

History 2112

United States History from 1865 to the Present

Fall 2007

Instructor: Dr. Dan Williams
 Office Hours: TLC 3225
 MW, 11-12, 1:30-4:00
 Tues, 4-5 (and by appointment)

Class Location:
 TLC 1200
 MWF, 10-10:50

Email: dkw@westga.edu
 Phone: 678-839-6046
 Course website: www.westga.edu/~dkwillia

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. In this class, you will gain practice evaluating opposing arguments and different points of view, and will have the chance to learn how to express your opinions in a cogent and persuasive manner.

For more information on the learning outcomes that all HIST 2112 courses share, you may consult the history department's web site (www.westga.edu/~history).

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:

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|------------------------------|-----|
| First exam | 15% |
| Second exam | 15% |
| Primary-source-based essay | 20% |
| Short essay (family history) | 10% |
| Class participation (email) | 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 10, 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 5.

Alternatively, if you are not interested in revising your essay or receiving comments on your paper, you may ignore the October 10 deadline and submit your primary-source based essay by November 28. If you submit the paper between October 11 and November 28, 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 10, 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 28.

You will also need to write a short essay (3-4 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 short, interview-based essay on family history, 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) 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, or visit the Writing Center in TLC 1201.

Class Participation: The class participation grade will be based on your completion of an email assignment. Each Friday, beginning on August 17, you should send me a short email (approximately 5 or 6 sentences) summarizing one of the assigned primary source documents from the previous week's readings and discussing its importance. These emails are due every Friday at 5pm, with the exception of September 21 (the date of the first exam), October 12 (fall break), October 19 (the date of the second exam), and November 23 (Thanksgiving break). The last email of the semester is due on Wednesday, December 5 (the last day of class), rather than Friday, December 7. I will not accept email assignments that are more than four hours 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 allowed to miss three email assignments during the semester; any additional missed assignments will adversely affect your class participation grade. **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, but for all other email communication with me, please use my UWG address (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. I believe that this will be an excellent semester, and I am pleased to welcome you to this class.

Required readings:

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

John M. Murrin et al., *Liberty, Equality, Power: A History of the American People*, vol.

2: Since 1863, concise 4th ed. with pass code for online resources.

David E. Shi and Holly A. Mayer, *For the Record: A Documentary History of America*,

3rd ed., vol. 2.

Supplementary course packet.

Documents on the course website (www.westga.edu/~dkwillia) that you should read:

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

Course Schedule:

Please complete assigned readings before class.

- 8/15 Introduction
- 8/17 Reconstructing the South
Murrin, 440-463.
Shi and Mayer, 3-26.
- 8/20 The “New South” After Reconstruction
Shi and Mayer, 29-32.
- 8/22 African Americans in the Jim Crow South
Murrin, 473-476, 522-524.
Shi and Mayer, 32-40, 45-47, 98-101, 141-146.
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 (Read pages 1-11 of this chapter).
- 8/24 The War Against Native Americans
Murrin, 464-473.
Shi and Mayer, 47-53.
- 8/27 The Wild West: Homesteaders, Miners, and Ranchers on America’s Frontier
Shi and Mayer, 40-45.
- 8/29 Gilded Age Capitalism
Murrin, 505-514.
Shi and Mayer, 58-60.
- 8/31 Workers and Unions in the Gilded Age
Murrin, 490-504, 524-526.
Shi and Mayer, 61-70.
- 9/3 No class (Labor Day)
- 9/5 A Nation of Immigrants
Murrin, 514-522.
Shi and Mayer, 75-84, 93-97.
American History Resource Center Document: Mark Twain, *Roughing It: The Gentle, Inoffensive Chinese*.
Course packet: Immigration.
- 9/7 Science and Technology in the Gilded Age
Murrin, 482-490.

- Shi and Mayer, 87-89.
- 9/10 Jane Addams and the Progressive Impulse
Murrin, 527-531, 533-549.
Shi and Mayer, 92-93, 131-134, 157-166.
Course packet: Letters from 19th-Century College Students.
- 9/12 & 9/14 The Progressives in Washington: From Theodore Roosevelt to
Woodrow Wilson
Murrin, 549-560.
Shi and Mayer, 135-141, 147-156.
- 9/17 The Spanish-American War and American Imperialism
Murrin, 561-584.
Shi and Mayer, 118-124, 128-129.
- 9/19 The First World War
Murrin, 585-599.
American History Resource Center Documents: A Sample of a War Propaganda
Pamphlet; The Espionage Act.
Shi and Mayer, 169-182.
- 9/21 **First Exam**
(No email assignment)
- 9/24 The Isolationist Reaction
Murrin, 599-609.
Shi and Mayer, 183-187, 190-192, 195-201.
- 9/26 Bobbed Hair and “Flappers”: Women During the Sexual Revolution of the 1920s
Murrin, 610-618.
American History Resource Center Documents: Babe Ruth’s Children’s Story,
The Home-Run King; A Contemporary Scholarly Review of the Impact of
Movies on Their Viewers
Course packet: The 1920s (sections on women’s roles).
Shi and Mayer, 192-195.
- 9/28 Cultural Conflict in the 1920s
Murrin, 618-629.
Shi and Mayer, 203-207, 211-212, 215-217.
Course packet: The 1920s.
- 10/1 The First Great Migration and the Harlem Renaissance
Murrin, 629-637.
Shi and Mayer, 201-202.
Course packet: The Harlem Renaissance.

- 10/3 The Great Depression
Murrin, 638-644.
Shi and Mayer, 231-235.
- 10/5 The New Deal
Murrin, 644-655.
American History Resource Center Document: Roosevelt's First Fireside Chat.
Shi and Mayer, 238-242.
Course packet: Letters to Eleanor Roosevelt.
- 10/8 The New Deal: Evaluating its Legacy
Murrin, 655-671.
Shi and Mayer, 247-258.
- 10/10 World War II: The Path to War
Murrin, 672-679.
Shi and Mayer, 265-274.
Initial Deadline for Primary-Source-Based Essay
- 10/12 No class (fall break)
(No email assignment)
- 10/15 World War II: Changes on the Home Front
Murrin, 687-695.
American History Resource Center Documents: Monica Sone's *Nisei Daughter*;
Jeanne Wataksuki Houston and James D. Houston, *Farewell to Manzanar*;
Franklin Roosevelt, "A Call to Sacrifice."
Shi and Mayer, 280-289.
Course packet: World War II.
- 10/17 World War II: Changes for the Nation and the World
Murrin, 679-686, 695-698.
Shi and Mayer, 277-280, 289-294.
Course packet: The Atomic Bomb.
- 10/19 **Second Exam** (no email assignment)
- 10/22 The Cold War and the Politics of Fear
Murrin, 699-718, 723-732.
Shi and Mayer, 298-305, 308-315, 339-341, 342-343.
- 10/24 Families in the 1950s
Murrin, 718-723, 732-739.
Shi and Mayer, 318-323, 326-336.

- 10/26 Civil Rights in the 1950s
Murrin, 739-745.
Shi and Mayer, 306-307, 343-349.
- 10/29 Martin Luther King, Jr., and the Civil Rights Movement
Murrin, 750-754.
Shi and Mayer, 359-366, 370-372, 404-411.
- 10/31 Lyndon Johnson's Great Society
Murrin, 755-760.
Shi and Mayer, 355-359.
- 11/2 Film from the *Eyes on the Prize* series
- 11/5 The Vietnam War
Murrin, 745-750, 760-764.
American History Resource Center Documents: The Tonkin Gulf Incident and President Johnson's Message to Congress (1964); Viet Cong Program; John Kerry, "Vietnam Veterans Against the War Statement" (1971).
Shi and Mayer, 341-342, 385-403.
Deadline for Submitting Revised Version of Primary-Source-Based Essay
- 11/7 The New Left and the Antiwar Movement
Murrin, 765-771.
Shi and Mayer, 414-418, 422-430.
- 11/9 Youth Rebellion in the Sixties
American History Resource Center Documents: A Yippie Leaflet Distributed in Lincoln Park, Chicago (1968)
- 11/12 From Black Power to *Bakke*: Civil Rights in the Late 1960s and 1970s
American History Resource Center Documents: Stokely Carmichael and Charles V. Hamilton's *Black Power: The Politics of Liberation in America*; A Teacher's Diary of the Desegregation of South Boston High School.
The *Black Panther*: "Message from Huey" (1969)
(http://www.etext.org/Politics/MIM/bpp/bpp030369_2.htm)
Shi and Mayer, 372-379, 455-459.
- 11/14 The Feminist Movement: The 1960s
Murrin, 771-775, 798-800.
Shi and Mayer, 324-326, 380-382.
- 11/16 The Feminist Movement: The 1970s and Beyond
Shi and Mayer, 419-421, 459-460.
American History Resource Center Documents: National Organization for Women (NOW) Statement of Purpose (1966); *Roe v. Wade* (1973).

- Feminism: <http://www.wiwomensnetwork.org/1977declaration.html>
 Course packet: Feminism.
Interview-Based Essay Due.
- 11/19 A New Rights Consciousness Emerges
 Murrin, 800-807.
 AHRC: Johnnie Tillmon, “Welfare is a Women’s Issue” (1973)
 Gay Rights:
<http://www.fordham.edu/halsall/pwh/1969docs.html>
 Earth Day 1970 and Environmentalism:
<http://www.epa.gov/history/topics/earthday/02.htm>
- 11/21-11/23 Thanksgiving break (no class)
- 11/26 Richard Nixon and the Silent Majority
 Murrin, 775-782, 807-810.
 American History Resource Center Documents: A Denunciation of Antiwar
 Protestors by Vice President Spiro Agnew; Spiro T. Agnew’s 1969 Speech,
 “Racism, the New Left, and the New South.”
 Shi and Mayer, 367-370.
- 11/28 The Seventies Slowdown and the Election of Ronald Reagan
 Murrin, 811-819.
 Shi and Mayer, 433-435.
Final Deadline for Primary-Source-Based Essay*
 *Essays submitted on this date are not eligible for revision and will not receive
 comments.
- 11/30 Ronald Reagan and the Politics of a New Conservatism
 Murrin, 819-831.
 American History Resource Center Documents: Speech on the Challenger
 Disaster.
 Shi and Mayer, 436-441, 443-448.
- 12/3 Bill Clinton’s Presidency
 Murrin, 831-837.
 Shi and Mayer, 453-455.
- 12/5 America and the World at the Beginning of the 21st Century
 Murrin, 837-843.
 American History Resource Center Documents: An Account of the Lives of
 Undocumented Immigrants in Texas (1994); An Argument in Favor of
 Immigration Restriction; A Report on the Advantages of Immigration (1997).
 Shi and Mayer, 461-474.
- 12/7 Final Exam (8-10am)