

HIS 212-07 – The United States Since 1865

Time and Location: T,TH, 6:30 – 7:45, MHRA 1214

Instructor: Virginia L. Summey (ylsumme2@uncg.edu)

Office Hours: By appointment, MHRA 2102

This syllabus is subject to change

COURSE DESCRIPTION:

This course begins around 1865 and moves towards the present. We will touch on several historical events and developments in United States history since that date. This course, however, is not about memorizing names and dates. The purpose of this course is to examine the various ways in which ALL American citizens and residents viewed their world, how and why different people viewed their world differently, and whether or not their views are still relevant today. Specific people and events have shaped our contemporary world; however, it is very important not to impose contemporary views and beliefs on historical actors. Therefore, we will spend more time trying to understand WHY historical actors behaved a certain way and believed certain things based on the world in which they lived at that time. We will examine why the past happened the way it did, what truly matters about the past, and how we became who we are as Americans in the twenty-first century.

STUDENT LEARNING OUTCOMES

Students who spend two or three hours a day completing all reading and writing assignments, who actively engage in the material, and are *thinking* about and *reflecting* on what they are reading and writing will . . .

- Trace the development of key ideological and political themes in modern U.S. history beyond the recitation of fact. You will be able to comprehend and interpret their historical significance.
- Explain the significance of historical documents in relation to the development of the social, political, and cultural elements of modern American society
- Identify the differences between primary and secondary sources.
- Effectively communicate in diverse settings and groups using informal and formal written means.
- Utilize information technology to find, interpret, evaluate, & use information discerningly.

COURSE POLICIES

Attendance: A student who is not present to sign the attendance sheet when it circulates at beginning of class will be marked “absent.” Once the sheet has circulated the room, no late students will be allowed to sign it. Students who leave class early without permission or sleep during class will be marked absent. More than four absences **for any reason** will lower your final grade by one-third of a grade for each subsequent absence (that is, for example, your fifth absence will cause a “B” to become a “B-,” etc.). Missing a total of eight or more classes for any reason (one-third of the semester) will result in an automatic “F” for the course. No exceptions.

There are no “excused absences.” Please use your four un-penalized absences wisely by saving them for emergencies or severe illness. Students are responsible to complete on time all work assigned or due on days in which they are absent.

If you suffer from a chronic illness, or have special needs that make the attendance policy burdensome, you **MUST** inform the instructor in the first week of class, and provide proof of your condition to the Dean of Students. I will do my best to accommodate any legitimate, documented, special needs.

Resources for Students with Disabilities:

UNCG seeks to comply fully with the Americans with Disabilities Act (ADA). Students with recognized disabilities should register with the Office of Accessibility Resources & Services (OARS). OARS is located on the second floor of the Elliott University Center (EUC) in Suite 215 and maintains a webpage at <http://ods.uncg.edu/>. The mission of OARS is to provide, coordinate, and advocate for services which enable undergraduate and graduate students with disabilities to receive equal access to a college education and to all aspects of university life.

Academic Integrity Policy:

All work submitted in your name must be your own original work for this class with proper citation or credit given to all sources. All papers will be turned in using the “Assignments” function on Canvas. Each student should be familiar with the Academic Integrity Policy, and the penalties for plagiarism. Refer to this address on the UNCG website for more details: <http://studentconduct.uncg.edu/>

E-mail Policy:

The best way to reach me is via university e-mail (vlsomme2@uncg.edu). Students are responsible for checking their UNCG iSpartan email on a regular basis.

All emails must be professional including an appropriate greeting, complete sentences, and a salutation. Do not use language deemed inappropriate for professional correspondence. Please be aware that an email response will not be immediate. Please allow for a 24-hour (48 hours on the weekend) response time.

ASSIGNMENTS:

Grading Policies:

Students earn grades based on the work they submit based on the following:

A = Excellent work that demonstrates a clear understanding of the material under study and a superior ability to utilize that material in the assignment submitted. All criteria are met. Student work goes beyond the task and contains additional, unexpected, or outstanding features.

B = A solid piece of work that demonstrates a good understanding of the material under study and utilizes that material well in the assignment submitted. The student work substantially meets the assignment criteria; if there are omissions or errors, they are very minimal.

C = Work that demonstrates a basic understanding of most of the material under study and which utilizes that material to some extent in the assignment submitted. The work may contain minor errors or omissions involving relevant material. Work may not address a number of criteria, may not accomplish what was asked, and/or is of poor quality.

D = Work that demonstrates some understanding of the matter under study and does not adequately utilize relevant material. The work contains errors and omissions, does not follow complete instructions, and/or is of poor quality.

F = Work that fails to demonstrate a basic understanding of the material under study and fails to utilize relevant material in the assignment submitted. NOTE: Work that is incomplete, inappropriate, and/or shows no comprehension of the class material in the assignment submitted may be revised and resubmitted

Participation:

You must take notes during class lectures and be attentive and awake during class. Sleeping in class will cause you to be marked “absent.” There will be a “no-technology” policy enforced in the classroom. Cell phones, laptops, and tablets should be muted or turned off and stored away. No talking, texting, twittering, e-mailing (in other words, stay off the internet!!) during class.

Students are expected to complete the reading assignments in time to participate in class discussion. Participation is vital to your success in this class. Your participation grade will be based on the overall quality of your contributions in the discussion sections—not the quantity of contributions you make. Please make your contributions informed, intelligent, and constructive.

Assignments:

While there are no exams that require you to memorize dates, there will be weekly quizzes on the readings. All readings will be due on Thursday of each week, with quizzes at the beginning of Thursday’s class.

Additionally, students will be assigned two short papers due on **September 14 and October 19**. In lieu of a final exam, there will be a final paper due on the last day of class, **November 28**, encompassing the major themes of the course. Papers should be a minimum of three pages (maximum of five) and will be turned in via Canvas. Paper topics will be assigned several weeks before the assignment is due. Your assignments will be weighted as follows:

Paper 1 – 15%

Paper 2 – 20%

Quizzes – 20%

Participation – 20%

Final Paper – 25%

Required Materials – Eric Foner, *Give me Liberty! An American History*, Volume 2 (New York: W.W. Norton Seagull edition, 2017).

- Textbook Website: <https://digital.wwnorton.com/givemelibrary5sv2>. Here you will find chapter summaries and help with key concepts, interviews with the author,

supplementary primary source text, audio, and video. For the final paper, you will do well to research these and other sources relevant to your interests.

- Additional readings will be found under “files” on the course’s canvas site

Papers:

To receive a good grade on your paper you will need a solid thesis statement (what are you arguing?). To support your argument, you will need to employ several sources. Because of the short period of time we have, you will be required to use some sources not assigned in this class. I would like a minimum of FOUR sources, with at least one of those being a primary source. You will be required to cite your sources using the Chicago Manual of Style format. Additionally, if you choose to cite websites, please select from the list at the end of the syllabus or ask me. While the internet can be a wonderful tool, not all the information you find online can be used as a valid source in an academic paper. Wikipedia and History.com are NOT valid sources. Please e-mail me if you have any questions.

COURSE SCHEDULE (Use to plan ahead):

Week One (August 15, 17) – Introductions, Syllabus, Primary Source Analysis

Week Two (August 22, 24) – Reconstruction

Readings: Foner, Chapter 15; Reconstruction Amendments, Kate Stone, “All Have Suffered”; A Sharecropping Contract; Jourdan Anderson, “To My Old Master,” Cincinnati Commercial, August 7, 1865.

Week Three (August 29, 31) – The Gilded Age

Readings: Foner, Chapter 16; Luther Standing Bear, Selection from “Viewpoint 4 on Indian Assimilation,” from William Dudley, ed., Native Americans: Opposing Viewpoints (Greenhaven, 1998), 183-201; “Andrew Carnegie on the Triumph of America, 1885” (from Triumphant Democracy)

Week Four (September 5, 7) – The Limits of Freedom

Readings: Foner, Chapter 17; *Plessy v. Ferguson*, The Chinese Exclusion Act; “Roosevelt Bars The Hyphenated: No Room in this Country for Dual Nationality, He Tells Knights of Columbus,” New York Times, Oct 13, 1915, p. 1.

Week Five (September 12, 14) – The Progressive Era

Readings: Foner, Chapter 18; P. M. Newman's Letter on Conditions in the Triangle Shirtwaist Company factory (1911); Excerpt from Upton Sinclair's *The Jungle* (1905); Carrie Chapman Catt, "Shall All Women ... Obey All Men?" (February 1902); Jane Addams, “If Men Were Seeking the Franchise” (June 1913).

PAPER ONE DUE

Week Six (September 19, 21) – World War I

Readings: Foner, Chapter 19; Woodrow Wilson, “Americanism and the Foreign Born,” (May 1915); Marcus Garvey, “Declaration of the Rights of the Negro People of the World”

Week Seven (September 26, 28) – The Great Depression

Readings: Foner, Chapter 20; Robert S. McElvaine, ed., *Down and Out in the Great Depression: Letters from the Forgotten Man* (Chapel Hill: University of North Carolina Press, 1983), selected letters.

Week Eight (October 3, 5) – The New Deal

Readings: Foner, Chapter 21; Fireside Chat, May 7, 1933, Interview with Henry Gill

FALL BREAK – October 10 – NO CLASS

Week Nine (October 12) – World War II

Week Ten (October 17, 19) – World War II

Readings: Foner, Chapter 22; “Hiroshima: Harry Truman’s Diary and Papers” excerpted from the Truman Presidential Library; Yuri Tateishi “Evacuation to Manazar”; Executive Order 9066
PAPER TWO DUE

Week Eleven (October 24, 26) – The Cold War

Readings: Foner, Chapter 23; Universal Declaration of Human Rights; Rosenberg Documents

Week Twelve (October 31, November 2) – The Affluent Society

Readings: Foner, Chapter 24; Jennifer Colton “Why I quit working,” *Good Housekeeping*, (September 1951); Servicemen’s Readjustment Act (1944); 1936 FHA Underwriting

Week Thirteen (November 7, 9) – The 1960s

Readings: Foner, Chapter 25; SNCC Statement of Purpose; “LBJ Outlines His War Aims”; Excerpt from Dennis Banks, *Ojibwa Warrior: Dennis Banks and the Rise of the American Indian Movement*, (Norman: University of Oklahoma Press, 2004), 58 – 66, 145 – 166.

Week Fourteen (November 14, 16) – The Rise of Conservatism

Readings: Foner, Chapter 26; *Roe v. Wade*; Gloria Steinem “If Men Could Menstruate” (1978); Jerry Falwell, “Listen America” (1980); Ronald Reagan, “Speech to the National Association of Evangelicals,” (March 1983)

Week Fifteen (November 21) – Entering the Twenty First Century

Readings: Foner, Chapter 27

November 28 – FINAL PAPER DUE