HIST 1025 – U.S. History since the Civil War
Spring 2017
Professor: Paul Sutter

Lecture Times: MW – 3:00-4:15 pm
Office: Helloms 212
Office Hours: MW – 1:00-2:00 pm and by appointment
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Teaching Assistants
Graeme Pente – graeme.pente@colorado.edu
Sherri Sheu – sherri.sheu@colorado.edu

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, my coverage will be necessarily topical and selective. 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?**

In a survey course such as this one, I have several goals for student learning:

- **First**, you will learn a substantial amount of **content**, the stuff of history – the names, dates, events, trends, and other concepts that provide the foundation of historical knowledge. Learning content is only the first step in a history education, and it can be a boring one, but it is essential for all that follows.
- **Second**, you will come away from the course with an understanding of what historians call **periodization** – that is, how historians make sense of the past by dividing it into periods and eras. History is the study of change over time, and periodization is one way in which we make sense of such change.
- **Third**, you will gain the skills needed to begin to work critically with **primary sources**. Primary sources are materials that people produced in the past and that constitute the raw evidence historians use to interpret the past. You will learn how to read these sources critically, assess contradictory evidence, make sense of multiple perspectives, and recognize the incomplete and asymmetrical nature of historical archives.
- **Fourth**, you will learn how to craft basic **historical interpretations**, arguments that are built from the content revealed in primary source materials.
- **Fifth**, you will come to understand **historiography**, or the history of how historians have interpreted the past, and how and why historical interpretation tends to change over time.
Sixth, you will explore the roles of creativity and imagination in historical understanding and communication.

Seventh, you will critically assess the historical arguments of other scholars (which we call secondary sources) with an attention to how they are constructed and how logical their interpretations are.

Finally, you will strive for historical literacy, or a trained sense of how the world around you is shaped by the past, and how people deploy historical arguments to shape their worlds.

The study of history is not merely an antiquarian exercise, an absorption of historical knowledge for its own sake. Rather, it is a discipline or set of practices that allows you to ethically engage with the world around you and to be a more informed, empathetic, and skilled citizen with an expanded sense of the possible and an abiding respect for the complicated ways in which the past has shaped the present.

Required Texts and Supplies

There are two required books for the course:


Each of these books is, or will be, available at the CU Bookstore. There will also be a series of supplementary readings that I will post on the D2L page for the course. These will mostly be primary source readings.

I would also like you to come to class every day with a small supply of 3” X 5” notecards.

Major Assignments and Grading Guidelines

There will be two Midterm Exams during the semester. We will provide you with specific study guides for each as they approach. The exams will be based on materials from the textbook, supplementary readings, and class lectures.

The final exam will be in the form of a Final Take-Home Essay (five pages, or ~1500 words, double-spaced and due on Tuesday, December 19). It will consist of a critical review of Jefferson Cowie’s book, *The Great Exception*, which we will read and discuss during the last week of class.

Attendance will account for a substantial portion of your grade. We expect you to attend class regularly, to be consistently prepared, and to participate during discussions. We will take attendance regularly, and the attendance portion of your grade will be a simple calculation of the percentage of course meetings that you have attended. 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 you to 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 portion of this grade will largely be determined but the quality of small in-class assignments and your contributions to class discussions.

You will also be asked to write a series of Essays based upon primary sources and short readings that I will assign across the semester. I will provide prompting questions and other details for each of these as the due date approaches, and the essays will get longer as the semester progresses. There are two important rules you must follow in preparing these essays:

1) **The page limits that we provide are strict; essays that spill over those limits 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 essays must be submitted prior to the class period when they are due to a D2L dropbox, 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 for grading.*

Graeme and Sheu will be responsible for most 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 the person who graded the material first (we will make that clear). 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 come to me and we can discuss the matter. You should understand, however, that I have tremendous confidence in Graeme and Sheu, and that I will usually defer to their grading judgement.

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

- Midterm Exams – 40% (20% each)
- Essays – 30%
- Take-Home Final – 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 1:00-2:00 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. Graeme and Sheu will also have regular 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 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!
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Read Notes</th>
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<tbody>
<tr>
<td>August 28</td>
<td>Introduction: The View from Gettysburg</td>
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<td>August 30</td>
<td>Reconstruction</td>
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<td></td>
<td><strong>Read:</strong> <em>Give Me Liberty!</em>, Chapter 15</td>
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<tr>
<td>September 4</td>
<td>NO CLASS – Labor Day</td>
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<td>September 6</td>
<td>Redemption</td>
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<td>September 11</td>
<td>Two Views of the Plains Indian Wars</td>
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<td>September 13</td>
<td>The American West</td>
<td><strong>Read:</strong> Frederick Jackson Turner, “The Significance of the Frontier in American History”</td>
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<td><strong>Essay #1 Due</strong></td>
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<td>September 18</td>
<td>Industrialization and the American Worker</td>
<td><strong>Read:</strong> <em>Give Me Liberty!</em>, Chapter 16</td>
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<td>September 20</td>
<td>Chicago: Nature’s Metropolis</td>
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<td>September 25</td>
<td>Populism and the Decline of Popular Politics</td>
<td><strong>Read:</strong> <em>Give Me Liberty!</em>, Chapter 17</td>
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<td>September 27</td>
<td>The New South and the Rise of Jim Crow</td>
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<td>October 2</td>
<td>Immigration</td>
<td><strong>Read:</strong> The Dillingham Commission Report, “Brief Statement,” 5-49</td>
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<td>October 4</td>
<td>The Progressive Era</td>
<td><strong>Read:</strong> <em>Give Me Liberty!</em>, Chapter 18</td>
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<td><strong>Essay #2 Due</strong></td>
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<td>October 9</td>
<td>American Imperialism and World War I</td>
<td><strong>Read:</strong> <em>Give Me Liberty</em>, Chapter 19</td>
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<td>October 11</td>
<td>The 1920s</td>
<td><strong>Read:</strong> <em>Give Me Liberty!</em>, Chapter 20</td>
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<td>October 16</td>
<td>MIDTERM EXAM I</td>
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<td>October 18</td>
<td>The Great Depression and the New Deal</td>
<td><strong>Read:</strong> <em>Give Me Liberty!</em>, Chapter 21</td>
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<td>October 23</td>
<td>World War II</td>
<td><strong>Read:</strong> <em>Give Me Liberty!</em>, Chapter 22</td>
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<td>October 25</td>
<td>The Cold War Emerges</td>
<td><strong>Read:</strong> <em>Give Me Liberty!</em>, Chapter 23</td>
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<td>October 30</td>
<td>The Affluent Society</td>
<td><strong>Read:</strong> <em>Give Me Liberty!</em>, Chapter 24</td>
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<td>November 1</td>
<td>The Civil Rights Movement – Part I</td>
<td><strong>Read:</strong> Math 254 Essays</td>
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November 6  The Civil Rights Movement – Part II

**Essay #3 Due**

November 8  Liberalism and the 1960s

**Read:** *Give Me Liberty!,* Chapter 25

November 13  Feminism and the Sexual Revolution

November 15  Vietnam: America’s Longest War

**Read:** Tim O’Brien, “How to Tell a True War Story,” from *The Things They Carried*

**Essay #4 Due by November 17 at 5pm**

November 20-24  Thanksgiving Break

November 27  The 1970s

**Read:** *Give Me Liberty!,* Chapter 26

November 29  Morning in America? Reagan and the Rise of Conservatism

December 4  From the Cold War to the Clash of Civilizations

**Read:** *Give Me Liberty!,* Chapters 27-28

December 6  Midterm Exam II

December 11  **Discussion** – Cowie, *The Great Exception*, 1-121

December 13  **Discussion** – Cowie, *The Great Exception*, 122-229

Take-Home Final Exam due on **Tuesday, December 19**.

**University Policies**

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the Disability Services website. Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition or injury, see Temporary Medical Conditions under the Students tab on the Disability Services website and discuss your needs with your professor.

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,

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 race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. 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 of Conduct.

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), 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.

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the academic integrity policy. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, resubmission, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code Council as well as academic sanctions from the faculty member. Additional information regarding the academic integrity policy can be found at the Honor Code Office website.