

HISTORY 212–The United States Since 1865

Fall 2012

Charles Bolton

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Office Hours: Mondays and Wednesdays, 11:30 a.m. to 12:30 p.m., or by appointment

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Course Objectives

At the end of this course, students will be able to:

Identify major events, persons, and themes that shaped the United States since the end of the Civil War.

Use historical thinking and effective writing to contextualize and analyze primary and secondary sources from different points of view.

Readings

Available at the University Bookstore (and many other locations):

Wheeler/Becker, Discovering the American Past: A Look at the Evidence. Vol.II, 7th edition.
(WB)

King, Jr., Why We Can't Wait

Other readings noted on the syllabus are available on Blackboard, under e-Reserves.

There is also a textbook on reserve at Jackson Library: Roark, Johnson et al., Understanding the American Promise, for anyone who would like to consult a textbook.

Discussion Sections

Attendance at weekly discussion sections is mandatory. You are expected to do the assigned readings and be prepared to discuss them during the discussion section meetings. To help prepare for these sessions and engage in some informal writing, on some weeks you will be asked to post short responses (roughly 200-250 words) to the weekly readings on Blackboard. A prompt for these responses will be posted on Blackboard by Monday morning of those weeks (so make sure you check), and you should submit your response by 5 p.m. on the following Thursday. Your class participation grade will be based on your participation in the discussion sections and your completion of the required responses on Blackboard.

Schedule

August 22	Reconstruction and the New South
August 24	Discussion Sections Reading: WB, chapter 1
August 27	Reconstruction and the New South
August 29	Reconstruction and the New South
August 31	Discussion Sections Reading: WB, chapter 2 Assignment # 1 due
September 5	Economic Revolution
September 7	Discussion Sections Reading: WB, chapter 3
September 10	Urbanization and Immigration
September 12	The West
September 14	Discussion Sections Reading: Urbanization and Immigration Documents; The West Documents

September 17	Challenges to the Industrial Order: Workers and Farmers
September 19	Challenges to the Industrial Order: Workers and Farmers
September 21	Discussion Sections Reading: Gorn, "The Great Strike of 1877"; Populism Documents Rewrite of Assignment #1 due
September 24	The Progressive Era
September 26	The Progressive Era
September 28	Discussion Sections Reading: WB, chapter 4 Assignment # 2 due
October 1	American Imperialism
October 3	Mid-term Exam
October 5	Discussion Sections Reading: Rosenberg, "Spreading the American Dream"; Imperialism Documents
October 8	World War I
October 10	No class
October 12	Discussion Sections Reading: WB, chapter 5 Assignment # 3 due
October 17	1920s
October 19	Discussion Sections Reading: WB, chapter 6

October 22	The Great Depression and the New Deal
October 24	The Great Depression and the New Deal
October 26	Discussion Sections Reading: WB, chapter 7
October 29	World War II
October 31	World War II
November 2	Discussion Sections Reading: WB, chapter 8 Assignment # 4 due
November 5	Cold War America
November 7	Cold War America
November 9	Discussion Sections Reading: Cold War Documents; Russell, "How Juvenile Delinquents Won the Cold War"
November 12	Movements for Civil Rights
November 14	Movements for Civil Rights
November 16	Discussion Sections WB, chapter 9 Assignment # 5 due
November 19	Vietnam War
November 26	Vietnam War
November 28	Nixon and Watergate
November 30	Discussion Sections WB, chapter 10; Nixon and Watergate Documents

December 3	The Recent Past
December 10 (8:00 am)	Final Exam

Grading

Your final grade will be determined as follows:

Class Participation: 20%
 Mid-Term Exam: 20%
 Final Exam: 20%
 Writing Assignments: 40%

Grading Scale:

A+: 99-100	
A: 93-98	A-: 90-92
B+: 87-89	B: 83-86
B-: 80-82	C+: 77-79
C: 73-76	C-: 70-72
D+: 67-69	D: 63-66
D-: 60-62	F: 59 and lower

Writing Assignments:

To complete the Assignments # 1, 2, 3, and 4, you will first need to read the assigned chapters in Discovering the American Past carefully. To answer these questions, you will need to make explicit references to the evidence presented in the chapters. At the same time, what you write should not be merely a rehash or summary of the evidence presented in the chapters. Your task is to analyze and interpret the evidence. Thus, you must make general statements, but you must back these statements up with specific references to the evidence. In other words, you must draw conclusions from the evidence presented to you and present your interpretation of that evidence in a clear manner.

Assignment # 1:

Chapter 2: In a 3-4 page essay, explain what each of the authors in this chapter—Wells, Washington, Turner, Du Bois, and Harper—believe is the appropriate strategy for how African Americans should deal with their situation in post-Civil War America. What are the strengths and weaknesses of the various strategies? Which do you think represented the best option for African Americans at the turn of the twentieth century and why?

Assignment # 2:

Chapter 4: In a 2-3 page essay, using the evidence in this chapter, explain how and why children's lives and societal attitudes about childhood changed during the Progressive era.

Assignment # 3

Chapter 5: In a 3-4-page essay, explain how the Committee on Public Information used propaganda to "unify" the country during World War I. Was the Committee on Public Information an indispensable part of government during World War I? Why or why not?

Assignment # 4

Chapter 8: In a 3-4 page essay, explain the constitutional issues involved in Korematsu v. United States. Also, did the facts presented support the claim that the military situation justified the temporary suspension of parts of the Constitution? Why or why not?

Assignment # 5

Read Martin Luther King, Jr.'s Why We Can't Wait. In an essay of 4-5 pages, answer the following questions: 1) King wrote this book in 1963, at a time when the civil rights movement was in full swing. Up to this point, how does King characterize the civil rights movement (what was achieved, what were the tactics used, who were the movement's supporters and opponents); 2) From the perspective of 1963, what did King hope would happen to the civil rights movement and the black struggle for equality in the years ahead, what kind of economic and political changes did he envision, and what does he think about the prospects for further change?

All writing assignments should be typed, double-spaced, one-inch margins on all sides, 12-point font. They will be graded according to the rubric in this syllabus, and you will receive written comments about how to improve future essays. Discussions about how to write a good essay for these assignments will be conducted in the weekly discussion sessions. Late assignments will be docked 1/2 letter grade per calendar day (the clock starts ticking at the end of the class meeting when the assignment is due).

For the first assignment, you will be required to prepare a first draft, and then after you receive written feedback on that version, you will need to complete a revised version of your essay. For this assignment, 50 percent of your grade will be assigned to your first draft, and 50 percent of your grade will be assigned to your revised essay.

Exams

Your mid-term and final exams will be a combination of identification and short answer questions.

Make-up exams

If you cannot take an exam on the scheduled dates, you must contact me within forty-eight hours of the exam to schedule a make-up. You will also need to document your illness or emergency.

Class attendance

Regular attendance at all lectures and discussion sections is expected. You are allowed three unexcused absences in this class. Excused absences, such as for illness or emergency, require documentation. Every unexcused absence after three will lower the student's final grade by one-half of a letter grade. More than five unexcused absences may result in the student being dropped from the course. Frequent tardiness is not allowed. Two tardies will count as one unexcused absence.

Other things you should know about this class

1. Please turn off all cell phones or any other items that make noise before entering the classroom.
2. You can use a laptop in class to take notes or to access a website if directed by the instructor or TA. Other uses of your laptop are not approved. Anyone caught violating this policy will have the privilege of bringing a laptop to class revoked for the remainder of the semester.
3. Anyone caught cheating or plagiarizing will receive an "F" for the course. The out-of-class writing assignments do not require that you consult any outside materials. If you do consult other outside materials, make sure that you use them only for deep background understanding, not as the basis for your essays. Your essays should be based on your own ideas and written in your own words. For more on the University's Academic Integrity Policy, go to the following website: <http://sa.uncg.edu/handbook/academic-integrity-policy/>
4. Selling class notes for commercial gain or purchasing such class notes in this or any other course at UNCG is a violation of the University's Copyright Policy and of the Student Code of Conduct. Sharing notes for studying purposes, or borrowing notes to make up for absences, without commercial gain, are not violations.
5. No incompletes will be allowed as final grades for this course, except in the most dire, unavoidable, and tragic of circumstances.

HIS 212 Rubric for Writing Assignments

This rubric is intended to explain to students how their papers were graded and how they can make improvements for future writing assignments.

_____ Assignment Requirements: Does the essay answer the question or questions posed and/or provide the information requested for the assignment?

_____ Purpose: Do the elements of the essay contribute to the writer's purpose, which is obvious, specific, maintained, and appropriate for the assignment?

_____ Opening: Is there an opening to introduce the main idea, capture the reader's attention, and prepare the reader for the body of the essay?

_____ Organization: Is the essay logical and well organized? Do transitional words, phrases, sentences and paragraphs smoothly connect the paper's elements, ideas, and/or details? Within each paragraph, does the author stick to one theme or idea that supports the overall argument?

_____ Use of Evidence: Does the essay utilize evidence in a logical, analytical, and constructive manner in order to answer the questions posed or provide the requested analysis? Is the essay supported by evidence that is sufficient and relevant to the essay's arguments?

_____ Closing: Is there a closing paragraph that synthesizes the main elements, supports the main idea, and finalizes the essay?

_____ Sentence Construction: Do sentences vary when appropriate, with the degree of complexity reflecting the audience and purpose of the essay?

_____ Grammar and Mechanics: Are sentences grammatically and mechanically correct, including appropriate word choice?

Each element will be scored as follows: 1=Missing Element; 2=Poor/Needs Major Improvement; 3=Minimally Sufficient/Needs Improvement; 4=Meets Expectations; 5=Exceeds Expectations. Three points will be added to the total points earned and that number will be multiplied by 2.5 to get the final grade.