Spring 2016 – HIST 1025-003
U.S. History: 1865 to the Present
Mondays, Wednesdays, and Fridays, 9:00-9:50 pm
Hellem Hall, 245

“American history is longer, larger, more various, more beautiful, and more terrible than anything anyone has ever said about it.”
- James Baldwin

Instructor: Beau Driver, ABD
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Office Hours: Monday Hellem 351, Tuesday 9am-11am and by appointment

COURSE INFORMATION

Description of Course:
The University of Colorado Course Catalog defines History 1025 in this way, “Explores political, social and cultural changes in American life since Reconstruction. Focuses on shifting social and political relations as the U.S. changed from a nation of farmers and small-town dwellers to an urban, industrial society the changing meaning of American identity in a society divided by ethnicity, race and class; and the emergence of the U.S. as a world power.” To put a finer point on it, we will focus on several major themes throughout the course. Our focuses will be:

- Labor – We will look at both labor unionism and working-class culture in the United States, while reflecting on the ways that the working-class experience has shaped American life
- Gender – We will identify how gender has impacted the course of American history in economic, social, and political life and how gender roles in the United States have changed (or stayed the same) during the period in question
- Civil Rights – We will discuss how the quest for equal rights—in terms of gender, race, and sexual orientation—has been a major driving force and we will examine the variety of movements that have sought these rights

Goals for the Course:
By the end of the semester, students should have:

- Gained a broad appreciation of major historical changes in the United States since the end of the American Civil War, with regard to politics, economics, society, culture
- Learned how to critically evaluate current historical knowledge by forming their own questions, interpreting sources, and making connections across a range of primary and secondary sources;
- Developed the skills needed to construct historical arguments of their own;
- Cultivated the ability to think historically by examining the past on its own terms, by placing historical events in context, by weighing the importance of underlying and precipitating causes of historical events, and by examining the larger thematic arcs in American history
**Required Texts:**
There are several required texts for this course and one optional text. The four required books will be utilized for paper assignments and to help us answer specific questions about our history. The optional text by Roark, et al. will serve as a reference for those students who wish to follow the lectures more closely, or for those who want to have a deeper understanding of the material. Many of my lectures will utilize information from the Roark text and, thus, I will draw from it heavily when creating the midterm and final.

It is important that students do all the assigned readings BEFORE the class period for which they are assigned. Even if you are not writing a paper on one of the texts, you must have read it in order to be able to comment on it during our in-class discussions.

**Required texts:**
- Benjamin Roth, *The Great Depression: A Diary*
- Anne Moody, *Coming of Age in Mississippi*
- Tim O’Brien, *The Things They Carried*

**Attendance:**
For a student to be successful in this course he or she will need to be present in all class meetings; I cannot stress this enough. Without the use of a textbook for this course, students must be in class for lectures to be successful in the course. With this being said, I believe that students are adults and are able to make their own decisions about attendance, so I will not be imposing any penalties for missing class. Further, I have always found that students attend class in a manner that is commensurate with their overall effort in the course (‘A’ students attend at an ‘A’ level, ‘B’ students at a ‘B’ level, and so on) so please think carefully about how your attendance to our class meeting affects your grade at the end of the day. Finally, *in-class assignments will be issued without any notice*, so missing class could cause you to miss the assignments, which will negatively impact your grade.

**Assessments:**
There will be *two exams* for this course, which will correspond to the periods in which this course is divided. The midterm will require the student to write an essay in response to a prompt and to identify and discuss the significance of several terms from the lectures covered in the first two units of the course. The final will consist of three essay responses; two for the final time periods and the third will be cumulative. Additionally, *students will write a 4-6 page paper on two of the three additional readings* (Roth, Moody, or O’Brien).

- Midterm – 25%
- Final Exam - 30%
- Papers - 20% (10% each)
- In-class Assignments – 15%
- Participation - 10%

**Extra Credit:**
There will be four opportunities for extra credit. Each of the opportunities will require the viewing of a film and the submission of an 800-1000 word writing assignment. Students can only write on two of the four films and each of the papers will represent a 1% added to your grade, for a possible total of an additional 2% to your final grade. The proposed films are:

- *The Grapes of Wrath* (1940)
- *Dr. Strangelove or: How I Learned to Stop Worrying and Love the Bomb* (1964)

**Tips for Student Success:**
Here is a list of a few things that will help to ensure your success in my course.

- 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 my office hours. Please come in to talk about any problems that might be affecting your performance in this class.
- Enjoy yourself and try to engage both with your peers and me.

**COURSE SCHEDULE**

*Disclaimer: This schedule subject to change based on the needs of the class and the whim of the instructor.*

**Unit I: Reconstruction, Industrialism, and The Gilded Age and the Progressive Era (1865-1916)**

Week 1:
- 1-18-17 – Course Introduction
- 1-20-17 – Reconstruction and Its Consequences

Week 2:
- 1-23-17 – The “Black Codes” and Race in the Post-Bellum United States
- 1-25-17 – The Second Industrial Revolution
- 1-27-17 – The Gilded Age and Business

Week 3:
- 1-30-17 – The Gilded Age and Urbanization
- 2-01-17 – Late-19th Century Labor Troubles
2-03-17 – Unionism

Week 4:
2-06-17 – The Turn of the 20th Century
2-08-17 – Progressivism and Settlement Houses
2-10-17 – The March to War

Unit II: World War I, the ‘Roaring 20s’, and the Great Depression (1917-1940)

Week 5:
2-13-17 – The United States in World War I
2-15-17 – The First Red Scare and American Prosperity
2-17-17 – The “New Woman” and the “New Negro”

Week 6:
2-20-17 – The Crash
2-22-17 – “Hoovervilles” and the Early Great Depression
2-24-17 – Roosevelt and A “New Deal”

Week 7:
2-27-17 – Alphabet Soup - Paper on Roth Due
3-01-17 – The End of the Great Depression and Conflict Abroad
3-03-17 – MIDTERM

Unit III: World War II, The 1950s, and The Cold War (1941-1965)

Week 8:
3-06-17 – The United States enters the War
3-08-17 – World War II at Home
3-10-17 – The A-Bomb

Week 9:
3-13-17 – The Second Red Scare
3-15-17 – McCarthyism, The Cold War, and Korea

3-17-17 – Race in the Post-WWII Era

Week 10:
3-20-17 – Domesticity
3-22-17 – Television and the Movies
3-24-17 – The Cold War Heats Up

Week 11:
SPRING BREAK – NO CLASS

Week 12:
4-03-17 – Drugs and Counter Culture
4-05-17 – Civil Rights – Paper on Moody Due
4-07-17 – TBD

Unit IV: Civil Rights, Vietnam, and the Rise of the New Right
(1966-1992)

Week 13:
4-10-17 – Civil Rights, cont.
4-12-17 – Vietnam
4-14-17 – Vietnam, cont.

Week 14:
4-17-17 – The Warren Supreme Court
4-19-17 – “The Silent Majority”
4-21-17 – Watergate

Week 15:
4-24-17 – The Carter Years - Paper on O’Brien Due
4-26-17 – OPEC, Iran, and Malaise
4-28-17 – “Morning in America”
Week 16:
  5-01-17 – Reagan, cont.
  5-03-17 – Looking Forward
  5-05-17 – Review for Final

DATE AND TIME OF FINAL EXAM: TBD

OTHER MATTERS (The Fine Print)

Accommodations for disabilities:
If you qualify for accommodations because of a disability, please submit to me 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 me.

Religious obligations:
If you have religious commitments that may interfere with class attendance or with the completion of a scheduled assignment, please let me know in advance so we can make appropriate arrangements. See Campus policy regarding religious observances for full details.

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 and 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 sexual misconduct, discrimination, harassment or related retaliation against or by any employee or student. CU’s Sexual Misconduct Policy prohibits sexual assault, sexual exploitation, sexual harassment, intimate partner abuse (dating or domestic violence), and stalking or related retaliation. CU-Boulder’s Discrimination and Harassment Policy prohibits discrimination, harassment or related retaliation based on 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 subject to misconduct under either policy should contact the Office of
Institutional Equity and Compliance (OIEC) at 303-492-2127. Information about the OIEC, the above referenced policies, and the campus resources available to assist individuals regarding sexual misconduct, discrimination, harassment or related retaliation can be found at the OIEC website.

**Academic honesty:**
All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the academic integrity policy of the institution. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access, clicker fraud, resubmission, and aiding academic dishonesty. I will always be glad to discuss individually any uncertainties or concerns you may have about these issues—I recognize that they are not always clear-cut. That said, I will report all incidents of academic misconduct to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found responsible of violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code Council as well as academic sanctions from me. Additional information regarding the academic integrity policy can be found at http://honorcode.colorado.edu.