Welcome to History 258, the United States Since the Civil War Era (a.k.a., the Long American Century), a course that will take a kaleidoscopic view of America’s epic past. History 258 will consider the wide array of social, political, and economic transformations that have occurred in the United States since the late Nineteenth Century, with an emphasis on American diversity and pluralism. It will combine traditional “top-down” historical narrative with a more “bottom-up” blending of social and cultural history, to assess changes from the standpoint of women, minorities, immigrants, the middle class, and working-class people. In the process, we will learn how history shaped the lives of ordinary Americans, and how ordinary Americans fashioned their own histories. It will begin with the revolutionary transformations in society that led to the birth of the modern America, and conclude with changes underway in the early decades of the Twenty-first Century.
Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Take-Home Midterm (minimum page length: 6 pages)</td>
<td>Wednesday, February 12 (due in class)</td>
<td>30 percent</td>
</tr>
<tr>
<td>Analytical Review Essay (7-9 pages in length)</td>
<td>Monday, March 16 (due in class)</td>
<td>35 percent</td>
</tr>
<tr>
<td>Take-Home Final Exam (minimum page length: 6 pages)</td>
<td>Wednesday, April 15 (due in my office by noon, or in my essay drop box on the first floor of Hagey Hall)</td>
<td>35 percent</td>
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Readings (available at the University of Waterloo bookstore)
History 258 Blog: [https://history258.tumblr.com/](https://history258.tumblr.com/)

### Lecture and Reading Schedule

This course has a textbook, *Of the People*, a compelling and informative narrative history of the United States that starts at the close of the Civil War. The textbook is intended to supplement my lectures. Due to time constraints, I cannot cover every key event in modern U.S. history with the kind of attention each one deserves, so a textbook is essential to help fill in the gaps. I will include a reading schedule for the textbook below with the lecture topics.

Please also follow the History 258 Blog ([https://history258.tumblr.com/](https://history258.tumblr.com/)), which I will update regularly with audio-visual material and other history goodies to go along with the course.

#### Part I: Modernity and Its Discontents (1865-1945)

January 6: Aftermath: The United States After the Civil War
January 8: Upheaval and Order: Populism and Labor Wars in the Gilded Age
**Reading: Of the People**, Chapters 15 and 16.

January 13: 1898: The Birth of a Global Power
January 15: A Movement of Movements: Progressivism
**Reading: Of the People**, Chapter 17 and 18.

January 20: Woman Suffrage, Women's Rights and Gender History
January 22: Early Struggles for Racial Equality
**Reading: Of the People**, catch up on reading from the previous two weeks, or read ahead.

January 27: A Democracy at War: The United States and World War I
January 29: The 1920s, Modernity and America's First Cultural Wars
Reading: *Of the People*, Chapters 20 and 21.

February 3: The Road to Rock Bottom: The Great Depression  
February 5: Saving Capitalism: FDR & the New Deal  
Reading: *Of the People*, Chapter 22.

February 10: From Isolationism to War (1919-1941)  
Reading: *Of the People*, Chapter 23.  
**NOTE:** Take-home Midterm due Wednesday, February 12, in class.

**NOTE:** February 17 to February 21 is READING WEEK (No Class!).

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**Part II: A Global Superpower and Its People**

February 24: The Cold War, at Home and Abroad  
February 26: Affluence (for some) and Anxiety in Postwar America  
Reading: *Of the People*, Chapters 24 and 25.

March 2: This Little Light of Mine: The Civil Rights Movement  
March 4: The Golden Age of American Liberalism  
Reading: *Of the People*, Chapter 26.

March 9: Into the Quagmire: The Vietnam War
March 11: A Time of Torment: Protest, Dissent and Backlash in the 1960s and 1970s
**Reading: Of the People**, Catch up on reading from the previous two weeks, or read ahead.

March 16: Gender Equality and Rights: Second Wave Feminism and LGBT Movements
**NOTE: Take-home Midterm due Monday, March 16, in class.**
March 18: The Great Malaise: The 1970s
**Reading: Of the People**, Chapter 27.

March 23: Conservatism Triumphant?: The Rise of the American Right
March 25: Morning in America: The Age of Reagan
**Reading: Of the People**, Chapter 28.

March 30: End of the Century: The Uneasy Nineties and 9/11
April 1: Our Times: Into the Twenty-First Century
**Reading: Of the People**, Chapters 29 and 30.

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**Course Mechanics**

**Midterm Exam (due Wednesday, February 12, in class):** There will be a take-home Midterm Exam in History 258. **It will consist of an essay question, which I will give you in class at least one week prior to the exam (I'll aim for earlier than that).** The Midterm will potentially cover all of the material in class up through the lecture on **Thursday, February 10** ("From Isolationism to War"). You should treat it more like an exam than a fully refined essay. Minimum length is **6 pages**. If you cite quotes from the reader or my lectures, please use the Chicago footnote or endnote citation system. Please hand in the paper in class.
on **Wednesday, February 12.** The Take-Home Midterm Exam is worth 30 percent of your mark in this course.

**Analytical Review Essay** (due Monday, March 16, in class): **PLEASE NOTE: I WILL BE DISTRIBUTING AN ANALYTICAL REVIEW ESSAY GUIDE IN CLASS AND ON UW-LEARN THAT CLEARLY EXPLAINS TOPICS AND POSES QUESTIONS DESIGNED TO HELP YOU WRITE THE ESSAY. Look for it by the end of January, if not sooner.** For your second written assignment of the term, you are expected to write an Analytical Review Essay. Specs to come in a separate handout. The Analytical Review Essay should be 7-9 pages and printed (only **hard copies** will be accepted), with a 12-point (or decent sized 11- or 10-point) font, double-spaced, with 1-inch margins on either side of the page. Papers must include **Chicago Style citation** footnotes or endnotes for all quotes. If you have any questions about style matters, please do not hesitate to ask me. I want you to avoid merely summarizing the sources. Instead, I would like you to reflect deeply about what you’ve read and share your thoughts and ideas about the materials, using examples from the book to substantiate your arguments. Please hand in the paper in class on **Monday, March 16. The Analytical Review is worth 35 percent of your mark in this course.**

**Take-Home Final Exam (Due Monday, April 15, 2020):** By (or before) the last lecture in History 258 on April 1, I will distribute a **list of essay questions (you’ll be asked to answer either one or two essay questions – I’ll let you know as the time draws closer)** for your take-home final exam. The Take-Home Final will utilize my lectures and the course reading materials. The minimum length for the take-home final exam is **6 pages.** You should just plan on writing until you feel you’ve answered the question(s) to the best of your ability. **The Take-Home Final Exam is worth 30 percent.**

**A Few Words About My Teaching Assistant:** I am honoured and excited to introduce **Benjamin Smith** as my teaching assistant for the term. I look forward to working with Benji, who will be helping me in all course matters throughout the term in History 258. If you have any questions about the course, you may ask either Benji or myself.

**Important Note About the Textbook:** Due to unforeseen circumstances, I had to change the History 258 textbook at the last minute – days before the start of the term – to **Michael McGerr, et al, Of the People (Fourth Edition).** In all likelihood, the University Bookstore will not have the book in stock for the first week or two of class. I apologize about this error on my part, but I know it is an exceptional book, and a worthy addition to any library.

**About the History 258 Blog:** As I mention above, I will be using a Blog in History 258, which I will update regularly with audio-visual material that I will also often use in class to accompany my lectures. The History 258 Blog URL is [https://history258.tumblr.com/](https://history258.tumblr.com/). The Blog will include clips from documentaries, movies, newsreels, radio, television, and other historians to provide a richer, fuller view of the past. I hope you enjoy it!
A Note About Discussion Sections (and an Apology): In the past, History 258 included Discussion Sections, in which students in the class broke up into smaller groups on a regular basis to meet and discuss shared readings around course themes. This is the first time I've ever taught History 258 in which it has not featured Discussion Sections, and I apologize for this error. The mistake was due to a scheduling glitch, and I did not learn of it until it was too late to correct the problem. As a result, my lectures are slightly longer in length (80 minutes) than they were in past years (50 minutes), and sadly we have to sacrifice the discussion element of the course. But the added lecture time will give me a chance to integrate audio-visual materials into the course in a more exciting way. So what I'm trying to say is I will make up for this shortcoming throughout the term, with my heartfelt apologies.

THE FINE PRINT

Please be aware of your rights and responsibilities as a student. I encourage you to read the fine print on your own time. If you have any questions, please do not hesitate to let me know. I am here to help, and eager to help.

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. Check the Office of Academic Integrity website for more information.

Discipline: A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for his/her actions. [Check the Office of Academic Integrity for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to Policy 71, Student Discipline. For typical penalties, check Guidelines for the Assessment of Penalties.

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70, Student Petitions and Grievances, Section 4. When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

Appeals: A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72, Student Appeals.

Accommodation for Students with Disabilities: Note for students with disabilities: AccessAbility Services, located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.