read</th>
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<tbody>
<tr>
<td>January 18</td>
<td>Course Introduction</td>
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<td>January 20</td>
<td>The View from Gettysburg</td>
<td>Foner, xix-xxx, 3-40</td>
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<td>January 23</td>
<td>Slavery, the Civil War, and Emancipation –</td>
<td>Foner, 41-106</td>
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<td>January 25</td>
<td>Reconstruction – I</td>
<td>Foner, 107-158</td>
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<td>January 27</td>
<td>Reconstruction – II</td>
<td>Foner, 159-188</td>
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<td>January 30</td>
<td>Redemption</td>
<td>Foner, 189-213</td>
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<td>February 1</td>
<td>The Rise of Jim Crow</td>
<td>Foner, 214-238</td>
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<td>February 3</td>
<td>Race and Reunion</td>
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<td>February 6</td>
<td><strong>Discussion</strong>: The Frontier and the New Western History</td>
<td>Frederick Jackson Turner, “The Significance of the Frontier in American History,” available on D2L.</td>
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<td>February 8</td>
<td>The Plains Indian Wars: Two Views</td>
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<td>February 10</td>
<td>Chicago: Nature’s Metropolis</td>
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<td>February 13</td>
<td><strong>Midterm I</strong></td>
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<td>February 15</td>
<td>Immigration</td>
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<td>February 17</td>
<td>Industrialization and the American Worker</td>
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<td>February 20</td>
<td>The Rise of Urban America</td>
<td><em>These United States</em>, Chapter 1</td>
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<td>February 22</td>
<td>Populism and the Decline of Popular Politics</td>
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<td>February 24</td>
<td><strong>Guest Lecture</strong>: John Fabian Witt, Yale University</td>
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<td></td>
<td>Title: “Where Did Civil Liberties Come From?”</td>
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<td>February 27</td>
<td>The Progressive Era</td>
<td><em>These United States</em>, Chapter 2</td>
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<td>March 1</td>
<td>America’s Imperial Moment?</td>
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<td>March 3</td>
<td><strong>Discussion</strong>: Gender and American Empire</td>
<td>Theodore Roosevelt, “The Strenuous Life” (on D2L)</td>
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<tr>
<td>March 6</td>
<td>World War I</td>
<td><em>These United States</em>, Chapter 3</td>
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<tr>
<td>March 8</td>
<td>The 1920s</td>
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March 10  
Read: *These United States*, Chapter 4  
The Great Depression and the Dust Bowl

March 13  
The New Deal  
Read: *These United States*, Chapters 5-6

March 15  
**Discussion:** Japanese Internment –  
Densho Project “Core Story” and other primary source documents  
(instructions to follow)

*Reaction Essay Due*

March 17  
World War II  
Read: *These United States*, Chapter 7

March 20  
Catch-Up and Review

March 22  
Midterm 2

March 24  
No Class

March 27-31  
**Spring Break**

April 3  
The Cold War Emerges  
Read: *These United States*, Chapter 8

April 5  
The Affluent Society  
Read: *These United States*, Chapter 9

April 7  
The Civil Rights Movement - I

April 10  
**Discussion:**  
Read: Math 254 Essays (on D2L)

*Reaction Essay Due*

April 12  
The Civil Rights Movement - II

April 14  
Liberalism and the 1960s  
Read: *These United States*, Chapter 10

April 17  
**Discussion:** Youth and Politics  
Read: Port Huron Statement (excerpt) and Sharon Statement (on D2L)

*Reaction Essay Due*

April 19  
Vietnam: America’s Longest War  
Read: *These United States*, Chapter 11

April 21  
Feminism and the Sexual Revolution

April 24  
The 1970s  
Read: *These United States*, Chapter 12-13

April 26  
Morning in America? Reagan and the Rise of Conservatism  
Read: *These United States*, Chapter 14

April 28  
From the Cold War to the Clash of Civilizations  
Read: *These United States*, Chapter 15
May 1  Discussion: America as Empire?
   Read: Michael Ignatieff, “The Burden” (on D2L)

May 3  Conclusion: The 1990s and Beyond

May 5  Exam #3

May 8  Take-Home Final Essay due by 5:00 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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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, or veteran status. Individuals who believe they have been discriminated against should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at http://hr.colorado.edu/dh/

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). Other information on the Honor Code can be found at http://www.colorado.edu/policies/honor.html and at http://honorcode.colorado.edu