

## HIST 2112 – American History Since 1865 – Summer 2009 (Thru Term)

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Office Hours: M: 12-1pm; T: 2-3pm, or by appointment

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“The past is never dead. It’s not even past.”

-- William Faulkner

### Course Description

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This course offers an introduction to post-1865 American history and the practice of history. Course lectures present a framework for understanding the nation’s modern past, while in-class workshops and at-home writing assignments encourage analysis of historical documents and reflection on history’s relationship to contemporary life.

### The Course’s Five Main Goals

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- 1) **Curiosity:** This course aims to spark your interest in modern American history and encourage long-lasting curiosity about the nation’s past.
- 2) **Knowledge:** This course aims to broaden and deepen your knowledge of some of the most important events, people, developments, and issues in modern American history.
- 3) **Discernment:** This course aims to sharpen your intellectual discernment, especially when confronting the many claims people and politicians make about modern American history.
- 4) **Point(s) of View:** This course aims to help you develop your own point(s) of view on the nation’s modern past and learn how to recognize, understand, and critique other points of view.
- 5) **Relevance:** This course aims to improve your ability to see how the past has shaped present forms of everyday life, politics, social ordering, and cultural expression.

### Course Texts

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The only required text for this course is a documents reader. It can be purchased at the University bookstore, an off-campus bookstore, or online at Amazon.com, BN.com, or Half.com.

- Victoria Bissell Brown and Timothy J. Shannon, eds., *Going to the Source: The Bedford Reader in American History, Volume II, Since 1865*, 2<sup>nd</sup> Edition (Boston: Bedford/St. Martin’s, 2008).  
10-digit ISBN: 0312448236

Be sure to buy the *exact* edition listed. It is *your responsibility* to get the required text in time to complete course assignments. There is no assigned textbook for this course, but if you think you may need one for the sake of reference, I recommend “Hypertext History: The Online American History Textbook,” available at:

[http://www.digitalhistory.uh.edu/database/hyper\\_titles.cfm](http://www.digitalhistory.uh.edu/database/hyper_titles.cfm)

This site has a number of timelines, mini-narratives, and multimedia selections that might prove helpful if you have questions related to course material.

## Course Website

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I will use the following website for the posting of information about the course. You should check this website often for updates: <http://deg.myweb.uga.edu/hist2112/>

## Course Design

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This course is similar to the 300+ student survey course regularly offered by the department in the fall and spring. Like these larger classes, it will explore the subject of modern American history in a generally predictable fashion, alternating between lecture days and workshop days. Here's some more information about what to expect:

### Lecture Days

On lecture days, I will lecture about select events, people, developments, and issues in modern American history. Since it would be an impossible task to "cover" everything that has happened since the Civil War, my lectures will focus on matters relevant to contemporary American life, with particular attention paid to politics and popular culture. PowerPoint slideshows, audio-visual selections, and handouts will supplement my lectures. Since you will be held responsible for the material presented during my lectures, I expect you to pay attention, take notes, and offer your thoughts when prompted.

### Workshop Days

On workshop days, you will have the opportunity to examine relevant documents from the second edition of Victoria Bissell Brown and Timothy J. Shannon, eds., *Going to the Source: The Bedford Reader in American History, Volume II*. Whereas my lectures aim to spark curiosity and expand your knowledge of American history, the purpose of the workshops is to develop your sense of discernment, your point of view on historical matters, and your appreciation for history's relevance—in other words, train you to "think like a historian." Via a Source Analysis, you will show that you have given these documents a critical reading and prepared carefully for the workshop.

## Assignments and Grading

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- (20 points) Exam #1
- (20 points) Exam #2
- (40 points) Source Analyses
- (10 points) Final Essay
- (5 points) Attendance
- (5 points) Participation
- (0-5 points) Extra Credit

Numerical values of your final grade will correspond with the University's plus/minus system in the following fashion: A = 100-93 points, A- = 92-90 points, B+ = 89-87 points, B = 86-83 points, B- = 82-80 points, C+ = 79-77 points, C = 76-73 points, C- = 72-70 points, D = 69-60 points, F = 59 points and below. All fractions will be rounded up or down (87.5 will be an 88; 87.4 will be an 87). Only decimals of ten will be considered when rounding.

All grades are final. Only blunders in arithmetic will be revised. *Know that is your responsibility to contact me about any questions or concerns you may have about the assignments, the materials, and/or your performance.* Also, if you're concerned about losing your HOPE scholarship or graduating on time, DO NOT WAIT until the last few weeks of the term to bring this up.

## Examinations

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Over the course of the term, two (2) exams will be given so I can figure out what you've learned. Each exam is worth twenty (20) points of your final grade. Each exam will have two parts. The first part (worth 10 points) will consist of six questions, five of which you will address with short answers. The second part (worth 10 points) will require you to write a lengthier in-class essay about a significant issue in modern American history. Exams will primarily focus on material covered in lecture, although you will have to use one piece of evidence from the sourcebook when writing your essay.

To allow appropriate time for you to show what you know, you will take the first part of the first exam on one class day and the second part on a subsequent class day. For the second exam, you will take both the first and second parts in class during the first two hours of the final exam period, although you will have the entire three hour period to finish the exam if you need it. The first exam will cover material from the beginning of class through the midterm, while the second exam will concern material covered since the midterm.

Early exams: *Early exams are only available for scheduled events that cannot be rescheduled and were on your calendar before this course started.* This allowance is not available for convenience's sake; hence, you must inform me of a scheduling conflict at the beginning of the term.

Make-up exams: *Make-up exams are only available for documented cases of family tragedy, hospitalization, or official university business.* See the "Attendance" section below for a definition of what does and does not constitute "family tragedy," "hospitalization," or "official university business." With proper documentation, you will be allowed to make up ONE—and only one—exam due to sudden illness or injury. All others MUST be taken on their respective exam dates. The second exam may only be rescheduled according to the bylaws for final exams posted on the registrar's website. As far as I'm concerned, the most common reasons for rescheduling requests—to catch a flight or get home early—do not fall under these bylaws.

## Source Analyses

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By term's end, you will turn in eight (8) Source Analyses of the documents contained in *Going to the Source*. Each analysis is worth five (5) points. These analyses have two parts, *each of which you will complete before class and then bring to class on the day we're having a workshop about the readings*. By completing each part as follows, you will prove to me that you have given the readings a critical assessment:

**Part I:** (worth 2 points) Near the beginning of each chapter is a Source Analysis Table. Below this table is the web address for the sourcebook's companion site (<http://bedfordstmartins.com/brownshannon>). Go to this website, create your own login info and password. Then log in and download the electronic version of the table. Fill it out with information—quotes, specific references, etc.—from the documents you read. **Type** your notes in each of the table's boxes. *I will not accept anything but typed responses.* Print your completed table out, put your name at the top, and then do Part II.

**Part II:** (worth 3 points) Pick ONE of the questions listed at the end of the chapter to answer. With a word processing program, **type** out the question you selected—in full—at the top of the page. Then, **type** out an answer of between 300-600 words. *I will not accept anything but typed responses.* Your answer for Part II will not be graded for grammar and, thus, can be in semi-formal English. Still, don't use this allowance as a license for sloppy, confusing, or simplistic

reasoning and writing. I honestly don't care what format, font, or color ink you use. Just answer your question with a well reasoned, well supported, and well written response. Print out Part II, STAPLE it to Part I, and bring both parts to class.

These analyses will be evaluated according to how closely and critically you read the documents. Points will be awarded in increments from zero (0.0) to five (5.0), as per the following:

**4.5-5.0 points** – Excellent – Part I has detailed, accurate, and insightful notes. Part II has a direct answer provided, supported with details from the table and numerous quotes/references from the documents.

**4.0-4.5 points** – Pass – Part I shows generally detailed, accurate notes, but it might have missed some details or misinterpreted the documents. Part II has an answer provided, but it may lack consistent or convincing support from the table's details or documents (e.g. only one or two quotes used, only a few specific references to the documents, etc.).

**3.5-4.0 points** – Passing – Part I shows partially detailed, accurate notes, but it missed some important details or misinterpreted the documents. Part II has an answer provided, but it definitely lacks consistent or convincing support from the table's details or documents (e.g. no quotes used, only one or two specific references to the documents, etc.).

**3.0-3.5 points** – Failing – Part I lacks detailed, attentive notes, or doesn't fully complete each box in the table. Part II shows an incomplete, inconsistent, or non-existent answer, one that remains inattentive to using details from the table and/or the documents.

**0-3.0 points** – Fail – The final product shows little to no effort to meet assignment requirements, or no analysis was provided for evaluation.

On workshop days, your Source Analysis is your ticket to class. *If you come to class without your Source Analysis in hand, you will be asked (politely) to leave and will not receive credit for attendance.* Also, you **MUST** bring the assigned readings to class on workshop days. Source Analyses—whether early, on time, or late—may NOT be turned in via e-mail.

Early Source Analyses: *If you know you are going to miss a workshop, please make arrangements to turn in your Source Analysis early.* Let me know either in person or via e-mail at least 24 hours before the workshop starts that you will not be attending and how you intend to turn in your analysis. Turning in a Source Analysis early does not serve as a substitute for the workshop. You will still be responsible for material covered during that workshop and will not receive attendance credit.

Late Source Analyses: *You may turn in a late copy of any analysis in the case of family tragedy, hospitalization, or official university business.* See the "Attendance" section below for a definition of what does and does not constitute "family tragedy," "hospitalization," or "official university business." With proper documentation, you will also be allowed to turn in ONE—and only one—late analysis due to sudden illness or injury. *If, for any other reason, you do not bring your Source Analysis to the workshop and turn it in late,* an automatic one (1) point penalty will apply. This applies to any Source Analyses turned in after the workshop, with a subsequent penalty of one (1) additional point per every 24 hours after that. In other words, if the workshop was at 10AM and you turned it in at 5PM that afternoon, a 1 point penalty applies. If you turned it in at 10AM the next day, a 2 point penalty, at 10AM the day after that, a 3 point penalty, and so on.

## Final Essay

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After finishing the second test on the Final Exam day, you will turn in a 4-6 page **typed** essay that will serve as this course's comprehensive assignment and will demonstrate your sense of historical discernment, your point(s) of view on American history, and your appreciation for how the past has shaped the present. Your essay should address the following prompt, using quotations and specific references from the course's lectures and the sourcebook:

*William Faulkner once wrote that, "The past is never dead. It's not even past." Given what you've learned in this course, how does this comment apply to your life? In other words, how has America's post-1865 history shaped who you are, what you believe, where you live, how you vote, what you buy, who you associate with, and what you spend most of your time doing?*

This essay will be worth ten (10) points of your final grade. Your essay can be in semi-formal English, but as with the Source Analyses, do not use this as a license for sloppy, confusing, or simplistic reasoning and writing. It should also not be a genealogy (in which you merely detail your family's history) or a memoir (in which you merely chronicle personal memories of people or events that made an impression on you). Rather, it will be evaluated on how well it *relates* specific aspects of post-1865 American history—and not just the most recent aspects of this history—to your upbringing and/or everyday life.

Your essay **MUST** be formatted with 1" margins, 12-point font, Times New Roman. Do not use a title sheet or overly detailed headers to denote authorship. Instead, keep it simple and just put your name at the top of the final copy's first page. Cite all quotes and references with a simple parenthetical citation such as (Lecture) or (Sourcebook, p. 189). Any deviation from this formatting will result in severe penalties to ensure that everyone is working with the same formatting and length requirements.

To ensure that you're staying on top of this assignment throughout the term, you will need to turn in two **typed** outlines of your developing essay approximately 1/3 and 2/3 of the way through. These outlines will not be graded but will be spot-checked to make sure you're on track in terms of your ideas and attentiveness to the material we've covered to that point in the term. Thus, you should use these outlines to show how you're working on an answer to the prompt above, with appropriate details, specifics, and quotations included in your outline.

If you do not turn in either outline on their respective due dates, you will be penalized one (1) point off your Final Essay's grade per every 24 hours late (excluding those turned in late for acceptable reasons, such as "family tragedy," "hospitalization," or "official university business"). As detailed below, extra credit is available for meeting with me to discuss your outlines and/or your progress on this assignment.

## Attendance

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Each student in this course begins with five (5) attendance points. You may miss up to three (3) classes without penalty, but for each absence after that you will be penalized one (1) attendance point. Since you can miss up to three classes, this should allow room for minor illnesses, broken alarm clocks, flat tires, stolen cars, etc. If you lose all five of your attendance points, you will be docked a letter grade per each subsequent absence. You will receive a warning e-mail from me if you are about to accrue this severe penalty.

Attendance will be recorded via a sign-up sheet that I will pass around and collect within the first ten minutes or so of each class. If you sign the sheet, you get credit for attendance. If you don't, you don't. No if's, and's, or but's. If you arrive late to class and do not get to sign the sheet, then you will not

receive credit for attendance. *These consequences may be waived only in cases of family tragedy, hospitalization, or official university business, all of which will require documentation.* “Family tragedy” is defined as an unexpected, unfortunate event in your family and/or your required attendance at the memorial services of a family member. “Hospitalization” is defined as in-patient or ER care for a serious illness or injury. “Official university business” is defined as UGA-approved trips, such as for a varsity athletic team, ROTC, or student government.

As far as I’m concerned, absences for any other reasons are unexcused absences. Thus, showing me a note about a minor illness or injury from the University Health Center or a local doctor does not qualify as a “family tragedy,” “hospitalization,” or “official university business”; neither does nursing a hangover, mourning the death of a pet, attending to fraternity/sorority affairs, having a tiff with your roommate, feeling stressed out, attending a wedding, celebrating your 21<sup>st</sup> birthday, getting in trouble with the law, staying up too late playing Guitar Hero, or any other student-defined “reasons” for missing class. Missing class to go to Jot ‘Em Down BBQ or Walker’s Coffee will impress me, but will not keep you from potentially incurring an inattendance penalty.

Regardless of your reason for missing class, it’s your responsibility to get caught up on material and assignments (as per assignment-specific guidelines above). First consult your classmates to get what you missed and, then, if you still have questions, feel free to ask me after class or contact me for an appointment.

### **Participation**

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Active participation can earn you up to five (5) points toward your final grade, according to my discretion. Especially during the workshops, you will have various opportunities to earn participation points, ranging from small group exercises to open-floor discussions. Having a sit-down meeting with me to discuss questions or concerns you have about the course will also contribute to your final participation grade. If you are reserved by nature and concerned about participating in class, see me as soon as possible and we’ll work out a game plan for overcoming your trepidation.

### **Extra Credit**

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Mental hiccups—such as forgetting to turn in a Source Analysis, doing the wrong assignment, or having writer’s block during an exam—can and do happen. Hence, you may earn up to five (5) points of extra credit, all of which will be added to your final grade in the course (e.g. if you end the course with a total average of 84 points, or B, and earn 4 points of extra credit, your final total will be an 88, or B+). Extra points, up to a maximum of three (3) points over the term, can be earned via Source Analyses that show an exceptional level of analysis in terms of source use, detail, and/or insight. You can also earn one (1) extra credit point, up to a maximum of two (2) points, for each time you meet with me to discuss your Final Essay’s outlines or progress. No other provisions or assignments for extra credit are available.

### **A Culture of Honesty**

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Academic dishonesty is a serious offense and will not be tolerated. All academic work must meet the standards detailed in “A Culture of Honesty,” which can be accessed online at:

[http://www.uga.edu/honesty/ahpd/culture\\_honesty.htm](http://www.uga.edu/honesty/ahpd/culture_honesty.htm)

*Each student is responsible to inform themselves about the university’s standards before performing any academic work.* Ignorance of the policy’s standards will not suffice as a defense. Any suspected cases of

academic dishonesty will result in a mediated meeting with a representative from the Office of the Vice President for Instruction to determine if a policy violation occurred and, if so, what penalties apply.

### **Courtesy Policy**

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I consider my students to be adults who have paid for access to this professional work environment. I look forward to teaching you and working with you as we explore modern American history, but I also expect all of you to act like professionals, exuding a sense of respect, courtesy, and camaraderie towards me and your classmates. To ensure this, anyone who shows a lack of professionalism in class will receive a warning for the first offense and, on the second offense, be asked to leave class for the day. *Further offenses will adversely affect your grade and/or may result in your dismissal from the course.* Unprofessional behaviors include napping or nodding-off, reading a newspaper or magazine, doing crossword puzzles or Sudoku, doing work for another course, talking on your cell phone or text messaging, listening to your iPod, chatting with your neighbor, passing notes, and any other behavior I deem inappropriate for a professional work environment.

Concerning in-class technology, I allow and encourage the use of laptops. But if you decide to use one, do not use it for anything other than note taking. Random checks by your classmates or me may be used to ensure that you follow this policy. If you violate it, then you may lose your laptop privileges. Regarding your cell phone, I don't mind it ringing as long as you don't mind me answering it. Concerning tardiness, I understand that you might miss a bus from time to time, but please do not make a habit of showing up late and, when you get to class, try to be inconspicuous when finding a seat.

### **Dropping the Course**

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If you wish to drop this course without receiving a W, you must do so before the end of drop/add. After that time, you will receive a W or a WF for withdrawals made until the midterm withdrawal deadline, depending on your performance in the course. Students who drop after the midterm withdrawal deadline will receive a WF. I also reserve the right to instructor initiated withdrawals for any students who mysteriously stop attending class or handing in required assignments.

### **ADA Accommodations**

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In compliance with The Americans with Disabilities Act, any student with a disability is guaranteed equal access to educational facilities and instruction. If you have a documented disability requiring accommodation, speak with me as soon as possible, before the first assignments are due.

### **Office Hours and E-mail**

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If you would like to meet with me, please stop by my office during the posted office hours or contact me to set up an appointment. Of course, you can also talk with me after class or contact me via e-mail whenever you have a pertinent question or concern. Please, however, *consult the syllabus* before writing and, if you decide to e-mail me, be direct and attentive to etiquette. Likewise, please send your e-mail between the regular "business hours" of 9am-5pm, Monday through Friday if you want me to read it that day. I cannot guarantee that I will reply to your e-mail on the same day that it is sent, but I will always reply within 48 hours.

### **Compliance Policy**

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Attending class at least once after the first day of class signals your full comprehension of and voluntary agreement to the terms and conditions described in this syllabus and to the academic standards described in a Culture of Honesty.

## Course Schedule

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This schedule is subject to alteration at my discretion, but I will be sure to inform you of any changes via e-mail and/or an in-class announcement.

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### Introduction: Advertising the Course

- F: June 5 – Half Lecture

### Strange Fruit: The New South

- F: June 5 – Half Lecture
- M: June 8 – Lecture

### How the West Was Won, How the West Was Lost: The New West

- T: June 9 – Lecture
- W: June 10 – Half Lecture and Workshop #1: *Going to the Source*, ch. 2 – Source Analysis #1 due

### Welcome to *The Jungle*: The New North

- Th: June 11 – Lecture
- F: June 12 – Lecture
- M: June 15 – Lecture
- T: June 16 – Half Lecture and Workshop #2: *Going to the Source*, ch. 5 – Source Analysis #2 due

### Revolts and Reforms: Workers, Farmers, Progressives, and the New American State

- W: June 17 – Lecture
- Th: June 18 – Lecture

### Into the World: American Imperialism and the First World War

- F: June 19 – Lecture
- M: June 22 – Half Lecture and Workshop #3: *Going to the Source*, ch. 6 – Source Analysis #3 due

### Wrestling With Modernity: The 1920s

- T: June 23 – Lecture
- W: June 24 – Lecture – FINAL ESSAY OUTLINE #1 DUE

### Woody Guthrie's America: The Great Depression and the New Deal

- Th: June 25 – Lecture
  - F: June 26 – Lecture
  - M: June 29 – Half Lecture and Workshop #4: *Going to the Source*, ch. 8 – Source Analysis #4 due
  - T: June 30 – Lecture
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### Exam #1

- W: July 1 – PART I
- Th: July 2 – PART II
- F: July 3 – NO CLASS – UGA CLOSED

**Mobilized: World War II at Home, in Europe, and in the Pacific**

- M: July 6 – Lecture
- T: July 7 – Half Lecture and Workshop #5: *Going to the Source*, ch. 9 – Source Analysis #5 due

**The Scorpion and the Tarantula: The Making of the Cold War**

- W: July 8 – Lecture
- Th: July 9 – Lecture

**NOTE:** If you have not come by to discuss your Final Essay's outlines yet, I suggest that you do so as soon as possible. Remember, you can earn one (1) extra credit point, up to a maximum of two (2) points, for each time you meet with me to chat about your outlines and/or developing essay. Drop by my office during the posted office hours or send me an e-mail to make an appointment.

**Civil Rights and White Flights: The Black Freedom Struggle and American Suburbia**

- F: July 10 – Lecture
- M: July 13 – Lecture
- T: July 14 – Half Lecture and Workshop #6: *Going to the Source*, ch. 11 – Source Analysis #6 due
- W: July 15 – Lecture

**The Things We Carry: Vietnam**

- Th: July 16 – Lecture – FINAL ESSAY OUTLINE #2 DUE

**To the Left, To the Right: New Liberalism and New Conservatism**

- F: July 17 – Lecture
- M: July 20 – Half Lecture and Workshop #7: *Going to the Source*, ch. 13 – Source Analysis #7 due
- T: July 21 – Lecture
- W: July 22 – Lecture

**Morning in America?: The 1970s and 1980s**

- Th: July 23 – Lecture
- F: July 24 – Lecture
- M: July 27 – Half Lecture and Workshop #8: *Going to the Source*, ch. 14 – Source Analysis #8 due

**Searching for Purpose: America Before and After 9/11**

- T: July 28 – Lecture
- W: July 29 – Lecture

**Exam #2**

- TBA: Final Exam Day – First Hour – PART I
- TBA: Final Exam Day – Second Hour – PART II

After you finish the second exam, you will also turn in your Final Essay for evaluation. Final grades will be posted on OASIS within a week of the course's conclusion.