

HIST 1025 (001), American History since 1865 Spring 2012
Harding classroom, MWF, 11:00-11:50

Dr. Chris H. Lewis

Ph. 492-5878

Office: Sewall Hall 42 D

Office Hours: T 10:00-12:00, 1:00-3:00; Th 10:00-12:00, 1:00-2:00;
and by appointment

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Course Home Page: www.colorado.edu/AmStudies/lewis/1025/index.htm

Sewall Academic Mission: The primary goal of the Sewall Academic Program is to promote critical thinking within the framework of a liberal arts curriculum that emphasizes the interaction between history and culture. To meet this goal, the program offers small, seminar-style classes that foster analytical thought through reading, discussion, and written expression and that require active and consistent student participation.

Course Description: This course is a survey of American history from Reconstruction to the present. We will examine how industrialization, urbanization, and the emergence of the United States as a world power shaped modern America. The lives of European Americans, American Indians, African Americans, Asian Americans, and Chicanos and Latinos were transformed by the emergence of modern industrial America. Shaped by the meeting of diverse peoples and cultures, the United States is becoming a multinational society in a global industrial civilization.

Course Objective: The larger goal of this course is to teach you how to critically analyze, evaluate, and judge competing perspectives on American history, culture, and society. If you disagree with an argument or perspective, or find it biased or limited, then say so. If you find the reading difficult, confused, or pointless, then say so. But, in each case, you must be prepared to support your argument and larger conclusions.

Required Reading:

Hymowitz, Carol and M Weissman, [A History of Women in America](#)
Loewen, James, [Lies My Teacher Told Me](#) (2008 ed.)

Online Readings: Some of the assigned readings are on the course website in the daily class website links. You will need a password to access the readings: “cclewis” . These readings are “pdf documents” that you can read online or print out and read at your convenience.

Class Format: Interactive lectures and class discussions. We will use the course readings to study how American history and society is shaped by a series of individual and societal choices. History is not a story of automatic progress and development, but the result of individual and collective decisions to take one course instead of another. **Make sure you read the assigned readings before each class.** When you do the readings, always try to place them in their historical context and to gather evidence and examples to strengthen your essays and reaction papers.

Class Participation and Attendance : Because this is not a lecture course, **active class participation is very important.** Class participation and class attendance will be a large part of your grade (20 %). You must participate actively in class discussion in order to get a high participation grade.

Class attendance is required. There are **6 excused absences** for MWF classes. These absences are to be used for illness, business, tragedy, or when you just have the blues. If students miss class because of sickness, injury, and extraordinary circumstances, some of their absences will be excused on a case by case basis. A part from these exceptions, if you miss more than six classes for MWF classes, you will fail the class. **So please try to attend class regularly.**

Daily Class Reading Assignment: (See the work sheet at the back of this syllabus.) I require students to turn in a daily class reading assignment sheet at the end of each class. The purpose of this daily assignment is to make sure students are doing the daily reading assignments and coming to class with questions on the reading.

Grading: Grades will be based on class participation and attendance (20%), daily class reading assignments (25%), two take-home midterms (15% each), and a take-home final (25%). I reserve the right to give unannounced quizzes and assignments in class. Content will count most heavily in all written work, but grammar, spelling, and style will also affect your grade.

Course grades will be defined in these terms:

A—Excellent -- (Thoughtful, coherent, insightful, contributes)

B—Good -- (Knows material well, lacks depth, not outstanding)

C—Fair -- (Adequate, average, passing, little participation)

D—Poor -- (Little understanding, little effort, incoherent)

F—Fail -- (No evidence of understanding, no work, no learning)

Exams : Exams will be essay questions covering lectures, class discussion, and reading assignments. Your essays will be graded on how well you use historical arguments and examples from class discussion and the reading to support your thesis. Instead of memorizing the material, concentrate on learning how to use historical arguments and examples to address major themes in the struggle for freedom in American history and culture. If you keep up with the reading and take good class notes, you should have no trouble with the exams.

Disruptive Classroom Behavior : This is a college classroom. I will deduct points from your final class grade for behavior that is disruptive to the classroom learning environment. Disruptive behavior includes sleeping, using your cell phone,, surfing the web on your computer, playing computer games, checking your e-mail, checking your Facebook, sending and receiving text messages, twittering, listening to your MP3 player, watching DVDs or Netflix movies, reading newspapers, working on another class in this class, planning your day with your daytimer or Blackberry, etc. If after the student is warned, the disruptive behavior persists, I will ask them to leave the classroom for that day.

Classroom Behavior: Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to such behavioral standards may be subject to discipline. Faculty have the professional responsibility to treat all students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which they and their students express opinions. Professional courtesy and sensitivity are especially important with respect to individuals and

topics dealing with differences of race, culture, religion, politics, sexual orientation, gender variance, and nationalities. 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. See policies at

<http://www.colorado.edu/policies/classbehavior.html> and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

Incompletes : I will be very reluctant to give a grade of Incomplete (I). I assign incompletes only to students who have successfully completed most of the course work and who have been prevented by significant and unanticipated circumstances from finishing all of their assignment

Discrimination and Sexual Harassment: The University of Colorado at Boulder policy on Discrimination and Harassment

(<http://www.colorado.edu/policies/discrimination.html>), the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships applies to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>

University 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 may 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).

Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://www.colorado.edu/academics/honorcode/>

As faculty, students, and members of the University community, we value

honor, integrity, and morality. Honor is about academic integrity, moral and ethical conduct, and pride of membership in a community that values academic achievement and individual responsibility. Cultivating honor lays the foundation for lifelong integrity, developing in each of us the courage and insight to make difficult choices and accept responsibility for actions and their consequences, even at personal cost.

Students with Disabilities: I encourage students with disabilities, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, attention deficit/hyperactive disorder, and psychiatric disabilities, to discuss with me after class or during my office hours appropriate accommodations. If you have any additional questions about how the University can accommodate your disability, please see me or the Coordinator of Disability Services in the Disability Services Office , 322 Willard Hall, (303-492-8671). 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 (303-492-8671, Willard 322 (www.colorado.edu/disabilityservices)).

Religious Obligations and Class Attendance: 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. In this class if you have conflicts with scheduled exams, assignments, or other required attendance, because of religious obligations, please notify me two weeks in advance of the conflict to request special accommodation., See the CU Policy at this website: http://www.colorado.edu/policies/fac_relig.html

Cheating and Plagiarism: My policy on cheating and plagiarism is to assign a zero to the work in question. Plagiarism is copying another person's work and turning it in as your own. Plagiarism can involve buying a "class paper" online, copying another student's work, or copying whole paragraphs and material from other sources, such as encyclopedias or textbooks. See the website for the Pledge not to Plagiarize: <http://www.colorado.edu/academics/honorcode/Code.html>.

Daily Reading Assignments: Some of the assigned readings are on the course website in the daily class website links. You will need a password to access the readings: “cclewis”. These readings are “pdf documents” that you can read online or print out and read at your convenience.

1. American History and Society: Whose America?

- Jan. 18** **Introduction: Studying Modern American History**
Sewall, "Instructions for Common Reading" (web)
Tannen, "Different Words, Different Worlds" (web)
Rutten, "America, the Delusional" (web);
Robert Samuelson, "Pay Attention Kids" (web);
Foner, "Freedom Belongs to All" (web)
- Jan. 20** **High School History and American History**
Loewen, pp. 1-9, 16-26, 336-345, 355-362
- Jan. 23** **Who Discovered Indian America?**
Loewen, pp. 31-69; Williams, "The Myth of Empty Continents" (web); Columbus letter (web);
Indians claim Italy by right of discovery (web);
Columbus Wanted Poster (web)
- Jan. 25** **Europeans Settling Indian America**
Loewen, pp. 70-92, 120-124; John Winthrop, "Reasons to be Considered" (web); Sullivan, "Manifest Desinty" (web);
Benton "The Destiny of the Race" (web); Anglo-American and Indian Values (web); Map of Indian America, 1600 (web)

2. Reconstructing the Nation after the Civil War

- Jan. 27** **Slavery and Freedom in America**
Declaration of Independence (web); David Walker, "Walker's Appeal" (web); Douglass, "What to the Slave is the 4th of July" (web); Douglass, "On Whether Slaves are Happy" (web); Taney, "The Dred Scott Decision" (web)

Jan. 30 Reconstructing the Nation after the Civil War
Loewen, pp. 135-160; Foner, "The River has its Bend" (web);
The Gettysburg Address (web); Lincoln's 2nd Inaugural (web)

3. Making the West Anglo-American

Feb. 1 American Indians and the Struggle for the West
Loewen, pp. 93-120, 125-134; Luther Standing Bear, "What
the Indian Means to America (web); Jackson's 2nd Annual
message (web); Ross, "To the People of the United States"
(web);

Feb. 3 Did the West Change Women's Lives & Roles?
Hymowitz, pp. 64-75, 176-190; George Batchelder promotes
Dakota (web); Mary Abel Confronts the Kansas Territory
(web); Myres, "Women on the Frontier" (web)

Feb. 6 Immigration and the Development of America
Letter to Governor Bigler (web); Ross, "Immigrants harm
American Society" (web); Andrew, "Immigrants do not harm
American Society" (web); Rodriguez, "Look, It's an Illegal"
(web); Rodriguez, "Undocumented Workers: Essential but
Unwanted" (web)

Handout Take-home Midterm # 1

4. The Rise of Modern Industrial America

Feb. 8 The Rise of Big Business in America
Tipple, "Big Businessmen and the New Economy" (web);
Boland, "Social Darwinism and Neo-liberalism" (web);
Reich, "Meet the New Social Darwinists" (web);
"Corporate Globalization Fact Sheet" (web); "Forbes list of
150 Largest Economic Entities" (web); "Forbes List of the
200 Largest Corporations" (web); "Forbes List of the
World's Billionaires" (web)

- Feb. 10 **Immigration and American Culture and Society**
Hymowitz, pp. 192-217; Takaki, “The Culture Wars” (web); Higham, “Nativism and Nationalism” (web)
- Feb. 13 **The Populist Movement to reform America**
Populist Party Platform (web); Tom Watson, “Populism in the South (web); “People’s Party Platform of 1896” (web); “Reform Party Platform of 2003” (web)
- Feb. 15 **Jim Crow and the Rise of Segregation in America**
Loewen, pp. 161-171; Littwack, “High Water Everywhere” (web); Washington "Atlantic Exposition Address” (web); DuBois "A Critique of Washington" (web); Wells, “A Red Record” (web); Stannard Baker article (web)

5. Reforming Industrial America

- Feb. 17 **The Suffrage Movement and the Birth of Women’s Rights**
Hymowitz, pp. 93-102, 280-284; Legal Disabilities of Women (web); Declaration of Sentiments (web); Bradwell vs. State of Illinois (web); Brownson defines Woman's Sphere (web); Bullard on the Enslavement of Women (web)
- Feb. 20 **Women’s Right and the Rise of the Modern Woman**
Hymowitz, pp. 285-301; Bromley "The New Feminism" (web); Stanton "The Solitude of Self" (web) Carter "Wild Young People" (web); Gilman, “The Yellow Wallpaper” (web); Wells, “A Flapper’s Appeal to Parents” (web)
- Feb. 22 **Graft and Corruption in 19th century Urban Politics**
Plunkitt "Honest Graft" (web); Steffens "The Shame of the Cities" (web); Griffith, “The Cancer of Corruption (web); VOA, “Corruption in American Politics has a Long History” (web)

Feb. 24 **The Progressive Movement & the Struggle for Reform**
Roosevelt "The New Nationalism" (web); Roosevelt, "We Stand at Armageddon" (web); Wilson "The New Freedom" (web); "The Progressive Party Platform" (web)

Take-home Midterm # 1 is due

6. American Imperialism and World War I

Feb. 27 **Should America become an Empire?**
Williams, "A Benevolent, Progressive Policeman" (web); Beveridge "America should Retain the Philippines" (web); "Crocker for the Anti-Imperialist League" (web); Strong, "Our Country" (web); "President McKinley Prays for Answers" (web); "Anti-Imperialist League Platform" (web)

Feb. 29 **World War I and America's Mission in the World**
Williams, "Wilson and America as Policeman" (web); Wilson, "War Message to Congress" (web); Wilson "The 14 Points Speech" (web); President Bush, "The New World Order Speech" (web); Kennedy, "What W owes WW" (web)

7. The Great Depression, the New Deal, and WW II

Mar. 2 **Did the New Deal end the Depression**
Hymowitz, pp. 303-311; Roosevelt "First Inaugural Address" (web); Roosevelt, "The Power of a Few" (web); Johnson, "To battle Wall Street, Obama should channel Teddy Roosevelt" (web)

Handout Take-home Midterm #2

Mar. 5 **World War II and the Rise of America as Superpower**
Williams , "On the Nature and Limits of Empire" (web); Hymowitz, pp. 311-314; Polenberg, "The Myth of the Good War" (web); "UN Universal Declaration of Human Rights" (web)

Mar. 7 **The American Decision to Drop the Atomic Bomb**
Williams, “Once again the Policeman” (web); (web); U.S. Bombing Survey (web); Weber, “Was Hiroshima Necessary?” (web); Alperovitz "More on Atomic Diplomacy" (web); "The Curators Cave In" (web)

8. Pax Americana and the Origins of the Cold War

Mar. 9 **Is the Soviet Union a threat to Global Peace**
"Atlantic Charter" (web); Wallace "Lip Service to Peace" (web); Clifford "American Firmness vs. Soviet Aggression" (web); Rothbard, “George Orwell and the Cold War: A Reconsideration” (web)

Mar. 12 **The Truman Doctrine and NSC 68**
Williams, “More Once Again the Global Policeman” (web) ; NSC 68 (web); “The Soviet Reaction to the Truman Doctrine” (web) Truman, “The Truman Doctrine” (web); Dulles, "Beyond Containment" (web); Nixon "The Real War" (web)

Mar. 14 **The United States prepares for Global Nuclear War**
"The Faulkner Nobel Prize Speech (web); Survey of Texas Women (web); Schell, "The Fate of the Earth" (web); Kingsbury, “Just a Misstep Away from Doomsday” (web); Greenberg, “Fallout can be Fun” (web); “50 Facts about Nuclear Weapons” (web)

9. McCarthyism and Cold War Culture

Mar. 16 **Anti-Communism and the Rise of McCarthyism**
Nightmare in Red (web); Hoover "The Communist Menace" (web); McCarthy "Communist Threatens America" (web); McCarthyism Threatens America (web); Republican Declaration of Conscience (web) Americans accused of Communism (web)

- Mar. 19** **The Cold War and American Women**
Hymowitz, pp. 314-340; Cobb, “A Woman’s Role in the 1950s” (web); McWilliams, “Traditional Family Values” (web); Nichols, “Whatever Happened to Rosie the Riveter?” (web)
- Mar. 21** **The Rise of the Civil Rights Movement**
“Brown vs. Board of Education” (web); “Plessy vs. Ferguson” (web); Harlan, “Dissent in Plessy v. Ferguson” (web); Littwack, “Jim Crow in the South” (web); “Jim Crow Laws in the South” (web)
- Mar. 23** **Constructing the Cold War Liberal Consensus**
Loewen, pp. 219-233; Hodgson, “The Liberal Consensus” (web)

Take-home Midterm # 2 is due

Mar. 26 – Mar. 30 – No Classes, Spring Break

10. America in the 1960s: Rebellion, Reform, & Reaction

- Apr. 2** **President Johnson and Great Society Liberalism**
Parmet, “The Kennedy Myth” (web); Johnson “The Great Society” (web); Johnson “War on Poverty” (web); Kennedy “Inaugural Address” (web)
- Apr. 4** **Martin Luther King and the Struggle for Civil Rights**
Loewen, pp. 236-243 ; King “American Dream” (web); King “I have a Dream” (web); “FBI Cointelpro: Black Nationalists” (web); “FBI letter to Martin Luther King” (web); “FBI Tracked King's Every Move” (web); Johnson “The American Promise”(web)

Apr. 6 **The Women’s Movement for Equal Rights in America**
Hymowitz, p. 341-350; Why I Want a Wife (web); Steinem, "For the ERA" (web); Falwell , "Against the ERA" (web); Klatch "Women Against Feminism" (web); Schafly, “A Short History of the ERA” (web);); Schafly, “Beating the Bra Burners” (web); NOW, “America Needs ERA”(web)

Apr. 9 **The Student Movement for Political Reform in the 1960s**
FBI, “ Cointelpro: New Left handout” (web); “Senate Committee Probes the FBI's Secret Campaign” (web); “Students for a Democratic Society Port Huron Statement” (web); “Anatomy of a Police Riot” (web)

Apr. 11 **The Civil Rights Movement and the Rise of Black Power**
Carmichael, "Black Power" (web); Malcolm X "God's Judgement of White America" (web); Littwack, “Fight the Power” (web); “FBI Assassination of Fred Hampton” (web)

11. Vietnam, the Imperial Presidency, & Watergate

Apr. 13 **America’s War in Vietnam: 1945 to 1975**
McNamara, “Cold War Mindsets and the Mistakes of Vietnam” (web; Kerry "Vietnam Veterans against the War" (web); President Johnson "Why we are in Vietnam" (web); “The Pentagon Papers” (web); “McGovern was Right” (web)

Apr. 16 **Watergate & Nixon’s Criminal Conspiracy**
Williams, “Further Empire at Bay” (web); "Nixon's Enemies List" handout; Schell "Watergate" (web); “What were the Watergate Crimes” (web)

Hand out Take-home Final Exam

Apr. 18 **The 1970s and America’s Crisis of Confidence**
Williams, “More Empire at Bay” (web); Carter "Democratic Acceptance Speech" (web); Reagan "The American Spirit" (web); Jimmy Carter, "The Crisis of Confidence"; “Trends in American Society in the 1970s” (web)

12. America and the End of the Cold War

- Apr. 20** **Reagan, Global Nuclear War, & the Evil Empire**
Reagan "Evil Empire speech" (web); Reagan, "Speech on the Evil Nature of the Soviets" (web); "Soviets Prepare for Threat of U.S. Attack" (web); Kingsbury, "Just a Misstep Away from Doomsday" (web) ; Schell, "The Fate of the Earth" (web)
- Apr. 23** **The End of the Cold War and the Iran Contra Scandal**
Lebow, "The Myth of Deterrence" (web); Gaddis, "The End of the Cold War Marked a Triumph for the U.S." (web); "National Identity in a Post-Soviet World" (web); "Summary of Iran-Contra Scandal by Chris Lewis , Ph.D." (web)
- Apr. 25** **Reaganomics and the Decline of the American Dream**
Hertzberg, "The Short, Happy Life of the Yuppie" (web); "Reagan's Economic Strategy" (web); "Economic Demands made by TNCs" (web); Phillips, "Graph of Growing Economic Inequality" (web); "A Rising Economy that Lifts only Yachts : Great Graphs of Increasing Income Inequality" (web) ; "How Unequal are We Anyway?" (web)
- Apr. 27** **Women's Rights and the Backlash against Feminism**
Hymowitz, pp. 361-373; Hewlett, "Painful Choices" (web); Faludi, "Blame it on Feminism" (web) ; Faludi, "The Mother Jones Interview -- Why are Men Angry?" (web); Gibbs, "The War Against Feminism" (web)

13. America in the 21st Century: Triumph or Decline?

- Apr. 30** **Watergate, the Clinton Scandals, and the Bush Crimes**
"Bush Pardons 6 in Iran-Contra Affair" (web); Lawrence Walsh Statement on the Pardons" (web); "Executive Summary of Illegal Activities in the 1996 Campaign" (web); "Finally, the Flynt Report" (web); "Reflections on the 2000 U.S. Presidential Election" (web); "Unprecedented: the 2000 Presidential Election" (web); "Scandals take toll on Bush's 2nd Term" (web)

May 2 **President Bush, the War on Terrorism, & the Iraq War**
Bush, “War on Terrorism” (web); Scowcroft, “Don’t Attack Saddam” (web); Lobe, “Why did the U.S. invade Iraq?” (web); Block “Why is the U.S. fighting in Iraq” (web); Gore, “Democracy itself is in grave danger” (web)

May 4 **The Great Boom and the 2008 Financial Meltdown**
“The Corporate Scandal Sheet 2002” (web); “Uncle Sam, the Enabler: How the Investment Banks screwed the Government and Taxpayers” (web); “What Went Wrong? From the Warning DVD” (web); “The Bet that Blew Up Wall Street” (web); “Watchdog Sees Huge Bill from Bank Bailout” (web); “5 Ways the Government used our Money to Save Big Banks and Screw Us” (web)

**Take-Home Final Exam: Thursday, May 10th,
between 10:00 and 4:00 p.m. in my office (Sewall 42D)**

Name:

Class:

Date:

SUMMARY: What are the central issues in today's reading?

QUOTES FROM READING. Write 4 quotes that you want to discuss in class.

QUESTIONS/THOUGHTS FOR CLASS: Write 4 questions or thoughts that you would like discussed in class about the reading.