

History 0601 U.S. 1865- 2005

“Spring” 2009

Tues & Thurs 11-11:50

125 Frick Fine Arts

Office hours: Tues & Thurs 2:20-3:15 PM, by appt., & immediately after class (in classroom)

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Let me explain what my version of U. S. History, 1865-2000, is all about. I seek to accomplish two objectives: (1) to provide you with an overall introduction to the academic discipline “History,” its methodologies and its practice (developed further in the next paragraph); and (2) an objective, but (necessarily) selective analysis of a number of central developments in U.S. history from the Civil War to the last few years (*not* “to the present;” our recent history is not sufficiently “known” for a number of reasons for several years). As such, the lectures and readings are selected to aid students in attaining both of these objectives, though some address only one or the other.

History is a social science discipline at Pitt. This is not an accident of bureaucratic fate, but a decision carefully made by those of us involved in the crafting of this department’s destinies when Pitt’s modern Arts & Sciences were re-created in the late 1960s, and again when the undergraduate curriculum requirements were first decided by the Arts and Sciences faculty in the 1970s. Hence, both the lectures and the readings favor research efforts of a scientific sort (be they derived from Anthropology, Economics, Poly Sc, Social Psychology, Sociology or “the scientific method” generally, as applied to the study of this discipline, which could read: *Comprehending Past Human Behavior*).

This course should not be confused with, or be seen as being a re-run of the second semester of U. S. history that you took in high school. If you simply assume that it *is* the equivalent of such a course, you will be inclined to skip some of the lectures and discussion meetings, you will then be taken by surprise by some of the exam essays and short-answer questions, and you may consequently be sorely disappointed with your grade.

The Tindall & Shi textbook (“T. & S.”), while the best brief (and affordable) “survey” of U.S. history in these years, and quite competent, should *not* be regarded as the most important thing on your reading list. It should be seen as *complementary*. The *other* readings (*Retrieving the American Past* and the “Custom Materials” essays), *and the lectures*, will carry you to Greatness in this course, *not* simply the “textbook.” Read the essays/chapters/documents for the weekly discussion-sections and come both to those meetings *and* to the lectures! I have been at this for over 30 years, and have conducted a good deal of research & writing on issues, several of which are related to this course. (“Check-it-out” on amazon.com or pittcat.) You are paying good money to hear what I have to say.

Teaching Fellows

The teaching fellows (TFs) for this course are Oliver Bateman and Brian Shaev. They are both accomplished graduate students, and it is they who will be directing the discussion sessions

and grading the exams (though I play my role in interacting with them regularly in planning those sections and crafting those exams). Please get to know your TF's name, office hours and e-mail address. See your TF if you have any questions or difficulties. But don't hesitate to put a question to me as well, before or after class, during my office hours, or at another time more convenient, if you like.

Words to the Wise

- Complete the week's reading by Monday or before the appropriate lecture that week.
- Pace your reading carefully. A few reading assignments (the ones for August 28, Sept. 11, Oct. 9, Oct. 28, & Oct. 30) may be too long or demanding to complete in one sitting.
- Read critically for the *main ideas* and evidence. Take brief notes designed to capture the essay's main points. (It will be much easier to review your *notes* later than to turn each page of an assigned reading in search of the main ideas and evidence, however often you may be using a yellow marking pen to "highlight.")
- When you *can*, review your lecture notes, preferably within 24 hours after the class to be sure that they make *sense* to you! When they don't, catch me after class or thereafter, and I will answer questions that will help you to clarify terms, ideas, information, etc., so that your notes are ready for you to use in the discussion-section meetings and for the exams.

Course Grading

The final grade will be based on the following distributions:

Midterm Exam	= 40%
Discussion Section participation	= 10% (not an insignificant %)
Final Exam	= 50%

The midterm and final exams will consist of two parts: (Part 2): identification of names, terms, concepts and events, and their significance in the context of this course, to be taken in class (25% of midterm & of final exam grades); and (Part 1): take-home essays, distributed a week in advance, so you can write without the pressure of the clock. These constitute 75% of midterm & final exam grades). The Midterm essay (Part 1) is due Oct. 7, the day that Part 2 of the exam is administered in class.

Make-up exams are available by special arrangement for students who have been ill or bereaved and can provide appropriate evidence of this to the section TF or to me. "G" grades will be awarded *only* to students who have contacted their TF and have *clearly justified* their inability to complete the assigned work. (That's "the rule" at Pitt, and it's the only way to be fair to all.) Students who skip assigned work will receive an "F" for the undone work.

Cheating on the midterm or final exam will result in an "F" for the course as well as a report to the Dean of CAS. Plagiarism will also be cause for an "F" grade. (The TF will clarify the term "plagiarism" during your first meeting with him/her.)

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
Jan 6	What we are up to this Fall	
Jan 8	"The Way Things Were," Pt. 1: Reconstruction & Race Relations to 1900	T. & S. ch.18 & 528-539; Benedict unit in <i>Retrieving</i> ; Pruden and Hovland-Sears essays in the white packet
Jan 13	"The Way Things Were," Pt. 2: Ideology & Social Structure, 1865-1900	T & S, 605-06, 653-54; Gregory & Neu essay in white packet
Jan 15	"The Way Things Were," Pt. 3: Political Parties, 1865-1900	T & S, 599-600, 616-629: Kerr unit in <i>Retrieving</i> ; Shover essay in white packet;
Jan 20	"The Engine of <i>Change</i> ": Economic Innovations & Development, 1865-1900:	T. & S., 558-572; Blackford unit in <i>Retreiving</i>
Jan 22	Consequences of "The Engine of Change," Pt. 1: Labor and the Socialist Vision	T. & S. 572-582; Oestreicher and Shannon essays in white packet; Mills & Van Tine unit in <i>Retrieving</i>
Jan 27	Consequences of "The Engine of Change," Pt. 2: Farm Unrest and "The Populists"	T & S, 530-32, 540-44, 548-49, 551-55, 608-09, 629-40; Argersinger & Littlefield essays in white packet,
Jan 29	Consequences of "The Engine of Change," Pt. 3: Legal Innovations	
Feb 3	Consequences..., Pt. 4: Progressivism	T & S, 585-596, 603-04, 606-07, 609- 614, 674-691

Feb 5	Consequences..., Pt. 5: Foreign Policy, 1870-1916 (Essay questions & review lists distributed)	T. & S. 651-672, 703-713; Karsten essay in white packet
Feb 10	The U.S. and the Great War	T. & S. 714-723
Feb 12	Reaction 1: The Postwar Decade	T. & S. 723-24, 727-32, ch. 26, 752-768; Coben essay in white packet; Rupp and Childs (on 1910s & 1920s) units in <i>Retrieving</i>
Feb 17	Midterm Exam	
Feb 19	"The River"	
Feb 24	The New Deal	T. & S. 768-809; Bernstein and Auerbach Essays in the White Packet
Feb 26	Foreign Policy, 1920-1941	T. & S., ch. 29
Mar 3	The U. S. & World War II	T. & S. ch. 30
Mar 5	Origins of the Cold War: 1945-1950	T & S. 876-881, 887-892, 895-96; Hahn/Hogan/Karhoff unit in <i>Retrieving</i>
"SPRING" BREAK		
Mar 17	Reaction 2: 1945-1955 (domestic issues)	T. & S. 872-76, 883-87, 893-94, 898- 905, 922-23; Trow & Cottrell essays in white packet; 2 nd Childs unit in <i>Retrieving</i>

Mar 19	“Point of Order”	
Mar 24	Race Relations, 1900-2000s	T. & S. 534-543, 717, 730-31, 736-37, 744-46, 792-93, 837-840, 881-883, 900-905, 934-38, 946-49, 957-60, 1026-27, 1040; Waldrep unit in <i>Retrieving</i>
Mar 26	“Black History: Lost, Strayed or Stolen?”	
Mar 31	Women, 1890s-1990s	T. & S. 538-39, 600, 603-04, 612-13, 717-18, 743- 44, 836-37, 906-07, 976-78, 1005-006, 1031-32
Apr 2	From “The New Look” to Vietnam	T.& S. 921, 923-34, 949-52, 960-965,982-986
Apr 7	Foreign & Military Affairs, 1975-2005 (Essay questions distributed)	T & S 997-1000, 1012-14, 1017-23, 1042-45, 1049-58
Apr 9	Changes in Common, Criminal and Civil Liberty Law and Their Significance, 1920-1990s	Westley essay in white packet
Apr 14	Reaction 3: Political, Cultural and Social Trends, 1960s-2000s	T & S 986-88, ch. 36, 1026-27, 1029-30, 1034-42, 1044-49; Kazin unit & Kerr/Kehoe unit in <i>Retrieving</i>