DESCRIPTION
This course provides an introduction to historical skills and topics. That is, an introduction to American history at the college level means as much getting acquainted with historical practice (how do we learn, study, analyze and use the past?) as with its varying subjects (i.e. why was the Great Depression so great and what impact did it have on different Americans?).

In terms of content, we will survey the social, political, economic and cultural history of the nation from the end of the Civil War to the recent past. Key topics include Reconstruction, urban and industrial development, social movements, consumer culture, the Great Depression, World War II, the Cold War, the turbulent sixties, and recent affairs. We will ponder the changing nature of American politics, shifting issues of race, class, gender, and identity, the development of cultural expression and communication, and the evolving conversations about what it means to be American.

You will encounter this content primarily through practice. Assignments will focus upon using an array of historical tools - assessing original sources, both textual and visual, asking cogent questions, contextualizing events and individuals in history, formulating and evaluating evidence-based arguments, and writing effectively. These are the essential tools historians use to sift through the vast array of information and arrive at reliable, convincing and meaningful interpretations of the past that inform the understanding of our own time.

LEARNING OUTCOMES
Successful completion of the course means that, by the end of the semester, you will have:

• Surveyed how historical knowledge is produced through interpretation of sources and relating contexts.
• Gained a broad sense of historical change in over the last century and a half – the larger shifts and relationships of politics, economy, society and culture – as well as constant and recurring challenges.
• Discovered some examples of how those changes played out in American history – the people and places involved and their impact.
• Learned skills for assessing evidence and approaching historical documents, images, and media through close reading/looking, asking questions and gathering context.
• Developed your ability to think and speak historically – examining the past on its own terms, considering change over time, analyzing historical arguments, contextualizing reactions.
• Struggled actively with historical issues that are meaningful and challenging, by seeking questions that matter to you and working to make sense of them with others.

For advice on how to succeed in and get the most out of this class, see Grades, Goals & Tools handout.
COURSE REQUIREMENTS

Reading: There are several types of reading for this course: an overview narrative by a leading historian, several topical essays by scholars, primary source documents in textual, visual, audio, and multimedia formats, and a first-person memoir. We will talk in depth about reading strategies, and how to approach these kinds of materials, but at no point will you be required to memorize minute details – in part, this is why I do not assign a traditional textbook. As you’ll see, this class is less about listing facts and more about how to make sense of them. All of the readings have been chosen with this goal in mind. Weekly reading assignments are listed in the schedule below. You should complete readings no later than by the time of class the day listed.

There are 2 required books for this course, both available for purchase at the CU bookstore or your favorite on-line booksellers. You will also find copies on 2-hour reserve in Norlin Library.


2. CHOOSE either → Michael Herr, Dispatches (1977) – a journalist’s memoir about covering the Vietnam War.

Or → Carl Bernstein and Bob Woodward, All the President’s Men (1974) – two journalists tell the story of breaking the Watergate scandal.

All other readings – articles, sources, images, video – are on the D2L site for this class. D2L is our main portal for announcements, homework, assignments, lecture slides, weekly previews, and any handouts distributed in class. To get there, go to https://learn.colorado.edu/, login with your IdentKey & password, and click on our course. Visit http://oit.colorado.edu/d2l/students for instructions and contact 303-735-HELP or help@colorado.edu if you run into technical difficulties. If you find broken links or something missing from the site, please let me know ASAP so I can fix it.

Weekly Participation (33% of your grade)

Homework & Class-work (15%): There are 10 assignments that will help you to improve your skills in analyzing primary sources, understanding historical interpretations, synthesizing lecture and reading content, and developing effective arguments of your own. The individual portion is based around the week’s readings and is posted on D2L. You need to print out a completed hard copy and bring it to class on Thursdays (per schedule). This serves as the basis for in-class work with your learning team, which produces a group portion of this assignment. Both portions are turned in and graded in terms of consistency and thoroughness of effort. The lowest HW/CW grade will be dropped. An end-of-semester group assessment exercise contributes to your final HW/CW grade.

• Learning teams: You will work throughout the semester in small-group learning teams (4-5 members). You should expect to sit with your learning team each time – it is the basis for clicker discussions, in-class activities, and class-work. More information to come. We will organize semester-long groupings in the second or third week of class.

Weekly Previews & Surveys (10%): Each week you will watch a short (ca. 10min) video on D2L and answer follow-up questions. You should complete these Previews between 12noon on Thursday and 12noon on Mondays. These set up broader issues and questions for the week ahead. The two lowest WPs will be dropped. You also get credit for completing periodic class
Clickers (8%): Class is designed so that your attendance and participation will advance and support your learning. Clickers are integral to this effort, a key tool to allow you to talk to me and to your classmates in our collective efforts to make sense of history in a large group setting. Purchase your own iClicker remote at the CU Bookstore, register your unique number on MyCUInfo, and bring it to each class. (You can re-use the same remote for any CU course.) I will begin tabulating clicker responses staring in week 3 and I will drop the 3 lowest clicker scores across the semester. If you must miss four or more days beyond the first two weeks, i.e. athletic commitments or documented medical issues, let me know. If you have technical difficulties (e.g. dead battery, forgot clicker), simply handwrite your responses on a piece of scratch paper and give it to me at the end of class and I will manually add your scores. The one hard and fast rule with clickers is that using someone else’s clicker or allowing someone else to use your clicker in your absence is a violation of the Honor Code.

Exams (67% of your grade: Exams 1 & 2 = 22% ea.; Exam 3 = 23%)
There will be three take-home essay-based exams turned in through the D2L dropbox. The first two exams (due Oct 13 and Nov 17) will be very similar in format and will ask you to work with primary sources and scholarly interpretations, address topical questions that draw on lecture, and employ the skills of analysis you are learning. The tasks will ask you to reflect, connect, and analyze what you have read, heard, learned, and questioned, rather than to repeat information or identify factoids (which, in any case, you can look up). Your total writing for each exam should not exceed 1500 words (approximately 4 double-spaced pages - there will be penalties for exceeding the maximum). Exam 3 (due Dec 16) will have a more open format and choice of themes that combine analysis of either Dispatches or All the President’s Men and the most recent four decades of history. Details to follow.

And now, we interrupt this syllabus for some important announcements...

Regarding work and credit for this course:
All assignments must be completed to pass this course. Skipping a major element of the course (i.e. skipping an exam, doing no homework assignments, or failing to register any clicker credit) will result in an automatic failure, regardless of your grade average in other assignments. However, if you complete all assignments in good faith and show consistent attendance and participation, you will be in an excellent position to pass this course. In order to receive full credit, follow all directions on assignment sheets. To account for technical difficulties, there will be a 6-hour grace period for turning in exams on D2L (this pertains to take home exams ONLY; the grace period does NOT apply to WPs or HWs). Papers turned in after the grace period ends will be penalized 1/3 letter grade per day from the time the assignment was originally due. I waive or reduce this penalty only in rare circumstances, such as serious illness or family emergency, and typically only if requested in advance. No work will be accepted after December 20, as this is the last permissible day to submit work for the fall semester. Incompletes must be arranged in advance directly with me.

Accommodation for Disabilities
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.
Religious Observances
Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. If you anticipate any class conflicts due to religious observance, please notify me at in the first two weeks of the semester, so we can work out the best accommodation for you. See the campus policy regarding religious observances for full details.

- Note: No class will be held on Sep. 21 (Rosh Hashanah); in lieu of class, I will post a video lecture on D2L for students to watch at their convenience, anytime between Sep 19-25. Credit will be recorded.

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 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.

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation
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.

Academic Honesty and Misconduct Policies
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.

- I take this issue very seriously and expect that you will submit only your own work, completed for this course only. If you have questions about these issues, please ask. Sometimes the difference between honesty and cheating is crystal clear (i.e. purchasing instead writing your essay...) but in practice it is not always easy to determine what to do. When and how to cite your sources, how much you can work with a friend – students sometimes understandably have trouble sorting out these issues with confidence. Guidelines accompany assignments, but speak up if you find them unclear or have specific quandaries. The time to clear up those confusions is before you turn any thing in. The punishment for academic dishonesty is steep; please do not put your education at risk.
SCHEDULE (subject to slight variation)

Legend

WP  =  weekly preview (video/quiz on D2L - complete by noon on Mondays for weeks listed)
HW  =  homework (complete weekly and BRING TO CLASS on Thursdays for weeks listed)
Source = primary document (on which homeworks are usually based, usu. Thursdays)
Article = essay by historian (occasional, read by class listed)
D2L  =  other online tasks (complete by the end of the week or over weekend)
Foner  =  read assigned pages in Story of American Freedom (for class listed, usu. Tuesdays)
📖  =  read in the book you chose: Dispatches or All the President’s Men (ATPM)

Week 1  Getting organized and thinking historically
Aug 29  Introductions and questions
Aug 31  Reading closely: Four score and seven years ago...
         D2L:  Read syllabus
         take the syllabus quiz
         complete pre-class survey
         Foner:  xiii-xxii, 95-100 (these pages are also posted on D2L)

FOCUS AREA 1: WORK AND CITIZENSHIP

Week 2  At the Crossroads, 1860s-70s (WP)
Sep 5  When This Cruel War is Over
         Foner:  100-116
Sep 7  Reconstruction: Nothing but Freedom
         Sources  Anderson, To My Old Master
         Fisk, Plain Counsels to Freedmen
         Two Freedman’s Bureau Officials Debate
         Cardozo, Let the Lands of the South be Divided
         D2L  Close reading and source analysis: Guide to Practice

Week 3  The Incorporation of America, 1870s-1890s (WP)
Sep 12  Making Claims on the New Nation
         Foner:  116-130
Sep 14  Toil and Splendor in Industrial America (HW1)
         Sources  Preamble, Constitution of the Knights of Labor
         Gompers, The American Federation of Labor
         Populist Party Platform
         Debs, What Can We Do for Working People
         Carnegie, The Gospel of Wealth

Week 4  The Changing Faces of the Nation, 1880s-1900s (WP)
Sep 19  New Cities, New Citizens
         Foner:  130-37
         Source  Yezierska, “How I Found America”
Sep 21  **No in-person class**  (No HW)
D2L: Watch video lecture: Imperial Dilemma (by 9/25)
**Sources**
Roosevelt, State of the Union, 1905
Kipling’s “The White Man’s Burden” and its Critics

**FOCUS 2: POLITICS AND CULTURE**

**Week 5**  **The Reform Impulse at Home and Abroad, 1890s-1910s (WP)**
Sep 26  In a Progressive Mood
Foner:  138-147, 152-161, 168-172

Sep 28  Progressives at War: WWI (HW2)
**Sources:**
Suffrage images
WWI posters
Wilson, Declaration of War
“War is a Blessing not a Curse”

**Week 6**  **The Jazz Age, 1910s-1920s (WP)**
Oct 3  Anti-Radicalism Reshapes the Nation
Foner:  147-152, 162-168, 172-93

Oct 5  The Blues and 1920s Culture (HW3)
**Sources:**
Bourne, Trans-National America
Evans, Klan’s Fight for Americanism
Palmer, Case Against the Reds
ACLU, Fight for Civil Liberties

**EXAM ONE** distributed on D2L by 8am on Thursday October 5
(covers material in weeks 1-6)

 **DUE to D2L dropbox on Friday October 13 by 12 noon**

**FOCUS 3: ECONOMY AND “THE AMERICAN WAY”**

**Week 7**  **Down and Out in the Great Depression, 1930s (WP)**
Oct 10  ‘They ain’t gonna wipe us out’: Capturing the Crisis
Foner:  194-218

Oct 12  The New Deal: Revolution or Preservation? (No HW)
**Sources:**
FSA photographs
Steinbeck, *Harvest Gypsies* excerpt

D2L:  complete the mid-semester feedback survey
**Week 8**  
A World at War, 1930s-40s (WP)  
Oct 17  
Listening to Pearl Harbor  
Foner: 219-247  
Oct 19  
The ‘Good War’ and Social Change (HW4)  
Source: Terkel, The ‘Good War’ oral histories

**Week 9**  
Containment, Foreign and Domestic, 1940s-1950s (WP)  
Oct 24  
The Sum of All Fears: The Cold War  
Foner: 248-273  
Oct 26  
Consensus Culture and its Discontents (HW5)  
Sources: Mr. X, The Sources of Soviet Conduct  
Lippmann, A Critique of Containment  
Their Sheltered Honeymoon, *Life Magazine*  
*I Love Lucy* episode

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**FOCUS 4: RIGHTS AND REBELLION**

**Week 10**  
We Shall Overcome, 1950s-60s (WP)  
Oct 29  
The Civil Rights Movement I: Building Momentum  
Foner: 274-87  
Nov 2  
The Civil Rights Movement II: Success and Fracture (HW6)  
*Article* Davidson & Lytle, Sitting In  
Sources: King, Letter from a Birmingham Jail  
Wallace, The Civil Rights Movement: Fraud Sham Hoax  
Malcolm X and Farmer, “Separation or Integration: A Debate”  
BEFORE CLASS: Watch intro video on D2L - Success and Fracture

**Week 11**  
Question Authority, 1960s (WP)  
Nov 7  
Hope and Doubt in the Mid-Sixties  
Foner: 287-305  
Nov 9  
The Long Hot Summer – 1968 (HW7)  
Sources: Hayden, Port Huron Statement  
Savio, Speech at Sproul Hall  
Carmichael, Black Power  
Hayden and King, Feminism and Civil Rights  
Steinem, Women’s Liberation

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**EXAM TWO** distributed on D2L by 8am on Thursday November 9  
(covers material in weeks 7-11)  
DUE to D2L dropbox on Friday November 17 by 12 noon
**FOCUS 5: DILEMMAS OF RECENT HISTORY**

**Week 12** Loss and Lessons in Vietnam 1960s-1970s (WP)

Nov 14 Wars on the Ground

*Articles:* Hall, “The Vietnam Era Antiwar Movement”
Herring, The ‘Vietnam Syndrome’ and American Foreign Policy

Nov 16 Wars in the Streets (no HW)

*Sources* O’Brien, “On the Rainy River”

Start *Dispatches*, ch. 1 (pp. 3-69)
Start *ATPM*, chs. 1-3, pp. 13-71

**FALL BREAK**

Nov 21 No class – Read ahead in *Dispatches* or *ATPM* if you can.
Nov 23 No class – Happy Thanksgiving!

**Week 13** Hitting the Limits, 1970s (WP)

Nov 28 Coming Home to a Changed World

*Source* Newsweek “The Nixon Tapes”

*Article* Woodward and Bernstein, Nixon was far worse than we thought

Start *Dispatches*, continue, chs. 2-3, pp. 70-166

*ATPM*, continue, chs. 4-9, pp. 71-198

Nov 30 Running on Empty: From Earth Day to Oil Crises (HW8)

*Sources:* Carter, Crisis of Confidence speech

Start *Dispatches*, continue, chs. 4-5 pp. 167-249

*ATPM*, continue, chs. 10-15, pp. 199-308

**Week 14** Living in a Material World, 1980s (WP)

Dec 5 The Rise of New Conservatisms

Foner 305-324

*Article* LaFeber, The Iranian Hostage Crisis
Huntley, Who Won the Cold War?

Finish *Dispatches*, ch. 6, pp. 250-260

& read Schultz, What It Was Like

Finish *ATPMs*, ch. 16-17, pp. 309-336 & Afterword pp. 337-47

& read Cigelske, The Continuing Impact

Dec 7 Ideology, Economy and The End of the Cold War (HW9)

*Sources* Reagan, Speech to the National Association of Evangelicals
Bush, New World Order

Other sources TBA
**Week 15  National Culture, Global Trouble, 1990s-2000s** (No WP)

Dec 12  The Dream of the Nineties?
   
   **Foner**  324-332
   **Articles**  Scanlon, “Your Flag Decal Won’t Get you Into Heaven Any More”

Dec 14  Red State, Blue State: the Politics of Identity in the 21st Century (HW10)

   **Sources**  Declaration for Global Democracy
   National Security Strategy of the U.S.
   Byrd, Speech on the War in Iraq
   Voices of the Fallen: The Iraq War, Newsweek
   Other sources TBA

   **D2L:**
   - complete the post-class survey
   - complete the end-of-semester feedback survey

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**EXAM THREE** distributed on D2L by 8am on Tuesday December 5
(focuses on your chosen book, Dispatches or ATPM, and requires inclusion of some materials from weeks 12-15, with optional incorporation of earlier materials)

**DUE to D2L dropbox on Saturday December 16 by 4pm**