

HIST 1025 (001), American History since 1865 Fall 2015
Sewall 02 classroom, MWF, 11:00-11:50

Dr. Chris H. Lewis

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Office Hours: TTh 11:00-12:00, 1:00-3:00; 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 society.

Course learning goals:

- 1. To understand the difference between fact, opinion, evidence, argument, hypothesis, and theory.**
- 2. To learn to critically analyze, evaluate, and judge competing perspectives on American history, culture, and society.**
- 3. To understand larger cultural and societal changes that have create and shape the society we are living in..**

4. To learn to write critical, analytical essays that use supporting arguments and evidence to support a larger thesis.

Required Reading:

All required reading is on the course website. The password for the reading is “cclewis”. These readings are “pdf documents” that you can read online or print out and read at your convenience.

Class Format: In this class, students are responsible for doing the reading and coming to class to discuss the central issues and arguments in the reading.. **Make sure you read the assigned readings before each class.** We will try to pose and answer these questions during class through class discussion, debate, and analysis.

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 (15 %). You must participate actively in the class discussions in order to get a high participation grade.

Class attendance is required. Class attendance is required. You may miss only 7 class periods in a MWF class. Upon your 8th absence, you will automatically fail the course. If there are extenuating circumstances (for example, hospitalization or extended illness), they will be taken into account on a case-by-case basis in implementing the automatic failure provision, providing that you can present evidence/documentation. **So please try to attend class regularly.**

Grading: Grades will be based on daily thinking pieces (30%) , daily in-class writing (20%), class participation (15%), three reaction papers (20%) , and a take-home final (25%). Content will count most heavily in all written work, but grammar, spelling, and style will also affect your grade. You can follow your course progress on D2L.

Exam: The final exam will be made up of essay questions covering class discussion and reading assignments. Your essays will be graded on how well you use arguments and examples from class discussion and the reading to support your argument. Instead of memorizing the material, concentrate on learning how to use arguments and examples to address major themes in the debates about globalization, the global financial system, the global environmental crisis, and the American role in creating a sustainable future.

Daily Thinking pieces: As part of your class reading homework, I will ask students to produce informal, two notebook pages explanatory response to a question I provide for the reading. Bring these thinking pieces to class, where they will be collected each day. To receive a 4 or 5 on a thinking piece, it must address the assigned question; show that you have done the required reading; reveal interesting, engaged and thoughtful reflections on the daily assigned reading. You can drop any two thinking pieces; no late thinking pieces will be accepted. If you miss class you can email your thinking piece to me ahead of time.

Daily in-class writing: I will ask students to respond to short in-class questions about the reading. This writing will encourage students to provide their own opinions, perspectives, and arguments about the daily class material.

Reaction papers: Reaction papers (2-3 typed pages) should examine contrasting historical points of view. Using the first or third person, explore the ways in which an historical figure would challenge an opposing perspective on American culture and society, trying to convince the reader that their larger argument is stronger, more accurate, and more useful. Use Frederick Douglas's "Independence Day address as a model. For example, Douglas imagines how a slave would respond to the the July 4th celebration of American freedom and independence.

Take-home exam: The final-exam will be essay questions covering larger historical themes in American culture and history. Your essays will be graded on how well you use historical arguments and examples from class discussion and the reading to support your argument. 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 final exam.

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 differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, 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. For more information, see the [policies on classroom behavior](#) and [the student code](#).

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 day-timer or Blackberry, etc. If after the student is warned, the disruptive behavior persists, I will ask them to leave the classroom for that day.

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 Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been discriminated against should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or the Office of Student Conduct and Conflict Resolution (OSC) at 303-492-5550. Information about the OIEC, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be found at the [OIEC website](#). The [full policy on discrimination and harassment](#) contains additional information.

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; 303-735-2273). 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 regarding the [Honor Code policy can be found online](#) and at the [Honor Code Office](#).

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: If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu. If you have a temporary medical condition or injury, see [Temporary Injuries guidelines](#) under the Quick Links at the [Disability Services website](#) and discuss your needs with your professor.

Religious Obligations and Class Attendance: It is the responsibility of every instructor to explain clearly his or her procedures about absences due to religious observances in the course syllabus so that all students are fully informed, in writing, near the beginning of each semester's classes. [Campus policy regarding religious observances](#) states that faculty must make reasonable accommodation for them and in so doing, be careful not to inhibit or penalize those students who are exercising their rights to religious observance. Faculty should be aware that a given religious holiday may be observed with very

different levels of attentiveness by different members of the same religious group and thus may require careful consideration to the particulars of each individual case.

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: All of the assigned readings are on the course website in the daily class webpage. 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?

- Aug. 24** **On Truthiness; Critical Thinking, Debate, and Judgment & Introduction: Globalization & the Global Environmental Crisis**
"No More Teaching of Critical Thinking in Public Schools"
(web; "Scheherazade in the White House" (web) ;
"Truthiness" (web); "The Death of Facts" (web)
- Aug. 26** **History as Myth, Fact, Opinion, and Storytelling**
"Introduction: Myth and History"; "Mythohistory";
Caldwell, "11 Biggest Myths about U.S. History" (web);
"The Nine Things You Knew were True but Aren't"
(web)
- Aug. 28** **Did Columbus Discover the Americas**
"1492-93"; "The Destruction of the Indies";
"Letter to Luis De Sant Angel"; "Map of Indian America";
"Indians claim Italy by right of discovery"

- Aug. 31** **Rights and the American Revolution**
"The Declaration of Independence"; "The Meaning of Freedom"; "Preamble to the Constitution"; "The Bill of Rights to the Constitution"; "Gettysburg Address"
- Sept. 2** **The Origins of Slavery and un-Freedom**
Stamp, "A Troublesome Property"; Douglass, "The Independence Day Address"; "Dred Scott vs. Sandford"; Douglass, "On Whether Slaves are Happy"
- Sept. 4** **Could Indians be members of American Society?**
"Jackson's 2nd Annual message"; "Roosevelt on the takeover of Indian land"; "Indians should be exterminated"; ""The Destiny of the Race"
- Sept. 7** **No Class – Labor Day Holiday**
- Sept. 9** **Rise of the Women's Rights Movement before the Civil War**
"The Cult of True Womanhood"; "Legal Disabilities of Women"; "Bullard on the Enslavement of Women"; "Brownson defines Woman's Sphere"
- Sept. 11** **Was Reconstruction after the Civil War a Failure?**
"How a War on Terror kept Blacks down" (web);
"The Klan is a Terrorist Organization" (web);
"The River has its Bend" (web)
- Sept. 14** **Did Moving West transform Women's Roles?**
"Women as Frontier Entrepreneurs"; "The Maverick West"
- Sept. 16** **The Populist Movement to Reform America**
"People's Party Platform of 1892"; "Populist Party Platform of 1896"; "Populism: Democratic Promise";

- Sept.18 **The Rise of Jim Crow in the South**
 “Atlanta Address”; “Dubois Critique”;
 “Wells, "A Red Record";
 “Highwater Everywhere”; "Ray Stannard
 Baker analyzes the Southern Labor Problem"
- Sept. 21 **Women Struggle for the Right to Vote**
 “The Solitude of Self” (web); “Women’s Campaign
 for the Vote”(web); Howe, “Women Should have
 the Right to Vote” (web);
 "The Yellow Wallpaper" (web)
- Sept. 23 **Nativism and Fear of Immigrants**
 “Immigrants Harm Society”; “Immigrants endanger
 America”; "Nativism and Nationalism"; “The
 Permanently Unfinished Country”; Rodriguez,
 "Undocumented Workers: Essential but
 Unwanted" (web)

2. Reforming Industrial America

- Sept. 25 **Should America become an Empire?**
 “United States Police Actions in the World
 -- 1898-1920”; “Editorial Cartoon of Roosevelt’s Big
 StickPolicy”; “Beveridge --America should Retain the
 Philippines”; “Joseph Crocker for the Anti-
 Imperialist League”; “McKinley Prays for Answers”;
 “The Spanish-American War: The Leap into Overseas
 Empire”
- Sept. 28 **The New Nationalism and the New Freedom**
 "New Freedom"; "New Nationalism";
 “The New Nationalism vs. the New Freedom”
- Sept. 30 **Did the Progressives Fail?**
 “Progressivism- a Reassessment”; “Progressivism –
 Link”; “The Progressive Movement and the
 Transformation of American Politics”

- Oct. 2 **Wilson and the World War for Democracy**
 "Speech asking Congress to declare War";
 "Fourteen Points"; "The Hinge: Wilson or Roosevelt";
 "What we Lost in the Great War"; "What We Owe WW"
- Oct. 5 **The Roaring Twenties**
 "Sex and Youth in the Jazz Age"; "Wild Young People";
 "Bromley -- The New Feminism"; "Hymowitz on Flappers"
- Oct. 7 **Roosevelt's New Deal: Conservative or Radical?**
 "Roosevelt's New Deal Speech"; "New Deal would Destroy
 America"; "FDR Savior of Capitalism"; "The Achievement
 of the New Deal"

3. Pax Americana and the Origins of the Cold War

- Oct. 9 **America's Decision to Drop the Atomic Bomb**
 "Pro and Con Arguments on Dropping the Atomic Bomb";
 "More on Atomic Diplomacy"; "Was Hiroshima
 Necessary?"; "Smithsonian editorial"; "The Bomb
 didn't beat Japan...Stalin did"; "U.S. planned to
 drop 12 Atomic Bombs on Japan"
- Oct. 12 **The Meaning of the Holocaust**
 "Himmler describes German Plan to exterminate Jews";
 "The Four Freedoms"; "The Atlantic Charter";
 "Elie Wiesel Quotes on Remembering";
 "UN Declaration of Human Rights";
 "Night and Fog" (See parts of this movie on D2L)
- Oct. 14 **Is the Soviet Union a threat to Global Peace**
 "Lip Service to Peace"; "American Firmness vs.
 Soviet Aggression"; Kennan, "American should
 Contain the Soviet Union"; Patterson, "An
 Exaggerated Threat"; Orwell, "Letter on why
 he wrote 1984"

Oct. 16 **Who Started the Cold War?**
“The Truman Doctrine”; “The Soviet Reaction to the Truman Doctrine” (web); “The Atlantic Charter”; Orwell’s Theory of Hierarchical Societies”; Nixon, “The Real War”; Dulles, “Beyond Containment”; Willams, “More Once Again the Global Policemen”

Oct. 19 **The 1950s: Placid or Active**
“A Decade to Make One Proud”; “The Myth of the Placid Fifties”; Schlessinger, “The Vital Center”

Oct. 21 **McCarthyism and Red-baiting**
“Wheeling Speech”; “The Communist Menace”; “Nightmare in Red”; “Americans accused of Communism”; “The Legacy of McCarthyism”

Oct. 23 **Preparing for Nuclear War against the Soviets**
“NSC 68”; “The Daisy Political Ad”; “The Fate of the Earth”; “Just a Misstep Away from Doomsday”; “20 Mishaps that might have Started Accidental Nuclear War”

Oct. 26 **America in the 1950s**
“Families in the 1950s”; “Visions of Classness”; Hodgson, “The Liberal Consensus”

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

Oct. 28 **The Civil Rights Movement**
“Brown vs. Board of Education”; “I have a Dream”; “The American Promise”; “FBI’s suicide letter to King”; “FBI Cointelpro Black Nationalists”

Oct. 30 **Kennedy, Johnson, and the Great Society**
"Kennedy Inaugural Address"; "John Kennedy on What is a Liberal"; "Ted Sorenson and the Liberal Faith"; "The Great Society"; "Major Great Society Programs"; "Representative Sampling of the Great Society Laws"; "What Was Really Great About The Great Society"

Nov. 2 **The Vietnam War**
"Why we are in Vietnam"; "Vietnam Veterans against the War"; "Quotes from The Pentagon Papers"; "Anti-Democratic Containment"; "U.S. Actions against Vietnam are not Justified"

Nov. 4 **Student Rebellion in the 1960s**
"The Port Huron Statement"; "How FBI COINTELPRO Helped Destroyed the Movements of the 1960s"; "The FBI's Harassment and Spying on 1960s Students Revealed in 'Subversives' by Seth Rosenfeld"; "The FBI's Cointelpro against the New Left"; "A Senate Committee Probes the FBI's Secret Campaign against the New Left"; "Chicago 1968"

Nov. 6 **The Women's Movement in the 1960s**
"Stereotypes about Women"; , "The Revival of Feminism"; "NOW's 1966 Statement of Purpose"; Steinem "For the ERA"; Falwell "Against the ERA"

5. The Growth of a Conservative American Culture

Nov. 9 **The Counterculture and the Conservative Reaction**
"Impudence in the Streets"; "The Forgotten American"; "The Conservative 1960s"; "Those were the Days"; "All In The Family - Flashback : Mike Meets Archie" (video on D2L);

Nov. 11 **Watergate and the modern political divide**
"Watergate"; , "The Inescapability of Watergate"; "Nixon's Enemies List"; "What were the Watergate Crimes?"; "Cynicism didn't start with Watergate"

- Nov. 13 **The Rise of Conservative America**
"Democratic Acceptance Speech"; , "The Crisis of Confidence"; "Trends in American Society in the 1970s"; "Conservatism is Ideal for America"; "American Spirit is Strong"; "Reagan and the Neo-conservative Revival"
- Nov. 16 **From Carter to Reagan**
"Reagan Calls for New Economic Policies"; "1981 Inaugural Address"; "The Second American Revolution"; "Reagan: A Capital Offense"
- Nov. 18 **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); Reagan, "The Strategic Defense Initiative" (web)
- Nov. 20 **Did President Reagan Win the Cold War?**
"Who Won the Cold War?"; "End of Cold War not a Great Triumph"; "The Myth of Deterrence"
- Nov. 23-27 No Classes – Fall Break

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

- Nov. 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" -- skim over this (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)

- Dec. 2 **Did the Women’s Movement Fail?**
“Women against Feminism”; "A Short History of the ERA";
"The War against Feminism"; “Feminism Is Dead!
Long Live Feminism!”; “TIME Magazine on Women
Against Feminism!!! (2014)”
- Dec. 4 **President Bush, the War on Terrorism, & the Iraq War**
"Freedom and War with Fear"; "2nd Inaugural Address";
"Why did the U.S. invade Iraq?" ;
"Why is the U.S. fighting in Iraq?"
- Dec. 7 **The Great Boom and the 2008 Financial Meltdown**
Ritholz, “A Memo found in the Street” (web); “5
Ways the Government used our
Money to Save Big Banks and Screw Us” (web);
Johnson, “Who Caused the Economic Crisis?”
(Web); William Black, “Interview on Bankers’ Fraud”(web)
- Dec. 9 **Globalization and the Decline of the American Dream**
Gongloff, “The Totally Unfair And
Bitterly Uneven 'Recovery,' In 12 Charts” (web);
Can the Middle Class be Saved’: “It’s the
Inequality, Stupid” (web); “Our First Trillionaire:
Only a Matter of Time”; “Trickle-up Economics:
The World will Have 11 Trillionaires” (web);
The Triumph of Occupy Wall Street (web)
- Dec. 11 **Is America a Democracy or a Plutocracy?**
“The American Plutocratic Revolt”; "Plutocrats
turning America into a Predator Nation";
"Plutocracy in America"; “The Rise of the
New Global Elite”

**Final Exam: Sunday, Dec 14th, between 7:30 and 10:00 p.m.
in 02 Sewall**

