

**HIST 2326 (710), Issues in American Thought and Culture
Spring 2010**

Harding classroom, MWF 11:00-11:50

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Office: Sewall Hall 42D

Office Hours: MWF 1:00-3:00, and by appointment

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Course Home Page: www.colorado.edu/AmStudies/lewis/issues/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 examines the struggle for freedom in America from 1492 to the present. Using the historical lenses of race, gender, ethnicity, culture, and class, we study the struggle by historically excluded groups to be fully included in American society and culture. The struggle for freedom involves a struggle for full political, cultural, social, and economic rights as an American.

Course Objective : The larger goal of this course is to teach you how to critically analyze, evaluate, and judge competing perspectives on the struggle for freedom in American history, culture, and society. Freedom in America has been fought over and struggled for by countless generations of Americans. The meaning of freedom has both at times expanded and contracted as Blacks, women, immigrants, Indians, Mexicans, workers, and the old and very young fought for full inclusion in American life and society. This struggle for freedom still continues to this day in 21st century America.

Required Readings:

The Story of American Freedom, by Eric Foner

A Different Mirror, by Ronald Takaki

Lies my Teacher Told Me, by James Loewen

Writing Analytically, by David Rosenwasster

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.** Participation and attendance will be a large part of your grade (10 %). 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.**

Quizzes and daily assignments : To make sure students are keeping up with the reading, I will give pop quizzes on the daily reading. Quizzes will be based on a general knowledge of the readings: What are the

larger conclusions or observations made in the reading. In addition to quizzes, I will give short daily assignments based on the daily reading. For example, you may be asked to outline the larger argument of an essay.

Grading : Grades will be based on quizzes and daily assignments (15 %), class participation and attendance (15 %), two take-home midterms (40%), and a take-home final (30%). 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.

Guidelines for Grading Written Work : We are using Writing Analytically to give students guidelines for all written work in Sewall classes. All your written work and exams will be graded according to how well your papers meet these guidelines for analytical essays. I suggest that you read and/or skim through the following pages to become better acquainted with these guidelines. I will grade your papers by referring to these guidelines from Writing Analytically. If you have any questions about any of these guidelines, please come

see me during my office hours.

Chapter 1: Seeing Better, pp. 24-39

Chapter 2: What is Analysis and How Does It Work?, pp. 60-69, 75

Chapter 3: Putting Analysis to Work, pp. 77-88, 99-100, 103-107

**Chapter 4: Reading: How to Do It and What to Do With It, pp. 109-113,
132-136**

Chapter 5: Linking Evidence and Claims, pp. 137-148, 158-162

Chapter 6: Making a Theses Evolve, pp. 164-173, 192-195

**Chapter 7: Recognizing and Fixing Weak Thesis Statements, pp. 197-
206, 212-215, 217**

**Chapter 8: Introductions and Conclusions: pp. 219-221, 226-228,
232-235, 238-239**

Chapter 9: Organization: Forms and Formats, pp. 245-255

Chapter 10: Style: Choosing Words, pp. 261-268

Chapter 11: Style: Shaping Sentences, pp. 275-281, 289-292, 294

Chapter 12: Writing the Research Paper, pp. 295-308, 312-314, 321-322

Chapter 13: Find and Citing Sources, pp. 335-338

**Chapter 14: Nine Basic Writing Errors and How to Fix Them, pp. 349-
369, 374**

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

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.

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: Cheating and plagiarism violate the University Honor Code. 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.

I. Freedom, Slavery, and Race in Colonial America,

1600 to 1750: We will examine the contradictions created by liberty, freedom, and slavery in colonial American society.

- Jan. 11** **Using Race, Gender, Class, and Ethnicity to Study American Freedom**
Moore, "[Race in the 21st Century](#)" (Web);;Gates, "[In Our Lifetime](#)" (Web); Dyson, "[Race, Post Race](#)" (Web) ; Patterson, "[An Eternal Revolution](#)" (Web) ; Obama, "[Acceptance Speech](#)" (Web)
- Jan. 13** **What is Freedom: Who is Free and who is Unfree?**
Foner, xiii-xxii, 3-12; Ford, "[Bicentennial Speech](#) (Web); [Abigail and John Adams, An Exchange of Letters](#) (Web); The Declaration of Independence (Web); White, "[The American Idea](#)" (Web)
- Jan. 15** **Using a Different Mirror to Study America**
Takaki, pp. 3--20; Loewen, pp. 1-9, 340-345; Samuelson, "[Pay Attention Kids](#)" (Web)
- Jan. 18** **No Class – Martin Luther King Holiday**

- Jan. 20** **Understanding the Meaning of Columbus**
Loewen, pp. 31-69; [Columbus, "Letter to Luis De Sant Angel"](#) (Web); [Indians claim Italy by Right of Discovery](#) (Web); [Columbus Wanted poster](#) (Web)
- Jan. 22** **Freedom and the Origins of American Slavery**
Takaki, pp. 51-76; Mittelberger, ["On the Misfortune of Indentured Servants"](#) (Web); Brown, [Re-readings: American Slavery, American Freedom](#) (Web)
- Jan. 25** **Indians, Race, and Freedom in the New World**
Takaki, pp. 21-50; [John Winthrop letter](#) (Web); [Anglo-American values](#) (Web); [Indian Values](#) (Web); [Map of Indian America, 1600](#) (Web)
- Jan. 27** **The First Thanksgiving as the Myth of American Innocence**
Loewen, pp. 75-92; Jacoby, ["Which Thanksgiving?"](#) (2008) (Web); Apes, ["Eulogy on King Philip"](#) (1836) (Web)
- Jan. 29** **Invading Native America**
Loewen, pp. 93-134 ; [Chief Seattle's Speech of 1854](#) (Web); Luther Standing Bear, [What the Indian Means to America](#) (Web); Roosevelt, ["The Takeover of Indian Land"](#) (Web)

II. Creating a Free American Society, 1750 to 1850: We will examine the increasing contradiction between freedom and slavery in the United States.

- Feb. 1** **Creating American Freedom**
Foner, pp. 13-28; Paine, [Common Sense](#) (Web); ["The Declaration of Independence"](#) (Web)
- Handout Take-Home Midterm #1**
- Feb. 3** **Slavery and the New Republic**
Foner, pp. 29-45 ; [The Quock Walker Trials](#) (Web); [Emancipation in Massachusetts; Slaves Appeal to the Royal Governor](#) (Web)

- Feb. 5 **Slavery and an Empire of Liberty**
 Foner, pp. 47-68; [Declaration of Sentiments & Resolutions \(Web\)](#); deTocqueville, ["The Future Conditions of Three Races in America" \(1832\) \(Web\)](#)
- Feb. 8 **The Boundaries of Freedom in the Young Republic**
 Foner, pp. 69-94; "The Constitution of the United States" (Web)
- Feb. 10 **Slavery and Racism in the early 1800s**
 Loewen, pp. 135-171; Kennedy, ["Swallow Barn: A Southern View of Slavery" \(Web\)](#) ; Thomas Dew, ["Pro-Slavery Argument" \(Web\)](#); Fitzhugh, ["Cannibals All" \(Web\)](#); Calhoun, ["Slavery is a Positive Good \(Web\)](#)
- Feb. 12 **Indian Removal and Exclusion**
 Takaki, pp. 79-105; Thomas Benson, ["The Destiny of the Race" \(Web\)](#) ; John O'Sullivan, ["On Manifest Destiny" \(1839\) \(Web\)](#) , [Sullivan Coins the Phrase Manifest Destiny \(1845\) \(Web\)](#) ; [Jackson's 2nd Annual message \(web\) \(Web\)](#) ;
- Feb. 15 **The Golden Age of American Slavery**
 Takaki, pp. 106-138; Taney, ["Dred Scott vs. Sandford" \(Web\)](#); Douglass, ["What does Independence Day mean to the Slave?" \(Web\)](#); "1841 Supreme Court Ruling on the Amistad" (Web)
- Feb. 17 **Irish Immigration and Ethnic Exclusion**
 Takaki, pp. 139-165; ["Irish Immigration to Philadelphia" \(Web\)](#)
- Feb. 19 **Making Mexicans Second Class Citizens in their Own Land**
 Takaki, 166-184; "Charles King editorial" (Web)

III. Slavery, Freedom, and Rights, 1850 to 1950: We will examine the struggle to create a free society in an emerging American industrial society.

- Feb. 22 **The Civil War and a New Birth of Freedom**
Foner, 95-113; Lincoln, "Gettysburg Address" (Web);
Lincoln, "Second Inaugural Address" (Web); "Summary
of Lincoln at Gettysburg" (Web)
- Feb. 24 **The Failure of Reconstruction and the rise of Jim Crow**
Foner, "The River has its Bend"(Web); Loewen, pp. 172-
203; DuBois, "Of the Dawn of Freedom" (Web) ; DuBois,
"Of Booker T. Washington and Others" (Web)
- Feb. 26 **The Indian Question: Removal and Allotment**
Takaki, pp. 225-237; Young Joseph, "Chief Joseph's
Story" (Web); Jackson, "A Century of Dishonor" (Web)
- Take-home Midterm #1 is due**
- March 1 **Chinese Immigrants in the American West**
Takaki, pp. 191-224; The Chinese Exclusion Act (Web);
- March 3 **Guided Age Worker Freedom**
Foner, pp. 115-138; Loewen, pp. 204-218; William Graham
Sumner-- Social Darwinism and neo-liberalism
in defense of laissez-faire capitalism (Web); ; Sumner, "The
Challenge of Facts" (Web); ;
- March 5 **Immigrant Sweatshop Labor and Freedom**
Takaki, pp. 277-310; Newman, "The Triangle Fire" (Web);;
"The Immigration Act of 1924" (Web);
- Handout Take-Home Midterm #2**
- March 8 **Japanese Immigrants in America**
Takaki, pp.246-276; Blair, The 1920 Anti-Japanese
Crusade in Washington State " (Web)
- March 10 **El Norte and Mexican Immigrant Freedom**
Takaki, pp. 311-339; Al Santoli, "Crossing
the Rio Grande" (Web); Al Santoli, "The Tortilla
Curtain" (Web);

March 12 **The Black Exodus and the Black Depression**
Takaki, pp. 340-372; Hughes, ‘Let America be America Again’ (Web); Darrow, ‘Closing Argument in the Henry Sweet Trial’ (Web); ["If We Must Die": Claude McKay](#) (Web); ["The New Negro" \(1925\) Alain Locke](#) (Web)

March 15 **The New Deal and a Re-definition of Freedom**
Foner, pp. 195-218, Takaki, 238-245; Guthrie, ‘This Land is Your Land’ (Web); ; Roosevelt, "[1st Inaugural Address](#)" (Web); Roosevelt, "The Power of a Few" (Web); Lewis, "[Why not a Green New Deal?](#)" (Web)

IV. Fighting for Freedom during the World Wars, the Cold War, and the War on Terror, 1910 to 2007:

We will examine the continuing struggle for freedom and full equality in the United States and in an emerging global community of nations.

March 17 **Progressive Freedom**
Foner, pp. 139-162; Albert Beveridge, "American's Desinty"(Web); Roosevelt, "New Nationalism"(Web); Wilson, "New Freedom" (Web); "[Progressives and the Era of Trust-Busting](#)" (Web);

March 19 **World War I and Making the World Free**
Foner, pp. 163-194; Wilson, "[Peace Proposal](#)" (Web); Wilson, "Speech asking Congress to declare War"(Web); Wilson, "[Fourteen Points](#)" (Web);

March 22-26 **No Classes: Spring Break**

March 29 **Fighting for Freedom in World War II**
Foner, pp. 219-249; "[The Atlantic Charter](#)" (Web); Roosevelt, ‘The Four Freedoms’ ; (Web); Wiesel, ‘The Perils of Indifference’ (Web); ; Rockefeller, ‘I Believe’; MacLeish, ‘The American Cause’ (Web);

- March 31** **Through a Glass Darkly in World War II: Fighting to make America Free for Minorities**
Takaki, pp. 378-402; “Nazi Racism” (Web); “The Nazi Ideology” (Web);
- April 2** **Early Cold War Freedom**
Foner, pp. 249-274; McCarthy, "[Lincoln Day Address](#)"(Web); Churchill, "[Iron Curtain Speech](#)" (Web); Faulkner, “Nobel Prize address” (Web);; Chase Smith, “Statement of Conscience” (Web); ; U.N. Declaration of Human Rights (Web);
- April 5** **The National Security State and Freedom**
Loewen, pp. 219-243; Truman, "[The Truman Doctrine](#)"(Web); "[NSC 68](#)" (Web) ; Dulles, "[Beyond Containment](#)"(Web); ; Nixon, "[The Real War](#)" (Web); Kennedy, “Inaugural Address”
- April 7** **The Civil Rights Movement as a Struggle for American Freedom**
Takaki, pp. 403-428; King, "I have a Dream" speech (Web); King, “The American Dream” (Web); Baldwin, “My Dungeon Shook” (Web); ; "[FBI Cointelpro against Black Nationalists](#)" (Web); "[FBI letter to Martin Luther King](#)" (Web);; "[FBI Tracked King's Every Move](#)" (Web);
- April 9** **The 1960s and the Struggle for Freedom**
Foner, 275-306; SDS, “The Port Huron Statement” (Web); Johnson, “The American Promise” (Web); ; Johnson, “The Great Society” (Web) ; [A Student Survivor Recalls the Tragedy at Kent State](#) (Web);; [A Senate Committee Probes the FBI's Secret Campaign against the New Left](#) (Web); ;[The FBI's Cointelpro against the New Left](#) (Web)

Take-home Midterm #2 is due

April 12 **The Vietnam War and the Struggle for American Freedom**
Loewen, pp. 244-258; Kerry, "Vietnam Veterans against the War" (Web); Johnson, "Why we are in Vietnam" (Web); Sitkoff, "Vietnam Revisionism" (Web); Ho Chi Minh, "[Vienam Declaration of Independence](#)"(Web) ; Nixon, "[The Invasion of Cambodia](#)"(Web)

Handout Take-home Final

April 14 **The Watergate Conspiracy against American Freedom**
[Schell "Watergate"](#) (Web);; "[What were the Watergate Crimes?](#)" (Web) ; [Nixon's Enemies List](#); "How FBI COINTELPRO Helped Destroy the Movements of the 1960s" (Web); President Nixon, "Farewell to the White House Staff" (Web); [President Gerald Ford's Remarks On Taking The Oath Of Office: Our Long National Nightmare is Over](#) (Web);

April 16 **The Conservative Revolution and the New Freedom**
Foner, 307-332 ; Carter, "1976 Democratic Convention Speech" (Web); Reagan, "[Calls for New Economic Policies](#)" ; (Web); Friedman, "[Free To Choose](#)" (Web) ; Reagan, "What July 4th Means to Me" (Web); ; Carter, "Farewell Address" (Web)

April 19 **Economic Freedom, Personal Freedom, and Cultural Freedom in the last decades of the Twentieth Century**
Reagan, "1981 Inaugural Address"(Web) ; Reagan, "[The Evil Empire](#)"; (Web); Reagan, "1985 State of the Union Speech" (Web); Bush, "New World Order Speech" (Web)

April 21 **Down the Memory Hole: The Disappearance of the Recent Past and the Rise of Conservative America**
Loewen, 259-268; Reich, "[National Identity in a Post-Soviet World](#)" (web); Lebow, "[The Myth of Deterrence](#)"; Buchanan, "1992 Republican Convention Speech" (Web); Lapham, "[The Visible Hand](#)" (Web) ; [Summary of the Iran-Contra Scandal by Chris Lewis, Ph.D.](#)

- April 23** **The War on Terrorism and fighting for Global Freedom:**
 Bush, “Freedom and War with Fear” (Sept. 2001) (Web);
 Bush, “Freedom in Iraq and the Middle East” (Nov. 2003)
 (Web); Bush, “Second Inaugural Address” (Jan. 2005) ;
 (Web); Bush, “War on Terrorism” (Oct. 2005) (Web)
 Foner, “Not All Freedom is Made in America” (2003)
 (Web)
- April 26** **The Iraq War and the Crisis of Freedom in the 21st**
Century
 Loewen, pp. 269-279; [Scowcroft, "Don't Attack Saddam"](#)
 (Web); [PNAC: Statement of Principles, \(1997\)](#) (Web):
[PNAC: Letter to Clinton](#) ; (Web) [Examining the Bush legacy](#)
[in 'The Decider'](#)(Web) ; Lobe, "[Why did the U.S. invade](#)
[Iraq?](#)" (Web); Block "Why is the U.S. fighting in Iraq"(Web)
- April 28** **The 2008 Financial Meltdown and the challenge**
of Democratizing Global Capitalism
[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 - 60 Minutes](#) (Web) [Watchdog Sees](#)
[Huge Bill for Banks Bailout](#) (Oct 2009) (Web) ; [5 Ways the](#)
[Government used our Money to Save Big Banks and](#)
[Screw Us](#) Web)
- April 30** **How should we Teach America’s Struggle for**
Freedom in the 21st century?
[Krugman, “Investigate Torture”](#) (Web) ; [Roberts,](#)
[“Legislating Tyranny”](#) (Web) ; Gore, “Democracy itself is
 in grave danger “ (Web) ; [Lithwick, “Uncivil Bush”](#) (Web) ;
 Cassell, “The Bush Administration and the End of Civil
 Liberties “ (Web); Foner, “Freedom Belongs to All” (Web)
- Take-Home Final Exam: Due Tuesday, May 4th, between**
10:00 and 4:00 p.m. in my office (Sewall 42D)