

## Course Information



### **Class Schedule**

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



### **UNCG Honor Code**

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

- All quizzes should be taken without using the text or 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 (Since 1865), 7th ed. (but 6th will be fine, too) (ISBN 0-618-39177-0)



## Course Requirements

This will be an entirely online course. Students should begin by logging onto <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, call 6-TECH.

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.

## Grading Scale

Everyone starts out with an average grade of C (75) in this course, and students will receive an A or a B only by doing above-average work. I grade on a 10-point scale, so 90 and above is in the A range, 80-89 is in the B range, and so on, with pluses and minuses given at my discretion.

## 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 each of the questions that I have placed on the discussion board. You are encouraged to post more than three times, but this is a required minimum in order to receive an average grade of C on the discussion. 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 student 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. Those who post more than the minimum three 100-word entries will be considered for an A or B on that lesson's discussion grade. Those who wait until the last day of the lesson to begin posting will be graded down on

that lesson's discussion.

Three or four students will serve as assigned online discussion leaders beginning with Lesson 2. Discussion leaders are expected to make a short (about 150-word) presentation about the primary documents. This presentation should address the background of the readings: who are the authors of the readings? What is the context of the readings? What are the most salient points that emerge from the readings? The discussion leaders' posts should appear by 9 p.m. the night before the beginning of a new lesson; for example, by 9 p.m. on October 15 for Lesson 2. In addition to the three posts required of all students, discussion leaders are expected to post 3 questions for your classmates. Some of these questions should be based on the assigned primary documents. Throughout the remainder of the lesson, discussion leaders are responsible for monitoring the discussion, posting more questions and responding to other students in order to keep the discussion lively and focused on the historical context.

**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, students will complete a brief, multiple-choice quiz online, which will be available under "Exams" from 7 am - 11 pm on the last day of that lesson.

**3. Tests:** There will be three (3) tests. These will be online, in an essay format, and will be open book (limited to textbook, lectures, and primary documents for that unit).



### 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.

**Assignments:** 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 (Lessons 1-8); 3) watch the video lectures (Lessons 1, 4, & 7); 4) read the primary sources and comment on the discussion board at least three times.



### FAQs

I've included some frequently asked questions along with my answers to them in order to help clarify assignments and expectations for the course. Please read through these at the beginning of the course, along with the other course information, and then e-mail me to confirm that you have done so.



## Class Schedule



### Class Schedule

#### Assignments for each lesson:

- Listen to/watch audio/video lectures. Only Lessons 1, 4, & 7 have

video lectures. All eight lessons have audio lectures.

- Read primary documents online.
- Post **at least three 100-word discussion board entries** for each lesson. Please note that three postings are the minimum required in order to receive a grade of C on that lesson's discussion board.
- Read assigned textbook chapters.
- Take chapter quiz (online, in blackboard site, on the last day of the lesson). This is a multiple-choice quiz with 10 questions. It is closed book, and you are on your honor not to use any source outside your own memory.



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

### Lesson 1: Reconstruction and Its Aftermath , 10/11-10/15

**Documents:** Pinkney Benton Stewart Pinchback, Address, 1880; Excerpt of a Black Protest against the Hamburg Riots, 1876

**Text:** chs. 16-17

### Lesson 2: The Gilded Age, 10/16-10/20

**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, 10/21-10/25

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

**Text:** chs. 20-21

**TEST 1: DUE October 26 at 10 pm (questions posted at 10 pm on October 25)--covers chs. 16-21**



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

### Lesson 4: World War I and the 1920s, 10/27-11/1

**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 (please note that there are three chapters for this lesson and

**plan your time accordingly)**

### Lesson 5: Great Depression and New Deal, 11/2-11/6

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

**Text:** ch. 25

### Lesson 6: World War II, 11/7-11/12

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

**Text:** chs. 26-27

**TEST 2: DUE November 13 at 10 pm (questions posted at 10 pm on November 12)--covers chs. 22-27**



### UNIT THREE: THE POSTWAR ERA

#### **Lesson 7: Cold War, 11/14-11/19**

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

**Text:** chs. 28-29

#### **Lesson 8: Civil Rights and After, 11/20-11/28**

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

**Text:** chs. 30-31

**TEST 3: DUE November 30 at 10 pm (questions posted at 10 pm on November 28)--covers chs. 28-31**