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 primary sources, how they construct arguments and critique the arguments of others, 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 1.1)
- 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 conceptual foundations across the semester. (SLOs 1.4, 2.1-4)
- Third, you should gain the skills needed to begin to work critically with **primary sources** (SLO 1.2). Primary sources are materials produced in the past 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.
- 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. (SLOs 4.2-3) You should also learn how to assess the **historical arguments of other scholars**
(which we call secondary sources) with attention to how they are constructed and how logical their interpretations are. 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. **(SLOs 3.1-4)**

- Finally, you should come away from this course with an enhanced **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. **(SLOs 5.1-3)**

The study of history is not 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 Textbook**

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

- **Eric Foner, Give Me Liberty! An American History, Volume 2** (I have ordered the abbreviated Seagull sixth edition, but you are free to order/use an earlier edition, an ebook edition, etc.)

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 lectures and text, although 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 exam. 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 40 times and you attend 36 times, you will get a 90% for your attendance grade). **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 integral 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.

**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 to participate in 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 provide you with essay prompts or questions that will require you to build an interpretation in answer to the question. A few rules apply to these 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 prior to 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 must be submitted through Canvas prior to recitation meetings, where they will be automatically checked for originality using the “Turnitin” feature. **We also ask you to bring a paper copy to class.**

- When we tally your final reaction essay grade for the course, we will count your 10 best essay grades out of the 12 assigned (there are only 11 assigned essays, but #8 will count for double credit). Importantly, we will only drop grades for essays you hand in; if you fail to hand in an essay and receive a 0 as a result, that will remain.

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. If you have a question about a grade, please speak with your recitation leader first. If that discussion does not resolve the issue, 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 Monday and Wednesday afternoons. 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, unless you have an accommodation from Disability Services. 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!
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Read</th>
<th>Recitations</th>
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<tbody>
<tr>
<td>January 13</td>
<td>The View from Gettysburg</td>
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<tr>
<td>January 15</td>
<td>Reconstruction</td>
<td>Read: <em>Give Me Liberty!</em>, Chapter 15</td>
<td>Course Introduction</td>
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<td>January 20</td>
<td>NO CLASS – MLK Day</td>
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<td>January 22</td>
<td>Redemption</td>
<td>Read: Nicholas Lemann, “Prologue,” <em>Redemption: The Last Battle of the Civil War</em>: 3-29 (Canvas)</td>
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<td>January 27</td>
<td>Two Views of the Plains Indian Wars</td>
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<td>January 29</td>
<td>Chicago: Nature’s Metropolis</td>
<td>Read: <em>Give Me Liberty!</em>, Chapter 16</td>
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<td>February 3</td>
<td>Populism and the Decline of Popular Politics</td>
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<td>February 5</td>
<td>The Industrial Revolution</td>
<td>Read: <em>Give Me Liberty!</em>, Chapter 17</td>
<td>“Source Set: Labor and Populist Manifestoes” (Canvas)</td>
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<td>February 10</td>
<td>The New South and the Rise of Jim Crow</td>
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<td>February 12</td>
<td>Immigration</td>
<td>Read: <em>Give Me Liberty!</em>, Chapter 16</td>
<td>“Source Set: Historians on Confederate Monuments” (Canvas)</td>
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<td>February 17</td>
<td>Midterm Exam I</td>
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<td>February 19</td>
<td>The Progressive Era</td>
<td>Read: <em>Give Me Liberty!</em>, Chapter 18</td>
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<td>March 2</td>
<td>The 1920s</td>
<td>Read: <em>Give Me Liberty!</em>, Chapter 20</td>
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<td>March 4</td>
<td>The Great Depression</td>
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<td>March 9</td>
<td>The New Deal</td>
<td>Read: <em>Give Me Liberty!</em>, Chapter 21</td>
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<tr>
<td>March 11</td>
<td>World War II</td>
<td>Read: <em>Give Me Liberty!</em>, Chapter 22</td>
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Recitations Edward Lilenthal, “Anatomy of a Controversy.” (Canvas)

Reaction Essay #7 Due

March 16 Catch Up/Review
March 18 Midterm Exam II
Recitations Exam Week – No Recitations

March 23-27 SPRING BREAK

March 30 The Cold War Emerges
Read: Give Me Liberty!, Chapter 23
April 1 The Affluent Society
Read: Give Me Liberty!, Chapter 24
Recitations Read: Math 254 Essays (on Canvas)
Complete worksheet – no reaction essay due

April 6 The Civil Rights Movement – Part I
April 8 The Civil Rights Movement – Part II
Recitations Math 254 Essays continued
Reaction Essay #8 Due (2 pages – will count for double credit)

April 13 Liberalism and the 1960s
Read: Give Me Liberty!, Chapter 25
April 15 Vietnam: America’s Longest War
Recitations Read: Tim O’Brien, “How to Tell a True War Story.” (Canvas)
Reaction Essay #9 Due

April 20 Feminism and the Sexual Revolution
April 22 The 1970s
Read: Give Me Liberty!, Chapter 26
Recitations Joanne Meyerowitz, “Beyond the Feminine Mystique” (Canvas)
Reaction Essay #10 Due

April 27 Morning in America? Ronald Reagan and the Rise of Conservatism
April 29 From the Cold War to the Clash of Civilizations
Read: Give Me Liberty!, Chapters 27-28
Recitations Read: Michael Ignatieff, “The Burden” (Canvas)
Reaction Essay #11 Due

Final Exam Monday, May 4, 4:30-7:00

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. For more information, see the policies on classroom behavior and the Student Code of Conduct.

Preferred Student Names and Pronouns
CU Boulder recognizes that students’ legal information doesn’t always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors’ class rosters. In the absence of such updates, the name that appears on the class roster is the student’s legal name.

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 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, or 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 contact me if religious observances will require you to miss classes, exams, or course work and we can make alternative arrangements. See the campus policy regarding religious observances for full details.
Department of History Student Learning Objectives

Preamble: To study history is to develop a disciplined way of making sense of the world by inquiring about the past. The History Department has identified a common set of learning objectives that are crucial components of historical thinking. No single course will attend to all of the objectives listed below. Instructors identify learning goals specific to the course they are teaching, and so each course will reflect a unique combination of these broader objectives. However, taking multiple courses at increasing levels of difficulty during your time at CU Boulder will allow you to develop your proficiency in historical literacy—the substantive knowledge, skills, concepts, methods, and habits of mind specific to the discipline of history. These skills build upon and add to critical thinking skills shared across multiple disciplines, such as attentive reading, engaged discussion, recognition of multiple perspectives, and effective writing. Mastering each cluster of historical elements will allow you to develop a portfolio of analytical and communication skills that will serve you in and beyond the discipline.

SUBSTANTIVE ESSENTIALS

What do we know about the past? How do we interpret it?

1.1 Facts: Call upon substantial factual knowledge about the past.
1.2 Evidence: Understand that history is an evidence-based discipline that requires identifying reliable sources of information.
1.3 Questions: Ask rigorous and open-ended questions of historical evidence in order to interpret what happened in the past.
1.4 Context: Establish relevant context to relate historical facts and/or evidence to the time and place of their original existence.

CONCEPTUAL FOUNDATIONS

What foundational concepts frame how we think about the past? How do we analyze historical change?

2.1 Change over time: Understand how change over time, and continuity, shape narratives of the past.
2.2 Causation: Account for causation in explanations of historical change.
2.3 Contingency: Consider historical change as never preordained but dependent upon a set of prior conditions, actions, and events in human societies and the non-human world.
2.4 Complexity: Treat historical change as complex and not easily reduced to simple explanations or single variables.

ANALYSIS OF HISTORICAL NARRATIVE

How do we assess accounts of history? How do we engage in scholarly conversation about the past?

3.1 Argument: Recognize historical narrative as a form of argument, built from evidence and interpretation and open to rigorous questioning and critique.
3.2 Sources: Assess authors’ interpretations of sources (primary and secondary) as evidence in their historical narratives and arguments.
3.3 Methods: Identify how historians have used various sources and methodological traditions, including those drawn from other disciplines where relevant, to build their interpretations.
3.4 Historiography: Evaluate historical argument as part of a larger historiographical conversation among scholars who offer multiple and changing interpretations.
PRODUCTION OF HISTORICAL KNOWLEDGE

How do we develop arguments about the past? How do we share historical narratives?

4.1 Research: Conduct historical research, which includes: navigating libraries, databases, and archives; identifying, locating, and managing sources; and summarizing significant amounts of information.

4.2 Explain: Build historical explanations by evaluating, interpreting, and synthesizing historical evidence, and applying relevant theory and methods.

4.3 Express: Share historical knowledge and argument through written, oral, digital, and/or other forms of expression.

HISTORY AND PERSPECTIVE

Why do multiple perspectives matter to interpreting history? How can history help us to understand the present world?

5.1 Global Literacy: Develop in-depth knowledge of multiple regions, countries, cultures, and communities across the world, and the factors that have shaped their historical interactions and interconnections, sometimes at a global scale.

5.2 Diversity: Identify relevant categories of analysis to frame and explore questions that aim to deepen our understanding of the complexity, richness, diversity, and power dynamics within human experience in the past and present.

5.3 Public Application: Apply historical knowledge, skills, and habits of mind to the problems of the present world.