

HIST 2112: American History Since 1865
University of Georgia, Fall 2005
Call No. 79-668, Room 213 Student Learning Center, 12:20 – 1:10 PM, M-W-F
Call No. 99-668, Room 147 Student Learning Center, 2:30 – 3:20 PM, M-W-F

Duncan Maysilles, Instructor

Office: LeConte 234

Email: maysille@uga.edu

Office Hours: Monday and Wednesday 1:15P – 2:15P Jittery Joes/SLC, or by appointment.

I. COURSE DESCRIPTION. This is an introductory survey of American history since the Civil War (post-1865). Many historical approaches will be employed: political, economic, sociological, cultural, and insights about race, class, and gender. This course will also introduce how history is studied and written, with attention to the use and interpretation of primary documents that allow us to hear, in their own voices, what earlier people said of their own times.

Major themes of the course include:

- o The changing idea of who and what is an American
- o The relationship between government and the people;
- o The growing involvement of the United States in world affairs;
- o The ongoing debate over what constitutes the “good society”.

II REQUIRED TEXTS. These books may be found at the UGA Bookstore and perhaps at the off-campus bookstores on Baxter Street. For those books scheduled for later in the semester, you might consider buying them on Amazon or similar services where they can be purchased used at often very good prices. Be sure to get the proper edition of the books. However you choose to buy them, you are responsible to have the readings done on time, so act quickly on the books. Copies will also be on reserve in the UGA Main Library.

- A. David E. Shi and Holly A. Mayer, *For the Record, A Documentary History of America*, Vol 2, ISBN 0-393-92445-9. This is a document reader.
- B. Mark David Spence, *Dispossessing the Wilderness: Indian Removal and the Making of the National Parks* (New York, Oxford University Press, 1999).
- C. Robert Pratt. *We Shall Not be Moved: The Desegregation of the University of Georgia*. Athens: University of Georgia Press, 2002. 232pp. ISBN 0-8203-2780-8 paper \$19.95.
- D. Course Packet. Available at Bel-Jean's printing on Broad Street.
- E. There is no assigned history textbook for this course. If you want a text, any recent college level textbook of the period helpful.

III TESTS AND GRADING

Midterm 1	20%
Midterm 2	20%
Final	20%
Essay	20%
Pop quizzes	10% (best 6 of 8)
Participation/reading responses	10%

Grading scale: A = 90 – 100, B = 80 – 89, C = 70 – 79, D = 60 – 69, F = 59 and below

Midterm and Final Exams. Midterm and final exams will be done in class. They will be a combination of multiple choice and short answer. They will not be cumulative.

Blue books. Blue books are required for the midterm and final exams. You are required to give three large blank blue books (No Names!) to me by the second week of class (Friday, Sep 2).

Essay.

- One essay of 4-5 pages in length will be written on a topic assigned by the instructor. The essay will be based solely on class readings and will not involve outside research.
- Essays will be graded on both content and on composition.
- Late papers will be marked down by 1/2 letter grade for each day they are late. If a paper is late, you must first get Anne Nadeau or Bonny Franklin (who are both in the History Department Office) to mark it with the date and their initials and *then* you can put the initialed paper in my mailbox.
- Papers must be submitted by hard copy. I will not accept e-mailed papers.
- You must attach an outline and rough draft to the final paper.
- You must sign your essay. Your signature will be your affirmation that your essay is your own work and that it complies with the University's policy on plagiarism.
http://www.uga.edu/ovpi/academic_honesty/culture_honesty.htm I will not grade unsigned essays.
- Additional instructions will be issued at the time of the assignment.

Pop Quizzes. In order to encourage your reading and preparation for class, I will give unannounced pop quizzes in various formats. I will count the best 6 of 8 quizzes.

Class Participation. The class participation grade is based on the number and quality of your weekly reading responses and on your contributions to discussions.

Reading Responses. The classes on Fridays are designed as discussions. To prepare for the Friday discussion class, you are required to prepare written reading responses of no more than two pages (double-spaced) that answer the questions for that day. A good response will answer the questions and will also share some of your thoughts and reactions to the assigned text. Do not merely summarize the readings, instead, work with the issues to express your own insights. See the schedule below for the assigned reading and the related questions.

To get credit for the reading responses, you must submit the reading responses to me at the beginning of class on Friday. They must be typed, double-spaced, and stapled (if there is more than one page). I will not give credit for late responses nor will I give credit for responses for days on which you do not attend. Grading: 3=excellent RR with independent thought, 2=satisfactory, 1=marginally acceptable. I will drop the two lowest scores. You should print out a copy of your response for your use in class.

IV. SCHEDULE. Note: the Instructor may amend this schedule.

WEEK	DATE	READINGS, ASSIGNMENTS, ANNOUNCEMENTS FTR = Shi & Mayer, <i>For the Record, A Documentary History</i> CP = Course Packet RR = Reading Response
INTRO	F Aug 19	Class begins. Course introduction. Use and misuse of history.

Week 1	Topic	Reconstruction
	Aug 22 Aug 24	FTR, Ch. 18 (all) CP: Thomas E. Wilson, <i>Reconstruction</i> (1906) CP: Woodson, <i>The Negro in Reconstruction</i> (1922) CP: Bailey, <i>The Ordeal of Reconstruction</i> (1966) CP: Norton, <i>Reconstruction: An Unfinished Revolution</i> (2001)
	Aug 26	RR: Read the three WebCT articles by Wilson, Woodson, and Norton. Compare their views on blacks, on Reconstruction, and the role of the Klan. What is your view on these points?
Week 2	Topic	The Gilded Age and Industrialism
	Aug 29 Aug 31	FTR, Ch. 20 (all) FTR, Ch. 21: William Graham Sumner, "The Absurd Effort..."
	Sep 2	RR: Compare the articles from labor and capital perspectives. Which views are more convincing? Why?
Week 3	Topic	Populism and Jim Crow
	M Sep 5 W Sep 7	FTR: Read the rest of Ch. 19, i.e. the articles on the South. FTR: Ch. 22 (all) FTR: Ch. 24, Benjamin R. Tillman, "The Use of Violence..."
	F Sep 9	RR: (1) Compare and contrast the motives behind the Jim Crow laws and the Chinese Exclusion Act. (2) Who were the Populists and what did they want? Are there similar concerns today?
Week 4	Topic	The Gilded Age in the West; Progressive Era Imperialism
	M Sep 12 W Sep 14	Labor Day – no class FTR, Ch. 19, but only the documents about the West, from "The Life of an Illinois Farmer's Wife" through Frederick Jackson Turner, <i>The Frontier in American History</i> Book: Spence, <i>Dispossessing the Wilderness</i>
	F Sep 16	RR: compare Turner's Frontier Thesis to Spence's argument in <i>Dispossessing the Wilderness</i> .
Week 5	Topic	Progressivism at Home and Abroad
	M Sep 19 W Sep 21	FTR: Ch. 23 (all) FTR: Ch. 24 (all) CP: Bill Shepherd re Triangle Shirtwaist Fire CP: Wil Haygood, "Still Burning" CP: Buck v. Bell CP: Eugenics: Carrie Buck, Virginia's First Test Case
	F Sep 23	RR: Look at FTR, Ch. 23: (1) According to the authors, what were the arguments for and against imperialism. Is the US an imperialist nation today, and if so, have the motives for imperialism changed? (2) Discuss the role of government in Progressivism in light of the articles. What do you think of it?

Week 6	Topic	World War I
	M Sep 26 W Sep 28	FTR: Ch. 25 (all) CP: Sen. La Follette's Response to Wilson's Declaration CP: George Creel Looks Back on the Selling of the War CP: The 1917 Espionage Act CP: "Two treatments of the Color Question" CP: <i>Schenck v. United States</i>
	F Sep 30	MIDTERM EXAM NOTE: There is no Reading Response this week.
Week 7	Topic	The 1920's
	M Oct 3 W Oct 5	FTR: Ch. 26 (all) FTR: Ch. 27 (all) CP: PBS, <i>This Far by Faith</i> , "The Azusa Street Revival" CP: PBS <i>American Experience</i> : Monkey Trial, "People & Events: Fundamentalism and the Social Gospel"
	F Oct 7	RR: Referring to the readings, what do you think was the most lasting aspect of social change in the 1920s: consumerism, racial and ethnic issues, religion, or isolationism? Why?
Week 8	Topic	The Great Depression and the New Deal
	M Oct 10 W Oct 12	FTR: Ch. 28 (all) CP: Hoover, Speech in NYC, 1932 CP: Hoover, <i>Challenge to Liberty</i> CP: Amer. Liberty League, "The New Deal v. Democracy" CP: Upton Sinclair, "The EPIC PLAN," 1934 CP: Coughlin, "The National Union for Social Justice," 1934 CP: Long, "Share Our Wealth"
	F Oct 14	RR: Did the New Deal go far enough or too far? Explain.
Week 9	Topic	World War II
	M Oct 17 W Oct 19	NOTE: Midpoint withdrawal deadline is Tuesday Oct 18 FTR: Ch. 29 (all) FTR: Ch. 30 (all) CP: Western Defense Command on Japanese Internment CP: Footprints: Poetry of the American Relocation Camp Exp. CP: Pehle and McCoy, Debate about the Bombing of Auschwitz" CP: Wm. Van den Heuval, on US and the Holocaust, 1999 CP: Wittner, "The <i>Enola Gay</i> Exhibits." CP: John Hersey, "Hiroshima," 1946 CP: R. Maddox, "Why We Had to Drop the Bomb." 1995
	F Oct 21	RR: (1) Using the articles, discuss the social impacts of the war in the US (2) From the CP articles, choose either the holocaust or A-bomb articles and respond to the arguments pro and con the issue you chose.
Week 10	Topic	Introduction to the Cold War.
	M Oct 24	No assigned readings or RR for this week.
	W Oct 26	Midterm Exam 2 (covers up through WWII)
	F Oct 28	Fall Break – no class

Week 11		Liberal Consensus, Red Scare, Consumer Culture
	M Oct 31 W Nov 2	FTR: Ch. 31 (all) FTR: Ch. 32 (all) FTR: Ch. 33: three items: Dulles, "Massive Retaliation", Eisenhower's Letter to Diem, Eisenhower Doctrine ESSAY ASSIGNMENT GIVEN
	F Nov 4	RR: (1) Discuss containment in light of the articles in FTR 31 and the WebCT items. Was the policy sensible or misguided? (2) How do the articles in FTR 32 explain consumerism and suburbanization?
Week 12	Topic	The Civil Rights Movement – A Model for Social Change
	M Nov 7 W Nov 9	FTR: Ch. 33: <i>Brown</i> , Southern Declaration, Eisenhower re Little Rock FTR: 34: all <u>except</u> the Viet Nam articles. Pratt, <i>We Shall Not Be Moved</i>
	F Nov 11	RR: From the articles, discuss the different strategies to achieve civil rights. Which were the most/least effective?
Week 13	Topic	Vietnam, Johnson, and Nixon
	M Nov 14 W Nov 16	FTR: Ch. 34: the Vietnam articles and photos FTR: Ch. 35 (all)
	F Nov 18	RR: From the articles: how did Vietnam impact the Johnson and Nixon presidencies? Since the US role in Vietnam began before their terms, what could they have done differently?
Week 14	Topic	Introduction to the Conservative Resurgence.
	M Nov 21	ESSAY DUE AT BEGINNING OF CLASS No assigned readings for this week.
	W Nov 23 F Nov 25	Thanksgiving holiday Thanksgiving holiday
Week 15	Topic	Conservatism: Reagan, Bush I, Clinton
	M Nov 28 W Nov 30	FTR: Ch. 36 (all) FTR: Ch. 37 (all <u>except</u> Gaddis).
	F Dec 2	RR: What was the conservative agenda and how successful was it on the political and social fronts?
Week 16	Topic	The 9/11 Attack, Afghanistan, Iraq
	M Dec 5	CP: Joanne Meyerowitz, "History and September 11 th " and all the articles discussed therein. No RR is required today, but if you are short on RR's you may submit one: Evaluate the several different motives offered in the articles for the 9/11 attacks.
	W Dec 7	Last class. Evaluations and Review Session
EXAM WEEK	W Dec 14, 12:00 – 3:00 in our regular classroom	

V COURSE POLICIES.

A. ATTENDANCE

Attendance is Required. Attendance in class is required. Moreover, since there is no textbook, you will only hurt yourself if you are not present to take good class notes.

Seating Chart. By the second session of class, you should choose a permanent seat wherever you please. This allows me to create a seating chart so I can learn your names quickly.

How Attendance is Taken. I will use a combination of two methods. On most days, I will pass a sheet for you to sign. If you are not present when the sheet is passed, you will be marked absent, so do not come to class late. On some days, I will ask for in-class written responses as a means to take the roll. It is the student's responsibility to sign the roll. The roll will not be changed after the fact.

Absences/Penalty for Absence. You are allowed five absences for whatever reason (excused or unexcused). After the fifth absence, each additional absence may result in your course grade being lowered by 1/2 a letter grade (i.e. 0.5 on a 4.0 scale for each additional absence. This means that it is important for you use your absences wisely because if you waste your absences for cutting class, additional absences may result in grade penalties even if the additional absences would otherwise be excused for illness, etc.

B. MAKEUP AND ALTERNATE EXAMS

Missed Exams. Students who miss a midterm or a final examination must, without exception, provide an excuse from the Office of Student Affairs. I will arrange a makeup exam date upon receipt of the documentation.

Missed Quizzes. Since I count only the best 6 of 8 quizzes, no makeup quizzes will be given.

Final Exam Conflicts. "Upon the consent of the academic department, the individual faculty instructor has the authority to manage students who have personal conflicts with the final examination schedule. A student with three final examinations scheduled within the same calendar day or two examinations at the same time may petition to reschedule one exam to a different time or day. If one of the conflicting final examinations is a mass exam, then it will be rescheduled. The instructions for rescheduling are located at the following web sites: www.bulletin.uga.edu and www.curriculumsystems.uga.edu." If you intend to reschedule your exam under these rules, you must do so before the final day of class.

Students with Disabilities. I will happily accommodate disability arrangements made with the University. It is the student's responsibility to obtain the necessary disability documentation and to submit it to me before such arrangements are needed.

C. CELLULAR PHONES, PAGERS, I-PODS AND OTHER ELECTRONIC DEVICES: Turn off all such devices before entering class.

D. COURSE WITHDRAWAL.

Withdrawing from the Course. If you intend to withdraw, you should do so before the Midpoint Withdrawal Deadline by following the procedures on OASIS. Under UGA regulations, an attempt to withdraw from the course after the Midpoint Withdrawal Deadline will automatically post as a WF unless the Office of Student Affairs grants a hardship excuse.

If You Hold A Hope Grant. Remember, your HOPE grant is based on the number of hours you ATTEMPT in college. If you withdraw from a class after the drop/add period, you have nonetheless ATTEMPTED that class. If you withdraw from a significant number of classes, you may use up your allotted hours for the HOPE grant and could conceivably exhaust your HOPE grants before you finish school.

E. DISRUPTIVE BEHAVIOR POLICY: Students are expected to conform to the University Conduct Policy, <http://www.uga.edu/stuact/handbook/regulations/ndex.html>. Behaviors which are considered to be inappropriate in this classroom include sleeping, eating (optional), coming in late, interrupting others, talking out of turn, doing crossword puzzles, reading newspapers, inappropriate behavior during group work, verbal behavior that is disrespectful of other students or the teacher, or others that may be disruptive. Behavior that interferes with the learning process might be penalized by lower grades or dismissal from the course.

F. PLAGIARISM AND ACADEMIC HONESTY_ Cheating and plagiarism will not be tolerated. You are obligated to conform to the UGA Academic Honesty Policy (A Culture of Honesty) found at http://www.uga.edu/ovpi/academic_honesty/culture_honesty.htm

The policy defines Plagiarism thus: "Submission for academic advancement the words, ideas, opinions or theories of another that are not common knowledge, without appropriate attribution to that other person" and then provides many different examples. I want to highlight two things. First, the use of material from the Internet without proper citation is plagiarism. Second, the policy specifically provides that the term plagiarism includes "purchasing (or receiving in any other manner) a term paper or other assignment that is the work of another person and submitting that term paper or other assignment as the student's own work." In plain English, that means the use, in whole or part, of papers bought from term paper mills is plagiarism. You should know that the same websites that provide papers to you also provide sell software to us to show that you bought them.