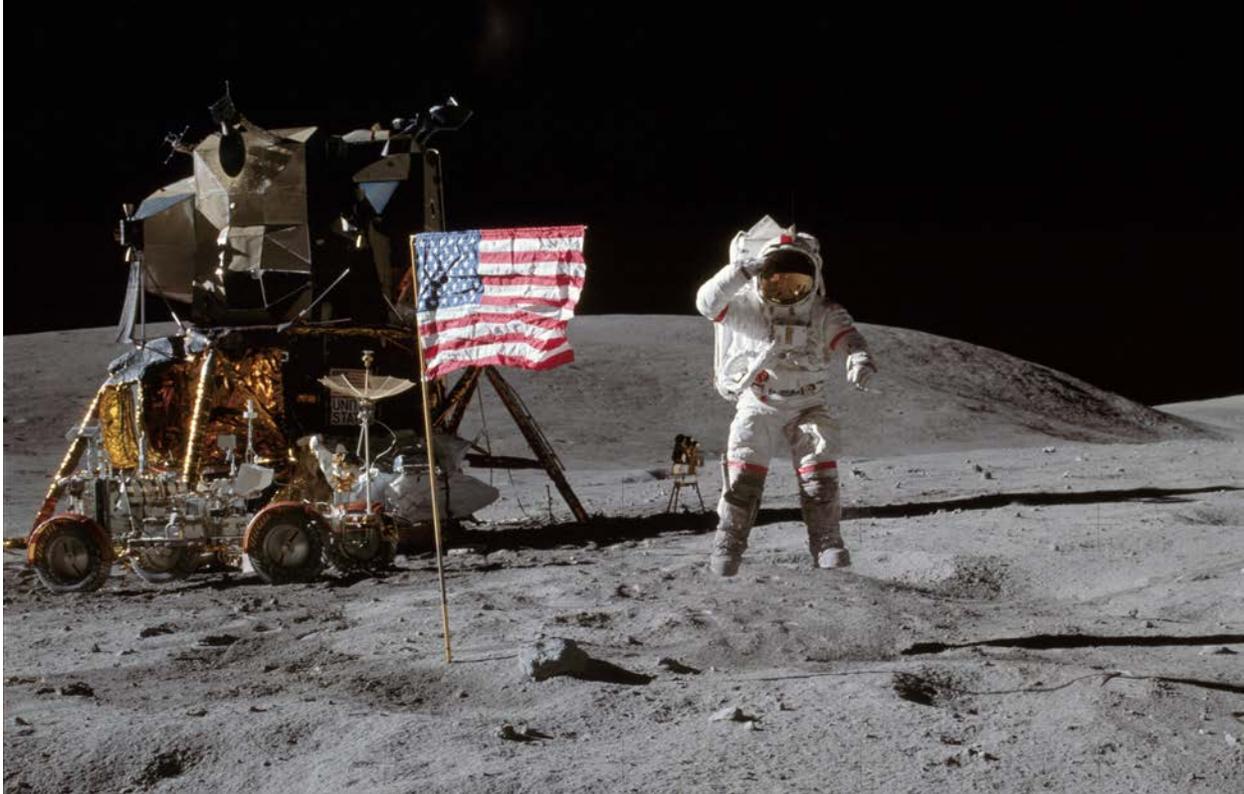


Colorado State University
Fall 2021

HIST 151.006: UNITED STATES HISTORY SINCE 1876



Astronaut John W. Young leaps from the lunar surface as he salutes the flag. Photo by Charles M. Duke Jr., April 22, 1972. (Credit: NASA)

Section: 006
Schedule and Location:..... Tuesdays and Thursdays, 2–3:15 p.m., Clark A 202
Instructor:..... Dr. Adam Thomas (Adam.Thomas@colostate.edu)
Office: Clark Building B 365
Student Hours: Tuesdays 12:30–2 p.m.; Wednesdays 11 a.m.–12:30 p.m.; or by appointment
Method of Contact:..... In person or via [Zoom](#)

Graduate Teaching Assistant: Maggie Mulcahy (Margaret.Mulcahy@colostate.edu)
GTA Virtual Student Hours: Wednesday 12-1 p.m.; Thursday 12:30–1:30 p.m.
Method of Contact:..... In person (Clark Building C 207) or via [Zoom](#)

This course will introduce the breadth of American history from the end of Reconstruction to the twenty-first century, a period during which the country emerged from the ashes of civil war to become the world's preeminent superpower. Students will explore enduring questions such as how and why the United States turned toward internationalism; how the images of the nation and its peoples have changed over time; how the spread of "American values" have impacted the modern world; and how individuals, events, and processes external to the United States have affected American life. Through selective comparisons with Europe, Asia, Latin America, and the Caribbean, as well as sensitivity to transnational forces, the course critically examines traditional claims to American exceptionalism.

LEARNING OUTCOMES

To help students organize and make sense of the tumultuous late nineteenth and twentieth centuries as well as their own time, the primary concern of this course is the analytical study of American “power.” At the completion of this course, students should be able to...

1. Evaluate the participation of the United States (including the federal government, corporations, organizations, individuals, among other aspects of American life) in the world community since 1876, especially in terms of foreign policy and military affairs, the economy, the natural environment, and systems of belief;
2. Recognize the uses of American power in the late nineteenth and twentieth centuries and critique abuses of American power with the help of diverse countervailing beliefs and ideas that have challenged certain uses of American power;
3. Articulate and critique the notion of American exceptionalism;
4. Identify and problematize issues of identity in the United States, especially in terms of race, gender, and sexuality;
5. Understand varying concepts of modernity and its consequences;
6. Use primary and secondary sources to construct an interpretation of the past;
7. Ask critical questions about texts and historical events; and
8. Write well-argued and well-reasoned historical essays based on evidence and accurately cited.

EXPECTATIONS

- Prepare for class by completing the readings and assignments on time.
- Attend all lectures in person as much as possible.
- Pay attention during lectures and discussions and take notes, regardless of what is provided in the PowerPoint presentation.
- Participate actively and thoughtfully in weekly Canvas discussions.
- Be respectful of your professor, graduate teaching assistant, and fellow students.
- Meet with the professor or the graduate teaching assistant during virtual office hours if you are struggling with the course materials and assignments or have any other problems; it is your responsibility to seek help when you need it.
- Monitor Canvas for class updates, assignments, and other announcements.

ACADEMIC HONESTY

Colorado State University, the Department of History, as well as your instructor and graduate teaching assistant will not tolerate academic dishonesty. This course adheres to the Academic Integrity Policy of the General Catalog and the Student Conduct Code. See guidelines in CSU’s General Catalogue for specifications and likely consequences for failure to comply. From the CSU General Catalog: “Plagiarism includes the copying of language, structure, ideas, or thoughts of another, and representing them as one’s own without proper acknowledgement. Examples include a submission of purchased research papers as one’s own work; paraphrasing and/or quoting material without properly documenting the source.”

I require students to insert and sign the following pledge on all graded work: “On my honor as a student at CSU, I pledge that I have neither given nor received any unauthorized aid on this examination (or assignment).”

REQUIRED “TEXTBOOK”

For this course we will use as our textbook *The American Yawp*, a free, on-line American history textbook from the Stanford University Press. It is available at www.americanyawp.com.

ADDITIONAL REQUIRED TEXTS

Engelhardt, Tom. *The End of Victory Culture: Cold War America and the Disillusioning of a Generation*. Rev. Ed. Amherst, Mass.: University of Massachusetts Press, 1995. (ISBN 978-1-55849-586-9)

Larson, Erik. *The Devil in the White City: Murder, Magic, and Madness at the Fair That Changed America*. Bismarck, N.D.: Vintage, 2004. (ISBN 978-0-375-72560-9)

Additional REQUIRED readings are assigned on various weeks and posted in Canvas. Please see the schedule below.

COURSE ORGANIZATION

I have divided this course into themed weeks. Lectures, readings, and assignments will correspond to the week's themes.

EVALUATION

I have designed the assignments in this course with two goals in mind. First, I want to determine that you are reading, comprehending, and critically evaluating the assigned texts and lectures. Second, I want to assess your ability to use those sources to support your own original ideas about the events and literature of the past. With respect to the essay portion of exams and the out-of-class writing assignments, according to Colorado State University's policy for this AUCC course, points will be assigned based on a combination of:

- a) The ability to convey a theme or argument clearly and coherently.
- b) The ability to analyze critically and to synthesize the work of others.
- c) The ability to acquire and apply information from appropriate sources, and reference sources appropriately.
- d) Competence in standard written English.

GT Pathways Statement

(Revised August 2021)

The Colorado Commission on Higher Education has approved HIST 151 for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-HI1 category. For transferring students, successful completion with a minimum C– grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to

<http://higher.ed.colorado.gov/academics/transfers/gtpathways/curriculum.html>.

Course Criteria

A GT Pathways History course:

- Introduces students to the method of historical inquiry, which involves asking an important historical question, investigating and analyzing historical sources, and drawing conclusions.
- Employs historical thinking and concepts, which include context, change over time, continuity, multiple causation, and human agency.
- Investigates multiple historical primary sources and secondary accounts.
- Analyzes multiple perspectives to create written narratives, interpretations, or syntheses.

GT Pathways Core Student Learning Outcomes

Historical Perspectives (GT-HI1):

Critical Thinking:

3. Formulate an Argument

- a. Ask a question relevant to the discipline.

- b. Synthesize perspectives that answer it.
- c. Take a specific position.
- 4. Incorporate Evidence**
 - a. Interpret/evaluate sources to develop an analysis or synthesis.
- 5. Understand Implications and Make Conclusions**
 - a. Establish a conclusion that is tied to the range of information presented.
 - b. Reflect on implications and consequences of stated conclusion.

Information Literacy:

- 3. Evaluate Information Critically**
 - a. Utilize a variety of information sources appropriate to the scope and discipline of the research question.
 - b. Consider the importance of multiple criteria, such as relevance to the research question, currency, authority, audience, and bias or point of view, when evaluating information source.
- 4. Use Information Effectively to Accomplish a Specific Purpose**
 - a. Synthesize information from sources to fully achieve a specific purpose.
- 5. Use Information Ethically and Legally**
 - a. Demonstrate a full understanding of the ethical and legal restrictions on the use of information from a variety of sources through correct citation practices.

Lecture Attendance and Canvas Discussion Participation

I expect you to attend in-person lectures as much as possible without comprising your safety or the safety of your classmates, the graduate teaching assistant, and the instructor. Thus, I will take attendance randomly, usually no less than once a week. If you miss an in-person lecture, it is your responsibility to watch the recorded lecture as soon as possible. Note: I cannot guarantee that all lectures will be recorded or available. I will also base attendance grades on your participation on the weekly Canvas discussion boards, so please participate actively and thoughtful. Please note that the discussion boards will only remain active for two weeks.

Pop Quizzes

Prepare for short-answer quizzes at any time. I intend them as a way to assess attendance and as a way to keep you on task with your reading assignments and lectures.

Notable Quotables

On two occasions, following our readings of Larson and Englehardt, you will pick your favorite line, sentence, or quote from the assigned reading. You will submit the text of the quote with at least three other sentences to convey your thoughts about your selection. The first sentence will summarize the overall argument of the reading from which you pulled the quote. A second sentence will contextualize the quote you selected. The third and most important sentence will explain why you selected the quote. This four-sentence formula is merely a guideline; you may certainly expand on it if necessary. For instance, feel free to write down any questions you may have about the quote specifically or the text generally. However, this assignment should be no more than one page of double-spaced, twelve-point text. *Beware: I am a stickler for proper grammar and strong writing. Please proofread! Avoid passive voice. Check noun-pronoun and noun-verb agreement.* Please submit electronically via Canvas.

The Letter

During the first half of the semester, I will ask you to take on the persona of an historical person and write a letter responding to a certain scenario. Your personality and response should be grounded in the course material. The resulting letter should be no more than two pages of double-spaced, twelve-point text, not including the cover page and works-cited page. The letter must include formal citations and you will use only sources from this course. Please submit electronically via Canvas.

Midterm

You will have one midterm exam. It will cover material from the first half of the course and will consist of multiple-choice, true-and-false, short answer, and essay sections.

The Exhibit

Near the end of the semester, you will assemble and write a museum exhibit for a hypothetical, virtual American history museum based on themes drawn from the class. Your exhibit must consist of five interpretive text “panels” addressing one of the exhibit titles below. Each “panel” will represent one page of your paper and will consist of an historic photograph or an image of an artifact at the top of the page. For the introductory panel, you must state clearly an argument or thesis that you will then support with your images and text in the subsequent panels. Your thesis should address change over time and answer clearly why that change occurs. You will use only the course readings and lectures. You must cite at least one lecture and two of the course’s non-textbook readings. Be sure to cite your sources.

Final

The final will be an in-class examination following the model of the midterm. It will not be comprehensive, covering only the material between the midterm and the end of the semester.

Assignment Schedule

All writing assignments must be submitted to Canvas by 2 p.m. on their respective due dates. I will only offer the midterm exam at the date and times below. Those exams will be taken online, through Canvas.

Assignment Name	Due Date	Time
Notable Quotable 1: Larson	Thursday, September 9	Due at 2 p.m.
The Letter	Thursday, October 7	Due at 2 p.m.
Midterm Examination	Thursday, October 14	2 p.m.–3:15 p.m.
Notable Quotable 2: Engelhardt	Thursday, November 11	Due at 2 p.m.
The Exhibit	Thursday, December 2	Due at 2 p.m.
Final	Thursday, December 16	9:40–11:40 a.m.

Grading

Attendance, Canvas Discussion, and Quizzes..... 10%
 Notable Quotables..... 10%
 Midterm 20%
 The Letter 20%
 Term Paper 20%
 Final Exam..... 20%

Please note that I maintain grades in Canvas merely as a reference for your convenience. While your grades in Canvas are a close approximation of your actual scores, they DO NOT fully represent the grades in my grade book. If you would like to know your official grade, please see me during office hours.

Grading Scale

100 A+	87–89 B+	77–79 C+
93–99 A	83–86 B	73–70 C
90–92 A-	80–82 B-	60–69 D
Any grade below a 60 is an F.		

Late Assignments

I expect promptness with all assignments. Late assignments will be docked one percentage point per day late. If you are having a problem completing your assignment, please contact me as soon as possible to make other arrangements.

COVID-19 Statement

Important information for students: All students are expected and required to report any COVID-19 symptoms to the university immediately, as well as exposures or positive tests from a non-CSU testing location.

If you suspect you have symptoms, or if you know you have been exposed to a positive person or have tested positive for COVID, you are required to fill out the COVID Reporter (<https://covid.colostate.edu/reporter/>). If you know or believe you have been exposed, including living with someone known to be COVID positive, or are symptomatic, it is important for the health of yourself and others that you complete the online COVID Reporter. Do not ask your instructor to report for you. If you do not have internet access to fill out the online COVID-19 Reporter, please call (970) 491-4600. You may also report concerns in your academic or living spaces regarding COVID exposures through the COVID Reporter. You will not be penalized in any way for reporting. When you complete the COVID Reporter for any reason, the CSU Public Health office is notified. Once notified, that office will contact you and, depending upon each situation, will conduct contact tracing, initiate any necessary public health requirements and notify you if you need to take any steps.

For the latest information about the University's COVID resources and information, please visit the **CSU COVID-19 site**: <https://covid.colostate.edu/>.

COURSE SCHEDULE AND READING ASSIGNMENTS

Please have all the week's readings completed Thursdays before class.

NOTE: All lectures, discussions, and assignments are subject to change, except the final. Please refer to Canvas for any updates to this syllabus.

PART I: GILDED AGE DISCONTENT

Week 1 (8/24 and 8/26): Course Introduction and America at 100

López, Elfido. "You Would Never Hear People Complain: Elfido López Recalls Rural Mexican-American Life in the Late 19th Century." *History Matters*. <http://historymatters.gmu.edu/d/89/>. (Available on Canvas.)

The American Yawp, Chapter 16: "Capital and Labor" and Chapter 17: "Conquering the West"

Week 2 (8/31 and 9/2): Gold, Silver, and Populism

Bryan, William Jennings. "William Jennings Bryan Democratic National Convention Address." (Available on Canvas.)

The American Yawp, Chapter 18: "Life in Industrial America" and Chapter 19: "American Empire"

Week 3 (9/7 and 9/9): Urban Modernity and Spectacle Culture

Larson, Erik. *The Devil in the White City: Murder, Magic, and Madness at the Fair That Changed America*. (Book)

- **Thursday 9/9: In-Class Discussion on Larson (Notable Quotable Due)**

PART II: EXPERIMENTING WITH POWER: REFORM, PROGRESSIVISM, AND WAR

Week 4 (9/14 and 9/16): Reform and Progressivism

Grant, Madison. *The Passing of the Great Race; Or, The Racial Basis of European History*. New Edition. New York: Charles Scribner's Sons, 1918. (Selections available on Canvas)

The American Yawp, Chapter 20: "The Progressive Era"

Week 5 (9/21 and 9/23): World War I

Jamie Lathan. African American Soldiers in World War I. 2016. Retrieved from the Digital Public Library of America, <http://dp.la/primary-source-sets/african-american-soldiers-in-world-war-i>. See all 11 items in the source set. (Available on Canvas)

The American Yawp, Chapter 21: "World War I & Its Aftermath"

PART III: JAZZ AGE MODERNITY AND THE GROWING PAINS OF EXPANDING POWER

Week 6 (9/28 and 9/30): The Roaring '20s and Mass Culture

"Flappers Flaunt Fads in Footwear," *New York Times*, January 29, 1922. (Available on Canvas.)

"Flappers Upheld by this Minister," *New York Times*, May 21, 1922. (Available on Canvas.)

Fitzgerald, F. Scott. "Bernice Bobs Her Hair." In *Flappers and Philosophers*, 155–93. New York: Charles Scribner's Sons, 1921. (Available on Canvas.)

The American Yawp, Chapter 22: "The New Era"

- **Thursday 9/30: "The Letter" Scenarios Posted to Canvas**

Week 7 (10/5 and 10/7): The Great Depression and Dust Bowl

The American Yawp, Chapter 23: "The Great Depression"

- **Thursday 10/7: "The Letter" Assignment Due**

Week 8 (10/12 and 10/14): World War II

The American Yawp, Chapter 24: "World War II"

- **Thursday 10/14: Midterm**

PART IV: THE EMERGING SUPERPOWER

Week 9 (10/19 and 10/21): The Postwar Boom 1: The Bomb, the Cold War, and Consumer Culture

Engelhardt, Part I: "War Story" and Part II: "Containments." (Book)

The American Yawp, Chapter 25: "The Cold War"

Week 10 (10/26 and 10/28): The Postwar Boom 2: Dissent in Consensus Culture

Friedan, Betty. "The Problem That Has No Name." In *The Feminine Mystique*, 15–32. New York: W. W. Norton & Company, 2001. (Available on Canvas.)

The American Yawp, Chapter 26: "Affluent Society"

PART V: CONTESTING POWER: COUNTERCULTURE AND RIGHTS MOVEMENTS

Week 11 (11/2 and 11/4): Equal Rights Movements

King, Martin Luther, Jr. "Letter from Birmingham Jail," April 16, 1963. (Available on Canvas)

The American Yawp, Chapter 27: "The Sixties"

Week 12 (11/9 and 11/11): Psychedelic Acid Trips

Engelhardt, Part III: "The Era of Reversals," Part IV: "Afterlife," and Part V: "Victory Culture, the Sequel."
(Book)

- **Thursday 11/11: In-Class Discussion on Engelhardt (Notable Quotable Due)**
- **"The Exhibit" Prompts Posted to Canvas**

PART VI: RISE OF CONSERVATISM AND THE CONSEQUENCES OF POWER

Week 13 (11/16 and 11/18): Urban Crisis and the Rise of Suburban Conservatism

Freidrichs, Chad. *The Pruitt-Igoe Myth*. DVD, Documentary. First Run Features, 2011.

The American Yawp, Chapter 28: "The Unraveling" and Chapter 29: "The Triumph of the Right"

11/20–11/28: FALL BREAK

Week 14 (11/30 and 12/2): Energy, Scarcity, and Terror

Fiege, Mark. "It's a Gas." In *The Republic of Nature: An Environmental History of the United States*, 358–402.
Seattle: University of Washington Press, 2012. (Available on Canvas.)

- **Thursday 12/2: "The Exhibit" Due**

Week 15 (12/7 and 12/9): From the End of the Cold War to the War on Terror

Reagan, Ronald Wilson. "President Reagan's Address at the Brandenburg Gate (Berlin Wall Speech)."
West Berlin, Germany, June 12, 1987. For text and video
<http://www.americanrhetoric.com/speeches/ronaldreaganbrandenburggate.htm>. (Available
on Canvas.)

The American Yawp, Chapter 30: "The Recent Past"

FINAL: Thursday, December 16, 9:40–11:40 a.m.

CAREER PATHS FOR HISTORY MAJORS AND HOW TO PURSUE THEM

Business

Why it's a good choice: The critical thinking and communication skills that History majors learn, along with our students' ability to analyze how societies change over time, constitute a good preparation for careers in business.

What to do: CSU's College of Business offers a minor in Business Administration; see the web site (<http://www.biz.colostate.edu/undergraduatePrograms/academicPrograms/Pages/businessMinor.aspx>) for information about the minor.

Digital History Technologies

Why it's a good choice: Technologies such as Geographic Information Systems (GIS), network imaging, mobile technologies, and Web 2.0 are changing how we study and represent historical processes such as environmental change, migration, and economic activity. Acquiring digital skills while polishing the historians' craft of synthesizing, analyzing and interpreting information can make students more competitive for various jobs in government, public history (see below), NGOs, and the private sector. These skills may also make students more competitive for graduate degree programs.

What to do: Enroll in HIST475 History in the Digital Age and pursue a minor in Geography, offered through the Department of Anthropology, including courses applicable to the minor that incorporate remote sensing and GIS techniques.

Graduate School in History (M.A. and / or Ph.D.)

Why it's a good choice: If you love history and have the aptitude, graduate studies can provide intellectual stimulation and lead to a career teaching history at the university level or working in the field of public history (see below).

What to do: Talk to a History Department faculty member who teaches in your field(s) of interest about graduate programs and about the courses you should plan to take now to prepare for graduate school. The History Department at CSU offers an M.A. in History; our graduates have been admitted to some of the top Ph.D. programs in the U.S.

Pre-Law

Why it's a good choice: The History major, with its emphasis on critical thinking and communication skills (both oral and written), is excellent preparation for law school.

What to do: Review the pre-law advising resources at: <http://polisci.colostate.edu/undergraduate/pre-law> or make an appointment with College of Liberal Arts pre-law Advisor Dr. Courtenay Daum in the Political Science Department at Courtenay.Daum@colostate.edu

Public History

Why it's a good choice: Public history—the profession of presenting history to the public through museums; archives; national parks; historical buildings and landscapes; film and new media; or writing histories for government, corporate, or public audiences—is a good fit for students who want to work in history outside the traditional teaching professions.

What to do: Take a course about public history (for example, HIST 479 / Practice of Public History, HIST 478 / Heritage Resource Management, or HIST 476 / History of America's National Parks). Talk to History faculty members about other useful undergraduate courses, careers in this subfield, and our M.A. program's concentration in public history, which has an excellent placement record for internships and jobs.

Social Studies Teaching

Why it's a good choice: Teaching history and related subjects in the public schools is a wonderful career with many employment opportunities.

What to do: Talk to an academic advisor in the History Department about the requirements for the Social Studies Teaching concentration in the History major and visit the School of Teacher Education and Principal Preparation

web site at <http://www.stepp.caahs.colostate.edu/>. Please note that a 3.0 grade point average is needed for admission to CSU's education program.

Other Resources to Explore Careers in History

The CSU Career Center offers information and advice about academic majors and careers at <http://career.stuser.colostate.edu>.

The American Historical Association's booklet *Careers for Students of History* is available online at <http://www.historians.org/pubs/careers/index.htm>. Explore the rest of the web site, too!