**U.S. History since 1865**  
HIST 1025-100 - Spring 2018  
MW 1:00-1:50p - Duane G1B20  
Recitations M-T-W-R  

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**DESCRIPTION**  
This course provides an introduction to historical skills and topics in American history. At the college level, this entails becoming familiar with the practice of history as a discipline (how do we learn, study, analyze and use the past?) as well as its varying subject matter (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 Civil War to the recent past. Key topics include Reconstruction, urban and industrial development, immigration, social movements, consumer culture, the Great Depression, World War II, the Cold War, the turbulent sixties, the Vietnam War, Watergate, and the legacy of these issues in recent decades. We will ponder the changing nature of American politics, evolving conversations about race, class, gender, and identity, cultural expression and media, and the ongoing debate about what it means to be American.  

You will encounter this content primarily through practice. Assignments focus on development 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 essential skills for sifting through a vast array of information to arrive at reliable 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:  

- Experienced how historical knowledge is produced through analysis of sources and contexts.  
- Gained a broad sense of historical change since the 1860s, both larger transformations in politics, economy, society and culture, and persistent 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- Learned skills for assessing evidence and approaching historical documents, images, and media through close reading/looking, asking questions and gathering context.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 historically – examine the past on its own terms, consider context and change, analyze historical arguments, express evidence-based interpretations.  
- 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.
COURSE REQUIREMENTS

Reading: There are several types of reading for this course: an overview narrative by a leading historian, primary source documents in textual, visual, audio, and video formats, a few topical essays by scholars, and a first-person memoir. Learning how to read and approach various kinds of materials are a key part of this course, 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 for 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.


   
   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 and materials are on the D2L site for this class. D2L is our main portal for announcements, homework, assignments, lecture slides, handouts distributed in class etc. Go to [https://learn.colorado.edu](https://learn.colorado.edu), login with your IdentiKey & password, and click on our course. More instructions [here](https://learn.colorado.edu); contact 303-735-HELP or help@colorado.edu if you run into technical difficulties. If you find a broken link or something missing, please let me know ASAP so I can fix it.

Weekly Participation (46% of your grade)

**Recitation Participation** (15%): Recitation sections are not optional. They are the main opportunity for you to practice historical skills and learn actively through discussion and hands-on work with the materials. Plan to arrive at recitation having done the reading assigned for that day, completed any homework due or prep work as instructed by your TA, and spent some time considering your perspective on the readings, course topics for the week, and what questions you have. Your recitation grade is based on active participation in class activities. Missing recitation sections frequently between weeks 2-14 will thus negatively impact your grade. You may drop one absence for any reason, but there are no excused or unexcused absences. Best practice is to save your drop in case of unanticipated illness or emergency. Make-up attendance/work may be permitted within reason and at the discretion of your TA.

**Homework** (15%): There are 10 assignments that will help to improve your skills in analyzing primary sources, understanding historical interpretations, and developing effective arguments. Assignments are posted on D2L and are due in recitation (per schedule). They often serve as a basis for in-class work and discussion in your recitation. They are graded on the thoroughness of your effort – how fully you addressed the questions and tasks. The lowest homework grade will be dropped. You may turn in late homework for partial credit within one week (i.e. no later than the next recitation section after its original due date). Homework, late or on-time, will not be accepted via email. Bring it on paper to recitation or if late, hand it in to your TA in person.
**Weekly Previews & Surveys** (8%): Each week you will watch a short (ca. 10min) video on D2L and answer 3 follow-up questions. These set up broader issues and questions for the week ahead. As such, the Previews for the following week will open 2pm on Wednesdays (after lecture) and will close at **12pm on Mondays** (before lecture). Make a plan for when makes the most sense in your recitation and course schedule to complete them. Periodic feedback surveys and the syllabus quiz will also count for credit within this category. The two lowest scores in this category will be dropped.

**Clickers** (8%): The two hours of lecture sessions are designed to involve you in active participation that will advance and support your learning. Clickers are integral to this effort, providing a key tool to allow you to respond and work with classmates to make sense of history in a large group setting. An iClicker is thus required for this class. Purchase your own iClicker remote at the CU Bookstore, register your unique number on MyCUInfo, and bring it to each class. Instructions for registering your clicker [here](#) (you can use the same remote for all CU courses.) Clicker responses begin earning credit on Jan 29; after that, the 2 lowest clicker scores will be dropped. There are no excused or unexcused absences, so use and reserve your allowed drops carefully. If you have technical difficulties (e.g. dead battery, forgot clicker), simply handwrite your name, date and responses on a piece of scratch paper and give it to a TA or me or at the end of class; I can manually add your credit. The one hard and fast rule here 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.

**Written Work** (54% of your grade)

**Take-Home Exams** (3 x 18% ea.): There will be three take-home essay-based exams turned in through the D2L dropbox. The first two exams (due Mar 2 and Apr 13) will be very similar in format and will ask you to work with primary sources, address topical questions, consider change over time, 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). There will be a word maximum for each exam (approx. 1500) with penalties for exceeding it. Exam 3 (due May 6) will have a slightly different 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. More details to come.

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

**Regarding work and credit for this course:** Registration for Lecture AND Recitation is required. 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, not attending recitation, or failing to register any clicker credit) will result in an automatic failure, regardless of your grade average in other categories. However, if you complete all assignments in good faith and show consistent engagement and participation, you will be in an excellent position to pass this course.

As noted above, in nearly all cases, we do not adjudicate “excused” vs. “unexcused” absences, so please do not send us medical or other documentation. In each of the participation categories, at least one and sometimes two absences/missing assignments/low scores will be dropped (see specific categories above). These are entirely at your discretion — you can use them for any reason and we don’t need to know why. We do recommend you use your best judgment in allotting these according to your own schedule and needs and keep in mind that we do not additional “excused” drops beyond those allowed per the syllabus for minor illness or emergencies. Best practice is to keep your allowable drops as insurance for when you really need them. In the rare cases of major medical issues or recurring CU commitments, that exceed three days during the semester, exceptions to this policy may be made. Please see your TA or me if you believe you fall into this category.
In order to receive full credit, follow all directions on assignments. To account for technical difficulties, there is a 6-hour grace period for submitting exams on D2L (this pertains to take home exams ONLY; the grace period does NOT apply to WPs). Papers turned in after the grace period ends will be penalized 1/3 letter grade per 24-hours from the time the assignment was originally due. I waive or reduce this penalty only in rare circumstances. No work will be accepted after 10pm Wednesday May 9, the last permissible day to submit work for the semester. Incompletes will not be granted unless arranged in advance.

**Technology policy and devices in the classroom:** All technology in the classroom will be used to support your learning. This means **no cell phone use** in class and **tablet or computers ONLY in service to taking notes** or supporting your and other students’ learning. There is ample evidence that these forms of technology distract you and others from learning, lead to decreased comprehension, and have negative effects on your grade. (For examples of studies of this issue completed at CU see [here](https), [here](https), and [here](https.)) We welcome and encourage you to take notes, and if a tablet or computer is your preferred method, then we invite you to do so – although you will need to be even more vigilant not to distract yourself with non-class-related uses of your device. Moreover, if you are found using your laptop or tablet inappropriately, you will lose participation points for that class session and may forfeit the right to use those devices in the future. If you are found to be using your cell phone, you will also lose participation points for that class session. If you need tools or incentives to help prevent you from using your cell phone try Pocket Points ([https://pocketpoints.com/](https://pocketpoints.com/)), an app that allows you to earn rewards and discounts at local businesses for keeping your phone locked and unused during class. This policy applies to both lecture and recitation.

**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](#).

**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.

**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.

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**SCHEDULE** (subject to slight variation)

**Legend**

| WP     | weekly preview (video/quiz on D2L - complete by noon on Mondays for weeks listed) |
| Foner  | read assigned pages in *Story of American Freedom* (for class listed, usu. Mondays) |
| Recitation | readings and homework due |
| HW     | homework (due in recitation for weeks listed) |
| Source | primary document (for class listed, usu. recitation) |
| Article | essay by historian (occasional, read by class listed) |
| D2L    | other online tasks (complete by the end of the week or date listed) |
| 📚     | read in the book you chose: *Dispatches or All the President’s Men (ATPM)* |

**Week 1**

**Getting organized and thinking historically**

**Jan 17**

Introductions and questions

Recitation: **Source:** Gettysburg Address & Editorial (on reverse of Getting Started handout)

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)
Jan 22  When This Cruel War is Over
        Foner:  100-116
Jan 24  Reconstruction: Nothing but Freedom
Recitation  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
Read  Close reading and source analysis: Guide to Practice

Week 3  The Incorporation of America, 1870s-1890s (WP)
Jan 29  Making Claims on the New Nation
        Foner:  116-130
Jan 31  Toil and Splendor in Industrial America
Recitation  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)
Feb  5  New Cities, New Citizens
        Foner:  130-37
Feb  7  Imperial Dilemma
Recitation  Sources  Yezierska, “How I Found America”
        Downes v. Bidwell
        Roosevelt, State of the Union, 1905
        Kipling’s “The White Man’s Burden” and its Critics

FOCUS 2: REFORM AND BELONGING

Week 5  The Reform Impulse at Home and Abroad, 1890s-1910s (WP)
Feb 12  In a Progressive Mood
        Foner:  138-147, 152-161, 168-172
Feb 14  Progressives at War: WWI
Recitation  Sources  Suffrage images
        WWI posters
        Wilson, Declaration of War
        “War is a Blessing not a Curse”
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<tr>
<th>Week 6</th>
<th><strong>The Jazz Age, 1910s-1920s (WP)</strong></th>
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<td>Feb 19</td>
<td>Anti-Radicalism Reshapes the Nation</td>
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<td>Foner: 147-152, 162-168, 172-93</td>
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<td>Feb 21</td>
<td>The Blues and 1920s Culture</td>
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<td>Sources: Bourne, Trans-National America</td>
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<td>Evans, Klan’s Fight for Americanism</td>
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<td>Palmer, Case Against the Reds</td>
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<td>ACLU, Fight for Civil Liberties</td>
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**EXAM ONE** distributed on D2L by 8am on Thursday Feb 22  
(covers material in weeks 2-6)

DUE to D2L dropbox on Friday Mar 2 by 12 noon

| **FOCUS 3: ECONOMY AND “THE AMERICAN WAY”** |
| **Week 7** | **Down and Out in the Great Depression, 1930s (WP)** |
| Feb 26   | ‘They ain’t gonna wipe us out’: Capturing the Crisis |
|          | Foner: 194-218 |
| Feb 28   | The New Deal: Revolution or Preservation? |
|          | D2L: complete the mid-semester feedback survey |
| Recitation | Sources: FSA photographs |
| (No HW)  | Steinbeck, *Harvest Gypsies* excerpt |

| **Week 8** | **A World at War, 1930s-40s (WP)** |
| Mar 5     | Listening to Pearl Harbor |
|          | Foner: 219-247 |
| Mar 7     | The ‘Good War’ and Social Change |
| Recitation | Source: Terkel, The ‘Good War’ oral histories |
| (HWS)     | |

| **Week 9** | **Containment, Foreign and Domestic, 1940s-1950s (WP)** |
| Mar 12    | The Sum of All Fears: The Cold War |
|          | Foner: 248-273 |
| Mar 14    | Affluence and Anxiety in the 1950s |
| Recitation | Sources: Mr. X, The Sources of Soviet Conduct |
| (HW6)     | Lippmann, A Critique of Containment |
|          | Their Sheltered Honeymoon, *Life Magazine* |
|          | *I Love Lucy* episode |
FOCUS 4: RIGHTS AND REBELLION
Week 10  We Shall Overcome, 1950s-60s (WP)
Mar 19  The Civil Rights Movement I: Building Momentum
  Foner: 274-87
  Read: Timeline of the Civil Rights Era – part I

Mar 21  The Civil Rights Movement II: Success and Fracture
  Watch: Video: “Mississippi: IS this America” excerpt

Recitation (HW7)  Sources: Southern Declaration on Integration, 1956
  McMillan, Sit-Downs, 1960
  Hamer, Recollections about Registering to Vote, 1962-64
  King, Letter from a Birmingham Jail, 1963
  Malcolm X, The Ballot or the Bullet, 1964

Spring Break
Mar 26  No class – Enjoy your break, and...

Mar 28  No class – read ahead in Dispatches or ATPM

Week 11  Question Authority, 1960s (WP)
Apr 2  Hope and Doubt in the Mid-Sixties
  Foner: 287-305
  Read: Timeline of the Civil Rights Era – part II

Apr 4  The Long Hot Summer – 1968

Recitation (HW8)  Sources: Hayden, Port Huron Statement
  Savio, Speech at Sproul Hall
  Carmichael, Black Power
  Hayden and King, Feminism and Civil Rights
  Steinem, Women’s Liberation

EXAM TWO distributed on D2L by 8am on Thursday Apr 5
  (covers material in weeks 7-11)

  DUE to D2L dropbox on Friday Apr 13 by 12 noon

FOCUS 5: DILEMMAS OF RECENT HISTORY
Week 12  Loss and Lessons in Vietnam 1960s-1970s (WP)
Apr 9  Wars on the Ground
  Read: Timeline of the Vietnam War Era
Apr 11  Wars in the Streets  
*Articles:*  Hall, “The Vietnam Era Antiwar Movement”  
Herring, The ‘Vietnam Syndrome’ and American Foreign Policy

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

Week 13  Hitting the Limits, 1970s (WP)  
Apr 16  Coming Home to a Changed World  
📖 *Dispatches*, continue, chs. 2-3, pp. 70-166  
*ATPM*, continue, chs. 4-8, pp. 71-169

Apr 18  Running on Empty: From Earth Day to Oil Crises  
📖 *Dispatches*, continue, ch. 4 pp. 167-186  
*ATPM*, continue, chs. 9-10, pp. 170-221

Recitation  
*Sources:*  The Nixon Tapes, *Newsweek*  
Woodward & Bernstein, Nixon Was Far Worse Than We Thought  
Carter, Crisis of Confidence speech

Week 14  Living in a Material World, 1980s (WP)  
Apr 23  The Rise of New Conservatisms  
Foner 305-324  
📖 Continue *Dispatches*, ch. 5, pp. 187-249  
Continue *ATPM*, ch. 11-14, pp. 222-294

Apr 25  The End of the Cold War  
📖 Finish *Dispatches*, ch. 6, pp. 250-260  
Finish *ATPM*, ch. 15-17, pp. 295-336

Recitation  
*Sources:*  Reagan, Speech to the National Association of Evangelicals  
Reagan’s Approval ratings and the Iran-Contra Scandal  
Bush, New World Order  
Huntley, Who Won the Cold War?  
Declaration for Global Democracy  
National Security Strategy of the U.S.  
Byrd, Speech on the War in Iraq  
Iraq: Voices of the Fallen, *Newsweek*

Week 15  National Culture, Global Trouble, 1990s-2000s (No WP)  
Apr 30  The Dream of the Nineties?  
Foner 324-332

May 2  Red State, Blue State: the Politics of Identity in the 21st Century  
D2L: complete the post-class survey  
complete the end-of-semester feedback survey
Book Discussion Recitations – week 15 schedule TBA

*Articles*
- Baughman, Fall and Rise of Partisan Journalism
- Tanz, Journalism Fights for Survival in the Post Truth Era
- For *Dispatches* readers: Schultz, What It Was Like
- For *ATPM* readers: Cigelske, The Continuing Impact

*Sources*
- Snowden on Privacy 2016

**EXAM THREE** distributed on D2L by 8am on Thursday April 26  
(focuses on your chosen book, *Dispatches or ATPM*, and requires inclusion of some materials from weeks 12-15, with optional use of earlier materials)

DUE to D2L dropbox on Sunday May 6 by 10pm