

HIST 2112
America Since 1865

M/W, 9:30-10:45, TLC bldg., room 1203

Instructor: Dr. Julia Brock

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Office hours: W: 9-12; Thurs. 2-4; by appointment

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SI session: Mondays, 11-12; Wednesdays, 4-5

Monday sessions: Melson Hall 218

Wednesday sessions: Education Center 229

Office hours: Thursday, 11-12, Center for Academic Success, UCC

Course description

This course explores the major themes and issues in American history from the end of the American Civil War to the present. We will focus on the political, social, economic, and cultural dimensions of United States history; causal relationships and patterns of change and continuity over time; and the significance of ethnicity, gender, race, and class in historical events.

(Modified from the UWG course catalogue.)

Course learning outcomes:

1. **Illustrate basic command of key periods, movements, and people in U.S. history in the given timeframe.** Students will understand the development of history within a chronological context, and will demonstrate familiarity with common themes, including political, economic, and social development. (Main assessment: exams)
2. **Analyze and evaluate primary sources in the development of historical arguments.** Historical analysis should reflect the key themes of this course, including an understanding of the political, social, economic, and cultural dimensions of human experience; comprehension of causal relationships and patterns of change and continuity over time; and awareness of the social significance of ethnicity, gender, race, and class in historical events and study. (Main assessments: primary document exercise, in-class writing assignments, in-class group work, term paper)
3. **Demonstrate writing skills:** Writing skills include more than just using correct grammar, sentence structure, and punctuation; it also reflects effective organization and expression of one's thoughts and arguments. (Main assessment: essays)

Course requirements and reading materials:

Lectures: The lectures will provide an overarching framework of US History since 1865 in order to understand events, ideas, and course themes. However, this course is not just about lecture. You will need to be a participant in your education, which will include reading, discussing, taking assessments, and attending class. The grade you earn in this course depends on the time you give and effort you make to facilitate your learning.

Readings: To make the most of this class, students must read the assigned materials and be prepared to engage in dialogue based on what they have read and demonstrate they have read the material through various assessments. These assessments may be a brief quiz, a short writing assignment, a discussion, a homework assignment, or in class-group work. The readings are not busy work but are designed to enhance your knowledge by pushing you to look a bit deeper into the events and issues we will cover in class. Each day's assigned readings appear in the **Course Schedule** and must be completed by the beginning of class.

Daily/weekly reading assignments: Uploaded to CourseDen under the folder "Course Readings" and listed by due date.

Required readings and materials:

1. *The American Yawp* textbook (online): <http://www.americanyawp.com/>
2. *The American Yawp Reader* (online): <http://www.americanyawp.com/reader.html>
3. Anne Moody, *Coming of Age in Mississippi*, unabridged ed. (Dell, 1992)
4. Additional primary source materials/short articles assigned each week and located on CourseDen
5. Two large blue books for course exams—these are available at the UWG bookstore. Turn in to me by the end of week 2.

Course Assessment

Primary document analysis: You will complete a two-page analysis that asks you to think critically about how a specific primary source informs historical understanding. I will give you a prompt to guide your analysis and we will conduct an in-class workshop on the exercise before it's due.

Exams: There will be two exams given during the semester: a midterm and a final. All exams will be based on assigned readings and content covered in class. I will pass out a study guide prior to each exam, and, at that time, we'll talk more about the format of the exam.

Term paper: You will use Anne Moody's *Coming of Age in Mississippi* volume as the basis for a full 4-5 page paper that will compare and contrast the works with other primary sources from the Civil Rights Movement. I will give you a specific prompt with guidelines as well as a grading

rubric so you'll have clear expectations for the paper will require. You will submit your paper through CourseDen in the "Anne Moody Essay" Dropbox.

Oral history interview: Near the end of the semester, you will interview one person of your choosing (parent, grandparent, neighbor, friend, boss) about their memories of a specific historic period or event. You will write a short (2-3 pp.) essay, putting the interview in context of what you've learned in the course. I will provide specific guidelines for the essay on CourseDen. On the final day of class I'll ask many of you to share what you learned from the oral histories.

Participation: Though I don't formally take attendance, I will use homework and in-class assignments to gauge your preparation for class and how you are processing the content of the course. Oftentimes these will be short writing exercises; I won't necessarily be grading on grammar and style—again, this is more a chance for me to assess your progress in meeting the learning outcomes. These assignments will happen largely in-class and at my discretion; if I assign homework I'll give you the specific assignment on Tuesday and it will be due on Thursday during the next class meeting.

Assessment grading

Primary source analysis: 15%

Participation: 20%

Midterm Exam: 15%

Oral history interview and essay: 15%

Term paper: 15%

Final exam: 20%

Important due dates:

Aug. 10-12: Open Drop (ends 12th at 4:00)

Aug. 31: Primary Source Exercise

Sept. 28: Midterm

Nov. 2: Anne Moody Essay

Nov. 30: Oral History Interview and Short Essay

Dec. 6: Final Exam

Grade turnaround:

Shorter assignments and assessments will normally be graded within a week after the deadline.

Longer assignments like the paper and exams may take two weeks to grade. I will keep you updated on my progress!

Make-up policy:

Make-ups are given only with the permission of the instructor and only in the face of extreme, extenuating circumstances (death in the family, serious illness, car accident, injury).

Documentation is required. Feeling under the weather, roommate issues, traffic congestion, or breakups with your partner are not valid excuses for missing an assignment, an exam, or a paper.

In the case of an emergency on exam day, you must contact the instructor at the soonest possible time. Students who are involved in extracurricular activities that will occasionally require them to miss class *must provide their travel schedule well in advance of the expected absence. They must also arrange to make up any missed assignments before they leave.*

*****There is no extra credit assigned or accepted in this course.**

Grading scale

90%-100%	A
80-89	B
70-79	C
60-69	D
0-59	F

Grades are based on student performance and capability. Simply turning in every assignment does not guarantee that a student will receive a “good grade.” To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for history. I will give you a rubric for each assignment so that you have clear expectations for how grades are determined. **Also, you must turn in every major assignment to pass this course.**

Plagiarism on any assignment in this course will result in a grade of ‘F.’

Course policies

University policies and academic support

Please carefully review the following Common Language for all university course syllabi at this link: [UWG’s Common Language for Course Syllabi](#)

It contains important material pertaining to university policies and responsibilities. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

Academic honesty

*****Any form of academic dishonesty (including but not limited to cheating and plagiarism) will result in a failing course grade as well as possible additional action. Definitions of academic dishonesty and plagiarism are defined in student handbook, so please be familiar with them. Here is a link to the student handbook: <http://www.westga.edu/handbook/>**

Disability Act/accessibility for the course

Students with ADA-defined disabilities needing academic accommodation should; (1) register with and provide documentation to the [UWG Office of Accessibility Services](#); (2) bring a letter to the instructor indicating the need for accommodation and what type. **This should be done during the first week of class.** You can contact to the Office of Accessibility Services at 678-839-6428

Student Conduct

Students are obligated to abide by the guidelines detailed in the university catalog. Respect and courtesy are required of all students while in the classroom. The following is also mandatory:

Netiquette

This course relies upon electronic communication and I'm very accessible via email, checking two or three times a day (excluding weekends, when I check less often). Your relationship with professors is a professional one, and I want to encourage you to begin thinking of yourself as adults and professional people. Please approach email as a formal mode of communication, not as a message via Messenger, Snapchat, or text. That is, make sure you include a formal greeting (For ex: Dear Dr. Brock) and a salutation (for ex: Thank you, Jane Smith). I will not answer informally addressed emails.

Late Arrivals

No arriving late or leaving early for class meetings (unless you have checked with me in advance). Arriving late or leaving early will count against your participation grade. Arriving late is defined as arriving after I have begun the course plan for the day. Leaving early is defined as leaving once class has started and is in process. If you habitually arrive late or leave early, you will be asked to leave. Any disruptive behavior will result in your expulsion from the room. If disruptive behavior persists, you will receive a minimum of one grade-letter deduction from your overall grade (depending on the severity of your behavior), as well as possible action.

Technology

Cell phones, headphones, iPods, and all other electronic devices other than those you use to take notes must be turned off during lectures and individual/group activities. Continued use of these devices during inappropriate times will result in you being tossed from the class. **Use of laptops is permissible**, but if you are caught using laptops for non-class purposes, you will not be allowed to use a laptop for the remainder of the semester. Also, you may **not** record any portion of the class. If you have any documentation needs, please let me know.

Important note: I reserve the right to modify this syllabus at any time during the course of the term, particularly regarding the course schedule. If such a modification is substantial, I will reissue a revised syllabus.

Course Schedule

Week/date:	Topic:	Reading/assignments :
W1 T August 10	Course Intro	
W2 Tu August 15	Reconstruction: The Unfinished Revolution	American Yawp (AY) <ul style="list-style-type: none"> ● Chap. 15: Reconstruction American Yawp Reader (AYR) <ul style="list-style-type: none"> ● CourseDen (CD), Jourdon Anderson document ● CD, KKK threat to Davie Jeems
W2 Th August 17	The New South	<ul style="list-style-type: none"> ● AY, Chap. 18, Part IV ● CD, Excerpts from Plessy v. Ferguson, 1896 and Ida B. Well, "Lynch Law in America" *DUE: Syllabus Quiz (on CourseDen, week 2) and 2 Blue Books
W3 T August 22	Westward Expansion	<ul style="list-style-type: none"> ● AY, Chap. 17 ● AYR, Chief Joseph and Chester A. Arthur docs
W3 Th August 24	Rise of Industrial America	<ul style="list-style-type: none"> ● AY, Chap. 16, Parts I-IV, Parts VII-VIII ● AYR, Andrew Carnegie, "Wealth" and William Graham Sumner on Social Darwinism
W4 T August 29	The Populist Challenge	<ul style="list-style-type: none"> ● AY, Chap. 16, Parts V and VI ● CD, Tom Watson, "The Negro Question in the South," 1892
W4 Th August 31	The Progressives, part 1	Watch and discuss <i>The Triangle Fire</i> **Due: Primary Source exercise
W5 T September 5	The Progressives, part 2	<ul style="list-style-type: none"> ● AY, Chap. 20 ● AYR, Booker T. Washington and W.E.B. Dubois on Black Progress, 1895 and 1903; Jane Addams, "The Subjective Necessity for Social Settlements," 1892

W5 Th September 7	American Foreign Policy and Imperialism, 1898-1920	<ul style="list-style-type: none"> ● AY, Chap. 19 ● AYR, Rudyard Kipling's "The White Man's Burden," 1899, and James D. Phelan, "Why the Chinese Should be Excluded," 1901
W6 T September 12	Modernizing America: World War I	<ul style="list-style-type: none"> ● AY, Chap 21 ● AYR, Alan Seeger on World War I ● CD, WWI Propaganda Posters
W6 Th September 14	A "Return to Normalcy"?: The 1920s	<ul style="list-style-type: none"> ● AY, Chap 22 ● AYR, Crystal Eastman, "Now We Can Begin," 1920; Explanation of the Objects of the Universal Negro Improvement Association," 1921; Hiram Evans on "The Klan's Fight for Americanism," 1926 ● CD, Articles of Incorporation, League of Latin American United Citizens, 1930
W7 T September 19	Responses to the Great Depression	<ul style="list-style-type: none"> ● AY, Chap 23, Parts I-VI ● CourseDen, excerpts from Studs Terkels' <i>Hard Times</i>
W7 Th September 21	The New Deal	<ul style="list-style-type: none"> ● AR, Chap. 23, Parts VII-XIV ● CD, Yale Photogrammer and The Living New Deal websites
W8 T September 26	Study day	<ul style="list-style-type: none"> ● Study day for midterm. Formal study sessions TBD.
W8 Th September 28	Midterm exam	
W9 T October 3	American Foreign Policy and War Abroad	<ul style="list-style-type: none"> ● AY, Chap. 24, Parts I-VI ● CD, GUM INC, Horrors of War Trading Cards; <i>Georgia Journeys</i> online exhibit
W9 Th October 5	No Class! Fall Break!	

W10 T October 10	World War II on the Homefront	<ul style="list-style-type: none"> ● AY, Chap 24, Parts VII-XI
W10 Th October 12	Living in the Atomic Age: the 1950s	<ul style="list-style-type: none"> ● AY, Chap. 25 ● AYR, The Truman Doctrine, 1947; NSC-86, 1950
W11 T October 17	The Affluent Society And Early Civil Rights	<ul style="list-style-type: none"> ● Begin reading Anne Moody, <i>Coming of Age in Mississippi</i> ● AY, Chap. 26
W11 Th October 19	Civil Rights Movement through autobiography	<ul style="list-style-type: none"> ● Anne Moody, <i>Coming of Age in Mississippi</i>, Parts 1 and 2
W12 T October 24	Civil Rights Movement through autobiography	<ul style="list-style-type: none"> ● Anne Moody, <i>Coming of Age in Mississippi</i> , Parts 3 and 4
W12 Th October 26	The Great Society and the Ordeal of Liberalism	<ul style="list-style-type: none"> ● AY, Chap 27, Parts I, II, IV, V ● CD, Lyndon B. Johnson's "Great Society" speech, 1964
W13 T October 31	1960s: The Civil Rights Movement Transforms	<ul style="list-style-type: none"> ● AY, Chap 27, Parts III and VI ● CD, Stokely Carmichael, "Black Power Speech"; "50 Years on, Sen. Fred Harris Remembers Hostility During 1967 Race Riots"
W13 Th November 2	The Vietnam War Era	<ul style="list-style-type: none"> ● AY, Chap 28, Parts I-IV ● AYR, George M. Garcia, Vietnam Veteran Oral History Interview <p>**Due: Anne Moody Essay</p>
W14 T November 7	Vietnam, History, and Memory	<ul style="list-style-type: none"> ● Watch <i>The Fog of War</i> in class
W14 Th November 9	The 1970s and Crisis	<ul style="list-style-type: none"> ● AY, Chap. 28, Parts V-IX ● CD, Jimmy Carter, Crisis of Confidence Speech

W15 T November 14	The Rise of the Right: Reagan and the New Conservatism	<ul style="list-style-type: none"> ● AY, Chap. 29 ● CD, Barry Goldwater, "Conscience of a Conservative," 1960; Jerry Falwell, "Listen America," 1980; Ronald Reagan, First Inaugural Address, 1981
W15 Th November 16	U.S. Globalism and the End of the 20th Century	<ul style="list-style-type: none"> ● AY, Chap. 30, Parts I-II ● CD, William J. Clinton, "Remarks at the Signing Ceremony for the Supplemental Agreements to the North American Free Trade Agreement," 1993
T November 21-Th 23	No class! Thanksgiving Break!	
W16 T November 28	Meeting in the Present: Life in American After 9/11	<ul style="list-style-type: none"> ● AY, Chap. 30, Parts III-IX ● CD, George W. Bush, "Axis of Evil" speech, 2002
W16 Th November 30	Oral History Interview Presentations	**Due: Oral History Essay
Thurs December 7	Final Exam, 8-10 a.m.	