



## UNIVERSITY OF NEW YORK IN PRAGUE

**Course:** UNYP 58222 U.S. History since 1865 (3 cr./6 ECTS)  
**Semester:** Summer, 2021  
**Prerequisites:** None  
**Instructor:** Mark A. Brandon, Ph.D.  
**Contact:** dbrandon@faculty.unyp.cz  
**Office hours:** by appointment

### 1. Catalogue Description

Analysis of the forces that shaped the modern industrial nation after the Civil War which have resulted in the emergence of the United States as a world power.

### 2. Course Purpose

This course will provide a general overview of U.S. History from approximately 1865. The class will address the broad intellectual, political, economic, and cultural issues of the modern United States. There will be lectures, class discussions, reading assignments, quizzes, one short essay, and two examinations.

### 3. Required Readings

Specific reading assignments can be found online or attained from the instructor in electronic form:

Barrett, James R. and Roediger, David, "How White People Became White," in *Critical White Studies*, ed. Richard Delgado, 402-406. Philadelphia: Temple University Press, 1997.

Heilbroner, Robert L. "Epitaph for the Steel Master," in Kenneth Alfers J., *Readings in United States History from 1877*, 11-20. New York: American Heritage, 1997.

Herring, George C. "The Nightmare of Vietnam," in *Portrait of America*, 4<sup>th</sup> Edition, vol. 2, ed. Stephen B. Oates, 410-25. Boston: Houghton Mifflin Company, 1987.

Hofstadter, Richard. "The Paranoid Style in American Politics," *Harper's Magazine*, (November, 1964): 77-86.

<https://harpers.org/archive/1964/11/the-panoid-style-in-american-politics/>

Leuchtenburg, William E. "The Needless War with Spain," in Kenneth Alfers J., *Readings in United States History from 1877*, 55-62. New York: American Heritage, 1997.

Maddox, Robert James. "The Biggest Decision: Why We Had to Drop the Atomic Bomb," in Kenneth Alfers J., *Readings in United States History from 1877*, 129-135. New York: American Heritage, 1997.

Mann, Arthur. "From Immigration to Acculturation," *Making America: The Society and Culture of the United States*, ed. Luther S. Luedtke, 68-80. Washington, D.C.: United States Information Agency, 1990.

Metcalf, George R. "The Pilgrimage of Malcom X," in *Portrait of America*, 4<sup>th</sup> Edition, vol. 2, ed. Stephen B. Oates, 380-95. Boston: Houghton Mifflin Company,

1987.

- Nash, Robert. "Henry Ford, Symbol of an Age," in *Portrait of America*, 4<sup>th</sup> Edition, vol. 2, ed. Stephen B. Oates, 162-170. Boston: Houghton Mifflin Company, 1987.
- Oates, Stephen B. "Children of Darkness," in *United States of Change: Revolutionary People during Revolutionary Times*, ed. William F. Mugleston, 231-44. New York: Forbes Custom Publishing, 1998.

#### 4. Additional Readings

There is a textbook in the UNYP library which might be helpful:

Davidson, J., et al. (1996). *Nation of Nations: A Concise Narrative of the American Republic*. New York: McGraw-Hill.

#### Other readings:

- Ambrosius, Lloyd E. *Wilsonian Statecraft: Theory and Practice of Liberal Internationalism during World War I*. Scholarly Resources, Inc., 1991.
- Brogan, Hugh. *The Penguin History of the United States of America*. Penguin, 1990.
- Chapman, Peter. *Bananas: How the United Fruit Company Shaped the World*. Edinburgh: Canongate, 2007.
- Dower, John W. *War without Mercy: Race and Power in the Pacific War*. New York: Pantheon Books, 1986.
- Grandin, Greg. *Fordlandia: The Rise and Fall of Henry Ford's Forgotten Jungle City*. New York: Picador, 2009.
- Grantham, Dewey W. *Recent America: The United States Since 1945*. New York: Harlan Davidson, Inc, 1987.
- Handlin, Oscar. *The Uprooted: The Epic Story of the Great Migrations that Made the American People*. Second Edition. Boston: Little, Brown and Company, 1973.
- Herring, George C. *America's Longest War: The United States and Vietnam, 1950-1975*. McGraw-Hill, Inc, 1986.
- Higham, John. *Strangers in the Land: Patterns of American Nativism, 1860-1925*. New Brunswick: Rutgers University Press, 1992.
- Ignatiev, Noel. *How the Irish Became White*. New York: Routledge, 1995.
- Jacobson, Matthew Frye. *Whiteness of a Different Color: European Immigrants and the Alchemy of Race*. Cambridge, Massachusetts: Harvard University Press, 1998.
- Kraut, Alan M. *The Huddled Masses: The Immigrant in American Society, 1880 – 1921*. 1982.
- Lehr, Dick. *The Birth of a Nation: How a Legendary Filmmaker and a Crusading Editor Reignited America's Civil War*. New York: Public Affairs, 2014.
- Novick, Peter. *The Holocaust in American Life*. Boston: Houghton Mifflin, 2000.
- O'Neil, William L. *A Democracy at War: America's Fight at Home and Abroad in World War II*. Harvard University Press, 1993.
- Peniel, Joseph E. *Waiting 'Till the Midnight Hour: A Narrative History of Black Power in America*. New York: Henry Holt and Company, 2006.
- Roediger, David R. *Working towards Whiteness: How American's Immigrants Became White*. New York: Basic Books, 2005.
- Starn, Orin. *Ishi's Brain: In Search of America's Last 'Wild' Indian*. New York: W.W. Norton, 2004.
- Weisbrot, Robert. *Freedom Bound: A History of America's Civil Rights Movement*. New York: W.W. Norton and Company, 1990.

Yellin, Eric S. *Racism in the Nation's Service: Government Workers and the Color Line in Woodrow Wilson's America*. Chapel Hill: The University of North Carolina Press, 2013.

## **5. Learning Outcomes**

Upon completion of this course, students should be able to:

- a. Summon at least a basic reserve of specific data about modern U.S. history in order to have an intelligent and educated conversation about it, and to have a better sense of how to find and use such information when needed;
- b. Be capable of finding and recognizing areas of disagreement and uncertainty in historical dialogue about US History, and to know what some of the major controversies are;
- c. Not only recognize key areas of dispute about US History, but also understand, at least on a basic level, how historical arguments are made and how historical evidence is evaluated and used;
- d. Place US History in the context of European and World History.

## **6. Course Schedule**

Class 1: Syllabus; Constitution: Rules of the Game

Class 2: Causes of the Civil War

Class 3: Industrial Revolution

Class 4: Immigration

Class 5: Early American Empire

Class 6: The First World War

Class 7: **EXAM I**

Class 8: 1920s: America Between the Wars

Class 9: Great Depression

Class 10: The Second World War

Class 11: Suburbia and Communism

Class 12: Vietnam War; discussion of final essay

Class 13: Civil Rights

Class 14: Post-Vietnam America

Class 15: **EXAM II**

**7. Course Requirements and Grading – the course will be graded on the basis of:**

<b>EXAM I (MIDTERM)</b>	<b>(25%)</b>
<b>EXAM II (FINAL)</b>	<b>(25%)</b>
<b>FINAL ESSAY</b>	<b>(25%)</b>
<b>HOMEWORK ASSIGNMENTS</b>	<b>(20%)</b>
<b>CLASS ENGAGEMENT</b>	<b>(5%)</b>

TWO EXAMINATIONS (MIDTERM AND FINAL): Students will answer two essay questions for 50 points each. A list of possible essay questions will be distributed one week before each exam.

FINAL ESSAY: Students must complete a final essay that proposes a hypothesis as an answer to a research question (not a high-school “report”). Topics and good research questions will be discussed in class.

ASSIGNMENTS: These are weekly assignments designed to facilitate class discussion and weekly reading assignments. All assignments are graded based on a 10 point scale. If you miss the assignment, the score is zero, and it is impossible to make up a missed assignment. However, the lowest score from the semester will be dropped from the final average.

CLASS ENGAGEMENT: A large part of the course depends on lively discussion of the reading assignments and lectures. Approximately 50 – 70 minutes of the class will be set aside for discussion of the reading assignments.

**Grading scale**

Letter Grade	Percent (%)	Generally Accepted Meaning
A	95-100	Outstanding work
A-	90-94	
B+	87-89	Good work, distinctly above the average
B	83-86	
B-	80-82	
C+	77-79	Acceptable Work
C	73-76	
C-	70-72	
D+	67-69	Work that is significantly below average
D	63-66	
D-	60-62	

F	0-59	Work that does not meet the minimum standards for passing the course
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## 8. Key UNYP Policies

### Attendance:

It is your responsibility to show up to class on time. If you are late you will be marked as absent for that hour. If you miss more than 12 (twelve) hours of class for any reason, you will automatically fail the entire course. Pay strict attention to this. This class policy is standard UNYP policy.

### Academic Honesty

The University's rules on academic dishonesty (e.g. cheating, plagiarism, submitting false information) will be strictly enforced. Please familiarize yourself with the STUDENT HONOUR CODE or ask your instructor for clarification.

For examinations: copying from your neighbor, speaking to another student, using a phone or anything similar will result in you failing the test or quiz.

On written papers properly note your sources with academic citations. Cutting and pasting from the internet without accurately citing the source may be considered plagiarism. Students may be required to defend the content of a paper orally to an instructor as a check on authorship.

If you have questions about this, please consult the instructor.

## 9. General Requirements

### CLASSROOM RULES

1. The use of electronic devices during class is prohibited during lectures and class discussions (there might be some other activities for which they are useful). During lectures and discussions, all notebook computers must remain closed. Students may not use phones in any way. If you are serious about taking notes on your notebook, then you must discuss it with me first.
2. Private conversations between students during class are strictly prohibited, except when they are involved in a group project.
3. Entering and leaving the classroom while the class is underway is prohibited, except in the case of emergencies.
4. All papers must follow the appropriate format style, that means being word-processed and with full bibliographies and notations. Papers in which the used sources are not stated will not be acceptable. Further instructions will be issued during the semester.

## 10. European Credit Transfer and Accumulation System (ECTS)

Students who complete the course will receive 6 ECTS credits, which are the equivalent of 3 American credits. (In other words, 2 ECTS credits equal 1 American credit hour.)

Further, 1 ECTS credit corresponds to 25-30 hours of work. Thus, a 6-credit ECTS course (equivalent to a 3-credit American course) will total 150-180 projected work hours. For this course, students are expected to spend time in the following course-related activities:

Class Lectures and exams	50 hours
Reading class-related material	50 hours
Exam preparations	25 hours
Final Project preparation	25 hours
<b>TOTAL</b>	<b>150 hours</b>

#### **11. Technology Expectations**

Written assignments done outside of class must be done on a word processor using an English-language spell checker.

Revised December, 2020, Dr. Mark A. Brandon