

Dr. Chana Kai Lee
History 2112H
Fall 2007

Office: 130 Le Conte Hall
Hours: TWR by appt.; 542-2541
e-mail: use course WebCT site

The United States Since 1865

This course surveys modern U.S. history through a single concept: **POWER**. How does state power function to create different realities by class, gender, race, place, age, and culture, etc.? How have marginalized individuals and communities responded to that power by generating another kind of power—the power of resistance? How has state power been used in an international context, particularly in the case of war? How do we assess the power of various cultural and technological developments? In looking at power in all of its various dimensions, we pay particular attention to the *power of language, wealth and violence*.

REQUIRED READING (available at UGA Bookstore):

Main Textbook: John Mack Faragher, Mari Jo Buhle, et al. *Out of Many* (Fifth Edition, vol. 2) with documents (CD-ROM)

Kate Chopin. *The Awakening*

Upton Sinclair. *The Jungle*

Jeanne Wakatsuki Houston. *Farewell to Manzanar*

Malcolm X. *Autobiography of Malcolm X*

Class Preparation: Before each class meeting, you must prepare for our discussion and classroom activities. Preparation will vary. It may include reading a chapter or analyzing a document; studying photographs; listening to a musical recording or podcast (an audio broadcast for a digital player); watching a documentary or feature film; collecting newspaper articles or visiting an archive in our library or online.

Evaluation of performance: Your final course grade will be based on the following and weighted accordingly:

1) Class projects (30%)

- a. ***Creating Policy (A Group Project):*** With this assignment, you will claim the power to create a comprehensive plan or policy to deal with the matter of inequity. You will work in **five (5)** groups of **three (3)** and receive the same grade unless there are unusual circumstances that require a lower grade for an underperforming group mate. You will learn later what kind of inequality each group must address. Your policy must be historically informed and justified. It must have some basis in the history that we are studying. Your groups will have an opportunity to meet and work over two class sessions. Policy group presentations will happen on **November 8**.

- b. ***Documenting War History as It Unfolds: Another Kind of Assessment:***
We will talk a lot about the larger meaning and consequences of war in this course, mainly in the second half. I want to give us an opportunity to see that experience at its most basic level—through the eyes of individuals and their families. Relying on news profiles and other sources, I want you to identify one American service person and one Iraqi person affected by the current war. Write a story about that person's life before and during the war. Most profiles will be of dead or severely injured individuals. In other words, I want you to put a face on war as another way to consider it as an experience. I want you to choose a voice to write in. The final product will be a substantive written one that you will summarize briefly for the entire class (include some photos as Xeroxes or PowerPoint slides). I hesitate to put a page range on it, but it should definitely be more than **five (5)** typed pages. You should be keeping in mind what you will have learned about other wars by this point in the course. Presentations will take place on **November 27 and 29**.

- 2) **A Short Essay and a Long Final Essay (40%)**: Your short essay will ask you to consider land, labor and immigration in historical and contemporary perspective. The shorter paper will be 5-8pp in length and due on **September 20**. Instead of a final exam, we will complete a final paper (10-12pp). I will ask you to consider a question or series of questions on the notion of power in U.S. history. The due date will be the day that we would have taken a final exam: **December 11**. Please leave the paper in my history department mailbox or place in an envelope outside my office door by **11am on December 11**.
- 3) **Attendance and class participation (30%)**: Attendance is required. Each session will begin with the circulation of a sign-in sheet. It is your responsibility to sign your own name. The instructor will call attendance at the end of class to verify that all members of the class have had a chance to record her/his presence. You are allowed three (**3**) unexcused absences. After your third absence, you will receive a **10-point deduction** for each unexcused absence. Please present any medical excuses or notices of a death in the family no later than the second day after your return to class. Please do not make any appointments for non-emergency matters during our class period (this includes job interviews, academic counseling appointments, etc.) **Class discussion** is also required and evaluated for a maximum of **100 points**. Your class attendance will affect your course participation grade. Obviously, you must be present in class in order to participate.

Good quality participation is not just about how often you contribute; it is also about the nature of your participation. It is always quite satisfying to have discussion where students demonstrate that they have read the material closely and that they have processed their own reactions. I will evaluate you in this area accordingly. Please see the WebCT document on specific grading criteria for class participation.


Electronic Participation: This course is linked to a web-based learning environment known as "WebCT" or Web Course Tools. After our first meeting, students are automatically added to our course WebCT. You must check your e-mail regularly in this course. I will use WebCT to make announcements and to deliver class handouts, among other purposes. If you drop the course, please send me an e-mail so that I remove you from WebCT.

To keep up with this class and to ensure successful completion, students are encouraged to study regularly. Take notes on your reading and your own ideas. Also it is strongly recommended that you keep index cards with the definitions of important terms (e.g. pieces of legislation, significant events, concepts, influential individuals, etc.). All assigned readings must be completed before coming to class. The same holds true for films: they must be screened before our discussion of them.

The university requires that each course syllabus include the following statement on academic honesty: **All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about those standards before performing any academic work. (Source: August 16, 2005 memo from VP of Instruction)**

Please consider this syllabus to be our general plan of study. Sometimes it may be necessary that the professor deviate from this plan. She will announce all changes in class and over e-mail.

AUGUST

Thurs 16 Introduction


Tues 21 Reuniting A Divided House
reading: Faragher & Buhle, chp. 17; document #16-4

Thurs 23 The Ordering of a "Free" Society: The Rise of Jim Crow
No class meeting. Complete website reading assignment: "The Rise and Fall of Jim Crow"

reading: www.jimcrowhistory.org (link is also on WebCT page) Faragher & Buhle, pp. 594-596, "The Age of Jim Crow" section; review documents #16-6, 16-8; #17-10; #18-8



Tues 28 Discussion of Jim Crow and Lynching
screening before class meets: *Rosewood*

Thurs 30 Heading West: Expansion or Conquest at What Cost?
reading: Faragher & Buhle, chp. 18; documents #17-2,5, 6-8



SEPTEMBER

Tues 4 Big Business, Working Classes and Cities
reading: Faragher & Buhle, chp. 19; documents #18-6, 18-12

Thurs 6 Urban American and the Progressive Era
reading: Faragher & Buhle, chp. 21; documents #19-1,6,8,11



Tues 11 Portrait of the Immigrant Working Class
reading: Sinclair, *The Jungle*, chapters 1-15

Thurs 13 Portrait of the Immigrant Working Class
reading: finish *The Jungle*



Tues 18 Race, Gender and Progressive Politics
reading: Chopin's *The Awakening*--complete all for our discussion on this day

Thurs 20 World War I and The Jazz Age
reading: Faragher & Buhle, chapters 22-23; documents #22-3,5; #23-3-5

Short essay due



Tues 25 The Great Depression and the New Deal
reading: Faragher & Buhle, chp. 24; documents #24-4

Thurs 27 World War II & the Cold War
reading: Faragher & Buhle, chapters 25-26; documents# 25-5;25-6; 26-3,26-5



OCTOBER

Tues 2 American Culture in the Fifties
reading: Faragher & Buhle, pp. 810-828; document #27-3
Cold War Politics in the Kennedy-Johnson Years
reading: Faragher & Buhle, pp. 828-840; 880-891

Thurs 4 **No class meeting; please read ahead on Malcolm book**



Tues 9 Vietnam (cont.); The Great Society and War on Poverty
Reading: Faragher & Buhle, pp. 892-894; document #29-3

Thurs 11 The Civil Rights Movement
reading: Faragher & Buhle, pp. 844-871; documents #27-2,4;#28-6
Autobiography of Malcolm X, pp. ix-214



Tues 16 Black Nationalism
reading: finish *The Autobiography of Malcolm X*; Faragher & Buhle, pp. 900-1 ("Black Power" section); document #28-9

Thurs 18 The Chicano Rebellion
reading: Faragher & Buhle, pp. 871-874 ("Mexican Americans and Mexican Immigrants" and "Puerto Ricans" section); 904-906 ("The Chicano Rebellion")



Tues 23 "Red" Power and Asian American Activism
reading: Faragher & Buhle, pp. 906-908 ("Red Power" and "The Asian American Movement" sections)

Thurs 25 **FALL BREAK** (no class meeting)



Tues 30 Women's Liberation
reading: Faragher & Buhle, pp. 901-904; documents #29-2,4,7

Thurs 1 Women's Liberation (cont.); Gay Liberation
Reading: Faragher & Buhle, p. 904 ("Gay Liberation" section); document#29-5

First meeting of Policy Groups



NOVEMBER

Tues 6 Entire Class Meeting: Second Meeting of Policy Groups
Thurs 8 Policy Group Presentations



Tues 13 The Nixon Years; The Reagan Revolution;
reading: Faragher & Buhle, pp. 908-915; chp. 30

Thurs 15 Presidents Clinton and Bush 41; September 11
reading (on WebCT): Sid Jacobson and Ernie Colón. *The 9/11 Report: A Graphic Adaptation* also at <http://www.slate.com/id/2147309/>



Tues 20 Afghanistan and the Iraq War
screening in library before class: *Fahrenheit 911*

Thurs 22 HOLIDAY BREAK (no class meeting)



Tues 27 student presentations on Iraq War

Thurs 29 student presentations on Iraq War



DECEMBER

Tues 4 UGA operates on MWF schedule (no class meeting)
Thurs 6 Last class meeting: course summary and evaluations



Tues 11 Final Essay due by 11:00am (turn in to office or history dept. mailbox)