Course: HIST 1025 – Spring 2020
American History Survey Post-1865
T/TH 2:00-3:15pm
Hellems 255

Instructor: Kerri Keller Clement
Email: kecl4337@colorado.edu
Student Hours: 1-2pm in Hellems 361 Thursdays

Class introduction: This course covers the history of the United States since the end of the Civil War. The overarching focus of the course is the reconstruction of the American nation-state and its rise to status of global superpower in the 19th and 20th centuries. In the class, we will examine the forces, causes, and consequences that have divided and united Americans from and with other Americans, Indigenous peoples, immigrants, and citizens of other nations, as well environmental justice issues that permeate American history issues in post-WWII America. Finally, we will also examine how race and power influence and are influenced by events and forces throughout American history. This course is about history, but it will invite you to think about the future of America and the world from a historical perspective.

Learning Objectives: 1 (adapted from a syllabus from Professor Natalie Mendoza)

Knowledge:
1. Understand and describe the major events, ideas, people, and places in American history post-1865.
2. Discuss the major themes and essential questions in American history post-1865.

Skills:
3. Critically read and write about secondary sources.
4. Critically read and write about primary sources.
5. Be able to analyze historical issues for context, causation, contingency, change over time, and complexity.

Application:
6. Construct a historical argument that interprets and analyzes primary and secondary sources.
7. Investigate the relevance and value of history beyond this course.

Readings: You are responsible for materials covered in lectures, discussions, and readings. Lectures are designed to supplement the assigned readings and discussion is intended to critically engage with primary source and secondary readings. In other words, readings are important - if you wish to do well in the course, doing the readings in a thoughtful and critical manner is a wonderful decision for you to make.

Required Readings:
- American Yawp Primary Sources: [http://www.americanyawp.com/reader.html](http://www.americanyawp.com/reader.html)

There will be periodic articles and supplementary primary sources - they will be posted on Canvas. Please make sure you have logged into your account and are registered for the course. Updates to the readings on Canvas supersede the readings listed on the syllabus.

Assignments:

NOTE: An F on any single component of the course is grounds for an F for your final semester grade.

1. Attendance: Attendance is required in order to pass the class. Attendance in lecture and discussion is required and all assignments must be completed in order to receive a passing grade. Should you miss a class, it is your responsibility to catch yourself up by contacting the professor and obtaining lecture notes from your fellow classmates. You are allowed two (2) absences, no questions asked. After that, please contact me ahead of time. Unexcused absences beyond the initial two will result in a half of letter grade reduction in final class grade. I.e. 1 extra absence would take a B+ to a B. Attendance is important because in class we will be discussing causes, consequences, people, dates, and events that will inform your papers, assignments, midterm, and final.

2. In-class discussion assignments/small homework: These will be small in-class assignments intended to facilitate discussion and critical engagement with the readings and lecture topics. These will include reading questions brought to class, in-class "sticky note" assignments, and short response paragraphs. 10% of final grade.

3. Précis: Throughout the semester, you will be required to do short source analysis and reaction papers. Each précis is only one or two paragraphs, with the expectation that these paragraphs are well-written and demonstrate thoughtful engagement with the sources. In other words, you will demonstrate that you understand the historical context surrounding the source, can summarize the source, and can evaluate the source for usage as historical
evidence. These assignments will ask you to contextualize, summarize, and evaluate the sources. I will provide detailed instructions the first week of class. There will be nine (9) précis assigned throughout the semester - the lowest grade will be dropped at the end of the semester. These assignments will be used to practice forming thesis statements, using evidence in a history paper, and responding and analyzing primary sources. 25% of final grade.

4. Reading Quizzes: Each week there will be a short quiz, 3-4 multiple-choice and short answer questions, due on Canvas over the assigned readings for the week. These will be due Tuesday before class. The lowest quiz score will be dropped at the end of the semester. Quizzes may be made up only if students have made prior arrangements with the professor. There will be 12 reading quizzes. 20% of final grade.

5. Midterm Exam: This exam will consist of small identification, multi-choice, and short answer questions, with one or two essay response question. The midterm must be taken in order to receive a passing grade for the course. 20% of final grade.

6. Final: The final will consist of an “unessay” research project or a traditional paper. More detailed instructions will follow at a later date but the assignment is, basically, an opportunity to demonstrate your understanding of causes and consequences throughout history and engage in primary source analysis. Because of the open-ended nature of the final, you will have the opportunity to, in collaboration with the professor, construct your own rubric. Project proposals and rubrics will be due ahead of time and must include a central research question. 25% of final grade (5% project proposal, 5% rubric and outline, 15% final product).

7. Late Work: You have one “freebie” late work pass to use on any assignment, at any time in the semester. After that, you have 3 days to turn in late work, with 30% deduction for every 24 hours the assignment is late. Work will not be accepted after the 3 days. However, I understand life happens and so if something catastrophic happens, please email me BEFORE the assignment is due and we will see what we can do to help you.

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2 This final is inspired in part from Professor Chris Jones’ work and others.
8. **Extra Credit:** You will have limited opportunities for extra credit over the semester, which I will tell you about as they arise. You can turn up to 3 extra credit assignments and each extra credit opportunity will count for up to 1% of the final grade. Please note you cannot turn in extra credit 3 weeks before the final is due.

**Units/Weekly Planning with Readings:**

**Please note the readings might change – I will alert you over Canvas and/or email.**

**Please be sure to check both platforms**

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<th>Week 1</th>
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• Patrick Rael, *Writing and Reading History*, Section 2: pgs 13-23 (on Canvas) | |
| Day 2  | Civil War “Catch-Up” | • American Yawp, Chapter 14 "The Civil War," Sections I - V.  
• Primary source "Alexander Stephens on Slavery and the Confederate Constitution, 1861" on American Yawp reader, CH. 14. | Complete Syllabus review online by Friday at 5pm. |

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<th>Week 2</th>
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<td>Day 3</td>
<td>End of the War?: Beginning of Reconstruction</td>
<td>• Yawp, Chapter 15, &quot;Reconstruction&quot; Sections I – VII.</td>
<td>Reading Quiz due by 12pm on 1/21 before class.</td>
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| Day 4  | Reconstruction Continued | • Ch 15 Primary Source: Jourdan Anderson "Writes his former master," 1865,  
• "Mississippi Black Codes, 1865,"
• Frederick Douglass "On Remembering the Civil War, 1877," | Précis #1 due on a selected primary source by Friday at 5pm. |
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<th>Week 3</th>
<th>Topic</th>
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| Day 5 | Greater Reconstruction and the American West | • American Yawp Chapter 17, "Conquering the West" Section I.  
• Hernandez, *City of Inmates*, introduction and chapter 1,  
• American Yawp Chapter 17, "Conquering the West" Section II – VI. | Reading Quiz due by 12pm on 1/28 before class. |
| Day 6 | Resistance to Greater Reconstruction | • American Yawp Chapter 17, "Conquering the West"  
• American Yawp Ch 17 Primary sources:  
• Turning Hawk and American Horse on the Wounded Knee Massacre (1890/1891)  
• Tom Torlino (1882, 1885) | Précis #2 due on a selected primary source by Friday at 5pm. |

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<th>Week 4</th>
<th>Topic</th>
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| Day 7 | Growth and Labor in the Gilded Age | • American Yawp Chapter 18 "Life in Industrial America" Sections I – II.  
• American Yawp Chapter 16 "Capitol and Labor" Sections I – V,  
• Hernandez, *City of Inmates*, chapter 2. | Reading Quiz due by 12pm on 2/4 before class. |
| Day 8 | Gilded Age Cont. | • American Yawp Chapter 16 Primary Sources: Carnegie, "Gospel of Wealth" 1889,  
"Tournament of Today" 1883, "Lawrence Textile Strike" 1912. | Précis #3 due on a selected primary source by Friday at 5pm. |
### Week 5

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| 9       | Immigration and Imperialism | - American Yawp Chapter 18 "Life in Industrial America” Section III.  
          |                        | - American Yawp Chapter 19 "American Empire" Sections I – V.            | Reading Quiz due by 12pm on 2/11 before class.       |
          |                        | - American Yawp Chapter 18 Primary Sources: Rudyard Kipling,  
          |                        |   “The White Man’s Burden” (1899),  
          |                        |   James D. Phelan, “Why the Chinese Should Be Excluded” (1901),  
          |                        |   Mark Twain, “The War Prayer” (ca.1904-5), School Begins (1899). | Précis #4 due on a selected primary source by Friday at 5pm. |

### Week 6

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<th>Day</th>
<th>Topic</th>
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| 11      | Progressivism | - American Yawp Chapter 20 "The Progressive Era" Sections I – V.  
          |         | - Hernandez, *City of Inmates*, Chapter 4.                               | Reading Quiz due by 12pm on 2/18 before class.       |
| 12      | WWI     | - American Yawp, Chapter 21 "World War 1 & Its Aftermath" Sections I – IX., | Study for the Midterm – show completed study guides in class |
### Week 7

#### Topic
- **Day 13**
  - **2/25**
  - The Long Story of Jim Crow

#### Readings
- American Yawp, Chapter 18 "Life in Industrial America – Section IV: The New South and the Problem of Race"
- American Yawp, Chapter 20 "The Progressive Era – Section VI: Jim Crow and African American Life,"
- American Yawp Chapter 22 "The New Era – Section VI: "The New Negro" and Section IX "Rebirth of the Ku Klux Klan,"

#### Assignment
- Reading Quiz due by 12pm on 2/25 before class.

#### Topic
- **Day 14**
  - **2/27**
  - Great Depression and New Deal

#### Readings
- American Yawp Chapter 22 "The New Era – Section III"culture of consumption,"
- American Yawp Chapter 23 "The Great Depression – Sections I – III.
- American Yawp Chapter 23 "The Great Depression" – Sections IV –XIV.

#### Assignment
- Précis #5 on student-selected primary source. Schedule meeting to review project ideas and rubrics guidelines.

### Week 8

#### Topic
- **Day 15**
  - **3/3**
  - Great Depression and New Deal

#### Readings
- Hernandez, City of Inmates, chapter 5,
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<th>Day 16</th>
<th>Midterm</th>
<th>NA</th>
<th>Midterm in Class</th>
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<th>Week 9</th>
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<tr>
<td>Day 17</td>
<td>WWII</td>
<td>• American Yawp Chapter 24 &quot;World War II - Sections I-V.&quot;</td>
<td>Reading Quiz due by 12pm on 3/3 before class.</td>
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| Day 18 | WWII Homefront and Civil Rights | • American Yawp Chapter 24 "World War II" – Sections VI – XI.  
• American Yawp Chapter 24 "World War II" primary source: Charles A. Lindbergh, “America First” (1941),  
• FDR, Executive Order No. 9066 (1942),  
• Declaration of Independence of the Democratic Republic of Vietnam (1945),  
• Tuskegee Airmen (1941) | Précis #6 over (2) student-selected primary sources OR recent Hernandez chapter.                                                                 |                                                                             |
| 3/5    |                              |                                                                                                                                                                                                         |                                                                             |

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<th>Week 10</th>
<th>Topic</th>
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| Day 19  | Containment and Cold War     | • American Yawp Chapter 25 "The Cold War" - sections I - III.  
• American Yawp Chapter 25 "The Cold War" - sections IV - VI. | Reading Quiz due by 12pm on 3/10 before class.                                    |
| 3/10    |                              |                                                                                                                                                                                                         |                                                                             |
| Day 20  | Atomic Age and the American Homefront | • American Yawp Chapter 25 "The Cold War" primary sources: Joseph McCarthy on Communism (1950),  
• Woody Guthrie, “This Land” (1940-1945),  
• Dwight D. Eisenhower, “Atoms for Peace” (1953),  
• Atomic Energy Lab 1951-1952, | • Précis #7 over 3 of the primary sources.  
• Final project proposal due - 1-2 pages. |                                                                             |
### Week 11

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<th>Day 21</th>
<th>Topic</th>
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| 3/17    | The Long Civil Rights Movement | • American Yawp Chapter 26 "The Affluent Society" Sections I - IV.  
          |                                 | • Hernandez, *City of Inmates*, Chapter 6 and conclusion                | Reading Quiz due by 12pm on 3/17 before class.     |
| Day 22  | The Long Civil Rights Movement | • American Yawp Chapter 27 "The Sixties" Sections I, III, VI, VII.  
          | 3/19                            | • American Yawp Chapter 26 "The Affluent Society" primary sources:  
          |                                 | • Migrant Farmers and Immigrant Labor (1952),  
          |                                 | • Hernandez v. Texas (1954),  
          |                                 | • Brown v. Board of Education of Topeka (1954),  
          |                                 | • Little Rock Rally (1959),  
          |                                 | • American Yawp Chapter 27 "The Sixties" primary sources:  
          |                                 | • Lyndon Johnson on Voting Rights and the American Promise (1965),  
          |                                 | • Selma March (1965),  
          |                                 | • LBJ and Civil Rights Leaders (1964),  
          |                                 | • Women’s Liberation March (1970)  
          |                                 | • *Enviro Justice reader*,  
          |                                 | • Pt2: 89-105                   | Précis #7 over ALL the primary sources and Hernandez readings |

**Spring Break!**

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<th>Day 22</th>
<th>Activism and the Unraveling</th>
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| 3/31   | American Yawp Chapter 27 "The Sixties" Sections - V.  
|        | American Yawp Chapter 28 "The Unraveling" Sections I - II.  
|        |Enviro Justice reader, 121-142.  
|        | Reading Quiz due by 12pm on 3/31 before class.  |

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<th>Day 22</th>
<th>Vietnam</th>
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|        | Précis #8 over all the primary sources.  
|        | Rubric due for final.  |

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<th>Week 13</th>
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| Day 23  | Long Rise of Conservatism and Neoliberalism | American Yawp Chapter 28 "The Unraveling" Sections III - IX.  
| 4/7     |       | American Yawp Chapter 29 "The Triumph of the Right" Sections I - X  
|         |       | Reading Quiz due by 12pm on 4/7 before class.  |

| Day 24  | Long Rise of Conservatism and Neoliberalism | American Yawp Chapter 30 "The Recent Past" Sections I - II,  
|         |       | Rough outline due for final.  |

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<th>Week 14</th>
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| Day 25  | Race, Class, and the American Economy in the 2000s | American Yawp Chapter 30 "The Recent Past" Sections III - IV,  
| 4/14    |       | American Yawp Chapter 30 "The Recent Past" Sections V - VII,  
|         |       | Enviro Justice reader, 226, 254-255.  
|         |       | Reading Quiz due by 12pm on 4/14 before class.  |
- Read “The Case for Reparations” by Ta-Nehisi Coates | Précis #9 - 1-2 page thought piece or reaction paper to website, Coates, and *Inequality for All.* |

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<td>Day 28 4/23</td>
<td>Work Day for the Final</td>
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****Final Presentations****  
TBD – In class
Important Information:

Accommodations
Your success is important to me. We all learn in different ways and if there are aspects of this course that present barriers to your learning, please let me know as soon as possible. Together we’ll develop strategies that can enable you to succeed in this class. If you need official accommodations, you have the right to have these met, so it’s best to notify me as soon as possible. There are also a variety of services on campus designed to help you succeed - the Student Academic Success Center and the Writing Center are great places to start. I also encourage you to visit the Office of Disability Services if you wish.

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.

Faculty will honor your request to address you by an alternate name or gender pronoun. Please advise faculty of this preference early in the semester so that they may make appropriate changes to their 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. Please inform me by the end of the second week of the semester if you need any accommodations for religious observances. See the campus policy regarding religious observances for full details.
Plagiarism
Plagiarism—submitting any part of someone else’s work as your own—will not be tolerated. A single instance of plagiarism will earn you a 0 on that assignment and an F in the course. It may also lead to further disciplinary actions by University, including expulsion from CU.

For more on plagiarism and its definition, please see the American Historical Association Website (http://www.historians.org/governance/pd/Curriculum/plagiarism_defining.htm). Quoting from this website and the AHA Statement on Standards of Professional Conduct, plagiarism comprises “the appropriation of ‘the exact wording of another author without attribution,’ and the borrowing of ‘distinctive and significant research findings or interpretations’ without proper citation.”

For the purposes of this course, plagiarism also includes the resubmission of work that you have written, in whole or in part, for another class. All relevant CU policies concerning plagiarism and academic misconduct apply to this course.

Media & Technology in the Classroom

The use of laptop computers for the purposes of taking notes, completing course exercises, or viewing an electronic reading is reasonable. Using computers, cell phones, tablets, or similar devices for other purposes is not allowed, although we may incorporate them in class as needed. Non-class usage is strongly discouraged and you may lose participation points.