2014

144-04-13 History of the United States Since 1865

Paul O'Hara
oharas@xavier.edu

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History of the United States since 1865
History 144
Spring 2014

Instructor: Paul O’Hara
Schott 606
oharas@xavier.edu
Office hours: 9:30-11:30
Mondays and Wednesdays
or by appointment

Course description:

History 144 is an introduction to the major trends in the economic, political, social, and cultural history of the United States from the end of the Civil War to the present. It is also an introduction to the academic study of history. Students will be introduced not only to the major historical trends but also to the use of historical documents, both primary and secondary, the questioning of sources, and the analysis and interpretation historians apply to the past.

Required texts:

Rome, *Bulldozer in the countryside*
Cronon, *Nature’s metropolis*

Plus additional readings throughout the semester

Grading:

Grades will be based upon midterms, a paper, reading summaries, a final, and class participation. The grades break down as follows:

- Midterm 1: 20%
- Midterm 2: 20%
- Paper: 20%
- Final: 25%
- Participation: 15%

Grades will be assigned roughly as follows:

- A = 93-100%
- A- = 90-92%
- B+ = 87-89%
- B = 83-86%
- B- = 80-82%
- C+ = 77-79%
- C = 73-76%
- C- = 70-72%
- D+ = 67-69%
- D = 63-66%
- D- = 60-62%
- F = 59% and below

This course meets the following NCSS Reporting Standards for Social Studies:

1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.10 2.1 3.2

This section of History 143 fulfills the diversity core requirement.
CORE CURRICULUM:

This course fulfills part of the history requirement for the core curriculum. The academic goals for the core curriculum include:

- Students will demonstrate the ability to express themselves articulately, orally and in writing.
- Students will, individually and cooperatively, demonstrate ability to think and to solve problems, critically, analytically and creatively, within and across disciplines.
- Students will demonstrate the ability to differentiate the methods and to understand the interrelationships of the humanities, social sciences, and natural sciences.
- Students will demonstrate, in a way consistent with the Jesuit tradition, an ability to understand and analyze significant religious, ethical, and moral issues within a rapidly changing global society.

The history requirement is designed to: “introduce students both to a body of knowledge and to historical methods which include understanding change over time and arguments about cause and effect. In these courses students examine the evolution of ideas, institutions, organizational systems and values which have shaped and are shaping societies.”

Xavier University History Department Student Learning Outcomes:

- **Compare/ Contrast societies across the globe:** Students will be able to compare and contrast societies in the United States, Europe, and other parts of the world.
- **Understand the past on its own terms:** Students will be able to articulate how early societies differed, sometimes fundamentally, from contemporary societies.
- **Change over time and historical processes**
  Students will be able to comprehend the significance of change over time and be able to explain the historical processes that have transformed the past into the present world we inhabit.
- **Interpret sources:** Students will be able to analyze and interpret a variety of texts, images, objects, and artifacts within their historical context.
- **Oral, written, technological expression:** Students will be able to express historical and historiographical arguments clearly and persuasively.
- **Research:** Students will be able to locate and identify primary and secondary texts.
- **Articulate trends and make historiographical arguments:** Students will be able to articulate and explain major trends in historical thought.

CLASS POLICIES:

**Examination books:** All midterms and the final will necessitate blue books. Students need to purchase examination books, or blue books, from the bookstore prior to the exam and bring them to class on the scheduled exam time. Please do not write on or in your exam books prior to the examination period.

**Participation:** In order to make optimum use of our time and cover the material, it is very important that students come to class prepared and willing to participate in class discussions and activities. Students are responsible for knowing the due dates for readings and having the reading done before class discussions. The quality and consistency of participation will determine the participation grade. In class writing assignments and short quizzes will also make up part of this grade.
**Incompletes:** Incompletes will not be given out except under extreme circumstances. Students are responsible for the university dates for cancellations.

**Academic Honesty:** University policy on academic honesty reads as follows:

“The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission and registration documents, and the falsification of any academic record including letters of recommendation. All work submitted for academic evaluation must be the student’s own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another’s efforts is prohibited as is the use of any work untruthfully submitted as one’s own. Penalties for violations of this policy may include one or more of the following: a zero for that assignment or test, an “F” in the course, and expulsion from the University. The dean of the college in which the student is enrolled is to be informed in writing of all such incidents, though the teacher has full authority to assign the grade for the assignment, test, or course. If disputes of interpretation arise, the student, faculty member, and chair should attempt to resolve the difficulty. If this is unsatisfactory, the dean will rule in the matter. As a final appeal, the academic vice president will call a committee of tenured faculty for the purpose of making a final determination.”

**Late Assignments:** Students must turn in a hard copy of the assignment in class on the due date. Emailed copies of papers will not be accepted. Any paper turned in after the scheduled class time will be considered late. If needed, students may turn in papers up to one week after the due date, however, late work will be penalized one letter grade. Work turned in more than one week late will not be accepted. Any missed exams must be accompanied by documentation to explain the absence. A makeup exam will involve a different set of questions and must be taken within one week of the original exam.

**Attendance:** Students are responsible for all material presented in class including lectures, discussions, films, and readings. Any and all of the class material may be part of exam questions and paper topics. Regular attendance is necessary to receive participation credit.

**Classroom courtesy and decorum:** Students are expected to maintain a civil and respectful decorum within the classroom. The class will be most enjoyable and useful if it is conducted in an atmosphere of mutual respect and courtesy. Please arrive on time and turn off electronic devices and phones. Please do not use laptops during class time. Failure to follow these standards may affect students’ participation grades.

**In-class writing assignments:** At various times throughout the semester, students will write brief in-class assignments based upon assigned readings. These assignments will be collected but will not be graded. They will, however, count toward the participation grade.

**Caveat:**
The instructor reserves the right to change the syllabus as necessitated by circumstances.

**CALENDAR:**

**Week 1: Reconstruction**
- January 13 Introduction
- January 15 Reconstruction and redemption
January 17    coal and the new south

**Week 2: New Frontiers**

January 20    NO CLASS
January 22    Railroads and Indians
January 24    settling the plains

**Week 3: The Gilded Age**

January 27    the ecology of industrialization
January 29    immigration
January 31    a new south

**Week 4: The Tumultuous 90s**

February 3    Haymarket and Homestead
February 5    building Chicago
              • Cronon, *Nature’s Metropolis*
February 7    the populists

**Week 5: The fin de siècle**

February 10    the world’s fair
February 12    assassination and madness
February 14    **MIDTERM**

**Week 6: Making the Modern**

February 17    origins of empire
February 19    the progressive era
February 21    Conservation and crisis

**Week 7: A New Age**

February 24    World War
February 26    modernism and Fordism
February 28    the origins of the dust bowl

**Week 8: SPRING BREAK**

**Week 9: Collapse**

March 10    crash and depression
March 12    the new deals
March 14    CCC

**Week 10: The World at War**

March 17    the origins of war
March 19    the meaning of war
March 21    **MIDTERM**

**Week 11: Anxiety**

March 24    post-war possibilities
March 26    the origins of the cold war
March 28    atomic anxiety
Week 12: Conformity
March 31 consensus and consumerism
April 2 cracks in the consensus
April 4 building the suburbs
   • Rome, *Bulldozer in the Countryside*

Week 13: Conflict
April 7 Freedom Struggles
April 9 Vietnam
April 11 rustbelts and earth days

Week 14: Disintegration
April 14 rise and fall of Nixon’s America
April 16 global politics of oil
   • PAPER DUE
April 18 NO CLASS

Week 15: The Conservative Moment
April 21 NO CLASS
April 23 the meanings of Ronald Reagan
April 25 Cold War redux

Week 16: The end of history
April 28 pax americana
April 30 neoliberalism and housing
May 2 review