**U.S. History since 1865**  
HIST 1025-100 - Spring 2019  
MW 1:00-1:50p - Duane G1B20  
Recitations 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, journalism, and media, and ongoing debates 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**  
Active engagement with course requirements means that, by the end of the semester, you will:  
- Gain a broad sense of historical change since the 1860s, both larger transformations in politics, economy, society and culture, and persistent and recurring challenges. (SLO 2)  
- Discover some examples of how those changes played out in American history – the people and places involved and their impact. (SLO 1)  
- Understand the interpretive nature and production of historical knowledge through analysis of sources and contexts. (SLOs 3-4)  
- Learn skills for assessing evidence and approaching historical documents, images, and media through close reading/looking, asking questions and gathering context. (SLO 5)  
- Develop your ability to think historically – examine the past on its own terms, consider context and change, analyze historical arguments, express evidence-based interpretations. (SLOs 6, 8)  
- Apply historical skills to the contemporary world, grapple with questions that matter to you and work to make sense of them with others. (SLO 10)  

* The SLO numbers in parentheses correspond to specific History Department Student Learning Objectives. See last page of syllabus for full list and descriptions. While no single course attends to all of these objectives, this course is designed to provide students the opportunity to gain familiarity and practice with multiple discipline-specific skills, concepts, and habits of mind.
COURSE REQUIREMENTS

Reading: There are several types of reading for this course: an overview narrative by a leading historian, primary source documents and commentary in textual, visual, audio, and video formats, along with a few topical essays by scholars. 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.

There is only ONE required book for this course, 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.


All other readings and materials are accessed through the Canvas site for this class. Canvas is our main portal for announcements, homework, assignments, lecture slides, handouts distributed in class etc. Go to https://canvas.colorado.edu login with your IdentiKey & password, and click on our course. Click here for more instructions and tips, including links to download the Canvas Student App, details for subscribing to notifications to be reminded of due dates, receive announcements, and grades, and Canvas Guides and help videos. If you run into any problems, click the Help Icon within Canvas to report a problem or chat 24/7 with Canvas Support. For additional assistance, contact the IT Service Center at help@colorado.edu or 303-735-4357. 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 (20%): 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 and participated in Perusall discussions assigned for the week, completed any preparatory 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 and completion of occasional informal assignments (designed to assist your preparation for take-home exams). Missing recitation sections frequently will negatively impact your grade. You may drop one absence for any reason, but there are no excused or unexcused absences (see policy details below). Make-up attendance/work may be permitted within reason and at the discretion of your TA.

Collaborative Online Reading (10%): To assist your development of critical reading and primary source analysis, we’ll be using a collaborative reading tool called Perusall, which is integrated into Canvas and will house all most course readings. You will read and respond within the text: post comments, ask questions, respond to others’ thoughts, highlight important or confusing areas, and seed discussion ideas. By using this system, you will get credit for doing your reading in a way that promotes engaged thinking and allows you to practice your skills of analysis, rather than distracted browsing or excessive highlighting – neither of which are conducive to learning. Note: The deadline to complete reading and posting comments for assignments indicated on Perusall will vary by recitation. Your TA will tell you when your comments are due each week, and the assignment on Canvas will reflect the specific times for each section. Your comments will be evaluated both in terms of quantity (aim for 1-3 comments per document within each week’s collection; these are
enumerated in the schedule below) and the quality of your engagement – asking good questions and responding to others, practicing the skills of analysis and bringing. However, these are not meant to be formal, mini-essays – we’re looking for your engaging with the document and each other, rather than your fancy prose here. The lowest score in this category will be dropped.

**Weekly Previews & Surveys (8%)**: Each week (weeks 3-14) you will watch a short (ca. 12 min) video on Canvas 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 on Wednesday afternoons (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 initial syllabus orientation (on Perusall) and syllabus quiz (on Canvas) 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 each week 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 28; 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 (see policy details below). 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 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 Canvas. (There are no in-class midterms or final exam.) The first two exams (due Mar 1 and Apr 4) 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 Vietnam or Watergate and the most recent four decades of history. Each of the two topics entails working with a packet of primary sources, interpretive articles, and podcasts specific to that topic, as well as a shared set of readings and lecture material on the recent past. More details to come.

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

**Regarding work, attendance, 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, contributing no Perusall comments, 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 weekly 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 keeping in mind that once you have used your three, there are no additional “excused” drops for minor illness or emergencies. Best practice is to keep at least some of your allowable drops as insurance for those unanticipated times 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 as soon as possible if you believe you fall into this category. In the event of long-term or frequent illness, major injury, hospitalization, or other serious issue, please contact the Dean of Students office which coordinates communication with faculty to determine appropriate accommodations.

Take home exams must be submitted online through Canvas and uses Turnitin.com software that will check your work for use of internet sources, the writings of others in this class, in past years, and at other institutions and report potential matches. Be SURE to cite your sources (and see below for policy on academic integrity). You may upload drafts to check your own report before submitting a final version. (See assignment instructions for details and follow all instructions to receive full credit.) To account for technical difficulties, there is a 6-hour grace period for submitting exams on Canvas (this pertains to take home exams ONLY; the grace period does NOT apply to WPs.) Exams 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 Wednesday May 8, 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 will be a designated section in the lecture hall for laptop use and in recitation they will be significantly restricted. 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](#), [here](#), and [here](#).) 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](mailto: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 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 anything in. After you turn something in, if plagiarism or other dishonest acts are discovered, appropriate penalties will apply. The punishment for academic dishonesty is steep; please do not put your education at risk.

Resources for academic support: Make sure to avail yourself of university resources that can support your success in this and other courses. While the first stop is to come to office hours with one of us, know that there are other services available to assist you including: The Writing Center, the Student Academic Success Center, tutoring, the libraries, Office of Information Technology, Academic Advising.

Resources for personal well-being: Beyond our collective work in the classroom, I care deeply about your mental and emotional wellbeing. If you’re not finding the university community to be a respectful and inclusive place, or find yourself overwhelmed in dealing with issues within or beyond college, CU offers several short-term and long-term supports. If you would also like support accessing any of these services, let me know. Counseling & Psychiatric Services - counseling, therapy, workshops; Office of Victim’s Assistance (OVA) - advocacy, support, and counseling for survivors of trauma; The Office of Diversity, Equity, and Community Engagement (ODECE); Gender & Sexuality Center (GSC) - trainings, resources, support for LGBT+ students; Women's Resource Center (WRC) - resources, advocacy, and community for women-identified students; Ombuds - confidential resource for interpersonal and university-related concerns.
**SCHEDULE** (subject to slight variation)

**Legend**

- **WP** = weekly preview (video/quiz on Canvas - complete by noon on Mondays for weeks listed)
- **Foner** = read assigned pages in *Story of American Freedom* (for class listed, usu. Mondays)
- **Perusall** = readings on Perusall (due before recitation, times will vary depending on your recitation)
- **Canvas** = other online tasks (complete by the end of the week or date listed)

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<th>Week 1</th>
<th><strong>Getting organized and thinking historically</strong></th>
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<tr>
<td>Jan 14</td>
<td>Introductions and questions</td>
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<td><em>Perusall:</em> Syllabus &amp; system preview</td>
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<td><em>Canvas:</em> Syllabus quiz</td>
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<td>Pre-class survey</td>
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**FOCUS AREA 1: WORK AND CITIZENSHIP**

| Jan 16 | When This Cruel War is Over                 |
|        | *Foner:* xiii-xxii, 95-100 (these pages are also posted on Canvas) |

**Recitation**

- **Bring:** Gettysburg Address & Editorial
- (on reverse of Getting Started handout)

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<th>Week 2</th>
<th><strong>At the Crossroads, 1860s-70s (No WP)</strong></th>
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<tr>
<td>Jan 21</td>
<td>NO CLASS – MLK Holiday</td>
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| Jan 23 | Reconstruction: Nothing but Freedom       |
|        | *Foner:* 100-116                          |

**Recitation**

- **Perusall:** Source analysis: Guide to Practice
  1. Anderson, To My Old Master
  2. Cardozo, Let the Lands of the South be Divided
  3. Fisk, Plain Counsels to Freedmen
  4. Two Freedman’s Bureau Officials Debate

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<th>Week 3</th>
<th><strong>The Incorporation of America, 1870s-1890s (WP)</strong></th>
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<td>Jan 28</td>
<td>Making Claims on the New Nation</td>
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<td><em>Foner:</em> 116-130</td>
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| Jan 30 | Toil and Splendor in Industrial America            |

**Recitation**

- **Perusall:**
  1. Preamble, Constitution of the Knights of Labor
  2. Gompers, The American Federation of Labor
  3. Populist Party Platform
  4. Debs, What Can We Do for Working People
Week 4  The Changing Faces of the Nation, 1880s-1900s (WP)
Feb 4  New Cities, New Citizens
      Foner: 130-37
Feb 6  Imperial Dilemma
                   2. Downes v. Bidwell
                   3. Roosevelt, State of the Union, 1905
                   4. 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 11 In a Progressive Mood
        Foner: 138-147, 152-161, 168-172
Feb 13 Progressives at War: WWI
Recitation Perusall: 1. Suffrage images
                   2. WWI posters
                   3. Wilson, Declaration of War
                   4. “War is a Blessing not a Curse”

Week 6  The Jazz Age, 1910s-1920s (WP)
Feb 18 Anti-Radicalism Reshapes the Nation
        Foner: 147-152, 162-168, 172-93
Feb 20 The Blues and 1920s Culture
Recitation Perusall: 1. Bourne, Trans-National America
                   2. Evans, Klan’s Fight for Americanism
                   3. Palmer, Case Against the Reds
                   4. ACLU, Fight for Civil Liberties

EXAM ONE distributed on Canvas by 8am on Thursday Feb 21
(covers material in weeks 1-6)
DUE to Canvas on Friday Mar 1 by 12 noon

FOCUS 3: ECONOMY AND “THE AMERICAN WAY”
Week 7  Down and Out in the Great Depression, 1930s (WP)
Feb 25 ‘They ain’t gonna wipe us out’: Capturing the Crisis
        Foner: 194-218
Feb 27  The New Deal: Revolution or Preservation?  
Canvas: complete the mid-semester feedback survey

Recitation  Perusall:  
1. FSA photographs: Migrant Mother  
2. FSA photographs: signs of the times  
3. FSA photographs: workers and migrants  
4. Steinbeck, *Harvest Gypsies* excerpt

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**Week 8**  **A World at War, 1930s-40s (WP)**
Mar 4  Listening to Pearl Harbor
Foner: 219-247

Mar 6  The ‘Good War’ and Social Change

Recitation  Perusall:  
Terkel, The ‘Good War’ oral histories  
1. Peter Ota  
2. Robert Rasmus  
3. Peggy Terry  
4. Dellie Hahne  
5. Pauline Kael  
6. Dempsey Travis

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**Week 9**  **Containment, Foreign and Domestic, 1940s-1950s (WP)**
Mar 11  The Sum of All Fears: The Cold War
Foner: 248-273

Mar 13  Affluence and Anxiety in the 1950s

Recitation  Perusall:  
1. Mr. X, The Sources of Soviet Conduct  
2. Lippmann, A Critique of Containment  
3. Their Sheltered Honeymoon, *Life Magazine*  
Canvas: Watch *I Love Lucy* episode: “Job Switching” for recitation

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**FOCUS 4: RIGHTS AND REBELLION**

**Week 10**  **We Shall Overcome, 1950s-60s (WP)**
Mar 18  The Civil Rights Movement I: Building Momentum  
Foner: 274-87  
Canvas: Timeline of the Civil Rights Era

Mar 20  The Civil Rights Movement II: Success and Fracture  
Canvas: Watch “Mississippi: IS this America” after lecture (before WP)

Recitation  Perusall:  
1. Southern Declaration on Integration, 1956  
2. McMillan, Sit-Downs, 1960  
3. Hamer, Recollections about Registering to Vote, 1962-64  
5. Malcolm X, The Ballot or the Bullet, 1964
Spring Break
Mar 25  No class – Enjoy your break, and...
Mar 27  No class – listen or read ahead on Watergate or Vietnam

Week 11  Question Authority, 1960s (WP)
Apr 1   Youth, Counterculture, and Liberation
        Foner:  287-305
Apr 3   Power, Revolution, and Fragmentation
Recitation  Perusall:  1. Hayden, Port Huron Statement
              2. Carmichael, Black Power
              3. Hayden and King, Feminism and Civil Rights
              4. Steinem, After Black Power, Women’s Liberation
              5. Gonzalez, Social Revolution in the Southwest

EXAM TWO distributed on Canvas by 8am on Thursday Apr 4
(covers material in weeks 7-11)
DUE to Canvas on Friday Apr 12 by 12 noon

FOCUS 5: CULTURE AND CRISIS
Week 12  Loss and Lessons in Vietnam 1960s-1970s (WP)
Apr 8   Wars on the Ground
        Canvas:  Timeline of the Vietnam War/Watergate Era
        Start:   Vietnam/Watergate packet & podcasts
Apr 10  Wars in the Streets
             2. Hall, “The Vietnam Era Antiwar Movement”
             3. Herring, The ‘Vietnam Syndrome’ and American Foreign Policy

Week 13  Hitting the Limits, 1970s (WP)
Apr 15  Coming Home to a Changed World
        Continue:  Vietnam/Watergate packet & podcasts
Apr 17  Running on Empty: From Earth Day to Oil Crises
Recitation  Perusall  1. The Nixon Tapes, Newsweek
             3. Carter, Crisis of Confidence & Energy speeches
FOCUS 6: GLOBALIZATION & POLARIZATION

Week 14  Living in a Material World, 1980s (WP)
Apr 22  The Rise of New Conservatisms
        Foner: 305-324
        Continue Vietnam/Watergate packet & podcasts

Apr 24  The End of the Cold War
Recitation Perusall 1. Reagan, Speech to the National Association of Evangelicals
2. Reagan’s Approval ratings and the Iran-Contra Scandal
3. Bush, New World Order
4. Huntley, Who Won the Cold War?

Week 15  National Culture, Global Trouble, 1990s-2000s (No WP)
Apr 29  The Dream of the Nineties?
        Foner: 324-332
        Finish Vietnam/Watergate packet & podcasts

May 1   Red State, Blue State: the Politics of Identity in the 21st Century
        Canvas: complete the post-class survey
                complete the end-of-semester feedback survey
Recitation Perusall 1. National Security Strategy of the U.S.
2. Byrd, Speech on the War in Iraq
3. Iraq: Voices of the Fallen, Newsweek
4. Snowden on Privacy 2016
5. Baughman, Fall and Rise of Partisan Journalism
6. Tanz, Journalism Fights for Survival in the Post Truth Era

EXAM THREE distributed on Canvas by 8am on Thursday April 25
(focuses on Watergate or Vietnam and requires inclusion of additional materials
from weeks 12-15, with optional use of earlier materials)

DUE to Canvas on Monday May 6 by 4pm
CU-Boulder History Department  Student Learning Objectives (SLOs)

### 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.

### 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.

### 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.

### 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.

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