

History 2112
American History Since 1865

Class time and location: MWF SLC, room 350
Instructor: Robby Lockett
Email: robbyms@uga.edu
Office hours: MWF 9:00 a.m.
Office location: LeConte Hall, room

This course syllabus is a general plan for the course: deviations announced to the class by the instructor may be necessary.

Course Description

This course is an introductory survey of American history since 1865. We will study major people, events, and eras, especially in the South, including Reconstruction, the Great Depression, FDR, the Cold War, the civil rights movement, feminism, the 1980s, Ronald Reagan, and others. We will also examine less well-known figures and moments that have informed the dominant narrative of American history in an attempt to show the complexity of that history. We will particularly look at the roles of women, minorities, and the working class in this story.

Monday and Wednesday classes will be reserved primarily for lecture. Because much of modern American history has been recorded on film, we will view a substantial number of videos on those days as well. All videos will be considered to be the equivalent of lectures, and you should treat them as such. You should take notes on them, be prepared to discuss them, and study them as you would your lecture notes for the exams.

Fridays will be our discussion day and will focus on the readings for the week. On these days be prepared for pop quizzes and in-class writing assignments, which will count towards your participation grade. These exercises will be simple, but they will test whether you did the assigned reading for the week. As noted, participation will be a part of your final grade, so also be prepared to contribute in class.

History is much more than dates and figures and names. What has happened in the past is important but even more so is how people conceptualize what has happened in the past. Critical and analytical thinking and especially writing are essential in this process.

With that in mind, this class centers on reading and writing assignments. The ability to analyze a document beyond what is presented and to express that critique on paper is an invaluable skill outside of a history class. In the end, I hope you will come to see the study of history as a dynamic and revealing process and gain an appreciation for the complexity of history as an intellectual endeavor and for the capacity of history to inform our choices and the world today.

Attendance

Students are expected to attend each class. I WILL TAKE ATTENDANCE EVERY DAY. If you have some excused absence, please notify me well before the scheduled class time.

Four unexcused absences (i.e. without documentary evidence of a medical or family emergency or similar event) will result in being WITHDRAWN from the course. If you are late to class, you will be counted as TARDY. Every three tardies that you receive will count as an unexcused absence. If you are more than 10 minutes late to class, you will receive an unexcused absence.

We will begin taking official attendance on January 12. Your final attendance grade will be determined by dividing the number of days that you were present by the total number of class periods. Excused absences will be counted against you. There are 43 total classes that will be counted towards attendance. If you are present for 40 of those, your final grade will be 40 divided by 43 or 93%.

Reading Responses

There are six reading responses over the course of the semester. Of these, your lowest grade will be dropped so that only your top five scores will count towards your final grade. For each, you will be expected to write a two-page analysis of the readings. These responses can cover specific questions that I will provide ahead of time or any aspect of the readings that you would like to discuss, but they should NOT regurgitate the material. In writing these, you can assume that I have done the readings, and you can focus on an extended analysis of relevant topics. I am not looking for you to talk about whether or not you liked the readings, but I want you to analyze important issues found in them.

We will talk more about these assignments as they approach, but a few pointers here may be helpful. You do not need to do any outside reading or bring in any outside sources. Simply focus on the material at hand. Your papers should be the full required length; one-half of a page does not count. They should not exceed 2 pages. They will be due at the beginning of every class. If you do not turn in your response on time, there will be a 10-point penalty for each day that it is late. A one-day penalty will be deducted on papers turned in after class on the day it is due. Correct spelling and grammar are an essential part of writing; PROOFREAD your papers.

Exams

There will be two exams: a midterm and a final. These will be written exams and will most likely include some identifications, short answers, and essays. The final exam will NOT be cumulative; it will only cover the material presented after the midterm. The exams will test you on the lecture material.

Disability or Health Related Issue

Students with a disability or health related issue who need a class accommodation should speak with me as soon as possible.

A Culture of Honesty

All academic work must meet the standards contained in “A Culture of Honesty.” Each student is responsible for becoming informed about those standards before performing any academic work.

Required Texts

Course packet at Bel-Jean’s

Class Assignments and Grades

Attendance	10%	Midterm	15%
Participation	10%	Final Exam	15%
Reading Responses	50% (or 10% each)		

Schedule

Week 1

January 8 Introduction
January 10 The Aftermath of the Civil War
January 12 **Reading**

Frederick Douglass: *What the Black Man Wants*

<http://teachingamericanhistory.org/library/index.asp?document=495>

Week 2

January 15
January 17
January 19

NO CLASS—Martin Luther King, Jr. Day

Reconstruction and Redemption

Reading

First Reading Response Due

Booker T. Washington:

Speech before the Atlanta Cotton States and International Exposition

<http://teachingamericanhistory.org/library/index.asp?document=69>

W.E.B. DuBois: *Of Booker T. Washington and Others*

<http://teachingamericanhistory.org/library/index.asp?document=1111>

W.E.B. DuBois: *The Talented Tenth*

<http://teachingamericanhistory.org/library/index.asp?document=174>

Week 3

January 22
January 24
January 26

The American West

The Spanish-American War

Reading

Second Reading Response Due

Frederick Jackson Turner: *The Significance of the Frontier in American History*

<http://teachingamericanhistory.org/library/index.asp?document=1428>

Theodore Roosevelt: *The Strenuous Life*

<http://teachingamericanhistory.org/library/index.asp?document=608>

Week 4

January 29
January 31
February 2

Immigration and Industrialization

From Populism to Progressivism

Reading

Upton Sinclair, Course packet: *The Jungle*

Week 5

February 5
February 7
February 9

Lynching

Ida B. Wells-Barnett

Reading

Third Reading Response Due

James Allen: *Without Sanctuary*, www.withoutsanctuary.org

Week 6

February 12
February 14
February 16

The New, Jim Crow South

The Great Migration

Reading

Walter White, Course packet: *A Man Called White*

Richard Wright, Course packet: *Black Boy*

Week 7

February 19
February 21
February 23

World War I and the End of Progressivism

Suffrage

No Reading: Review for Midterm

Week 8

February 26
February 28
March 2

Midterm

The Harlem Renaissance

Reading

Zora Neale Hurston, Course packet: *Their Eyes Were Watching God*

James Weldon Johnson: *Lift Every Voice and Sing*

<http://teachingamericanhistory.org/library/index.asp?document=542>

Langston Hughes: *Harlem*

<http://teachingamericanhistory.org/library/index.asp?document=640>

Week 9

March 5
March 7
March 9

The Great Depression
The New Deal

Reading

Dorothea Lange and Walker Evans: *Documenting America: Photographic Series*
<http://lweb2.loc.gov/ammem/fsahtml/fadocamer.html>

Dorothea Lange: *Migrant Mother*

http://memory.loc.gov/ammem/awhhtml/awpnp6/migrant_mother.html

Week 10

March 12-16

NO CLASS—Spring Break

Week 11

March 19
March 21
March 23

World War II and the Cold War
Women in the 1950s and 1960s

Reading

Fourth Reading Response Due

Betty Friedan: *The Feminine Mystique*

<http://www.h-net.org/~hst203/documents/friedan1.html>

Week 12

March 26
March 28
March 30

The NAACP and the Civil Rights Movement
Emmett Till

Reading

Martin Luther King, Jr.: *Letter from Birmingham City Jail*

<http://teachingamericanhistory.org/library/index.asp?document=943>

Week 13

April 2
April 4
April 6

Montgomery and Little Rock
Freedom Rides, Sit-ins, and Integration

Reading

Fifth Reading Response Due

Math 254 Essays

Week 14

April 9
April 11
April 13

JFK and Foreign Policy of the 1960s
LBJ, the Great Society, and Vietnam

Reading

Linda Van Devanter, Course packet: *Home Before Morning*

Week 15

April 16
April 18
April 20

1963 and 1964
The Rise of Black Power

Reading

Sixth Reading Response Due

Malcolm X, Course packet: *The Autobiography of Malcolm X*

Week 16

April 23
April 25
April 27

The 1970s
Ronald Reagan

Reading

Ronald Reagan: “*Evil Empire*” Speech

<http://teachingamericanhistory.org/library/index.asp?document=961>

Week 17

April 30
May 2

REVIEW

FINAL EXAM 12-3 p.m.