HIST 1025 – U.S. History since the Civil War  
Fall 2018  
Professor: Paul Sutter

Lecture Times: MW – 1:00-1:50 pm – Muenzinger E050  
Office: Hellems 203  
Office Hours: MW – 12:00-12:45 pm and by appointment  
Phone: 303-492-6208  
Email: paul.sutter@colorado.edu

Teaching Assistants/Recitation Leaders  
Jason Hogstad (Thursday sections) – Jason.Hogstad@colorado.edu  
Julia Kendrick (Tuesday sections) – Julia.Kendrick@colorado.edu  
Andrew Pace (Monday, Friday sections) – Andrew.Pace@colorado.edu  
Sierra Standish (Wednesday sections) – Sierra.Standish@colorado.edu

Course Description

This course surveys 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?**

This course will also serve as an introduction to skills necessary for historical practice – how historians think, how they work with sources, how they construct arguments and critique the arguments of other, and how they understand truth. As such, and in line with the History Department’s Student Learning Objectives (included at the end of the syllabus), I have defined the following set of desired learning objectives for this course:

- First, you should learn a substantial amount of **content**, the stuff of history – the names, dates, events, etc., that constitute the foundation of historical knowledge. (SLO 1)
- Second, you should come to understand that historians are not merely interested in past facts, but also in how to use such information to explain **change over time** (and its opposite, **continuity**) and **causation**. In making those arguments, historians tend to be committed to three additional C’s: **complexity**, **contingency**, and **context**. We will discuss these commitments across the semester. (SLOs 2-4)
- Third, you should gain the skills needed to begin to work critically with **primary sources**. Primary sources are materials 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. You will understand, in short, that our access to the past and thus our understanding of it, is mediated by the evidence we have to work with. (SLOs 1 and 5)
- Fourth, you should come to a deeper appreciation of how history is fundamentally an interpretive discipline, and that to “do” history is to use evidence to make arguments about the past. As such, you should learn how to craft basic **historical interpretations**, arguments that are built from the content revealed in primary source materials. (SLO 6) You should also learn how to 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. (SLOs 3, 4). Finally, you should come to understand **historiography**: the history of how historians have interpreted the past, how historical interpretations are always in dialogue with other interpretations, and how and why historical interpretation tends to change over time. (SLO 4)

Finally, you should come to understand **historical literacy**, or a trained sense of how the world around you is a product of the past and how people deploy historical arguments to shape contemporary memory of the past. (SLO 9)

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 is one required book for the course, which is available at the CU Bookstore:


The primary function of this textbook is to back up and supplement the lectures. The textbook also provides a fuller engagement with the course’s essential question about American freedom. There will be considerable overlap between the two, though I will expect you to master material in the text that is not covered in lectures and vice versa. To be successful in this course, you will need to carefully read along in the textbook as the syllabus instructs.

There will also be a series of supplementary readings that I will post on the Canvas page for the course. These readings will anchor recitation discussions and will serve as the subjects for your reaction essays. They will be a mix of primary sources or source sets and secondary interpretations.

**Major Assignments and Grading Guidelines**

There will be two **Midterm Exams** during the semester and a **Final Exam**. We will provide you with specific study guides for each as they approach, and (as I will explain below under “Quizzes”) you will be constantly preparing for them. The exams will be based on materials from class lectures and the textbook, although I will sometimes include material from supplementary readings as well.

**Attendance and Participation** will account for 20% of your grade (10% each). We expect you to attend class regularly, to be consistently prepared, and to participate during discussions. Attendance and participation at weekly recitation sections are particularly crucial – if you miss these weekly meetings, or if you show up unprepared, your grade will suffer. We will take attendance during lectures and recitations, and your attendance grade for the course 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). During lectures, we will pass around a class roster, and we will ask you to sign you name to indicate your presence. Signing someone else’s name will be considered a breach of the academic integrity
policy. 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 we will help you as much as we can to make up for missed work. But being present is an important part of getting the most out of the class. The participation grade will be based largely upon your performance in recitations and will reflect the quality of your participation and your general engagement with the discussion. Your performance on weekly quizzes will also contribute to your participation grade.

Reaction Essays: Most weeks, prior to your recitation section, you will write a reaction essay based on the reading assignment listed next to the “Recitations” row for each week (NOT on the week’s reading in the Foner text). The primary function of these reaction essays is to prepare you for recitations. We have assigned these essays because we want you to practice writing on a regular basis and to develop specific historical skills. While part of the function of these essays is to make sure you are doing the reading, we do not want these essays to simply regurgitate the reading’s major themes. Instead, we will always provide you with some sort of essay prompt or question that will require you to build an interpretation in answer to the question. A few rules about reaction essays:

- You must stick to the page limit. Essays that spill beyond the page limit (usually one 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, of course, the goal. Essays are to be double-spaced and in a reasonable type size (12 point) and font (Times New Roman is good) with normal 1-inch margins.

- Essays are due at the beginning of your recitation section meeting each week. Late essays, and essays from students who do not attend recitations, will not be accepted. The only exceptions will be in cases where students make specific arrangements with their Recitation Leaders significantly in advance – by which I mean at least a couple of days ahead of time. All reaction essays will need to be submitted through Canvas prior to recitation meetings, where they will be automatically checked for originality using the “Turnitin” feature. Students must then bring paper copies of these essays to their weekly recitations for submission to their Recitation Leaders.

- When it comes time to tally your final reaction essay grade for the course, we will count your 10 best essay grades out of the 11 assigned (though, since one will count for double credit, that means we will likely drop your two lowest essay grades, unless your lowest grade is on the one that counts double).

Quizzes: Each week, you will complete an online quiz after you have attended the two lectures and read the assigned chapter(s) from Give Me Liberty! Each quiz will ask you to define and discuss the significance of 5-6 specific terms from the week’s lectures. I will post these quiz terms/questions on Canvas each week by Wednesday evening, and you will need to complete your answers by midnight on Sunday. You are allowed to use your lecture notes and the textbook to complete your answers. Please refrain, however, from using other sources. Your answers will not be graded in a traditional sense. Rather, you will get credit simply for doing these quizzes, and we will keep notes on how thoroughly and carefully you answer these questions. These quizzes have several functions: to reinforce learning from lectures and textbook reading, to help us to assess how well you have grasped the most important material each week, and, most importantly, to serve as the foundation for exam preparation. The midterm exams and most of the final exam will test you on these terms (and perhaps a few others) and how well you have come to understand their importance in the larger context of the course. As you complete the quiz each week, in other words, you will be building your study guide for the next exam.
During the two weeks when we have in-class midterm exams, we will not have recitation meetings. Instead, we will provide extended office hours to help you prepare for the exams.

Teaching Assistants 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. I will also grade an equal number (~40) of each of the exams. If you have a question about a grade, please speak with your recitation leader first. If that discussion does not resolve the issue (or if it turns out that I was the one who graded your exam), you may come to me and we can discuss the matter. You should understand, however, that I have tremendous confidence in my Teaching Assistants, 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 – 30% (15% each)
- Final Exam – 20%
- Reaction Essays – 30%
- Attendance – 10%
- Participation (including weekly Quizzes) – 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 rubric for 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 12:00-12:45 pm (right before class). 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. Teaching
Assistants/Recitation Leaders will also have regular office hours and will be available by appointment. They will provide that information during the first recitation meeting with you.

**Technology Policy**
I do not allow the use of laptops, tablets, or other electronic devices in lecture – 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 by hand 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)**

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Read:</th>
<th>Recitations</th>
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<tbody>
<tr>
<td>August 27</td>
<td>The View from Gettysburg</td>
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<td>August 29</td>
<td>Reconstruction</td>
<td><strong>Read</strong>: Give Me Liberty!, Chapter 15</td>
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<td>Recitations</td>
<td>Course Introduction</td>
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<tr>
<td>September 3</td>
<td>NO CLASS – Labor Day</td>
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<td>September 5</td>
<td>Redemption</td>
<td>Read: Nicholas Lemann, “Prologue,” Redemption: The Last Battle of the Civil War: 3-29 (Canvas)</td>
<td><strong>Reaction Essay Due</strong></td>
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<td>Recitations</td>
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<td>September 10</td>
<td>Two Views of the Plains Indian Wars</td>
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<td>September 12</td>
<td>The American West</td>
<td>Read: Give Me Liberty!, Chapter 16</td>
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<td>Recitations</td>
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<td><strong>Reaction Essay Due</strong></td>
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<td>September 17</td>
<td>Industrialization and the American Worker</td>
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<td>September 19</td>
<td>Populism and the Decline of Popular Politics</td>
<td>Read: Give Me Liberty!, Chapter 17</td>
<td><strong>Reaction Essay Due</strong></td>
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<td>Recitations</td>
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<tr>
<td>September 24</td>
<td>Chicago: Nature’s Metropolis</td>
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<td><strong>Reaction Essay Due</strong></td>
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<td>September 26</td>
<td>The New South and the Rise of Jim Crow</td>
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<td>Recitations</td>
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<td><strong>Source Set: Historians on Confederate Monuments</strong> (Canvas)</td>
<td><strong>Reaction Essay Due</strong></td>
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<td>October 1</td>
<td>Midterm Exam I</td>
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<td>October 3</td>
<td>Immigration</td>
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<td><strong>Exam Week – No Recitations</strong></td>
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<td>Recitations</td>
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<td>October 8</td>
<td>The Progressive Era</td>
<td>Read: Give Me Liberty!, Chapter 18</td>
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<td>October 10</td>
<td>America’s Imperial Moment?</td>
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<td>Theodore Roosevelt, “The Strenuous Life” (Canvas)</td>
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<td>October 15</td>
<td>World War I</td>
<td>Give Me Liberty!, Chapter 19</td>
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<td>October 17</td>
<td>The 1920s</td>
<td>Give Me Liberty!, Chapter 20</td>
<td>“Source Set: World War I Posters and 1920s Advertising” (Canvas)</td>
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<td>October 22</td>
<td>The Great Depression and the New Deal</td>
<td>Give Me Liberty!, Chapter 21</td>
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<td>October 24</td>
<td>World War II</td>
<td>Give Me Liberty!, Chapter 22</td>
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<td>November 5</td>
<td>The Affluent Society</td>
<td>Give Me Liberty!, Chapter 24</td>
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<td>November 7</td>
<td>The Civil Rights Movement – Part I</td>
<td>Read: Math 254 Essays (on Canvas)</td>
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<td>November 12</td>
<td>The Civil Rights Movement – Part II</td>
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<td>November 14</td>
<td>Liberalism and the 1960s</td>
<td>Give Me Liberty!, Chapter 25</td>
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<td>November 19-23</td>
<td>NO CLASSES – Thanksgiving Break</td>
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<td>November 26</td>
<td>Feminism and the Sexual Revolution</td>
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<td>November 28</td>
<td>Vietnam: America’s Longest War</td>
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<td>December 3</td>
<td>The 1970s</td>
<td>Give Me Liberty!, Chapter 26</td>
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<td>December 10</td>
<td>From the Cold War to the Clash of Civilizations</td>
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<td>December 12</td>
<td>Conclusion</td>
<td>Michael Ignatieff, “The Burden” (Canvas)</td>
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<tr>
<td>Final Exam</td>
<td>Monday, December 17 – 1:30-4:00 pm</td>
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Accommodation for Disabilities
If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to me 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.

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 info, see the policies on classroom behavior and the Student Code of Conduct.

Honor Code
All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu; 303-492-5550). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the Honor Code Office website.

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation
The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (including sexual assault, exploitation, harassment, dating or domestic violence, and stalking), discrimination, and harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or cureport@colorado.edu. Information about the OIEC, university policies, anonymous reporting, and the campus resources can be found on the OIEC website. Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

Religious Holidays
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 the campus policy regarding religious observances for full details. In this class, I ask that you please speak with me directly if religious observances require you classes, exams, or assignments.
**FOUNDATIONS OF HISTORICAL STUDY**

**SUBSTANTIVE FOUNDATIONS**
Courses with SLOs 1-2 introduce students to discipline-specific facts/historically accurate information (factual knowledge)

SLO 1. Students will be able to describe and explain what happened in the past, and how historians use primary sources as evidence.

SLO 2. Students will be able to describe and explain change and continuity over time, as well as the complexity and contingency of historical processes and outcomes.

**CONCEPTUAL FOUNDATIONS**
Courses with SLOs 3-4 emphasize discipline-specific concepts (conceptual knowledge)

SLO 3. Students will be able to explain how historical context, perspective, and bias can shape our understanding of the past.

SLO 4. Students will be able to explain the interpretive nature of historical knowledge, i.e., that while it is evidence-based, it is also constructed and contested.

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**PRODUCTION OF HISTORICAL KNOWLEDGE**
Courses with SLOs 7-8 require students to apply factual, conceptual, and procedural knowledge by conducting historical research and producing historical argument (the central focus is synthesizing historical knowledge—i.e., creating something new)

SLO 7. Students will be able to conduct historical research, which includes: having and applying information literacy; identifying, locating, and managing sources; and summarizing significant amounts of information.

SLO 8. Students will be able to produce historical knowledge in various forms by analyzing, evaluating, and interpreting historical sources in context, and by utilizing applicable theory and methods.

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**PRACTICE OF HISTORICAL STUDY**
Courses with SLOs 5-6 emphasize skills and methods (procedural knowledge) students need in order to analyze, evaluate, interpret, and synthesize historical knowledge

SLO 5. Students will be able to describe and explain how to differentiate, analyze, evaluate, and interpret various types of primary and secondary sources.

SLO 6. Students will be able to develop a historical argument by synthesizing various types of historical sources and applying relevant theory and methods.

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**HISTORY BEYOND THE CLASSROOM**
Courses with SLOs 9-10 foster the ability to transmit and apply historical knowledge and skills beyond the classroom

SLO 9. Students will develop cultural literacy: a knowledge and understanding of human diversity in the past and present.

SLO 10. Students will develop a historical view of the present world and will be able to apply their training in historical thinking to their lived experience.

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For more on the History Teaching & Learning Project (HTLP), please visit: https://www.colorado.edu/history/history-teaching-and-learning-project