

**Colorado State University
Fall 2022**

**HIST 151.006: UNITED STATES HISTORY SINCE 1876
FOR HISTORY MAJORS**



History students research at the newly opened Johns Hopkins University, 1876. (Credit: JHU Archives)

Section:006
Schedule and Location:..... Tuesdays and Thursdays, 12:30–1:45 p.m., Engineering E 106
Instructor:.....Dr. Adam Thomas (Adam.Thomas@colostate.edu)
Office: Clark Building B 365
Student Hours: Tuesdays through Fridays, 11 a.m. to noon; or by appointment
Method of Contact:..... In person or via [Zoom \(Meeting ID: 755 055 5964 Passcode: 151009\)](#)

This course will introduce the breadth of American history from the end of Reconstruction to the twenty-first century, a period during which the nation emerged from the ashes of the 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.

Additionally, this section of HIST 151 is intended for History Majors. As such, while students experience American history since Reconstruction, they will also learn about the art, science, and philosophy of history, providing the basic tools students will need to succeed in this major as they work toward their degrees.

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; and
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.

...and as history majors to...

1. Articulate and critique the notion of American exceptionalism;
2. Identify and problematize issues of identity in the United States, especially in terms of race, gender, and sexuality;
3. Understand varying concepts of modernity and its consequences;
4. Analysis critically primary and secondary sources and other kinds of evidence, including material culture; and
5. Write well-argued and well-reasoned historical essays based on evidence and accurately cited in Chicago style.

EXPECTATIONS

History teaching has changed dramatically in the twenty-first century. In-person classes in the History Department at CSU emphasize engaged and active learning, **so fundamental course objectives cannot be achieved outside of scheduled class meetings**. Our classes are frequently discussion-based, dynamic and fluid, and employ a multi-media approach. Many history courses also feature meetings with outside professionals and community members, field trips, and collaboration among students and faculty. The History faculty encourages students to commit to regular attendance and meaningful and regular participation in all history courses.

- Prepare for class by completing the readings and assignments on time.
- Attend all class meetings.
- Pay attention during class meetings and take notes, regardless of what is provided in PowerPoint presentations and other in-class media.
- Use electronic devices in class only for taking notes and no other purpose.
- Silence all electronic devices.
- Participate actively and thoughtfully in weekly Canvas discussions.
- Be respectful of your professor and fellow students.
- Meet with the professor during student 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 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.

REFERENCE "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.

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.

Remember you should submit all assignment electronically through Canvas and they MUST have these components:

- A cover page that also includes the honor pledge;
- Citations in Chicago style
- Works cited page in Chicago style

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://highered.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 thoughtfully. 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.

MACD Analysis

MACD stands for motivation, audience, and convention/discourse, all of which crucial considerations when assessing the accuracy and usefulness of primary sources. Thus, six times during semester students will evaluate and complicated primary sources by analyzing (1) the author's motivation, (2) the intended audience, and (3) issues of convention of language and rules of discourse. This analysis will consist of a single-page document. The template for this assignment is available in Canvas.

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, you may choose more than one quote and compare them. Or, 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.

Term Paper

In lieu of a final exam, students will write a well-argued term paper with evidence drawn from the course and from their own research. The paper will be related to the topic of The Exhibit.

Assignment Schedule

All writing assignments must be submitted to Canvas by the start of class (12:30 p.m.) on their respective due dates. I will only offer the midterm and final exams at their respective dates and times below—NO EXCEPTIONS. Exams will be taken online, through Canvas.

Assignment Name	Due Date	Time
MACD: Harvey	Thursday, September 1	Due at 12:30 p.m.
Notable Quotable: Larson	Thursday, September 8	Due at 12:30 p.m.
MACD: Lathan or Grant	Thursday, September 22	Due at 12:30 p.m.

MACD: Flappers	Thursday, September 29	Due at 12:30 p.m.
The Letter	Thursday, October 6	Due at 12:30 p.m.
Midterm Examination	Thursday, October 13	12:30–1:45 p.m.
MACD: Truman	Thursday, October 20	Due at 12:30 p.m.
MACD: Friedan	Thursday, October 27	Due at 12:30 p.m.
MACD: MLK	Thursday, November 3	Due at 12:30 p.m.
Notable Quotable: Engelhardt	Thursday, November 10	Due at 12:30 p.m.
Check-In Quiz 4	Tuesday, November 15	Due at 12:30 p.m.
The Exhibit	Thursday, December 1	Due at 12:30 p.m.
Term Paper	Monday, December 12	Due at 8:20 p.m.

Grading

Attendance, Canvas Discussion, and Pop Quizzes.....	10%
MACD Analyses	15%
Notable Quotables.....	10%
Midterm	15%
The Letter	15%
The Exhibit	15%
Term Paper	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. To see if any student reads this part of the syllabus, any time before the start of finals week email me a picture of your pet, your friend’s pet, or really any pet, along with your name and the pet’s name. You will get three bonus points. It’s that simple.

COVID-19 Statement

All students are expected and required to report any COVID-19 symptoms to the university immediately, as well as exposures or positive tests (even home tests).

- If you suspect you have symptoms, or if you know you have been exposed to a positive person or have tested positive for COVID (even with a home test), 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. Students who report symptoms or a positive antigen test through the COVID Reporter may be directed to get a PCR test through the CSU Health Network's medical services for students.

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 (8/23 and 8/25): The Art, Science, and Philosophy of History; and America at 100

Harvey, William Hope. *Coin's Financial School*. Chicago: Coin Publishing Co., 1894. (First half; available on Canvas)

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

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

Week 2 (8/30 and 9/1): Gold, Silver, and Populism

Harvey, William Hope. *Coin's Financial School*. Chicago: Coin Publishing Co., 1894. (Second half; available on Canvas)

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

- **Thursday 9/1: In-Class Discussion on Harvey (MACD: Harvey Due)**

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

Week 3 (9/6 and 9/8): Urban Modernity and Spectacle Culture

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

- **Thursday 9/8: In-Class Discussion on Larson (Notable Quotable: Larson Due)**

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

Week 4 (9/13 and 9/15): 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 (9/20 and 9/22): 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"

- **Thursday 9/22: In-Class Discussion on Lathan and Grant (MACD: Lathan or Grant Due)**

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

Week 6 (9/27 and 9/29): The Roaring '20s and Mass Culture

"Modern Girls Face Certain Disaster; 'Flappers' Called Saddest Type of All," *El Paso Herald* (El Paso, Texas), May 8, 1920, p. 1. (Available on Canvas.)

"Old-time Jargon 'Kicks in' as Flapper Evolves New Jargon," *The Morning Tulsa Daily World* (Tulsa, Okla.), May 7, 1922, p. 5. (Available on Canvas.)

"Typical Flappers," *Weekly Journal-Miner* (Prescott, Ariz.), August 2, 1922, p. 1. (Available on Canvas.)

"Those Fluttering Flappers," *The Evening World* (New York, N.Y.), April 20, 1920. (Available on Canvas.)

"Woman Always Pays, Says Girl of 14 in First Flapper Tragedy," *The Ogden Standard-Examiner* (Ogden, Utah), May 1, 1922, p. 1. (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 9/29: In-Class Discussion on Flappers articles and short story (MACD: Flappers due)**
- **Thursday 9/29: "The Letter" Scenarios Posted to Canvas**

Week 7 (10/4 and 10/6): The Great Depression and Dust Bowl

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

- **Thursday 10/6: "The Letter" Assignment Due**

Week 8 (10/11 and 10/13): World War II

Truman Source Set: Sources 1 and 2

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

- **Thursday 10/13: Midterm**

PART IV: THE EMERGING SUPERPOWER

Week 9 (10/18 and 10/20): The Postwar Boom 1: The Bomb, the Cold War, and Consumer Culture

Truman Source Set: Source 3

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. (First Third; Book)

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

- **Thursday 10/20: In-Class Discussion on Truman source set (MACD: Truman due)**

Week 10 (10/25 and 10/27): 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"

- **Thursday 10/27: In-Class Discussion on Friedan (MACD: Friedan due)**

PART V: CONTESTING POWER: COUNTERCULTURE AND RIGHTS MOVEMENTS

Week 11 (11/1 and 11/3): Equal Rights Movements

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

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. (Middle Third; Book)

The American Yawp, Chapter 27: "The Sixties"

- **Thursday 11/3: In-Class Discussion on MLK (MACD: MLK due)**

Week 12 (11/8 and 11/10): Psychedelic Acid Trips

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. (Final Third; Book)

- **Thursday 11/10: 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 (11/15 and 11/17): Urban Crisis and the Rise of Suburban Conservatism

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

- **Thursday 11/17: In-Class Discussion on Freidrichs**

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

11/19–11/27: FALL BREAK

Week 14 (11/29 and 12/1): 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 12/1: "The Exhibit" Due**

Week 15 (12/6 and 12/8): 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"

TERM PAPER DUE: Monday, December 12, at 8:20 p.m. via Canvas

Careers for History Majors

A History degree opens more doors than you think. Our department has alumni in all of the following fields and more.



Criminal Justice and Law

- Lawyer
- Paralegal
- Federal Law Enforcement
- Police Officer
- Criminal Investigator
- Private Investigator



Public Resource Management

- National or State Park Service
- Public Land Management
- Historical Site Preservation
- Public Parks Assessment and Preservation
- Land and Property Development
- Property Assessor



Education

- Social Studies Teacher
- History Teacher (High School)
- College or University Professor
- Academic Advisor



Public Historian

- Museum Curator
- Museum Educator
- Collections Manager
- Government Historian
- Historical Society Director



Public Service

- Journalism
- Public Relations
- Government Advisor
- Public Policy Writer
- Political Advising
- Politician
- Military Consulting
- Community Extension



Business/Corporate Operations

- Human Resources
- Insurance Investigator
- Retirement Advisor/Investigator
- Forensic Accounting
- Entrepreneur
- Consultant



Research and Preservation

- Archivist
- Genealogist
- Research Associate
- Librarian



Digital and Media Publication

- Editor
- Podcaster
- Game Developer
- Virtual Designer