

HIST 2112
Fall 2008
LeConte Hall Room 101
MWF 2:30-3:20PM

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Office
Office Hours: Mon. and Wed, 1:00-2:00PM

HIST 2112: United States History: 1865 to Present

Course Objectives

HIST 2112 serves as an introduction to the history of the United States from the end of the Civil War to the present. Several important themes in American history, such as the emergence of the United States as a global superpower, the development of politics and culture, and competing concepts of American identity, will be discussed and traced through key periods of our past. The main emphasis of the course will be placed on helping students understand how and why our nation developed in the way it has and identifying ways in which past events can inform current challenges.

Another important goal for this course is the development of the student's communication and critical analysis skills. Participation in class discussions will help develop the ability to express thoughts logically and with clarity. Exams and written assignments are designed to help the student learn how to create an argument, identify facts that best support that argument, and communicate it assertively in a clear, convincing manner.

Required Texts

John Hollitz, *Thinking Through the Past: A Critical Thinking Approach to U.S. History, Vol II (Since 1865)*, third edition (Boston: Houghton Mifflin Company, 2005)

Carl Bernstein and Bob Woodward, *All the President's Men*

Sinclair Lewis, *Main Street*

Tim O'Brien, *The Things They Carried*

Laura Wexler, *Fire in the Canebrake*

Online readings listed in the Course Schedule

Note on Required Readings – READ CAREFULLY

I encourage you to purchase all of the above readings, for two reasons. First, you are expected to have the required readings with you during each discussion section and, second, carefully reading a book, especially one you will write a paper about, usually means taking notes in the text's margins and/or highlighting key passages.

Purchasing all of these books new is quite expensive (in the neighborhood of \$150). However, finding used copies of all of these books is quite easy, particularly on the internet. I do not care which edition you acquire for the monographs. However, make sure that if you purchase the Hollitz book online you get the correct **volume** and **edition**.

If you cannot purchase one or more of these books and our library copy is checked out, you can most likely acquire a copy through GIL Express. I will place copies of the books on reserve at the library. However, this should be your last option.

Please print out the online readings and bring them to class. Let me know if any of the links do not work.

Attendance Policy

It is expected that you will attend class on a regular basis. You can miss up to six classes without being penalized. I do not differentiate between excused and unexcused absences. For each absence after the sixth, you will lose five points off your final grade. I will take attendance at the beginning of each class. If you are not present when I take roll, it is your responsibility to see me at the end of class to make sure I mark you as present.

Grading

Your final course grade will be based on a one hundred point scale. The point value for tests and assignments is:

Midterm Exam – 20 Points

Final Exam – 20 Points

Writing Assignments – 40 Points (10 Points each)

Class Participation – 20 Points

Grades and their corresponding point values are:

A+= 9.7 to 10 Points, A = 9.3 to 9.6, A- = 9.0 to 9.2

B+= 8.7 to 8.9 Points, B = 8.3 to 8.6, B- = 8.0 to 8.2

C = 7.0 to 7.9 Points (see B for plus/minus scale)

D = 6.0 to 6.9 Points (see B for plus/minus scale)

F = 0.0 to 5.9 Points

For exams and class participation, I will grade on the ten point scale and double the result to achieve the final grade.

The instructor reserves the option to administer pop quizzes to determine if students have prepared for class. The results of these quizzes will be used when determining the class participation grade.

Exams

The exams will not be cumulative. Each exam will consist of two essay questions and each question will be worth five points. A week before the exam you will be given a list of three possible essay questions. You will want to prepare an answer for each of these questions and memorize your answer (it works best if you prepare your answer as a brief, easily recallable outline). On the day of the test you will arrive with a bluebook and two of the questions will be chosen randomly as the ones you must answer.

The final exam will also not be cumulative. It will be designed so that it can be finished in the same amount of time as the midterm exam.

If you cannot be present for an exam it is your responsibility to contact me AT LEAST 48 hours in advance of the exam. I reserve the right to deny a make-up exam to any student who waits until there is less than 48 hours until the exam to contact me or does not contact me until after the exam has been administered. The makeup exam will be taken within a week of the original exam date.

Class Participation

20% of your grade is based on class participation. It is expected that you will participate regularly in class discussions and that your contribution will be meaningful. By meaningful, I mean that your contribution will reflect that you have read and thought about the assigned readings for that day.

Academic Honesty, Plagiarism, and Cheating

This course has absolutely no tolerance for cheating. Students need to review and understand the University of Georgia's policy on cheating, *A Culture of Honesty: Policy on Academic Honesty at The University of Georgia*, which can be found online at http://www.uga.edu/honesty/ahpd/culture_honesty.htm

Any work that violates this policy will, at minimum, receive a "0" grade. The instructor reserves the right to pursue official disciplinary action up to and including suspension or expulsion.

Technology in the Classroom

Classroom technology is meant to enhance, not distract from, the learning experience. Cell phones and portable listening devices are not to be seen or heard in the classroom. Laptop computers can be used to take notes but the instructor reserves the right to ban laptops from the classroom if they distract other students or the instructor.

Disability Services

If you have any condition that will make it difficult to complete work as outlined in this syllabus, please notify both me and the Disability Resource Center in the first two weeks of class. Appropriate arrangements will be made to help you succeed in this class and all information and documentation will remain confidential.

Classroom Expectations

It is required that students actively participate during each and every class. This means more than simply showing up and participating in discussions. It also means that, while in the classroom, students are expected to be quietly listening to the instructor and taking notes when appropriate. Any other behavior is distracting and disrespectful to both the instructor and the other students in the class. At minimum, disruptive behavior will negatively affect the class participation grade. I also reserve the right to withdrawal officially any student from the class who repeatedly disrupts the classroom and ignores warnings to cease such behavior.

You are also expected to show up on time and stay until class is dismissed. Please inform me before class on any days you will be late or need to leave early.

From time to time, class discussions may touch on topics that appeal emotionally to students. It is important that, when making a contribution to discussions, students do so in a respectful manner. Disagreeing with other students' positions on an issue is fine, being derogatory or insulting when responding is, without exception, unacceptable.

This syllabus acts as a guide to the course, not a binding contract between the student and instructor. The instructor reserves the right to make changes to the syllabus if the need arises.

Writing Assignments

During the course of the semester students will prepare “book memos” for each of the book-length supplemental readings. The purpose of these book memos is to help students organize their thoughts and questions regarding the longer readings, a task that can be done in a more informal way for shorter readings. Because these assignments are meant to enhance the discussion sections, the papers will NOT be a summarization of the book’s plot/narrative. In other words, do not tell me what happened in the book. Instead, students should choose a theme/question around which the paper will be organized, based on their individual response to the book. This need not be a complicated process. Ideally, your paper should connect the reading to the larger historical topics we will be discussing. Once you have a topic for your paper, you will be expected to organize it around 2-3 main points that act as examples for the question asked or theme chosen.

These assignments are intended to help develop critical thinking skills. Students are most likely being asked to write a paper that is quite different from writing assignments they have done in other classes. Accordingly, I encourage students to discuss their ideas with me before the papers are due.

Grading of Writing Assignment

The following are some of the factors that determine the paper’s grade. The nature of writing dictates that a simple checklist cannot be used to grade a written assignment. But, the following can be used in preparing your paper and understanding the grade you received on the assignment.

An “A” paper will be well organized, have very few spelling and grammar errors, discuss the main arguments of the readings, be clearly written and possess a well-defined argument.

A “B” paper will be well organized, have more than a few spelling and grammar errors, address the majority of the readings and have an argument which is less than clearly defined.

A “C” paper will have some organizational problems, have numerous spelling and grammar errors, ignore more than one of the readings, and have a poorly defined argument

A “D” paper will be poorly organized, have a multitude of spelling and grammar errors, ignore most of the readings, be poorly written and have no argument.

A “F” paper will have a multitude of spelling and grammar errors, be so poorly written that the instructor can not understand what you are trying to say, lack any organization, and have no argument.

One point will be deducted for each 24 hour period the deadline is missed for ANY of the assignments.

These are basic guidelines to follow. I will discuss these guidelines and the goal of the assignment in more detail in the weeks leading up to the first deadline.

Length and appearance of paper

Each paper will be two pages long, double spaced. This means that the second page must be completely filled but cannot spill on to a third page.

You will use 12 point type, Times New Roman font, and one inch margins

Include page numbers

Place ONLY your name at the top left corner of the first page

Course Schedule

WEEK ONE

Mon. Aug. 18 - FIRST DAY
Wed. Aug. 20 - Reconstruction
Fri. Aug. 22 - The West

WEEK TWO

Mon. Aug. 25 – Industrialization
Wed. Aug. 27 – Immigration
Fri. Aug. 29 - Discussion #1
Reading: Hollitz Chapter #2 – “Industrialization and the Condition of Labor”
Reading: “We Chinese are Viewed Like Thieves and Enemies” available at <http://historymatters.gmu.edu/d/6618>
Andrew Carnegie “The Gospel of Wealth” available at <http://historymatters.gmu.edu/d/5766>

WEEK THREE

Mon. Sep. 1 – NO CLASS – LABOR DAY
Wed. Sep. 3 – Urban America
Fri. Sep. 5 - Redemption and Jim Crow

WEEK FOUR

Mon. Sep. 8 – Protest Movements
Wed. Sep 10 – Imperialism
Fri. Sep. 12 - Discussion #2
Reading: Hollitz Chapter #4 – “American Manhood and Philippine Annexation”
Online Readings: Ida B. Wells, “Lynch Law” available at: <http://www.historyisaweapon.com/defcon1/wellslynchlaw.html>
Booker T. Washington, “Atlanta Exposition Address” available at: <http://historymatters.gmu.edu/d/39/>
W.E.B. DuBois, “The Talented Tenth” available at: <http://teachingamericanhistory.org/library/index.asp?document=174>
Henry McNeal Turner, “The American Negro and his Fatherland” available at: <http://nationalhumanitiescenter.org/pds/maai2/identity/text8/turner.pdf>

WEEK FIVE

Mon. Sep. 15 – Progressivism

Wed. Sep. 17 – World War I

Fri. Sep. 19 - Discussion #3

Reading: Hollitz Chapter 5 – “The Bungalow as the ‘Progressive’ House”

Reading: Wheeler Chapter 5 – “Homogenizing a Pluralistic Nation” available on electronic course reserve at the UGA library

WEEK SIX

Mon. Sep. 22 – The 1920s Part 1

Wed. Sep. 24 – The 1920s Part 2

Fri. Sep. 26 - Discussion # 4 and **Book Memo #1 Due**

Reading: Sinclair Lewis, *Main Street*

WEEK SEVEN

Mon. Sep. 29 – The Great Depression

Wed. Oct. 1 - The New Deal

Fri. Oct. 3 - Discussion #5

Reading: Hollitz Chapter 7 – “Eleanor Roosevelt, First Lady”

Reading: “A Photo Essay on the Great Depression” available at <http://www.english.uiuc.edu/maps/depression/photoessay.htm>

WEEK EIGHT

Mon. Oct. 6 – **Midterm Exam**

Wed. Oct. 8 – World War II - Abroad

Fri. Oct. 10 - NO CLASS

WEEK NINE

Mon. Oct. 13 – World War II – The Home Front

Wed. Oct. 15 – The Origins of the Cold War

Fri. Oct. 17 - Discussion #6

Reading: Hollitz Chapter #8 – “The Detroit Race Riot”

Reading: Hollitz Chapter #9 – “The Cold War Comes Home”

WEEK TEN

Mon. Oct. 20 – The Affluent Society

Wed. Oct. 22 – The Civil Rights Movement Part 1

Fri. Oct. 24 - Discussion #7 and **Book Memo #2 Due**

Reading: Laura Wexler, *Fire in the Canebrake*

WEEK ELEVEN

Mon. Oct. 27 – The Civil Rights Movement Part 2

Wed. Oct. 29 – 1960s Liberalism

Fri. Oct. 31 - NO CLASS – FALL BREAK

WEEK TWELVE

Mon. Nov. 3 – The Vietnam War

Wed. Nov. 5 – The New Left and the Counterculture

Fri. Nov. 7 - Discussion #8 and **Book Memo #3 Due**

Reading: Tim O'Brien, *The Things They Carried*

WEEK THIRTEEN

Mon. Nov. 10 – Identity Politics

Wed. Nov. 12 – The Rise of the New Conservatism

Fri. Nov. 14 - Discussion #9

Reading: Hollitz, Chapter #12 – “Explaining the Women’s Movement”

Reading: “The Sharon Statement” available at

<http://www.yaf.com/statement/>

Carl Wittman, “Refugees from Amerika: A Gay Manifesto” available at

http://www.fortpride.org/editorials.php?opinion_id=54

WEEK FOURTEEN

Mon. Nov. 17 – The 1970s, Part 1

Wed. Nov. 19 – The 1970s, Part 2

Fri. Nov. 21 - Discussion #10 and **Book Memo #4 Due**

Reading: Carl Bernstein and Bob Woodward, *All the President’s Men*

WEEK FIFTEEN

Mon. Nov. 24 – NO CLASS – THANGSGIVING BREAK

Wed. Nov. 26 – NO CLASS – THANKSGIVING BREAK

Fri. Nov. 28 - NO CLASS – THANKSGIVING BREAK

WEEK SIXTEEN

Mon. Dec. 1 – Reagan’s America

Wed. Dec. 3 – The End of the Cold War

Fri. Dec. 5 - Discussion #11

Reading: Hollitz Chapter #13, “The Battle over Multicultural Education”

Reading: Pam Belluck “Mixed Welcome as Somalis Settle in a Maine City” available at

<http://query.nytimes.com/gst/fullpage.html?res=9A0DEED61E3AF936A25753C1A9649C8B63>

WEEK SIXTEEN

Mon. Dec. 8 – The Clash of Civilizations

Tue. Dec 9 - LAST DAY

FINAL EXAM – Fri. Dec 12 - 3:30PM – 6:30PM