

History of the United States since 1865

HIST157, Sections 0201-0212 * Spring 2010 * Lectures T, Th 9:00-9:50

	email	office	office hrs
Prof. David Sicilia	dsicilia@umd.edu	TLF 2119	T 10-11, Th 11-12
Teaching Assistants			
Mr. Jon Franklin	jfrankli@umd.edu	KEY3118	W 11-12, F 2-3
Mr. Daniel Richter	drichter@umd.edu	KEY3111	M 11-12, T 10-11
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This course surveys United States history from the end of the Civil War to the present. Since we cannot cover this broad subject comprehensively in a single term, we will focus on several key events and themes in the evolution of American institutions, culture, economics, politics, and values since 1865. These include: cultural pluralism and the definition of American identity; the organization of American society into hierarchical institutions; urbanization-suburbanization and rural-urban conflict; statism and antistatism; the rise and decline of the United States as a global economic and political power; and the development of major political-social movements such as Progressivism, the New Deal, Civil Rights, environmentalism, and neo-conservatism.

Goals: This course is designed to help students: 1) gain a basic factual knowledge of this historical period; 2) develop the ability to assess and think critically about historical issues and about how people interpret those issues; and 3) develop some skills in analyzing historical data, especially primary sources, and reaching informed conclusions about those data.

Course orientation podcast. The professor has prepared a podcast that reviews the aims, requirements, policies, and structure of the course. You will find it in the course ELMS website. With a hard copy of this syllabus in front of you, please listen to the podcast carefully before the first class meeting and again at any time for review.

Requirements: We will investigate each topic through multimedia presentations, discussions, and required readings. The writing assignments for the course are fifteen worksheets (due in weekly discussion sections), two papers, one midterm exam, and one final exam. Directions for the papers and information about the exams will be posted to the course ELMS website and distributed in discussion sections.

Lecture and section etiquette. During the Tuesday and Thursday lectures and during weekly section meetings, kindly refrain from chatting, IMing, reading newspapers, eating, or otherwise distracting yourself or other students from the lecture and from

your note taking. *Laptop computers are permitted only for note taking*; individuals who use laptops to surf the web – which is very distracting to students sitting nearby – will be asked to leave. If you must arrive at the lecture late or leave before 9:50, do so quietly from a rear exit and sit in the back of the room.

Class participation. Classroom discussions in weekly discussion sections are one of the most important components of the course. The best way to earn high marks for discussion is to complete each week's required reading **before** class meetings; to bring to class the document reader and sources book with key passages highlighted along with your own questions and issues for discussion. Each student will earn a grade for each discussion section meeting. Those who actively and constructively participate in discussion will earn an A. Those who make at least one meaningful contribution will earn a B. Those who listen attentively will earn a C. Those who do none of these things will earn an F.

The following books – available for purchase at the University Book Center and the Maryland Book Exchange – are required reading:

- James A. Henretta, et al, *America's History*, volume 2: since 1865 (Boston: Bedford/St. Martin's, sixth edition, 2008). [*text* in the Schedule of Topics and Readings below]
- Kevin J. Fernlund, *Documents to Accompany America's History*, volume 2: since 1865 (Boston: Bedford/St. Martin's, sixth edition, 2008). [*docs* in the Schedule]
- Victoria Bissell Brown and Timothy J. Shannon, *Going to the Source: The Bedford Reader in American History*, volume 2: since 1865 (Boston: Bedford/St. Martin's, second edition, 2008). [*source* in the Schedule]
- Upton Sinclair, *The Flivver King: A Story of Ford-America* (Chicago: Charles H. Kerr Publishing Co., 1937; reprint 1987). [*Sinclair* in the Schedule]
- Ronald Story and Bruce Laurie, *The Rise of Conservatism in America, 1945-2000* (Boston: Bedford/St. Martin's, 2008). [not assigned in the Schedule for discussions; will be used for the term paper assignment]

Course grades will be calculated according to the table below. The grading scale is 100-98 = A+; 97-93 = A; 92-90 = A-; 89-88 = B+; 87-83 = B; 82-80 = B-; 79-78 = C+; 77-73 = C; 72-70 = C-; 69-68 = D+; 67-63 = D; 62-60 = D-; 59-0 = F.

Assignment	Date due	% of course grade
class participation	throughout semester	20 %
worksheets	weekly	15 % (1% each)
paper 1	February 9	10 %
midterm exam	March 11	15 %
paper 2	April 29	20 %
final exam	TBA	20 %

Make-up Exams and Late Papers. If for any family or medical reason you find it absolutely necessary to miss an in-class examination, you must contact your Teaching Assistant before the examination to obtain her or his consent to your absence if you wish to take a make-up exam. Papers are due **in class** on their due dates. Unless you make other arrangements with the instructor, late papers will be penalized one full letter grade for each day of tardiness.

Students with Disabilities. Please inform the course instructor *at the beginning of the semester* if you require any disability related special accommodations. This notification typically involves completing and submitting to the instructor a form from **Disability Support Service** (www.counseling.umd.edu/DSS/). **DSS** coordinates services that ensure individuals with disabilities equal access to UMCP programs.

Some Other Campus Resources. Many students encounter a variety of personal, social, career, and academic issues that call for assistance beyond advice provided by friends and family. Fortunately, the **Counseling Center** (www.counseling.umd.edu) provides free and confidential services by professional counselors to all UM students. The **Writing Center** (www.english.umd.edu/writingcenter) provides opportunities for undergraduate students to improve writing and thinking skills in their academic work, and also in preparation for their respective careers. Writing Center assistance can be very helpful for improving paper drafts for this course.

Religious Observances. The University System of Maryland policy provides that students not be penalized because of observances of religious beliefs, but rather shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment missed due to individual participation in religious observances. Please inform your TA *at the beginning of the semester* if you are going to miss any assignments due to religious observances.

Academic Integrity. The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <http://www.shc.umd.edu>.

To further exhibit your commitment to academic integrity, remember to sign the Honor Pledge on all examinations and assignments: "I pledge on my honor that I have not given or received any unauthorized assistance on this examination (assignment)."

Reviewing Grades. One of the ways to learn a great deal in this course is by reviewing carefully exams and papers returned by your TA with comments. Please take the time to do this, and follow up with your TA if you have any questions about her or his

commentary. Reviewing comments on the first paper and exam is a great way to prepare for the second paper and exam, respectively. If you believe one of your assignments was graded unfairly, please follow these steps: 1) Do not try to speak with your Teaching Assistant about your grade at the end of the class period in which the assignment was handed back; take at least 24 hours to read and think about the comments and grade. But do not wait more than a few days to follow steps 2-4; 2) Reread the assignment and your written work; 3) Write down the reason or reasons why you think the grade is inappropriate; 4) Give these comments to the instructor and arrange a time to meet with her or him.

Course evaluations. As a member of our academic community, you as a student have a number of important responsibilities. One of these responsibilities is to submit your course evaluations each term through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. Please make a note now of the link at which you can access the submission system for spring 2010:
www.courseevalum.umd.edu.

Schedule of Topics and Readings

Week 1 (Jan. 26 & 26): **Ironies of Reconstruction**

Required readings: *text* ch. 15; *docs* 15-1, 15-3, 15-6, 15-9, 15-10; *source* ch. 1 and Appendix I.

Week 2 (Feb. 2 & 4): **The American West**

Required readings/assignments: *text* ch. 16; *docs* 16-1, 16-2, 16-3, 16-8, 16-9, 17-1; *source* ch. 2, turn in pp. 8-9 and 38-39.

Week 3 (Feb 9 & 10): **Big Business and Industrial Labor**

Required readings/assignments: *text* ch. 17; *docs* 17-3, 17-4, 17-5, 17-6, 17-7, 17-10; *source* ch. 3, turn in pp. 63-64. **First paper due in lecture hall Feb. 9.**

Week 4 (Feb. 16 & 18): **Immigration, Ethnicity, and City Machines**

Required readings/assignment: *text* pp. 551-595; *docs* 18-4, 18-6, 18-7, 18-8, 18-9, 18-10; *source* ch. 4, turn in p. 87.

Week 5 (Feb. 23 & 25): **Populism, Progressivism, and Jim Crow**

Required readings/assignment: *text* pp. 595-639; *docs* 19-3, 20-5, 20-6, 19-7, 19-8, 19-9; *source* ch. 5, turn in p. 109.

Week 6 (March 2 & 4): **A Global Power**

Required readings/assignment: *text* pp. 640-683; *docs* 21-4, 21-5, 21-10, 22-2, 22-3, 22-4; *source* ch. 6, turn in p. 133.

Week 7 (March 9 & 11): **Modernism and Antimodernism**

Required readings/assignment: *text* pp. 683-726; *docs* 22-9, 22-10, 23-3, 23-4, 23-5, 23-6; *source* ch. 7, turn in page 158; **midterm in lecture hall March 11.**

Week 8 (March 23 & 25): **The Great Depression and the New Deal**

Required readings/assignment: *text* pp. 727-765; *Sinclair*, entire; *docs* 23-12, 23-13, 24-1, 24-7, 24-10, 24-12; *source* ch. 8, turn in p. 181.

Week 9 (March 30 & April 1): **World War II at Home and Abroad**

Required readings/assignment: *text* ch. 25; *docs* 25-1, 25-2, 25-3, 25-6, 25-7, 25-8, 25-9; *source* ch. 9, turn in p. 203.

Week 10 (April 6 & 7): **Cold War Diplomacy and Culture**

Required readings/assignment: *text* ch. 26; *docs* 25-14, 26-1, 26-2, 26-6; *source* ch. 10, turn in pp. 226-227.

Week 11 (April 13 & 15): **Middle-Class Dreams and Realities**

Required readings/assignment: *text* ch. 27; *docs* 27-3, 27-4, 26-8, 26-9; *source* ch. 11, turn in pp. 249-250.

Week 12 (April 20 & 22): **Liberalism and the New Left**

Required readings/assignment: **text** ch. 28; *docs* 26-13, 28-5, 28-7, 28-10; *source* ch. 12, turn in pp. 272-273.

Week 13 (April 27 & 29): **Constraints and Crisis**

Required readings/assignment: *text* ch. 29; *docs* 29-2, 29-4, 29-5, 29-6, 29-9; *source* ch. 13, turn in pp. 298-299. **Second paper due in lecture hall April 29.**

Week 14 (May 4 & 6): **The Reagan Revolution**

Required readings/assignment: *text* pp. 927-938; *docs* 29-10, 30-1; 30-3, 30-8, 30-9; *source* ch. 14.

Week 15 (May 11): **New World Order and Disorder**

Required readings: *text* pp. 938-946, 951-955, 996-1003, 1012-1017; *docs* 30-4, 30-6, 30-7; **no section meetings this week.**

Final exam: To be announced

revised 31 Jan. 2010