

HIST 1025-300E

U.S. History Since 1865

Fall 2014

Wed. 6pm-8pm and Online

Hellems 229

Instructor: Lindsey Batchman

Office Hours: Wed. 5pm-5:45pm, Buchanan's Coffee Pub (1301 Pennsylvania Ave., on western border of main campus) and by appointment

E-mail: Lindsey.Batchman@colorado.edu

Welcome to History 1025! This is a hybrid course, meaning that part of the work will be done when we meet in-person as a class on Wednesday evenings, and the rest will be done online. The purpose of this course is twofold. First, it will present a factual and interpretive account of the development of the United States and what it means to be an American from the end of the Civil War up to the present. We will study social, cultural, political, and economic changes in American life over the last century and a half, including the rise of industrial capitalism and modern cities, the growth of immigration, the Great Depression, the women's rights and civil rights movements, two world wars and the Cold War, the expansion of the United States into a global superpower, and the ongoing invention of new technologies and new ideas. We will emphasize the importance of context, connections, and causality in making sense of America's past. What will be the story of American history for *you*, as you come to interpret it for yourself and assign it meaning? A theme running throughout the course will be the changing definition of who "counts" as an American. How, over time, have some people been included and others excluded from enjoying the full rights and responsibilities of American citizenship? How does this historical interplay between liberty, equality, and power continue to shape American identity and society in the present day? The second objective of this course is to help you develop critical thinking skills – in particular, you will learn to "think like an historian." We will practice the methods of historical analysis and interpretation to ask and answer meaningful questions, drawing on a variety of source materials to do so. Finally, you will learn how to formulate persuasive, evidence-based arguments, both orally and in writing. Effective reading, writing, and speaking skills are some of the most important things you will learn in college – this class is intended to help you get there.

Required Books:

James L. Roark, et al. *The American Promise: A Concise History, Volume 2: From 1865* (Boston: Bedford/St. Martin's, 2014).

Michael P. Johnson, ed. *Reading the American Past, Volume 2: From 1865, Selected Historical Documents* (Boston: Bedford/St. Martin's, 2012).

John Hollitz, *Thinking Through the Past: A Critical Thinking Approach to U.S. History, Volume II: Since 1865* (Stamford, CT: Cengage Learning, 2014).

All readings are available for purchase at the CU Bookstore. They are also available online.

Course Requirements:

1. Active in-class participation: 25%
2. Written homework assignments: 35%
3. Textbook quizzes (12 total, but lowest 2 scores dropped): 15%
4. Midterm Essay: 10%
5. Final Exam: 15%

Grading:

- **Attendance:**

We will only have fourteen class meetings this semester, so I will be taking attendance every week. You are **allowed TWO unexcused absences**. After that, you will incur a full letter reduction in your overall course grade. Please note that missing a class does not excuse you from submitting written assignments on time. If you must be absent, you are still expected to turn in your homework to me electronically by the due date. No credit can be given for participation in that week's in-class discussion if you are absent. If you know ahead of time that you will need to be out of town or miss class for a school-related event, or if you run into an unexpected emergency that will preclude you from attending class, please let me know as soon as possible.

- **Online and in-class Participation – Reading Quizzes, Group Work, Homework, and Meaningful Contribution to Discussions:**

Active participation in class discussions – both online and in-person - is required to pass this class. Readings and film-clip viewing must be completed by the day that they are listed on the syllabus, so that you are able to complete the homework and are prepared to engage productively with your fellow students in lively class discussions. There will be weekly reading quizzes on the assigned textbook material to ensure that everyone is keeping up with the textbook, for it will provide a necessary chronology and context. Please note that there will be NO make-up reading quizzes. Primary documents will serve as the major resource in making our weekly historical investigations through a variety of assignments and must therefore be read BEFORE attempting to complete these assignments. All homework assignments must be typed in standard, 12-pt. Times New Roman font, with 1-inch margins. Your participation in online discussions will be graded on the quantity and quality of your contributions (stating “I agree with so-and-so” does not contribute anything meaningful to the conversation, you must explain why and justify your position with evidence). Written papers and online posts will be graded on a 3-2-1-0 scale, as follows: 3 (exceeds expectations), 2 (meets expectations), 1 (does not meet expectations), 0 (incomplete).

- **Midterm Essay Exam and Final Exam:**

There will be a take-home essay exam due on D2L by 11:59pm on Sunday, October 5. Each student will write a 5-pg. typed essay in response to the question listed on the class meeting schedule below. You are to choose a position in response to the given question, and defend your choice by using direct evidence from primary sources to write a persuasive argument articulating your position. There will be a final bluebook exam (format TBD) in class on Wednesday, Dec. 10.

- **Emails:**

I will do my best to respond to all e-mails in a timely fashion. I also encourage each one of you to meet with me during office hours to discuss any questions or concerns that you may have, or just to bounce ideas off of as you process the weekly material.

Weekly Reading/Viewing Assignments: Dates and readings are subject to change, with advance notice. Note that some weeks require heavier reading than others; please plan accordingly. Texts are identified in the schedule as follows:

- 1) FILM/ARTICLE – video, film-clip, or a supplementary article/chapter to introduce you to a topic and to spark questions for further analysis
- 2) TXTBK – textbook, to provide chronology, context, and content: *The American Promise*
- 3) HOLLITZ – methods book, to teach skills of historical analysis: *Thinking Through the Past*
- 4) DOCS – primary document reader, to provide raw material for analysis and interpretation, *Reading the American Past*

WEEK 1: Introduction to the Course

***In class* - Sept. 3 (Wednesday night):**

- Discussion: What is history? Why study it?
- Review syllabus

WEEK 2: The South “Reconstructed”?

***Before* class (Sunday-Wednesday):**

- Watch FILM: “Rise and Fall of Jim Crow, Part 1” (17 mins)
<https://www.youtube.com/watch?v=xSOBCNQTPY>
- After watching the film, write 3 thoughtful, substantive questions to delve deeper into this week’s topic/era – post on the D2L discussion board by 12pm on **Wed., Sept. 10.**
- Read TXTBK: Chapter 16

***In class* – Sept. 10 (Wednesday night):**

- Quiz on textbook reading
- Group work and Class discussion on Hollitz, Chapter 1: “Historians and Textbooks: The ‘Story’ of Reconstruction”

***After* class (Wednesday-Sunday):**

- With the lesson from Hollitz in mind, use your own analysis and interpretation of the secondary materials (the film and textbook) to answer 3 of the questions posted by your colleagues on D2L. Post your answers on the D2L discussion board by 11:59pm on **Sunday, Sept. 14.**

WEEK 3: Gilded Age Industrialization, East AND West

***Before* class (Sunday-Wednesday):**

- Think about the following two questions as you read the material this week:
 - 1) How does popular mythology about life in the West compare with the reality of Western life and development in the late-nineteenth century?
 - 2) Should big business leaders in the Gilded Age be remembered as “captains of industry” or as “robber barons”?
- Read TXTBK: Chapter 17 and Chapter 18 (*If desired, collaborative reading may be useful here; for example, one partner reads Ch. 17, the other Ch. 18, and then exchange your notes.)

***In class* - Sept. 17 (Wednesday night):**

- Group work and Class discussions on Hollitz. Half of each group will read and discuss Hollitz, Chapter 2: “Using Primary Sources: Industrialization and the Condition of Labor”; the other half of each group will read Hollitz, Chapter 3: “Evaluating Primary Sources: ‘Saving’ the Indians in the Late Nineteenth Century.”

***After* class (Wednesday-Sunday):**

- Read DOCS: Chapter 17 – OR – Chapter 18, depending on which ONE of the above two questions you choose to answer in a written assignment for this week, as follows: Combine your own analysis and interpretation of the primary documents with the information that you have gleaned from the secondary materials (Hollitz and the textbook), to synthesize what you know about industrialization in the East and West. Then write a concise yet persuasive 1-pg. response to ONE of the questions above. Due in the Dropbox on D2L by 11:59pm on **Sunday, Sept. 21.**

WEEK 4: The Labor Wars and Turbulent 1890s

***Before* class (Sunday-Wednesday):**

- Watch FILM: a short film-clip on the origins of Labor Day in the U.S.: “Labor Day’s Violent Beginnings,” (2 ½ mins) <http://www.youtube.com/watch?v=xPhLKARAv4>
- Read TXTBK: Chapter 19 and 20 (*If desired, collaborative reading may be useful here; for example, one partner reads Ch. 19, the other Ch. 20, and then exchange your notes.)

***In class* - Sept. 24 (Wednesday night):**

- Quiz on textbook reading
- Group work and Class discussion on Hollitz, Chapter 4: “Evaluating a Historical Argument: American Manhood and Philippine Annexation”

***After* class (Wednesday-Sunday):**

- Read your choice of three chapters in *How the Other Half Lives*, written by the photojournalist Jacob Riis in 1890. (FYI: Riis’s “chapters” are short, most are only a few pages each.) Then write a 2-pg. analysis of your selections, answering the following questions: What was Riis’s argument? How did he use text and image to convince his audience to share his perspective? Find the full text of *How the Other Half Lives* here: <http://www.authentichistory.com/1898-1913/2-progressivism/2-riis/>. Due in the Dropbox on D2L by 11:59pm on **Sunday, Sept. 28.**

WEEK 5: The Progressive Response

***Before* class (Sunday-Wednesday):**

- Watch FILM: “Triangle Fire” (1 hr) <http://www.pbs.org/wgbh/americanexperience/films/triangle/player/>
- Visual analysis exercise: after watching the film, write a concise (max. one page) summary of the argument and key points presented in the documentary, as well as an assessment of the documentary’s usefulness (ie, its strengths and weaknesses) as an historical source. Due to me on D2L by **12pm on Wed., Sept. 10**
- Read TXTBK: Chapter 21

***In class – Oct. 1 (Wednesday night):**

- Group work and presentations on primary documents from the Progressive Era found in Chapter 21 of DOCS (bring this book to class with you)

***After class* (Wednesday-Sunday):**

- **TAKE-HOME MIDTERM EXAM:** Write a persuasive, evidence-based essay of 3-4 typed pgs. in response to the following question: Has rapid industrialization between 1865-1915 (a period extending from the end of the Civil War through the Gilded Age and Progressive Era) been a blessing or a curse for Americans? This essay must include a clear thesis and should demonstrate two main things: 1) your content knowledge of the first fifty years covered in this course and your ability to understand context, make connections, and determine causality in the story of American history between 1865-1915; and 2) your skills in analyzing, interpreting, and synthesizing historical evidence (including primary and secondary sources) to make a concise and coherent argument. Make sure that you follow proper citation format as described in *The Chicago Manual of Style*. See http://www.chicagomanualofstyle.org/tools_citationguide.html. Due in the Dropbox on D2L by 11:59pm on **Sunday, Oct. 5.**

WEEK 6: World War I: A “great” war?

***Before class* (Sunday-Wednesday):**

- Read TXTBK: Chapter 22
- Read the assigned primary documents for your group in the debates on Oct. 8 (these will be assigned and posted on D2L ahead of time)

***In class* - Oct. 8 (Wednesday night):**

- DEBATES on continuing WWI-era battles at home, as America moved into the 1920s:

(A) Prohibition: Yay or Nay?

(B) Johnson-Reid Act of 1924 (immigration restriction): Yay or Nay?

***After class* (Wednesday-Sunday):**

- No additional assignments – begin reading for next week

WEEK 7: The 1920s: Roaring or Reactionary?

***Before class* (Sunday-Wednesday):**

- Read supplementary ARTICLE: “Introduction,” from Lynn Dumenil, *Modern Temper: American Culture and Society in the 1920s* (13 pgs, posted on D2L)

- Read TXTBK: pgs. 620-640 (first part of Chapter 23)

***In class* - Oct. 15 (Wednesday night):**

- Quiz on textbook reading

- Group work and Class discussion on Hollitz, Chapter 6: “Ideology and History: Advertising in the 1920s”

***After class* (Wednesday-Sunday):**

- Read DOCS: Chapter 23. Using your analysis and interpretation of the documents, write a 1-pg. response to the following question: Was the decade of the 1920s a decade of innovation or a decade of conservatism? Think about what “becoming modern” meant in the 1920s, and what aspects of modernity were welcomed, resisted, or unrecognized. Due in the Dropbox on D2L by 11:59 pm on **Sunday, Oct. 19.**

WEEK 8: Great Depression...and the New Deal (Government to the rescue?)

***Before class* (Sunday-Wednesday):**

- Watch FILM: “The Crash of 1929” (1 hr.) <http://www.pbs.org/wgbh/americanexperience/films/crash/player/>

- After watching the film, write 3 thoughtful, substantive questions to delve deeper into this week’s topic/era – due on D2L by **12pm on Wed., Oct. 22**

- Read TXTBK: pgs. 640-648 (second part of Chapter 23) and Chapter 24

***In class* - Oct. 22 (Wednesday night):**

- Quiz on textbook reading

- Group work and Class discussion on Hollitz, Chapter 7: “History ‘From the Top Down’: Eleanor Roosevelt, First Lady”

***After class* (Wednesday – Sunday):**

- Read DOCS: Chapter 24

- Drawing on your own analysis and interpretation of the primary documents and secondary materials (the film and textbook), answer 3 of the questions posted by your colleagues on the D2L discussion board by 11:59pm on

Sunday, Oct. 26.

WEEK 9: World War II: The “Good War”?

***Before class* (Wednesday-Sunday):**

- Read TXTBK: Chapter 25

- Read selections from Studs Terkel, *An Oral History of World War Two: “The Good War”* (to be posted on D2L ahead of time)

***In class* - Oct. 29 (Wednesday night):**

- Quiz on textbook reading

- Group work and Class discussion on Hollitz, Chapter 8: “History ‘From the Bottom Up’: The Detroit Race Riot and Los Angeles Zoot Suit Riots of 1943”

***After class* (Wednesday-Sunday):**

- Read DOCS: Chapter 25

- Use your own analysis and interpretation of the primary documents and secondary sources for this week, to write a 1-pg. response to the following question: Was World War II “the good war?” Be sure to reference the documents when explaining your answer. Your response is due in the Dropbox on D2L by 11:59 pm on **Sunday, Nov. 2.**

WEEK 10: The Cold War and the “American Way” in the 1950s

***Before class* (Sunday-Wednesday):**

- Read TXTBK: Chapter 26 and Chapter 27 (*If desired, collaborative reading may be useful here; for example, one partner reads Ch. 26, the other Ch. 27, and then exchange your notes.)

***In class* - Nov. 5 (Wednesday night):**

- Quiz on textbook reading
- Group work and Class discussion on Hollitz, Chapter 9: “Popular Culture as History: The Cold War Comes Home”

***After class (Wednesday-Sunday):**

- Read DOCS: Chapter 26 - OR – Chapter 27, depending on which ONE of the following questions you choose to answer. Use these documents and your secondary sources for the week (Hollitz and the textbook) to construct a persuasive argument in response to ONE of the following:

1) Why was there a cold war? Did Russian aggression make conflict inevitable, or did the U.S. overreact to the battered Soviet Union’s quest for security? What was the effect of the Cold War on the worldview and psychology of American citizens?

2) Were the fifties really “Happy Days”, as a popular television show characterized the era, or is the period more accurately described as an era of psychological, social, and political tensions? Why do the fifties prompt (as they have) such nostalgia for poodle skirts, sock hops, drive-in movie theaters, stay-at-home moms, and Fourth of July parades? Consider the difference between popular memory and what we now know about life in 1950s America. Your 1-pg. response to #1 OR #2 is due in the Dropbox on D2L by 11:59pm on **Sunday, Nov. 9.**

WEEK 11: Civil Rights and Society in the 1960s: Reform and Rebellion

***Before class* (Sunday-Wednesday):**

- Read TXTBK: Chapter 28

***In class* - Nov. 12 (Wednesday night):**

- Quiz on textbook reading
- Group work and Class discussion on Hollitz, Chapter 10: “History and Popular Memory: The Civil Rights Movement”

***After class*: (Wednesday-Sunday):**

- Watch the following FILM CLIPS:

1) Clips from the 1988 Hollywood movie “Mississippi Burning,” based on the true story of the murder of three civil rights workers in Mississippi in 1964:

<http://www.youtube.com/watch?v=0gVlmenGrLc>

<http://www.youtube.com/watch?v=W5QmfT1Zpbce>

2) “Freedom Summer: Chapter 1” (9 mins)

<http://www.pbs.org/wgbh/americanexperience/films/freedomssummer/player/>

3) “What the 1960s Did to America” (first 20 mins only) <http://www.youtube.com/watch?v=Ls7LJ2Bk0LY>

Drawing on your own analysis, interpretation, and synthesis of the information you have gleaned from the assigned film clips, the textbook, and the Hollitz reading, write a 1-pg. response to the following questions: Were the sixties a decade of hedonism, or heightened social responsibility? Do the ideas of the 1960s still have relevance today?

Which changes initiated in the 1960s are still with us, if any? Due in the Dropbox on D2L by 11:59pm on **Sunday, Nov. 16.**

WEEK 12: Vietnam: An Unwinnable War

***Before class* (Sunday-Wednesday):**

- Read TXTBK: Chapter 29
- Read ARTICLE (actually a compilation of a short entry from each of 3 essays): “Vietnam: An Introduction,” from *Major Problems in the History of the Vietnam War*, ed. by Robert J. McMahon (14 pgs, to be posted on D2L). Then write a ½-pg. response to the reading, explaining which essay you most agree with, and why. Which argument do you find the most compelling? Post your paragraph on the D2L discussion board by **12pm on Wed., Nov. 19** Read your classmates’ responses before coming to class.

***In class* - Nov. 19 (Wednesday night):**

- Quiz on textbook reading
- Group work and Class discussion on Hollitz, Chapter 11: “Causation and the Lessons of History: Explaining America’s Longest War” and on the assigned article for this week

***After class (Wednesday-Sunday):**

- Read Hollitz, Chapter 12: “Gender, Ideology, and Historical Change: Explaining the Women’s Movement” on your own and submit your answers to the Dropbox on D2L by 11:59pm on **Sunday, Nov. 30.**

WEEK 13: NO CLASS – HAPPY THANKSGIVING!

WEEK 14: Rise of Conservatism

***Before class* (Sunday-Wednesday):**

- Read TXTBK: Chapter 30

***In class* - Dec. 3 (Wednesday night):**

- Quiz on textbook reading
- Group work and Class discussion on Hollitz, Chapter 13: “Why Historical Interpretation Matters: The Battle Over Immigration”

***After class (Wednesday-Wednesday):**

- Study for final exam, to be given in class on **Wednesday, Dec. 10.**

WEEK 15:

***In class* - Dec. 10 (Wednesday night): FINAL EXAM**

Additional Information:

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- Plagiarism:

“Plagiarism” is turning in someone else’s work as your own, or turning in work without proper acknowledgment of the sources of the content contained within the work. In other words, ALL writing must be in your own words and reflect your own thoughts -- not copied from another person’s work, or a published source, or taken from the internet. Plagiarism by copying from the internet, a book, another student, your mom, etc., will result in a failing grade for the course.

- Honor Code:

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy include cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council honor@colorado.edu, 303-725-2273. Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Additional information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html>

- Disability Statement:

If you qualify for accommodations because of a disability, please submit a letter to me from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Willard 322, or http://www.colorado.edu/disability_services/

- Decorum Statement:

Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to behavioral standards may be subject to discipline. Faculty have the professional responsibility to treat students with understanding, dignity and respect, to guide classroom discussion, and to set reasonable limits on the manner in which students express opinions. Additional information may be found at <http://www.colorado.edu/policies/classbehavior.html>

- **Religious Observance:**

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 have a potential class conflict because of religious observance, you must inform me of that conflict within three weeks of the start of classes. See policy details at http://www.colorado.edu/policies/fac_relig.html

- **Sexual Harassment:**

The University of Colorado Policy on Sexual Harassment applies to all students, staff, and faculty. Sexual harassment is unwelcome sexual attention. It can involve intimidation, threats, coercion, or promises, or create an environment that is hostile or offensive. Harassment may occur between members of the same or opposite gender and between any combination of members in the campus community: students, faculty, staff, and administrators. Harassment can occur anywhere on campus, including the classroom, the workplace, or a residence hall. Any student, staff, faculty member who believes he or she has been sexually harassed should contact the Office of Sexual Harassment (OSH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the OSH and the campus resources available to assist individuals who believe they have been sexually harassed can be obtained at <http://www.colorado.edu/odh/>