

# History 2112

## United States History from 1865 to the Present

### Fall 2009

Instructor: Dr. Dan Williams

Office Hours: TLC 3225

Mon., 1-5pm

Wed., 1:30-5:30pm

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Course website: [www.westga.edu/~dkwillia](http://www.westga.edu/~dkwillia)

Class Location:

Pafford 208

MWF, 10-10:50

#### **Description:**

This course will provide an overview of the social, cultural, and political history of the United States from 1865 to the beginning of the twenty-first century, and will equip you to better understand the problems and challenges of the contemporary world in relation to events and trends in modern American history.

This course does not require you to have a prior background in American history or historical writing, but you should come to the class with the willingness to learn techniques of writing and historical analysis that will help you in other college courses and in your future career.

#### **Learning Outcomes:**

In this course, students will learn critical thinking skills and the ability to analyze diverse perspectives, and they will also gain the knowledge needed to evaluate American societal trends in their historical context. This course will also help students to improve their writing technique.

#### **Format:**

Classes will consist mainly of interactive lectures. (An interactive lecture gives you the opportunity to ask frequent questions and to answer questions that I will raise). The exams will cover material presented in the lectures and readings.

#### **Assessment:**

Students' final grades will be determined as follows:

First exam	15%
Second exam	15%
Primary-source-based essay	20%
Interview-based essay	10%

Class participation & emails	20%
Final exam	20%

**Grading Methodology:** This university does not use a plus / minus grading system, but during the course of the semester, I will use plus / minus grades, as well as split-letter grades (e.g., an A- / B+), in order to evaluate students' written work with precision. In computing final course grades, I convert all grades into numeric scores according to the following system:

A = 95

A/A- = 94

A- = 92

A-/B+ = 90

B+ = 88

B+/B = 87

B = 85

B/B- = 84

B- = 82

B-/C+ = 80

(A similar pattern is used for grades in the C-range and D-range).

In computing final course grades, a grade average of 89.5 or higher converts to a course grade of A, a grade average between 79.5 and 89.49 converts to a course grade of B, and a grade average between 69.5 and 79.49 converts to a course grade of C. A grade average of 59.5, which converts to a D, is the lowest possible passing grade in the course.

A-range grades, including the grade of A-/B+, are reserved for work that is of exceptional quality. In order to receive an A-range grade on an essay assignment, a student's primary-source based essay must show evidence of original thinking and the ability to synthesize information from a variety of assigned sources, as well as an accurate understanding of the material and good writing technique. Papers that receive a grade of 90 or above must be cogent and persuasive in their argumentation, and they must be well written and tightly organized around a strong thesis. In short, a paper that receives an A-range grade not only meets the basic requirements for the assignment, but also demonstrates that a student has mastered the interpretative, analytical, and writing skills expected for a course at this level.

B-range grades are given to essays that demonstrate a student's accurate understanding of the material, adequate use of the assigned sources, and competence in writing. They rarely contain the sophisticated analysis required for an A-range essay, but they meet the requirements and expectations for the assignment.

C-range grades are given to essays that contain factual inaccuracies, errors in interpretation, inadequate use of the assigned sources, or poor writing technique, even though they usually meet most of the basic requirements for the assignment.

D-range and failing grades are assigned to work that fails to meet the requirements and expectations for the assignment.

**Exams:** There will be two midterm exams and a final exam. Exams will consist of essay questions and I.D. terms. The exams will emphasize broad themes of the course and will test your ability to analyze concepts presented in the readings and the lectures. One week before each exam, I will post a study guide on the course website that will give you more information about the material covered on the tests. I will give make-up exams only in cases of a pre-arranged, excused absence for which documentation must be provided, or in cases of a legitimate health or family emergency that must be documented with a doctor's note, dean's note, or similar measure of proof. In all other cases, make-up exams will not be an option.

**Essays:** You will need to write two essays for this course: a primary-source-based essay and an interview-based family history. Your primary-source-based essay, which is a 4-6 page paper, counts for 20% of your final course grade, and should be based on readings in the Shi and Mayer reader, the assigned web resources, and the supplementary course packet. Consult the list of essay topics to find the list of required sources. **Your paper must include footnotes.**

If you submit your primary-source based essay by October 9, I will return it to you with a letter grade and extensive comments that will assist you in revising the paper. You are not required to submit a revised version of your paper, but if you choose to do so, the grade for the revised version of your paper will replace the grade that you received on your initial draft, so revising your paper could be a way for you to improve your grade average in this course. I suggest that you consult with me before rewriting your essay, so that I can help you develop a strategy for revising it. If you revise your paper, you must turn in the revised version by November 6.

Alternatively, if you are not interested in revising your essay or receiving comments on your paper, you may ignore the October 9 deadline and submit your primary-source based essay by November 30. If you submit the paper between October 10 and November 30, I will not give you comments on your paper, but will instead simply give you a letter grade on the assignment. You will have no opportunity to revise the paper for a higher grade. It would probably be in your best interest to submit your paper by October 9, but if you are busy early in the semester and feel the need for additional time to work on your essay, you have the option of a "late" submission on (or before) November 30.

You will also need to write a short essay (3-5 pages) based on an interview with an older relative or family friend. This essay, which is due on November 16, will give you a chance to examine your own family's history in the context of broader trends in American society. Consult the essay guidelines for suggested interview questions and additional tips for writing this paper. Unfortunately, I cannot accept rewrites of your interview-based essay, but if you would like me to look at a first draft of your essay before you turn it in, feel free to email me or bring your draft to my office.

Papers that are turned in after the assigned date will be marked down 1/3 of a letter grade for each day they are overdue.

It should go without saying that all papers that you write must be your own work, and that any students who are caught plagiarizing another student's work, a paper from a web site, a textbook, or any other source will automatically fail this course and may be subject to further disciplinary action. Plagiarism is a serious offense that will not be tolerated. Please look at the course website to find guidelines on proper footnoting procedures and avoiding inadvertent plagiarism.

All of your written work for this class must be original; you are not allowed to submit essays that you have written for other courses or that you have completed prior to this semester.

I encourage you to contact the Writing Center ([www.westga.edu/~writing](http://www.westga.edu/~writing)) early in the semester to get help from the Writing Center staff to improve your writing. To set up an appointment with the Writing Center, call 678-839-6513, send an email to [writing@westga.edu](mailto:writing@westga.edu), or visit the Writing Center in TLC 1201.

**Class Participation:** The class participation grade will be based partly on your comments in class, but the primary determinant of your participation grade will be an email assignment that is due before each lecture class. Prior to each class meeting, you should a short email (approximately 5 or 6 sentences, although longer emails are also welcome) summarizing one of the assigned primary source documents listed for that day's reading and discussing its importance. These emails are due by 10:00am each class day, with the exception of exam dates. I will not accept email assignments that are late except in cases where computer errors or technical difficulties are responsible for the delayed processing of an email. The graduate teaching assistant for this course will notify you that your emails have been received, and at the end of the semester, I will review a sample of your email assignments and assign you a class participation grade based on the quantity and quality of your emails. You are required to submit twenty emails during the course of the semester to receive full points for class participation. There are approximately forty opportunities to turn in emails during the semester, so you are allowed to miss twenty of them; any additional missed assignments will adversely affect your class participation grade. **Please send these email assignments to HIST2112@gmail.com, NOT to my UWG email address.**

**Class communication:** I may send out periodic email communiqués to students in this course, so please check your UWG email account regularly. The university administration has stipulated that all email communication between faculty and students should take place on UWG email accounts, so please use your UWG email account for all electronic communications that you send me.

You should send your weekly email assignment to [HIST2112@gmail.com](mailto:HIST2112@gmail.com), but for all other email communication with me, please use my UWG address ([dkw@westga.edu](mailto:dkw@westga.edu)).

University policy also prevents me from disclosing grades over email, so if you would like to discuss your grade on any assignment in the class, please set up an appointment to meet with me in my office. Please do not email me with a request for your grades, since I am not allowed to email that information to you.

To protect students' privacy rights, I will not return graded papers or exams to any third party (e.g., a student's friend or relative who asks to pick up a student's work on that person's behalf) unless a student gives me permission in writing (e.g., an email) to do so. There are occasions when I must disclose a student's grade to university administrators, other history department faculty (e.g., the department chair), or athletic coaches who need to know the academic status of students on their team, but in all other cases, I will make every effort to maintain the confidentiality of students' grades.

I would like to do whatever I can to help you succeed in this course. Do not hesitate to contact me if you have a question about any subject pertaining to this class. I make it a priority to respond promptly to emails from students, and I am happy to talk with students during my office hours, so please feel free to stop by my office to introduce yourself and discuss any concerns that you may have about this course.

### **Required readings:**

The following texts are available in the college bookstore, and are required:

James A. Henretta and David Brody, *America: A Concise History*, 4<sup>th</sup> ed., vol. 2 (New York: St. Martin's Press, 2010)

David E. Shi and Holly A. Mayer, *For the Record: A Documentary History of America*, 3<sup>rd</sup> ed., vol. 2 (New York: W.W. Norton, 2007)

Supplementary course packet

### **Documents on the course website ([www.westga.edu/~dkwillia](http://www.westga.edu/~dkwillia)) that you should read:**

1. Syllabus
2. List of Important Terms from Lectures
3. Guidelines for the Email Assignment
4. Guidelines for the Primary-Source-Based Essay Assignment
5. Guidelines for the Interview-Based Essay Assignment
6. Tips for Writing an Effective Paper
7. Instructions for Using Footnotes
8. Guidelines for Avoiding Inadvertent Plagiarism

## Course Schedule:

**Please complete assigned readings before class.**

- 8/14 Introduction
- 8/17 Reconstructing the South  
Henretta & Brody, pp. 437-462.  
Primary sources: Shi & Mayer:  
Late Convention of Colored Men, pp. 3-4.  
Black Codes, pp. 13-15.  
Unreconstructed Southerner, pp. 16-17.  
Klan Terrorism, pp. 21-26.
- 8/19 The “New South” After Reconstruction  
Primary sources: Shi & Mayer:  
Henry Grady, pp. 29-30.  
Augustus Straker, pp. 31-32.
- 8/21 African Americans in the Jim Crow South  
Primary sources: Shi & Mayer:  
Sharecrop Contract, pp. 32-34.  
*Plessy v. Ferguson*, pp. 34-36.  
Booker T. Washington, pp. 36-39.  
John Hope, pp. 39-40.  
Racism in the South, pp. 99-101.  
Ida B. Wells, pp. 141-142.  
Primary source: Website:  
Excerpt from W.E.B. DuBois’s *The Souls of Black Folk*  
[http://www.pagebypagebooks.com/W\\_E\\_B\\_DuBois/The\\_Souls\\_of\\_Black\\_Folk/Of\\_the\\_Black\\_Belt\\_p1.html](http://www.pagebypagebooks.com/W_E_B_DuBois/The_Souls_of_Black_Folk/Of_the_Black_Belt_p1.html) (Read pages 1-11 of this chapter).
- 8/24 Native Americans in the West  
Henretta & Brody, pp. 468-494.  
Primary sources: Shi & Mayer:  
Chief Joseph, pp. 47-49.  
Helen Hunt Jackson, pp. 49-51.
- 8/26 The Wild West: Homesteaders, Miners, and Ranchers on America’s Frontier  
Primary sources: Shi & Mayer:  
Life of an Illinois Farmer’s Wife, pp. 40-42.  
Rachel Haskell, pp. 43-45.  
Primary source: Website:  
Diary of a Woman Homesteader:  
<http://hubpages.com/hub/1880s-Homesteaders-Diary>

- 8/28 Gilded Age Capitalism  
Henretta & Brody, pp. 495-521.  
Primary sources: Shi & Mayer:  
Andrew Carnegie, pp. 58-60.  
William Graham Sumner, pp. 84-87.
- 8/31 Workers and Unions in the Gilded Age  
Primary sources: Shi & Mayer:  
Knights of Labor, pp. 61-62.  
Organizing Women Workers, pp. 63-65.  
The Business of a Factory, pp. 68-70.
- 9/2 A Nation of Immigrants  
Henretta & Brody, pp. 523-550.  
Primary sources: Shi & Mayer:  
Josiah Strong, pp. 75-77.  
Saloon Culture, pp. 81-84.  
Chinese Exclusion Act, pp. 93-95.  
Should the Chinese be Excluded?, pp. 95-97.  
Primary sources: Course packet:  
Immigration: Mary Antin.  
Immigration: Italian Immigrant Woman.
- 9/4 Science, Technology, and the Middle Class in the Gilded Age  
Primary sources: Shi & Mayer:  
Theodore Dreiser, pp. 79-81.  
The Athletic Craze, pp. 87-89.  
Primary sources: Course packet:  
Letters from college students in the Gilded Age.
- 9/7 No class (Labor Day)
- 9/9 Jane Addams and the Progressive Impulse  
Henretta & Brody, pp. 551-595.  
Primary sources: Shi & Mayer:  
Mary Lease, pp. 106-107.  
Jane Addams, pp. 131-134.  
Photography and Progressive Reform, pp. 157-166.
- 9/11 The Progressives in Washington: From TR to Wilson  
Henretta & Brody, pp. 595-606.  
Primary sources: Shi & Mayer:  
Upton Sinclair, pp. 135-136.  
Theodore Roosevelt, 149-152.

- 9/14 The Achievements of Progressivism  
 Primary sources: Shi & Mayer:  
 Rose Schneiderman, pp. 138-141.  
 Primary sources: Websites:  
 Why Prohibition:  
<http://ehistory.osu.edu/osu/mmh/clash/Prohibition/Documents/stelzlewhyprohibition.htm>  
 Why Women Should Vote:  
[http://womenshistory.about.com/od/suffrage/a/why\\_women\\_vote.htm](http://womenshistory.about.com/od/suffrage/a/why_women_vote.htm)
- 9/16 The Spanish-American War and American Imperialism  
 Henretta & Brody, pp. 608-624.  
 Primary sources: Shi & Mayer:  
 The War Must be Ended, p. 118.  
 McKinley, Declaration of War, pp. 119-120.  
 The March of the Flag, pp. 121-123.  
 Primary source: Website:  
 Mark Twain on Imperialism:  
<http://www.loc.gov/rr/hispanic/1898/twain.html>
- 9/18 The First World War  
 Henretta & Brody, pp. 640-660.  
 Primary sources: Shi & Mayer:  
 Zimmermann Note, p. 169.  
 Wilson, Declaration of War against Germany, pp. 170-172.  
 Robert Hoffman, *I Remember the Last War*, pp. 179-182.
- 9/21 **First Exam**
- 9/23 The Isolationist Reaction  
 Henretta & Brody, pp. 660-668.  
 Primary sources: Shi & Mayer:  
 Woodrow Wilson, League of Nations, 183-184.  
 Henry Cabot Lodge, pp. 185-187.  
 The Case against the Reds, pp. 190-191.  
 The Red Scare is Un-American, pp. 191-192.  
 Need for Immigration Restriction, pp. 197-198.  
 Robert Clancy, Immigration Act of 1924, pp. 199-201.
- 9/25 Bobbed Hair and “Flappers”: Women During the Sexual Revolution of the 1920s  
 Henretta & Brody, 670-691.  
 Primary sources: Shi & Mayer:  
 Margaret Sanger, pp. 192-195.  
 Primary sources: Website:  
 Flapper’s Appeal to Parents:  
<http://faculty.pittstate.edu/%7Eknichols/flapperappeal.html>

- Primary sources: Course packet:  
Any document on women's roles from the section on "Cultural Conflict in the 1920s"
- 9/28 Cultural Conflict in the 1920s  
Primary sources: Shi & Mayer:  
Shall the Fundamentalists Win?, pp. 203-205.  
The Scopes Trial, pp. 206-207.  
Big Ideas from Big Business, pp. 211-212.  
Primary sources: Course packet:  
Any document from section on "Cultural Conflict in the 1920s"
- 9/30 The First Great Migration and the Harlem Renaissance  
Primary sources: Shi & Mayer:  
Klan's Fight for Americanism, pp. 195-196.  
Great Black Migration, pp. 201-202.  
Primary sources: Course packet:  
Any document from section on "The Harlem Renaissance"
- 10/2 The Great Depression  
Henretta & Brody, pp. 692-700.  
Primary sources: Shi & Mayer:  
Women on the Breadlines, pp. 231-232.  
Two Views of the Great Depression, pp. 233-235.
- 10/5 The New Deal  
Henretta & Brody, pp. 701-729.  
Primary sources: Shi & Mayer:  
FDR, First Inaugural Address, pp. 238-240.  
Letters to the Roosevelts, pp. 240-241.  
FDR, Use of our Natural Resources, pp. 241-243.  
Primary sources: Course packet:  
Letters to Eleanor Roosevelt.
- 10/7 The New Deal: Evaluating its Legacy  
Primary sources: Shi & Mayer:  
Huey Long, pp. 249-250.  
Republican Party Platform, pp. 251-254.  
Roosevelt's "Court-Packing" Plan, pp. 255-256.
- 10/9 World War II: The Path to War  
Henretta & Brody, pp. 731-737.  
Primary sources: Shi & Mayer:  
FDR, Quarantine Speech, pp. 267-269.  
Charles Lindbergh, America First, pp. 272-273.  
FDR, War Message to Congress, pp. 273-274.

**Initial Deadline for Primary-Source-Based Essay**  
**(For students who want to receive detailed comments and a chance to revise their essays)**

- 10/12 World War II: Changes on the Home Front  
 Henretta & Brody, pp. 737-760.  
 Primary sources: Shi & Mayer:  
     FDR, Four Freedoms, pp. 270-271.  
     Philip Randolph, pp. 280-282.  
     Women in War Industries, pp. 282-285.  
     *Korematsu v. US*, pp. 285-289.  
 Primary sources: Course packet:  
     Documents on internment of Japanese-Americans  
     Letters of Polly Crow  
     Are War Marriages Really Marriages?
- 10/14 World War II: Changes for the Nation and the World  
 Primary sources: Shi & Mayer:  
     The Atlantic Charter, pp. 277-278.  
     Harry Truman, Atomic Bombing, pp. 289-290.  
     If the Atomic Bomb Had Not Been Used, pp. 291-294.  
 Primary sources: Course packet:  
     Atomic Bomb: Japan's Horrified Reaction  
     Atomic Bomb: *Christian Century* Deplores the Bombing
- 10/16 No class (fall break)
- 10/19 The Cold War and the Politics of Fear  
 Henretta & Brody, pp. 766-794.  
 Primary sources: Shi & Mayer:  
     The Sources of Soviet Conduct, pp. 298-300.  
     Truman Doctrine, pp. 301-303.  
     Marshall Plan, pp. 304-305.  
     Joseph McCarthy, pp. 308-309.  
     Black Silence of Fear, pp. 309-311.  
     Truman, Korean War, pp. 311-313.  
     Douglas MacArthur, pp. 313-315.
- 10/21 Families in the 1950s  
 Henretta & Brody, pp. 795-813.  
 Primary sources: Shi & Mayer:  
     Up from the Potato Fields, pp. 318-320.  
     What TV is Doing to America, pp. 320-323.  
     The Church in Suburban Captivity, pp. 330-333.
- 10/23 Youth Culture in the 1950s

10/26 **Second Exam**

10/28 Civil Rights in the 1950s

Henretta & Brody, pp. 813-822.

Primary sources: Shi & Mayer:

*Brown v. Board*, pp. 343-345.

Southern Declaration on Integration, pp. 346-347.

Dwight Eisenhower, Little Rock, pp. 347-349.

10/30 Martin Luther King, Jr., and the Civil Rights Movement of the Early 1960s

Henretta & Brody, pp. 823-835.

Primary sources: Shi & Mayer:

MLK, Letter from a Birmingham Jail, pp. 359-363.

George Wallace, pp. 363-366.

Fannie Lou Hamer, pp. 370-372.

Interpreting Visual Sources: Civil Rights, pp. 404-411.

11/2 Film from the *Eyes on the Prize* series

11/4 Lyndon Johnson's Great Society

Primary sources: Shi & Mayer:

JFK, Inaugural Address, pp. 355-356.

Michael Harrington, *The Other America*, pp. 357-359.

11/6 The Vietnam War

Henretta & Brody, pp. 835-851.

Primary sources: Shi & Mayer:

Eisenhower, Letter to Ngo Dinh Diem, pp. 341-342.

Rusk-McNamara Report, pp. 385-386.

Lyndon Johnson, Peace without Conquest, pp. 387-388.

Compromise Solution in South Vietnam, p. 389.

Clark Clifford, Vietnam Reappraisal, pp. 392-394.

Gayle Smith, Nurse with Round Eyes, pp. 394-397.

Richard Nixon, Vietnamizing the War, pp. 397-399.

Dishonoring the Vietnam Tragedy, pp. 400-401.

**Deadline for Submitting Revised Version of Primary-Source-Based Essay  
(For students who submitted their initial version on October 9)**

11/9 The New Left and the Antiwar Movement

Primary sources: Shi & Mayer:

Port Huron Statement, pp. 414-418.

11/11 Youth Rebellion in the Sixties

Primary sources: Shi & Mayer:

Shooting at Kent State, pp. 423-426.

- 11/13 From Black Power to *Bakke*: Civil Rights in the Late 1960s and 1970s  
 Primary sources: Shi & Mayer:  
 Malcolm X, pp. 372-373.  
 Stokely Carmichael, pp. 374-377.  
 National Advisory Commission on Civil Disorders, pp. 377-379.  
 The New Segregation, pp. 455-459.
- 11/16 The Feminist Movement: The 1960s  
 Primary sources: Shi & Mayer:  
 Betty Friedan, *Feminine Mystique*, pp. 324-326.  
 Feminism and the Civil Rights Movement, pp. 380-382.  
**Interview-Based Essay Due.**
- 11/18 The Feminist Movement: The 1970s and Beyond  
 Henretta & Brody, pp. 860-868.  
 Primary sources: Shi & Mayer:  
 Gloria Steinem, *Women's Liberation*, pp. 419-421.  
 Betty Friedan, *Beyond Gender*, pp. 459-460.  
 Primary sources: Course packet:  
 The Case for the ERA  
 Phyllis Schlafly  
 Betty Friedan
- 11/20 Richard Nixon and the Silent Majority  
 Henretta & Brody, pp. 853-860.  
 Primary sources: Shi & Mayer:  
 Barry Goldwater, pp. 367-370.  
 Jerry Falwell, pp. 433-435.
- 11/23 The Seventies Slowdown and the Election of Ronald Reagan  
 Henretta & Brody, pp. 868-881.  
 Primary sources: Shi & Mayer:  
 Sharing Smaller Pies, pp. 427-430.  
 Primary sources: Website:  
 Jimmy Carter, "Malaise" Speech  
 [<http://www2.volstate.edu/geades/FinalDocs/1970s&beyond/malaise.htm>]
- 11/25 No class (Thanksgiving break)
- 11/27 No class (Thanksgiving break)
- 11/30 Ronald Reagan and the Politics of a New Conservatism  
 Henretta & Brody, pp. 886-914.  
 Primary sources: Shi & Mayer:  
 Ronald Reagan, "Evil Empire," pp. 438-441.

Primary sources: Website:

Ronald Reagan, First Inaugural Address:

<http://www.americanrhetoric.com/speeches/ronaldreagandfirstinaugural.html>

**Final Deadline for Primary-Source-Based Essay (For students who did not submit their essay on October 9)\***

\*Essays submitted on November 30 are not eligible for revision and will not receive comments.

12/2 A New Immigration

Henretta & Brody, pp. 916-945.

Primary sources: Websites:

Illegal Immigration:

[http://www.carolinajournal.com/exclusives/display\\_exclusive.html?id=3329](http://www.carolinajournal.com/exclusives/display_exclusive.html?id=3329)

Case for Open Immigration:

<http://freakonomics.blogs.nytimes.com/2007/10/17/the-case-for-open-immigration-a-qa-with-philippe-legrain/>

Immigration Debate:

<http://articles.latimes.com/2009/may/07/opinion/oe-jacoby7>

12/4 America and the World at the Beginning of the 21<sup>st</sup> Century

Henretta & Brody, pp. 947-976.

Primary sources: Shi & Mayer:

George W. Bush, Terrorist Attacks, pp. 466-469.

Primary sources: Websites:

Barack Obama, Philadelphia Speech on Race:

<http://www.americanrhetoric.com/speeches/barackobamaperfectunion.htm>

Barack Obama, Nomination Acceptance Address:

<http://www.americanrhetoric.com/speeches/convention2008/barackobama2008dnc.htm>

12/9 **Final Exam (8-10am)**