HIST 151 (001): U.S. History Since 1876
8-8:50 a.m. Monday, Wednesday, Friday
Clark A105

Instructor: Kayla Steele
Office Hours: Clark C-207C, 9-9:50 MWF and by appointment
Contact: kmsteele@rams.colostate.edu

Course Outline
This course will survey the recent history of the United States, with a particular emphasis on the changing definitions of American freedom. Although we likely all share similar personal definitions of “American freedom” today, ideas about central tenets of freedom have changed greatly over the course of United States history; different groups of Americans often had very different definitions even at the same period in history. Our brief survey will examine the varying political, economical, social, cultural, and environmental forces that led Americans to construct their own unique definitions of freedom and the consensus and conflicts that often resulted. We will study the major events, people ideas, and institutions from Reconstruction to the present day. This course will ask you to examine these events from multiple perspectives, including the three pillars of historical analysis: race, class, and gender. By the end of this course you should be able to demonstrate your knowledge of recent U.S. history by discussing how the idea of “American freedom” has changed over time and differed according to these important perspectives.

This course will also introduce you to the important skills historians use to study the past. This course will ask you to interpret primary sources and scholarly works in order to construct your own understanding of the past. You will practice these skills through frequent class discussions and written assignments. Strong reading and writing skills are essential to the study of history, and to your success in university more generally, and they therefore occupy a central place in this course. By the end of this course you should be able to demonstrate your mastery of the essential skills for historical analysis.

Course Materials
• Additional readings will be available on RamCT

Grades
Your grade in this class consists of the following assignments:
• 3 in-class tests (60% [20% each])
• 3 writing assignments (30% [10% each])
• Weekly discussions (10%)
Your course grade for the semester is based on:
97-100%: A+ 87-90%: B+ 77-80%: C+ 67-70%: D+ Less than 60%: F
93-97%: A 83-87%: B 73-77%: C 63-67%: D
90-93%: A- 80-83%: B- 70-73%: C- 60-63%: D-
Tests

All exams will follow the same format and are not comprehensive. See course schedule below for dates. Students will use material from the textbook, primary sources, and lecture material to answer two essay questions out of a choice of three. Students will receive a list of potential essay questions before the test for review. More information will be given in class.

All exam dates are non-negotiable. Students will not be allowed to make up missed exams, except in case of school-excused absences (medical or family illness, official university absences). Students must provide official documentation for their absences and pre-arrange make-up dates whenever possible.

Writing Assignments

Essay 1: Students will write a 2-3 page analytical essay responding to a prompt based on primary source material. The essay prompt and primary sources will be available on RamCT. Essays need to follow proper argumentative format: introduction with thesis statement, body paragraphs, conclusion, in-text citations of quoted and referenced material. Essays should be 2-3 pages, double-spaced, 12 point Times New Roman font, one-inch margins, pages stapled together. Students must turn in a hard copy of the final draft and the rough draft that was workshopped in class. Additional information will be given out in class.

Essay 2: Students will write a 2-3 page essay summarizing and responding to a scholarly article. The essay prompt and article will be available on RamCT. Essays should address the following questions in the introduction:

• What is the subject matter of the article?
• What question or set of questions is the author trying to answer?
• What is the author’s thesis (their argument)?

Students should use the rest of the essay to discuss and respond to the essay, using the following questions as a guide:

• How does the article build on or support other information we’ve covered in class or that you know from outside sources?
• Does the essay challenge other information we’ve covered in class or that you know from outside sources?
• Do you agree or disagree with the author’s perspective on the topic? Why?
• How could this perspective be useful for other topics in history?

Essays should be 2-3 pages, double-spaced, 12 point Times New Roman font, one-inch margins, pages stapled together. Students must turn in a hard copy of the final draft in class. Additional information will be given out in class.

Essay 3: Students will interview four people about a major historical event from the last one-third of class (anything from Chapters 25-27) and report on their findings. This assignment includes three parts:

• Part 1 (pre-essay preparation): Students will choose their own topic (ex: Woodstock, Watergate, Kent State shootings, Challenger explosion, fall of the Berlin Wall, etc.) and compose at least five interview questions. Students will then interview four individuals who remember the event (they do not need to have been present at the event itself) in preparation for the essay. Students will submit a short (less than one page) proposal of topic, interview questions, and interviewees before Fall Break.
Part 2 (1-2 pages of essay): Students will report on their findings. They will include a short description of each interviewee (1-2 sentences each). Students will then discuss areas where the interviewees’ memories conflicted, agreed, or placed different significance on certain elements of the event.

Part 3 (2-3 pages of the essay): In the final section of the essay, students will discuss the challenges of writing history based on this experience. (Consider the following questions: Was the event equally memorable to each interviewee? Did all agree on the basic facts of the event? Did the interviewees agree or disagree on the importance of the event in American history? Can a historian easily balance the perspective of every interviewee?)

Essays should be 2-3 pages, double-spaced, 12 point Times New Roman font, one-inch margins, pages stapled together. Students must turn in a hard copy of the final draft in class and their interview notes. Additional information will be given out in class. Note: This project requires considerable planning ahead, and we will do much of this planning in class. It is essential that you do not miss the days we discuss this project.

All due dates are non-negotiable. Students will not be allowed to turn in late assignments, except in case of school-excused absences (medical or family illness, official university absences). Students must provide official documentation for their absences and pre-arrange make-up dates whenever possible.

Class Discussions
Mondays and Wednesdays each week will be devoted to lecture material. Students are strongly encouraged to attend class these days.

Fridays will be devoted to other classroom activities: discussing primary sources from Voices of Freedom, workshopping essay drafts, in-class writing assignments, and taking class exams – attendance is therefore required on Fridays. Students need to complete the required assignments before class begins on Friday (readings, rough drafts, etc.) and be prepared to discuss them in class. Students will receive credit for the work they complete on Fridays as the credit needed for class discussions.

All discussion dates are non-negotiable. Students will not be allowed to make up Friday classroom discussion points, except in case of school-excused absences (medical or family illness, official university absences). Students must provide official documentation for their absences and pre-arrange make-up dates whenever possible.

Course Expectations
In order to do well in this course, students must keep up with the reading and attend class regularly. Lecture material will expand on the information covered in the textbook, and students are equally responsible for both sets of information. Students who miss class should ask classmates for the notes; the instructor will not provide them.

A successful classroom requires that students and instructors respect others’ needs. Students should arrive on time, silence their cell phones and other electronics, and respect others’ opinions even if they do not agree with them. Please do not distract others.

Academic Integrity
Students this course will adhere to the Academic Integrity Policy of Colorado State University’s General Catalog and the Student Conduct Code. You may be asked to sign an Honor Pledge (“I will not give, receive, or use any unauthorized assistance”) on course assignments. Students who engage in academic dishonesty will receive a zero on the assignment and be subject to further disciplinary action. Please refer to the Academic Integrity and Student Conduct policies in the General Catalog http://www.catalog.colostate.edu/FrontPDF/1.6POLICIES1112f.pdf (pages 7-9) for more information. From the General Catalog:

1. Cheating in the Classroom – Cheating includes using unauthorized sources of information and providing or receiving unauthorized assistance on any form of academic work. Examples include copying the work of another student on an exam, problem set, or quiz; taking an exam or completing homework for another student; possessing unauthorized notes, study sheets, answer codes, programmed calculators, or other materials during an exam; and falsifying exams or other graded paper results.
2. Plagiarism – Plagiarism includes the copying of language, structure, ideas, or thoughts of another, and representing them as one’s own without proper acknowledgment. Examples include a submission of purchased research papers as one’s own work; paraphrasing and/or quoting material without properly documenting the source.

**Course Schedule**

**Week of:**

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Homework</th>
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<tr>
<td>Aug 20</td>
<td>Introduction, Chapter 15</td>
<td><em>Homework:</em> Read chapter 15 of Give Me Liberty (textbook); no Friday discussion this week</td>
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<td>Aug 27</td>
<td>Chapter 15, 16</td>
<td>Friday: Chapter 15 sources (in Voices); discuss paper #1</td>
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<td><em>Homework:</em> Finish chapter 15 in textbook, read chapter 15 in Voices for Friday discussion</td>
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<td>Sep 3</td>
<td>No class Monday</td>
<td>Chapter 16</td>
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<td>Friday: Paper #1 workshop</td>
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<td><em>Homework:</em> Read chapter 16, bring a completed rough draft of Paper #1 to class on Friday</td>
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<td>Sep 10</td>
<td><strong>Paper #1 final draft due Monday</strong></td>
<td>Chapter 17</td>
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<td>Friday: Chapter 17 sources (in Voices)</td>
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<td><em>Homework:</em> Read chapter 17 in textbook and chapter 17 in Voices</td>
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<td>Sep 17</td>
<td>Chapter 18</td>
<td>Friday: Review for Test 1</td>
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<td><em>Homework:</em> Read chapter 18 in textbook and study for exam</td>
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<td>Sep 24</td>
<td>Chapter 19</td>
<td>Friday: <strong>Exam 1</strong> (chapters 15-19)</td>
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<td><em>Homework:</em> Chapter 19 in textbook, study for exam</td>
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<td>Oct 1</td>
<td>Chapter 20</td>
<td>Friday: Chapter 20 sources (in Voices)</td>
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<td><em>Homework:</em> Read chapter 20 in textbook and chapter 20 in Voices</td>
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<td>Chapter</td>
<td>Event/Assignment</td>
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| Oct 8 | Chapter 21 | Friday: Chapter 21 sources (in *Voices*); discuss paper #2  
*Homework*: Read chapter 21 in textbook and chapter 21 in *Voices* |
| Oct 15 | Chapter 22 | Friday: Fiege, “The Sense of Wonder” article  
*Homework*: Read chapter 22, Fiege article and essay |
| Oct 22 | **Paper #2 due Monday (no in-class workshopping)** | Chapter 23  
Friday: Review for Test 2 (Chapters 20-24)  
*Homework*: Read chapter 23 in textbook and study for exam |
| Oct 29 | Chapter 24 | Friday: **Exam 2**  
*Homework*: Read chapter 24 in textbook and study for exam |
| Nov 5 | Chapter 25 | Friday: Introduction and activities for essay #3  
*Homework*: Read chapter 25 in textbook and proposal for essay #3 |
| Nov 12 | **Essay #3 Proposal due Monday** | Chapter 26  
Friday: Discuss essay #3  
*Homework*: Read chapter 26 in textbook; prepare rough draft of essay #3 over break |
| Nov 19 | | FALL BREAK – NO CLASS |
| Nov 26 | Chapter 27 | Friday: Workshop paper #3  
*Homework*: Read chapter 27 in textbook and finish final draft of essay #3 |
| Dec 3 | **Essay #3 final draft due Monday** | Chapter 28  
Friday: Reviewing for final exam  
*Homework*: Finish essay #3, read chapter 28, and study for final exam |
| Dec 10 | | FINALS WEEK |