In this course we will explore political, social, and cultural changes in American life from the Civil War’s end to the turn of the twenty-first century. Three major themes will especially concern us: shifting social and political relations as the United States changed from a nation made up mainly of farmers and small-town dwellers to an urban, industrial society; the changing meaning of American identity in a society increasingly divided by ethnic background, by race, and by social and economic class; and the emergence of the U.S. as a major world power.

Besides introducing you to historical issues, this course offers you an opportunity to sharpen certain abilities: reading and thinking critically; analyzing and evaluating varied interpretations of historical data; and expressing yourself on paper with precision and grace. The course is also intended to encourage historically-informed thinking about our own moment in time.

**Required Books**


Thomas Bell, *Out of This Furnace* (Pittsburgh, 1976)

Anne Moody, *Coming of Age in Mississippi* (New York, 1992)

The textbook and linked primary documents are freely available online; there is also a PDF copy of the textbook posted on Canvas. The Bell and Moody books are available on four-hour reserve at Norlin library.
Learning Objectives

The History Department has compiled a set of ten learning objectives that we intend to foster in our undergraduate courses. While not every objective will apply to every course, the following are goals that I will emphasize in History 1025. For a full listing of the department’s learning objectives, see the document “Student Learning Objectives” in the Syllabus and Policies section on our Canvas site. The outcomes below correspond to objectives 1, 2, 3, 4, 5, 6, 9, and 10.

By the end of this course, students will be expected to have familiarized themselves with the key events and participants in the transformative processes that shaped the United States from the end of the Civil War to the recent past. Students should be able to construct well-informed, well-substantiated historical arguments about the nature, development, and continuing relevance of those changes by showing their ability to read and interpret the assigned primary and secondary sources, and to contextualize their arguments by drawing upon information and analytical frameworks presented in class. Finally, students should emerge from the course prepared to develop historically-informed perspectives as they confront and participate in the continuing story of the United States.

Evaluation

Exam and paper assignments will be posted on the Canvas site for this class. During the term there will be two take-home essay exams: the first of these will account for 20% of your final grade, and the second for 25%. You will also write a three-page paper on Ann Moody’s *Coming of Age in Mississippi*, which will be worth 15%. The final exam will consist of two parts: Part One, worth 20% of the final grade, will cover only the last third of the course; Part Two, worth 15%, will be comprehensive.

Late exams or papers will be penalized except in cases of family or medical emergency. If an assignment is submitted to Canvas by 11:00 P.M. on the due date, the penalty will be five percentage points. If it is turned in by 5:00 P.M. the following day, the penalty will be a total of ten points, which amounts to a full grade level. For each day (each twenty-four-hour period) thereafter that a paper is late, ten points will be deducted from the grade. If for any reason you have trouble uploading a paper to Canvas, you may email it directly to me as evidence of its completion. If medical or family issues should prevent you from turning in a paper on time, you must contact me as soon as possible and inform me about your situation.

Attendance at lectures will be recorded, and will count for 5% of your final grade. You are allowed two unexcused absences without penalty. For further absences that don’t result from a medical or family emergency, five percentage points per absence will be deducted from your class attendance grade. Use your two free absences carefully, as “Medical and family emergencies” do not include routine events such as dental appointments, job interviews, and family trips.
To sum up, the grading breakdown looks like this:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test 1</td>
<td>20%</td>
</tr>
<tr>
<td>Test 2</td>
<td>25%</td>
</tr>
<tr>
<td>Moody paper</td>
<td>15%</td>
</tr>
<tr>
<td>Final exam</td>
<td>35%</td>
</tr>
<tr>
<td>Lecture attendance</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Grading Scale:** I use a straight scale, as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
<td>Excellent performance</td>
</tr>
<tr>
<td>A-</td>
<td>90-94</td>
<td>Good performance</td>
</tr>
<tr>
<td>B+</td>
<td>88-89</td>
<td>Average performance</td>
</tr>
<tr>
<td>B</td>
<td>82-87</td>
<td>Below average performance</td>
</tr>
<tr>
<td>B-</td>
<td>80-81</td>
<td>Poor performance</td>
</tr>
<tr>
<td>C+</td>
<td>78-79</td>
<td>Below average performance</td>
</tr>
<tr>
<td>C</td>
<td>72-77</td>
<td>Poor performance</td>
</tr>
<tr>
<td>C-</td>
<td>70-71</td>
<td>Below average performance</td>
</tr>
</tbody>
</table>

**General Criteria for Grading Essays:**

Essays in the “A” range contain good generalizations that address all relevant issues raised by the question, and that are consistently supported by specific examples; show evidence of independent thinking and analysis of the course materials (readings and lectures); and are consistently well-written, with very few or no grammatical and mechanical errors.

“B” essays contain good generalizations that cover most of the relevant issues and that are mainly supported by examples; show some evidence of independent thinking; are mainly well-written.

“C” essays consist mainly of valid generalizations addressing only some relevant issues and with few (but some) supporting examples.

“D” essays consist mainly of valid generalizations with little or no substance to back them up.

“F” essays are those that miss the boat entirely, show no real evidence of any knowledge of the material at all; could have been written by somebody who never came to class and never read the assigned materials.
Electronic Devices in the Classroom

Laptop and tablet computers, cellphones, and other electronic devices may not be used in this classroom, except by students with accommodations from Disability Services. Although they are enormously useful in other settings, such devices tend to have a distracting effect during class and can make it harder for all of us to do what we come here for. A substantial body of research also shows that students grasp and retain material better when they write out notes by hand than when they type. When you take notes, your mind should be actively engaged, filtering and sorting information as you write down what stands out as important and useful, what may require further thought and consideration, and what you do or don’t agree with. If you would like me to repeat or expand upon a point, just ask. For useful tips on note-taking in class, see https://www.rasmussen.edu/student-experience/college-life/college-note-taking-tips.

<table>
<thead>
<tr>
<th>Date</th>
<th>Lectures and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 26</td>
<td>Introduction</td>
</tr>
<tr>
<td>Aug. 28, 30</td>
<td>Reconstruction: Nothing But Freedom&lt;br&gt;Locke &amp; Wright, Ch. 15&lt;br&gt;Documents 4, 7</td>
</tr>
<tr>
<td>Sep. 2</td>
<td>Labor Day holiday</td>
</tr>
<tr>
<td>Sep. 4, 6</td>
<td>Organizing America in the Gilded Age&lt;br&gt;Locke &amp; Wright, Ch.17&lt;br&gt;Documents 1, 2</td>
</tr>
<tr>
<td>Sep. 9, 11, 13</td>
<td>Industrialization and Working-Class Life&lt;br&gt;Locke &amp; Wright, Ch. 16, sec. I-IV&lt;br&gt;Document 3&lt;br&gt;Bell, 3-117</td>
</tr>
<tr>
<td>Sep. 16, 18, 20</td>
<td>Cities and Immigrants: “America” Redefined&lt;br&gt;Locke &amp; Wright, Ch. 18; Ch. 19, sec. VI&lt;br&gt;Ch. 18, documents 6, 7; Ch. 19, documents 3, 6; Ch. 20, document 2&lt;br&gt;Bell, 119-208</td>
</tr>
<tr>
<td>Sep. 22</td>
<td><em>First exam posted in Canvas</em></td>
</tr>
<tr>
<td>Sep. 23, 25, 27</td>
<td>Reformers, Populists and Politicians&lt;br&gt;Locke &amp; Wright, Ch.16, sec. V-VI&lt;br&gt;Documents 2, 4, 5</td>
</tr>
</tbody>
</table>
Sep. 30  *First exam due in Canvas by 12:00 P.M.*

Sep. 30; Oct. 2, 4  Progressivism  
Locke & Wright, Ch. 20; Ch. 16, sec. VII  
Ch. 20, documents 1, 3, 4, 5, 6, 7;  
Ch. 16, document 7

Oct. 7, 9, 11  Progressivism, Empire, and the Great War  
Locke & Wright, Ch. 19, Ch. 21  
Ch. 19, documents 1, 2; Ch. 21, documents 1, 2, 3, 4

Oct. 14, 16, 18  The Twenties: Cultures in Conflict  
Locke & Wright, Ch. 22  
Documents 3, 4, 6, 7  
Bell, 209-258

Oct. 21, 23, 25  America and the Great Depression  
Locke & Wright, Ch. 23  
Documents 2, 4, 5  
Bell, 259-413

Oct. 23  *Second exam posted in Canvas*

Oct. 28, 30  The Last Good War  
Locke & Wright, Ch. 24  
Documents 2, 3, 4, 5

Nov. 1  *Second exam due in Canvas by 5:00 P.M.*

Nov. 1, 4, 6  The Bomb and the Cold War  
Locke & Wright, Ch. 25  
Ch. 24, document 6; Ch. 25, documents 1, 3, 5, 6, 7

Nov. 8  Complacency and Rebellion in the Fifties  
Locke & Wright, Ch. 26

Nov. 11  *Paper assignment on Moody book posted in Canvas*

Nov. 11, 13  The Logic of the Vietnam War  
Locke & Wright, Ch. 27, sec. V; Ch. 28, sec. II  
Ch. 24, document 7; Ch. 27, document 5; Ch. 28,  
document 2

Nov. 15  The Civil Rights Movement: Introduction  
Locke & Wright, review Ch. 26, sec. III-IV; Ch. 27, sec. III  
Moody, Parts One and Two
Nov. 18, 20

In the Crucible: Anne Moody
Moody, Parts Three and Four

Nov. 22

The Sixties: The Climax of Liberalism, and Beyond
Locke & Wright, Ch. 27, sec. I-VI
Documents 1, 2, 3, 6

*Moody paper due in Canvas by 5:00 P.M.*

Nov. 25, 27, 29

Fall Break and Thanksgiving holiday

Dec. 2, 4

The Sixties: Beyond Consensus
Locke & Wright, Ch. 27, sec. VII-VIII; Ch. 28, sec. I-V
Ch. 28, documents 1, 7

Dec. 6

*Final exam posted in Canvas*

Dec. 6

In Search of the Seventies
Locke & Wright, Ch. 28, sec. VI-IX; Ch. 29, sec. I-III
Ch. 28, documents 4, 5

Dec. 9, 11

In Our Time: Reaganism, Its Discontents, and Its Legacies
Locke & Wright, Ch. 29, IV-XI
Ch. 29, document 1

Final Examination: Due in Canvas by 7:00 P.M. on Saturday, December 14
Other Matters

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.

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.

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 intimate partner abuse (including dating or domestic violence), stalking, protected-class discrimination or 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. If you have religious commitments that will interfere with class attendance or with the completion of a scheduled assignment, please let me know in advance so we can make appropriate arrangements. See the campus policy regarding religious observances for full details.