



### **Class Schedule**

This folder contains a calendar listing of specific topics, assignments and due dates for the course.



### **Syllabus**

**Fall 2004 minimester, October 13-December 13, 2004**

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### **UNCG Honor Code**

All students are expected to abide by UNCG Honor Code. All students are expected to abide by UNCG Honor Code. This means

- All quizzes and tests should be taken without using the text, or with any assistance from anyone;
- All writing assignments should be your own work;
- No internet plagiarism, or plagiarism of any kind, will be tolerated. **I will prosecute offenders to the full extent of the system.**
- For more information about the University's academic integrity policy, please visit these links:

Academic Integrity Policy: <http://saf.dept.uncg.edu/studiscp/Honor.html>

UNCG Student Code of Conduct: <http://saf.dept.uncg.edu/studiscp/Honor.html>



### **Course Description**

This course seeks to introduce students to the history of the United States from Reconstruction until the present and will include the events, ideas, and people that have shaped Americans' economic, cultural, social and political experience. The main thrust of the course is to examine how and why the United States was transformed into an urban-industrial nation at home and how, abroad, it emerged as the world's pre-eminent power. In the course, we will cover two World Wars, several depressions, the struggle for civil rights, and the creation of a military, economic, political, and social colossus.



### **Student Outcomes & Methodology**

#### **Student Outcomes**

Upon successful completion of this course, the student will be able to:

- understand how and why the United States became first a world power, then a superpower.
- identify the lasting contributions of the recent American past to our present.
- acquire a knowledge of each of the three eras: Reconstruction through Progressivism, America Becomes a World Power, After World War II.
- write competently and describe details, facts, and opinions concerning the subjects covered.

#### **Methodology**

lectures/discussion/distance technology/research



### Required Text

Mary Beth Norton, et al., A People and a Nation, Vol. 2



### Course Requirements

This will be an entirely online course. Students should begin by logging into <http://blackboard.uncg.edu>, and there enter their UNCG novell username, followed by their novell password. Instructions on using Blackboard are available at this website, but for specific problems, email the BB tech support ([gegarcia@uncg.edu](mailto:gegarcia@uncg.edu)), as well as two other individuals: Anita Warfford ([aawarffo@uncg.edu](mailto:aawarffo@uncg.edu)) and Scott Brewster ([mdbrewst@uncg.edu](mailto:mdbrewst@uncg.edu)).

On the BB site, students will find everything needed for the class: audio lectures, primary documents, online quizzes and tests, and entry points for their journals.

### Grade Breakdown

2 tests: 30 percent (15 percent each)

Final exam: 25 percent

Textbook quizzes: 20 percent

Online discussion boards: 25 percent

### Assignments

**1. Online discussion:** All students must participate during distance sessions in the class discussion page. **NB: Students MUST complete online discussion assignments for each of the 8 lessons in the class.** Comments must be posted no later than the deadline indicated on the discussion board.

The online discussion should be completed after listening to the audio and video lectures and reading the documents. Students must post at least one answer to the three questions that I have placed on the discussion board. You may post more than three times, but this is a required minimum. Ideally, postings should be interactive and should react to what others have said.

Students are graded according to the following measures:

- quality of input,
- ability to generate a reasoned response among your peers,
- ability to integrate and synthesize what others in the class have contributed.

As stated above, I expect no fewer than three (3) posts per session per students of at least 100 words each (subsequent postings, beyond the minimum three, do not have to be 100 words).

I will assign grades according to the quality of comments and the degree to which they seek to interact with and engage other students. Those students who do not post at all will receive a discussion grade of zero for that class session; students who do not meet the minimum number of posts will receive a maximum grade of 50 percent.

**2. Quizzes:** All students are expected to complete textbook readings on time, according to deadlines established in the course calendar. Upon completion of the readings in each

lesson, they will complete a brief, multiple-choice quiz on-line.

**3. Tests:** There will be three (3) tests. These will be online, in an essay format.



### **Course Organization**

The course is divided into 3 units and 8 lessons. There are assignments at both the lesson and unit levels, and students **MUST** complete these according to the deadlines provided.

**Reading:** All students must complete the text and primary source readings in the window provided for each lesson. Within each lesson, they should do the following 1) read the text assignment and take the chapter quiz (there is one chapter quiz per lesson); 2) listen to the audio lectures; 3) read the primary source and comment on the discussion board.

## **UNIT ONE: RECONSTRUCTION TO PROGRESSIVISM, 1865-1914**

### **Lesson 1: Reconstruction and Its Aftermath , 10/14-10/21**

**Documents:** Pinkney Benton Stewart Pinchback, Address, 1880; Excerpt of a Black Protest against the Hamburg Riots, 1867

**Text: chs. 16-17**

### **Lesson 2: The Gilded Age, 10/22-10/28**

**Documents:** An Act to Execute Certain Stipulations Relating to Chinese; Robert Ingersoll, on Chinese Exclusion, 1898

**Text: chs. 18-19**

### **Lesson 3: The Progressive Era, 10/29-11/4**

**Documents:** Woodrow Wilson, speech, 1912; Theodore Roosevelt, speech, 1912

**Text: chs. 20-21**

**TEST 1: DUE November 8**

## **UNIT TWO: WAR AND DEPRESSION, 1914-1945**

### **Lesson 4: World War I and the 1920s, 11/5-11/11**

**Documents:** Robert M. La Follette Votes against a Declaration of War; George Norris against the War; Woodrow Wilson's War Message

**Text: chs. 22-24**

### **Lesson 5: Great Depression and New Deal , 11/12-11/18**

**Documents:** The DiMarcos Remember the Great Depression; Donners on the Great Depression

**Text: ch. 25**

### **Lesson 6: World War II, 11/19-11/25**

**Documents:** The Japanese-American Internment cases

**Text: chs. 26-27**

**TEST 2: DUE November 29**

## **UNIT THREE: THE POSTWAR ERA**

### **Lesson 7: Cold War, 11/26-12/2**

**Documents:** Pete Seeger and HUAC; Paul Robeson and HUAC; Lillian Hellman and

HUAC

**Text: chs. 28-29**

**Lesson 8: Civil Rights and After, 12/3-12/9**

**Documents:** Gelb on the Origins of Intervention in Vietnam ; "The Smoking Gun"

**Text: chs. 30-31**

**TEST 3: DUE December 13**