



"contraband" 1865

Montgomery Wolf  
Hist 2112 US since 1865  
M-F 9:15-11:30

Office hours:  
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Tu & Wed 11:45-12:30 & by appt  
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President George W. Bush, aboard the aircraft carrier USS Abraham Lincoln, near San Diego, California, May 1, 2003

## A Story of Liberty? The American People since 1865

This course is designed around **two central concepts**: 1) the experiences and ideas of everyday Americans matter in history; 2) students learn about history best when they have a chance to “do” history themselves.

The central question we shall explore this term is: how has “liberty,” both as an idea and a lived reality evolved for America and Americans over the years?

**Course Goals:** Keeping these motifs in mind, we will:

1. **Learn History:** By acquiring knowledge of the basic facts and events of U.S. history to 1865, we will be able to identify the significant questions about the period: Why did Europeans settle North America? What happened when European, African, and Native American worlds collided? How did Americans define and understand the role of government? How did the American political system develop over time? How did economic development affect religion, culture, and politics? How was it that the United States entered Civil War?
2. **Think Historically:** By learning to ask **HOW** and **WHY** as well as who, what, where, and when, we will gain an understanding of historical change, of how historians think and interpret the past through the lens of the present.
3. **Retrieve/Recover History:** Through an exposure to a wide variety of historical sources and practices, we will learn how historians go about “recovering” (interpreting) the past. We will analyze a variety of secondary sources (writings by historians, including the textbook) and primary sources (autobiography, cartoons, political documents, speeches, etc.), learn to assess their reliability, and produce our own interpretation of them.
4. **Do history:** After learning some of the historian’s tools, we will employ these tools in producing history ourselves by writing essays with interpretive arguments based on historical evidence.

### Required Reading:

Eric Foner, *Give Me Liberty, Vol 1* (Seagull Edition) 2<sup>nd</sup> Ed., 2009.

Jack London, *The Call of the Wild*, ed. Earl J. and Elizabeth H. Wilcox (Boston: Houghton Mifflin, 2004).

Anne Moody, *Coming of Age in Mississippi*

Various short assignments for in-class discussion – in paper form at the Main library; and electronically: go to <http://www.uga.edu/academics/libservices.html> and click on “reserves catalog.” Password: hist2112

### Assignments and Grading:

Book Paper 1 – 15%

Book Paper 2 – 15%

Midterm Exam – 20%

Final Exam – 25%

Quizzes – 10% (4 quizzes on key terms)

Participation – 15% (includes response papers and in-class writing)

Late papers will lose one full letter grade for the first day late and 1/3 of a letter grade for each additional day late (or portion thereof).

### **Participation and Quizzes**

Your participation will be a critical piece of your learning experience. Most days you will read primary sources and discuss a topic related to them. To encourage regular and insightful participation in these forums, you will sometimes write (and turn in) short responses to questions posed in advance. Or you may have an in-class quiz. Or we may have short in-class writing assignments. Together, your participation and writing assignments will comprise 15% of your grade.

Additionally, there will be four (4) announced quizzes during the semester, which will test you on the key terms identified in the lectures. These quizzes will be worth 10% of your final grade.

### **Honor Code**

All academic work must meet the standards contained in "A Culture of Honesty." Each student is responsible to inform themselves about those standards before performing any academic work.

If you are unclear about the specifics of the Honor Code, you can review them at: <http://www.uga.edu/honesty/>.

All work, including papers and exams, must be your own. **Plagiarism** constitutes a serious violation of the Honor Code and will be handled with the utmost gravity and severity. UGA defines plagiarism as "submission for academic advancement the words, ideas, opinions or theories of another that are not common knowledge, without appropriate attribution to that other person." You can read more about the University's policy on plagiarism at [http://www.uga.edu/honesty/ahpd/prohibited\\_conduct.html#Plagiarism](http://www.uga.edu/honesty/ahpd/prohibited_conduct.html#Plagiarism).

### **SCHEDULE OF TOPICS AND READINGS:**

*The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.*

#### **A PEOPLE REUNITED? (1865-1877)**

- How would the Union be reunited? Who would decide this process?
- What did freedom mean to different groups of Americans?
- How successful was Reconstruction, and how does one decide?

DATE	TOPIC	READINGS
M 7/68	<b>Introduction/Reconstruction Primary Source Activity</b>	Foner, 520-555 Begin <i>The Call of the Wild</i>

#### **PEOPLES IN CONFLICT (1865-1900)**

- How did various groups of people benefit from or suffer because of the era's industrialization, urbanization, and geographic expansion?
- How did industrialization, urbanization, and geographic expansion affect the role of the U.S. at the international level?
- How did they affect the relationship of the federal government to individuals?

DATE	TOPIC	READINGS
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Tu 7/7	<b>The American West Industrialization</b>	Foner, 556-584 Reserves: Chief Joseph; Dawes Act; F. J. Turner
W 7/8	<b>Urbanization and Labor Discussion: Organized sports</b>	Foner, 584-596 Reserves: Wright, "Sketch of the National Game of Baseball"; Dunn, "The Country Club"
Th 7/9	<b>QUIZ Populism Writing Seminar</b>	Foner, 597-608
F 7/10	<b>U.S. Imperialism &amp; Jim Crow Discussion: Imperialism through Cartoons</b>	Foner, 608-636 "Michael O'Malley Analyzes a Cartoon" at <a href="http://historymatters.gmu.edu/mse/sia/cartoon.htm">http://historymatters.gmu.edu/mse/sia/cartoon.htm</a>

### **REFORMING PEOPLE (1890-1925)**

- How was progressivism a reaction to the forces of rapid urbanization and industrialization?
- What changes in Americans' understanding of the relationships between individuals and broader society occurred that allowed progressivism to move forward?
- What was the relationship between progressivism and WWI?

DATE	TOPIC	READINGS
M 7/13	<b>Progressivism Discussion: <i>The Call of the Wild</i></b>	Foner, 637-677 <b>PAPER DUE</b>
Tu 7/14	<b>QUIZ World War I Debate: Booker T. Washington vs. WEB DuBois</b>	Begin reading Anne Moody Foner, 678-718 Reserves: Washington, "Atlanta Compromise"; DuBois, "Of Booker T. Washington and Others"

### **BOOM AND BUST (1920-1940)**

- What social changes did rapid urbanization and industrialization produce?
- What changes in Americans' understanding of the relationships between individuals and broader society occurred that allowed progressivism to move forward?
- What was the relationship between progressivism and WWI?

DATE	TOPIC	READINGS
W 7/15	<b>The Business of America Discussion: Modern v. Traditional America Discussion: Women in America</b>	Foner, 719-755 Reserves: The Modern Temper (Palmer, White, Sacco-Vanzetti, Evans); Scopes Trial and the New Woman [The Scopes Trial – cartoons in class] Sanger, "My Fight for Birth Control"; Addams, "Why Women Should Vote"
Th 7/16	<b>The New Deal Film: "We Have a Plan" Debate: Was the New Deal Revolutionary?</b>	Foner, 756-795 Reserves: "Communist Efforts"; Agee and Evans, "Now Let us Praise Famous Men"; Huey Long, "Share Our Wealth" [have them read female & black perspectives in class?]
F 7/17	<b>MIDTERM MOVIE: WWII DOCUMENTARY</b>	

### **PEOPLE IN CONSENSUS (1940-1965)**

- How did WWII change the role of the U.S. on the international stage?

- What was its impact on life at home?
- Who benefited the most during this era's abundance? Who benefited the least?

DATE	TOPIC	READINGS
M 7/20	<b>Discussion:</b> From Isolation to Intervention <b>World War II</b> <b>Discussion:</b> World War II at Home – the Zoot Suit Riots	Foner, 796-837 Reserves: FDR, “Quarantine the Aggressors” and “The Four Freedoms”; Lindbergh, “Address to America First Rally” PBS, “Zoot Suit Riots,” <a href="http://www.pbs.org/wgbh/amex/zoot/">http://www.pbs.org/wgbh/amex/zoot/</a> (see handout for details)
Tu 7/21	<b>Cold War</b> <b>Discussion:</b> Cold War through Popular Culture	Foner, 838-870 Reserves: “Civil Defense Readiness Plan”; NSC-68
W 7/22	<b>Affluent Consensus</b> <b>Discussion:</b> Consensus and Conformity through Advertising <b>Discussion:</b> Undercurrents of dissent	Foner, 871-911 Bring ads from Duke Ad*Access Allen Ginsberg, “Howl” <a href="http://www.cs.rice.edu/~ssiye/minstrels/poems/293.htm">http://www.cs.rice.edu/~ssiye/minstrels/poems/293.htm</a> <a href="#">la</a>

### PEOPLE IN FLUX (1968-1989)

- What was the legacy of the upheaval of the 1960s?
- What economic and political changes of the 1970s and 1980s challenged the effects of the 1960s?

DATE	TOPIC	READINGS
Th 7/23	<b>QUIZ</b> <b>Social Movements</b> <b>Film:</b> <i>Eyes on the Prize</i>	Foner, 912-918, 929-952
F 7/24	<b>New Frontier and Great Society</b> <b>Discussion:</b> Anne Moody	Foner, 918-929 <b>PAPER DUE</b>
M 7/27	<b>Women in antebellum America</b> <b>Vietnam</b> <b>Discussion:</b> Vietnam in social memory	Foner, 952-956 Reserves: O’Brien, “The Things They Carried” <b>Reserves:</b> <a href="#">Skinner 72-79.</a>
Tu 7/28	<b>QUIZ</b> <b>Counterculture</b>	Tom Wolfe, “The Bus”; White Panther Manifesto: <a href="http://www.luminist.org/archives/wpp.htm">http://www.luminist.org/archives/wpp.htm</a>
W 7/29	<b>Politics and Economy of the 1970s &amp; ‘80s</b> <b>Debate:</b> Did Reagan Win the Cold War?	Foner, 957-1003 Reserves: “Did President Reagan Win the Cold War?”

### A GLOBAL PEOPLE? (1989-present)

- How has the end of the Cold War changed American politics and culture?
- Is the U.S. a multicultural society?
- How does U.S. history since 1865 help us understand today?

DATE	TOPIC	READINGS
Th 7/30	<b>End of the Cold War and Globalism</b>	Foner, 1003-1070 Reserves: “Triple Identity”; September 11 and the Next American Century
F 7/31	<b>FINAL EXAM</b>	