

## American History Since 1865

HIST 2112  
Fall 2010  
Call #36-350  
MWF 2:30 PM – 3:20 PM  
LeConte Room 323 (00053-0323)

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### Course Description:

This course will provide you with an introductory survey of United States History since 1865 and the Civil War. We will explore political, economic, and cultural history through the lens of social history. If we investigate categories of race, class, and gender, we will discover that American history is a story of turning points, conflict, and struggle. For example, the interactions between men and women, rich and poor, and competition for resources demonstrate that history is not simply a story of progress or decline. Definitions of “freedom” and “democracy” changed according to individual, corporate, and governmental conflict over political rights and economic resources.

Aside from the story of history, a major goal for the class is to think critically about where our information comes from, how it is organized, and ultimately – how it can be interpreted. We look for, and use, information everyday. Where do the facts and interpretations come from? Our course will also focus on important life skills – reading critically, using resources wisely, and writing well. Reading and writing assignments are designed to help you think critically about information you gather inside and outside of the classroom.

### Required Course Texts:

Eric Foner, *Give Me Liberty!: An American History*, Volume 2, Second Edition. ISBN 978-0-393-93256-0. (Here after *Give Me Liberty!*)

James West Davidson and Mark Hamilton Lytle, *After the Fact: The Art of Historical Detection*, Fifth Edition, Volume II. (Here after *ATF*)

Additional readings are noted in the syllabus; you can access them via the internet, or I will provide hard-copies. This syllabus is subject to change, and I will make every effort to notify students of any change that might influence student performance.

### Course Policies:

#### **How to Succeed in this Course:**

It's very simple:

- Come to class every day.
- Take thorough notes on lectures and discussions.
- Keep up with the reading – plan ahead as some weeks have a lighter load than others.
- Follow instructions and listen to the instructors' advice – I do want you to succeed.

You will benefit from completing all readings. I have assigned the readings for the whole week, and expect to talk about all weekly material on Fridays. I expect everyone to participate actively in Friday discussion sections. I ask that you come to class ready and willing to actively listen – that is, not to just take notes (or copy them), but to think about, chew on, and examine what is being said.

As in any educational endeavor, ask questions about things you do not understand.

**Contacting Me:** Please note my office hours on the top of page one. I will be available immediately after class to answer questions and you do not need to make an appointment for these informal sessions. If you would like to speak with me outside of class, even after office hours, you will need to make an appointment. Please schedule these appointments via email: [cmango@uga.edu](mailto:cmango@uga.edu). Additionally, you may email me with your questions or concerns at anytime, though I cannot promise an immediate response afterhours.

**Attendance Policy:** I will take roll every day. Please pick “your seat” by the end of the second week so I can create a seating chart. This chart will help me learn your names more quickly and serve as an attendance sheet. You may miss up to five classes (excused or unexcused) for whatever reason – that is one week-and-a-half out of fifteen weeks of the semester. I do not need to know why you are not in class. If you have something unusual going on, please let me know if I can be of assistance. In the case of a something related to a major family, medical, or other emergency, we may need to involve the Office of the Vice President of Student Affairs.

After the fifth absence, each additional absence will result in your final course grade being lowered by 1/2 a letter grade. This means that it is important for you use your absences wisely because if you waste your absences for cutting class, additional absences will result in grade penalties even if the additional absences would otherwise be excused for illness, etc.

**Grading Policy:** No late assignments will be accepted, and Makeup Exams must be arranged with the instructor prior to the scheduled exam.

Writing Assignments	30%
Exam #1	15%
Exam #2	15%
Final Exam	25%
Participation/Attendance	15%

A+= 97 to 100, A = 93 to 96, A- = 90 to 92

B+= 87 to 89, B = 83 to 86, B- = 80 to 82

C = 70 to 79 (see B for plus/minus scale)

D = 60 to 69 (see B for plus/minus scale)

F = 00 to 59

There are no official make-up exams and I will not accept late assignments. The only exceptions to these rules are, first, in the case of the final exam if you have three finals scheduled the same day or, second, in the case of a major family, medical, or other emergency serious enough that

you are working with the Office of the Vice President of Student Affairs. But let me repeat once more, if something is going on that affects your performance in this course, get in touch me and your other professors immediately.

**Exams:** I will discuss the exam formats in advance of the exams. Please show early. If you are more than five minutes late and the exams have been passed out, you will not be able to sit for the exam. No exceptions. There are no official make-up exams.

**Reaction Essays:** On “Discussion” days, you are expected to write, and turn in at the beginning of class, a short paper based on your assigned readings for the day. The goal for these assignments is threefold:

1. First, I want to gauge your comprehension of the material. What is the reading about?
2. Second, I want you to be prepared for a discussion on the given topic. How would you categorize the material? Or, how does this information plug into the overall course? Ultimately, I want you to think about why this reading important. I expect you to incorporate other assigned readings or lectures from the same week into your paper.
3. And finally, I want to help you develop your writing skills. I will assess your spelling (sp), word choice (W/C), word order (W/O), clarity (AWKward), verb tense (VT) and other grammatical rules. Please take note of these abbreviations, as I will use them on your papers. I recommend that you read your paper out loud to yourselves to determine your overall clarity before submitting your paper. And, please run spell check!

Your responses will be written in the following formats. All writing assignments will be typed in your computer’s ‘default format,’ double-spaced, will be **no more** than two pages long (approximately 250-500 words) unless otherwise noted, and **MUST** be stapled. Do not use a cover page. Papers must be turned in at the beginning of class, in person unless other arrangements have been made (that is, a couple of days ahead of time). I have assigned thirteen Reaction Essays. I will only consider your ten highest essay grades when figuring your final grade. In other words, I will throw out the lowest three of thirteen essays.

**Dropping the Course:** Students who decide to drop this course after the add-drop period is over will receive either a W or a WF, depending on how they are doing at the point of withdrawal. In other words, if you are a no-show in this course and then drop it just before the midpoint withdrawal deadline, you will receive a WF. I also reserve the right to withdraw from the course students who stop attending sections and completing the written assignments

**Academic Honesty:** I take UGA’s Academic Honesty Policy (Culture of Honesty) seriously and expect you to do the same. Any work that is not yours and is plagiarized will receive at least a “0” and means that you will most likely fail the course.

ALL the work (exams, papers, quizzes, writing assignments, etc.) you do in this course is subject to the Academic and Culture of Honesty policy. It is your responsibility to be familiar with that policy. It is especially important that you never commit *plagiarism*, which is both dishonest and illegal. ALL work – including wording and ideas – must be your own or else you must provide proper quotation and citing. If you are at all worried that you might be in danger of an academic

honesty violation, you should ASK me in advance. You should also review the Academic Honesty policy at: [http://www.uga.edu/ovpi/honesty/culture\\_honesty.htm](http://www.uga.edu/ovpi/honesty/culture_honesty.htm)

**Classroom Etiquette:** Please turn **OFF** – *not just silence* – all mobile phones, pagers, watch alarms, or anything else that might “chime.” Additionally, please do not text-message, surf the Internet or listen to MP3 players during class time. These items disrupt the teaching and learning environment for me and your neighbors. Repeated offences will result in a grade penalty. Additionally, if any student’s behavior is disruptive to the class’s teaching and learning environment (such as sleeping, crossword puzzles, etc), I reserve the right to ask the student to leave.

August 16: The View from Gettysburg

August 18: Reconstruction, read: *Give Me Liberty!*, Chapter 15

August 20: Discussion, read: *ATF* Chapter 8 “The View from the Bottom Rail,” Reaction Essay Due

August 23: Chicago: Nature’s Metropolis, read: *Give Me Liberty!*, Chapter 16

August 25: The American West

August 27: Discussion, read: Fredrick Jackson Turner, *The Significance of the Frontier in American History*, <http://xroads.virginia.edu/~Hyper/TURNER/>, Chapter I (One) ONLY, Reaction Essay Due

August 30: Industrial America

September 1: Urbanization

September 3: Discussion, read: *ATF* Chapter 9 “The Mirror with a Memory,” Reaction Essay Due

September 6: Labor Day – NO CLASS

September 8: The New South & Jim Crow, read: *Give Me Liberty!*, Chapter 17

September 10: Discussion, read and view: *Without Sanctuary: Photographs and Postcards of Lynching in America*: <http://withoutsanctuary.org/>, Reaction Essay Due

September 13: Populism, read: *Give Me Liberty!*, Chapter 18

September 15: Progressivism; read: *ATF* Chapter 10 “USDA Government Inspected”

September 17: **Exam #1**

September 20: World War I, read: *Give Me Liberty!*, Chapter 19

September 22: Threats to the Domestic Order

September 24: Discussion, read: *ATF*, Chapter 11, “Sacco and Vanzetti,” Reaction Essay Due

September 27: Roaring ‘20s, *Give Me Liberty!*, Chapter 20

September 29: The Great Depression

October 1: Discussion, read: *ATF*, Chapter 12, “Dust Bowl Odyssey,” Reaction Essay Due

October 4: The New Deal, read: *Give Me Liberty!*, Chapter 21

October 6: World War II, read: *Give Me Liberty!*, Chapter, 22  
October 8: Discussion, read: *ATF*, Chapter 13, “The Decision to Drop the Bomb,” Reaction Essay Due

October 11: The Cold War Begins, *Give Me Liberty!*, Chapter 23  
October 13: An Affluent Society, *Give Me Liberty!*, Chapter 24  
October 15: Discussion, read: *ATF*, Chapter 14, “From Rosie to Lucy,” Reaction Essay Due

October 18: The Kitchen Debate  
October 20: Civil Rights Movement, Part I  
October 22: **Exam #2**

October 25: Civil Rights Movement, Part II, read: MLK, “Letter from a Birmingham Jail,” <http://www.stanford.edu/group/King/frequentdocs/birmingham.pdf>  
October 27: Discussion, read “University of Georgia Math 254” essays (handout), Reaction Essay Due  
October 29: Fall Break – NO CLASS

November 1: Postwar Liberalism, read: *Give Me Liberty!*, Chapter 25  
November 3: Vietnam & LBJ’s War  
November 5: Discussion, read: *ATF*, Chapter 16, “Where Trouble Comes,” Reaction Essay Due

November 8: The New Left, read: *Give Me Liberty!*, Chapter 26  
November 10: The New Right  
November 12: Discussion, read complete versions of: “The Port Huron Statement,” [http://www2.iath.virginia.edu/sixties/HTML\\_docs/Resources/Primary/Manifestos/SDS\\_Port\\_Huron.html](http://www2.iath.virginia.edu/sixties/HTML_docs/Resources/Primary/Manifestos/SDS_Port_Huron.html); and “The Sharon Statement,” <http://www2.fiu.edu/~yaf/sharon.html>, Reaction Essay Due

November 15: Feminism & the Sexual Revolution  
November 17: Nixon & Conservatism  
November 19: Discussion, read: “Breaking into Watergate” (handout), Reaction Essay Due

November 22-26: Thanksgiving Break – No Class

November 29: From Malaise to Morning in America, read: *Give Me Liberty!*, Chapter 27  
December 1: Immigration, Business, and America after the Cold War  
December 3: Read: Jimmy Carter, “Crisis of Confidence Speech,” <http://teachingamericanhistory.org/library/index.asp?document=966>; and Ronald Reagan, “First Inaugural Address,” <http://teachingamericanhistory.org/library/index.asp?document=152>, Reaction Essay Due

December 6: Conclusion - Post-9/11 World, *Give Me Liberty!*, Chapter 28  
December 13: **Final Exam – 3:30 to 6:30 PM**

Fall 2010 Final Exam Schedule: [http://www.reg.uga.edu/or.nsf/html/Fall\\_Exam\\_Schedule\\_2010](http://www.reg.uga.edu/or.nsf/html/Fall_Exam_Schedule_2010)