

**History 212-01 (Fall 2019)**  
**United States History since 1865**  
**MWF: 8:00-8:50 am, MHRA 1214**

Instructor: Mrs. Ashley Loper-Nowak  
Office: MHRA 3103  
Office Hours: Monday, Wednesday 9:00 am- 10:30 am  
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**Course Description:**

Following the Civil War, the United States experienced an era of significant transformation. This course will focus on several themes—including political, cultural/social, economic, international, environmental—and follow their trajectories from 1865 to the present. By exploring each theme, students will begin to understand how they intersect to influence each other to construct identities, policies, and national and international perspectives. In addition to examining key events, people, and trends, this course will explore what comprises the historical discipline and how historians produce history.

**General Education Historical Perspectives (GHP) Student Learning Outcomes:**

1. Use a historical approach to analyze and contextualize primary and secondary sources representing divergent perspectives.
2. Use evidence to interpret the past coherently, orally and/or in writing.

**Course Specific Student Learning Outcomes (SLO):**

1. Explain the significance of major events, people, and debates in the history of the United States.
2. Engage in historical thinking to contextualize, interpret, and analyze primary and secondary texts.
3. Identify the historical origins of significant debates in today's world.

**Required Texts:**

Throughout the semester, we will examine a variety of sources including political cartoons, videos, music, and other documents. The following book is available to purchase at the university books store. *All other reading and source material will be available on the course Canvas page or linked to the syllabus.*

Hewitt, Nancy A. and Steven F. Lawson. *Exploring American Histories: A Survey with Sources Volume 2*. 3rd ed. Boston: Bedford/MacMillan, 2019.

**Course Requirements:**

**Participation and Attendance (GHP 1, 2; SLO 1, 2, 3):**

Your participation grade will be based on in class discussions. Weekly reading assignments should be completed in preparation for class discussion days, and students must come prepared to participate—in other words, ready to ask questions and discuss the readings. Students should bring a copy of the assigned readings to class meetings. Attendance will be taken at the start of all classes. Students who regularly arrive late or leave early without permission will be marked absent.

**Reading Quizzes** (GHP 2; SLO 1, 2):

Most Friday classes will begin with a short (10 minute) writing assignment or quiz based upon the reading due for that week. All quizzes will be graded on a scale of one (1) to twenty (20). There are **no make-up quizzes**. Instead, the lowest quiz grade will be dropped at the end of the semester.

**Writing Assignments** (GHP 1, 2; SLO 1, 2):

Students will be required to complete three short writing assignments over the course of the semester. The first will be due on September 20<sup>th</sup>, the second will be due on October 25<sup>th</sup>, and the third will be due on November 25<sup>th</sup>. The purpose of these papers is to analyze and contextualize a primary source document. Your response should convey 1) an understanding of the document’s main argument and 2) an understanding of how that argument fits within the context of American history. Writing topics will be provided in advance.

**Exams** (GHP 2; SLO 1):

There will be two exams in this course. Each exam will be content-driven, based largely on lectures, class discussions, and readings. The midterm exam will be on October 9<sup>th</sup> and the final exam will be on December 6<sup>th</sup>. Review sheets will be provided in advance for both exams.

**Grading:**

Grades will be based on four different aspects of student performance: (1) writing assignments, (2) exams, (3) in-class reading quizzes, and (4) participation and attendance. The final grade will be determined according to the following calculation:

<b>Writing Assignments:</b>	<b>40% total</b>
Writing Assignment #1	10%
Writing Assignment #2	15%
Writing Assignment #3	15%
<b>Exams:</b>	<b>30% total</b>
Midterm	15%
Final	15%
<b>In-Class Reading Quizzes:</b>	<b>20% total</b>
<b>Attendance and Participation:</b>	<b>10% total</b>

**Grading Scale:**

	B+: 87-89	C+: 77-79	D+: 67-69	F: 0-59
A: 93-100	B: 83-86	C: 73-76	D: 63-66	
A-: 90-92	B-: 80-82	C-: 70-72	D-: 60-62	

**Electronic Devices:**

Unless instructed by the instructor, please do not use laptop computers, cell phones, or other electronic devices during class. Students with any extenuating circumstances (for example, appropriate documentation from OARS) should notify the instructor.

**Syllabus Modifications:**

I reserve the right to modify or alter any part of the syllabus as the course progresses. It is your responsibility to watch for any class announcements about alterations.

**Academic Integrity:**

All work must be your own. UNCG prohibits any and all forms of academic dishonesty. It is the student's responsibility to know what constitutes academic integrity and to be familiar with UNCG policies which can be found here: <https://sa.uncg.edu/handbook/academic-integrity-policy/>. Students who engage in academic dishonesty (such as plagiarizing part of a paper or cheating on an exam) will receive a zero and will be referred to the Office of Student Conduct for appropriate action, including suspension or expulsion. Do not attempt it.

**Useful Resources:**

UNCG provides a variety of useful services for students that focus on writing, speaking, and researching. Check them out!

History Department Website: <https://his.uncg.edu/>

Jackson Library Website: <https://library.uncg.edu/>

Writing Center Website: <https://writingcenter.uncg.edu/>

Speaking Center Website: <https://speakingcenter.uncg.edu>

**Americans with Disabilities Act (ADA):**

UNCG seeks to adhere to the ADA and provide equal access to a college education. Students with any questions or needs related to academic accommodations for disabilities should contact the Office of Accessibility Resources and Services (OARS), located in the Elliot University Center, Suite 215. For more information, please see <https://ods.uncg.edu>.

## Course Schedule and Assignments

### Week One: End of the Civil War

W	8/21	Introduction to Course
F	8/23	Lecture: The End of the Civil War <b>Primary Sources:</b> John S. Rock, “The Meaning of the Civil War: A Black View” (1862); Frederick Douglass, “The Future of the Negro People of the Slave States” (1862); Abraham Lincoln, “Reply to Emancipation Memorial Presented by Chicago Christians of All Denominations” (1862); Horace Greeley, “Expresses Disappointment in Lincoln’s Leadership” (1862); Abraham Lincoln, “The Emancipation Proclamation” (1863); Abraham Lincoln, “Reviews his Policy” (1864)

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### Week Two: Reconstruction

M	8/26	Lecture: Emancipation and Reconstruction <i>EAH:</i> pgs. 455-472
W	8/28	Lecture: Remaking the South <i>EAH:</i> pgs. 472-482
F	8/30	Discussion: Reviewing Reconstruction <b>Primary Sources:</b> Frederick Douglass, “The Need for Continuing Anti-Slavery Work” (1865); Colored People’s Convention of South Carolina, “Memorial to Congress” (1856); Henry McNeal Turner, “On the Eligibility of Colored Members” (1868); John Forsyth, “No Amendment—Stand Firm” (1867); Carey Styles, “Vote it Down” (1868); Robert Brown Elliott, “In Defense of the Civil Rights Bill” (1874); James Shepherd Pike, “The Prostrate State” (1874); Harper’s Weekly, “Worse than Slavery” (Political Cartoon, 1874)

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### Week Three: Native American Resistance and the New West

M	9/2	<b>Labor Day; No Classes</b>
W	9/4	Lecture: Native American Resistance to Expansion <i>EAH:</i> pgs. 489-502
F	9/6	Lecture: Immigration to the West <i>EAH:</i> pgs. 503-518 <b>Primary Sources:</b> Ten Bears, “Speech at the Medicine Lodge Indian Council” (1867); John Grass, “Indian Conditions for Treaty Renewal” (1876); Washakie, “A Protest to Governor John W. Hoyt of the Wyoming Territory” (1878); Compiled by Col. Frank H. Fletcher in <i>Negro Exodus</i> , “Black Migrants to Kansas” (1880)

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### Week Four: American Industrialization and the Gilded Age

M	9/9	Lecture: Industrialization and the Struggle between Capital and Labor <i>EAH:</i> pgs. 525-540
W	9/11	Lecture: Gender, Race, and Class in the Gilded Age <i>EAH:</i> pgs. 540-554

- F 9/13 Discussion: Reviewing American Industrialization and the Gilded Age  
**Primary Sources:** Frank Doster, “Labor Day Speech” (1894); “Smith Wants Fair Division of Pie!” (Political Cartoon, 1900); *Daily Kansas Populist*, “The People’s Party Tree” (Political Cartoon, 1895); The Knights of Labor, “Early Efforts at Labor Organizing” (1878); Albert Parson, “The Haymarket Riot” (1886); Henry Grady, “The New South,” (1890); Justice Henry Billings Brown, *Plessy v. Ferguson* (1896)
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### Week Five: Immigration and Organization

- M 9/16 Lecture: Worker Organization and the Depression of the 1890s  
*EAH:* pgs. 561-588
- W 9/18 Lecture: A New Wave of Immigrants  
*EAH:* pgs. 595-608
- F 9/20 Discussion: Reviewing Immigration and Organization  
**Primary Sources:** Chinese Exclusion Act (1882)  
<https://www.ourdocuments.gov/doc.php?flash=true&doc=47&page=transcript>  
William Jennings Bryan, “Cross of Gold Speech” (1896); Industrial Workers of the World, “Demanding a New Workplace” (1908); William Maily, “The Worker Girls’ Strike” (1909); Freidrich Graetz, “The Anti-Chinese Wall” (Political Cartoon, 1913); Ruben Leonard Breed, An Excerpt from a 1913 Play for a Community or Church Group” (1913) <https://dp.la/primary-source-sets/immigration-and-americanization-1880-1930/sources/926>  
**Writing Assignment #1 Due 9/20**
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### Week Six: Urbanization and Progressivism

- M 9/23 Lecture: An Urbanizing Nation  
*EAH:* pgs. 608-621
- W 9/25 Lecture: Progressivism and a Search for Social Order  
*EAH:* pgs. 629-658
- F 9/27 Discussion: Reviewing Urbanization and Progressivism  
**Primary Sources:** Reviewing Urbanization and Progressivism  
Jacob Riis, “How the Other Half Lives” (1890)  
<https://www.americanyawp.com/reader/18-industrial-america/jacob-riis-how-the-other-half-lives-1890/>  
Jacob Riis, Photographs from “How the Other Half Lives” (1890)  
<https://allthatsinteresting.com/jacob-riis-photographs-how-the-other>  
Indiana Sterilization Law (1907); Hutchins Hapgood, “Types from City Streets” (1910); Rosey Safran, “The Washington Place Fire” (1911); Jane Addams, “Recreation as a Public Function in Urban Communities” (1912); Atlanta Journal, “Sanitary Precaution” (1914); U.S. Public Health Service, “Abstinence Poster” (1919)
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### Week Seven: American Imperialism

- M 9/30 Lecture: An American Empire  
*EAH:* pgs. 665-680
- W 10/2 Lecture: World War I  
*EAH:* pgs. 681-693

F 10/4 Discussion: Reviewing American Imperialism  
**Primary Sources:** Woodrow Wilson, “Fourteen Points” (1918); U.S. Congress, “Sedition Act” (1918); Eugene Debs, “Two Antiwar Speeches” (1918); Compilation of Political Cartoons on American Imperialism (circa 1898-1900)

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### Week Eight: Boom and Bust

M 10/7 Review for Midterm Exam  
W 10/9 **Midterm Exam**  
F 10/11 Lecture: From the Roaring Twenties to the Great Depression  
*EAH:* pgs. 701-731  
**Primary Sources:** Reviewing the Booming Economy  
Compilation of Magazine and Newspaper Advertisements (circa 1920-1928)

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### Week Nine: The End of the Great Depression and the New Deal

M 10/14 **Fall Break; No Class**  
W 10/16 Lecture: FDR and the New Deal  
*EAH:* pgs. 737-768  
F 10/18 Discussion: Reviewing FDR and the New Deal  
**Primary Sources:** Franklin Roosevelt, “The Banking Crisis” (1933)  
Audio: <https://www.youtube.com/watch?v=B4aLRnfSk6o>  
Transcript: <https://www.historycentral.com/documents/Bankingcrisis.html>  
Huey Long, “Criticism of Franklin Roosevelt” (1935)  
WPA, “We Work Again” Promo Video (1937)  
<https://www.youtube.com/watch?v=QSF6SMYZKbo>

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### Week Ten: World War II

M 10/21 Lecture: World War II—The Home Front  
*EAH:* pgs. 775-794  
W 10/23 Lecture: World War II—A Global War  
*EAH:* pgs. 795-805  
F 10/25 Discussion: Reviewing World War II  
**Primary Sources:** War Manpower Commission, “If Hitler Came to Mobile (Women’s Recruitment)” (1942)  
<https://www.archives.gov/files/education/lessons//images/wwii-flyer.pdf>  
Justice Frank Murphy, “Dissent in *Korematsu v. United States*” (1944);  
Harry S. Truman, “Announcing the Atomic Bomb of Hiroshima” (1945)  
<http://www.americanyawp.com/reader/24-world-war-ii/harry-truman-announcing-the-atomic-bombing-of-hiroshima-1945/>  
Ray Elliot, “To Win Two Wars” (1945)  
<http://www.americancenturies.mass.edu/centapp/oh/story.do?shortName=elliott1939v>  
Paul Tibbets and George Weller, “To Use an Atomic Bomb” (1954)  
**Writing Assignment #2 Due 10/25**

### Week Eleven: The Cold War

- M 10/28 Lecture: The Origins of the Cold War  
*EAH*: pgs. 813-829
- W 10/30 Lecture: The Red Scare and 1950s America  
*EAH*: pgs. 829-841
- F 11/1 Discussion: Reviewing the Cold War  
**Primary Sources:** Cold War Propaganda  
Extension Department of Harding College, "Meet King Joe" (1949)  
<https://www.youtube.com/watch?v=j-6YQQ779YM>  
Joseph McCarthy, "Telegraph to Harry S. Truman" (1950)  
<https://www.archives.gov/education/lessons/mccarthy-telegram>  
Harry S. Truman, "Reply to Joseph McCarthy" (1950)  
<https://www.archives.gov/files/education/lessons/mccarthy-telegram/images/truman-reply.gif>  
Short Clip of Hollywood Blacklist Hearing (1950)  
<https://www.youtube.com/watch?v=nJzV6-wJ3SQ&amp;=&=&t=6s>  
Independent Citizens' Committee of the Arts, Sciences and Professions, "Whose Jail Sentence? Whose Future?" (1950)  
<http://scarc.library.oregonstate.edu/coll/pauling/peace/papers/bio2.038.1-leaflet.html>  
Harry Henderson, "The Mass-Produced Suburbs" (1953)
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### Week Twelve: Civil Rights Movements

- M 11/4 Lecture: Civil Liberties  
*EAH*: pgs. 849-878
- W 11/6 Lecture: The Civil Rights Movement  
*EAH*: pgs. 885-900
- F 11/8 Discussion: Reviewing the Civil Rights Movements  
**Primary Sources:** *National Review*, "Why the South Must Prevail" (1957);  
Jackie Robinson, Testimony before the United States Commission on Civil Rights" (1959)  
Greensboro Daily News, "Movement by Negroes Growing" (1960)  
<http://cms6ftp.visioninternet.com/greensboronc/Docs/library/sitins/19600204MovementbyNegroesGrowingGDN.pdf>  
Greensboro Daily News, "Aid Given Negroes' Protest" (1960)  
<http://cms6ftp.visioninternet.com/greensboronc/Docs/library/sitins/19600205AidGivenNegroesProtestGDN.pdf>  
Betty Friedan, *The Feminine Mystique* (1963)  
Cesar Chavez, "Toward Mexican American Civil Rights" (1968)  
National Organization for Women, "Statement of Purpose" (1966)  
<http://www.americanyawp.com/reader/27-the-sixties/national-organization-for-women-statement-of-purpose-1966/>  
Lyndon Johnson on Voting Rights and the American Promise (1965)  
<http://www.americanyawp.com/reader/27-the-sixties/lyndon-johnson-on-voting-rights-and-the-american-promise-1965/>

### **Week Thirteen: Vietnam and the Rising American Counterculture**

- M 11/11 Lecture: The Vietnam War and the Counterculture  
*EAH*: pgs. 900-918
- W 11/13 Lecture: The Rise of the New Right  
*EAH*: pgs. 925-952
- F 11/15 Discussion: Reviewing Vietnam and the American Counterculture  
**Primary Sources**: Malcom X, “Message to the Grassroots” (1963); Herbert Block, “Our Position Hasn’t Changed at All” (1965); SNCC, “Statement on Vietnam” (1966); Martin Luther King Jr. “The War in Vietnam” (1967)
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### **Week Fourteen: Reagan, Bush Sr., and Clinton**

- M 11/18 Lecture: The Reagan Revolution  
*EAH*: pgs. 959-977
- W 11/20 Lecture: George H.W. Bush and the Beginnings of Globalization  
*EAH*: pgs. 977-990
- F 11/22 Lecture: Political Divisions and Globalization in the Clinton Era  
*EAH*: pgs. 997-1008
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### **Week Fifteen: The End of the Cold War and the Beginning of Globalized World**

- M 11/25 Discussion: Reviewing the Cold War and Globalization  
**Primary Sources**: Republican Party, “Platform” (1980); Reagan, “Remarks at the Annual Convention of the National Association of Evangelicals” (1983); Reagan Political Cartoons (PDF on Canvas); Bill Clinton, “Inaugural Address,” (1993)  
<https://www.youtube.com/watch?v=Qszv668rN2o>  
**Writing Assignment #3 Due 11/25**
- W 11/27 **Thanksgiving Holiday; No Class**
- F 11/29 **Thanksgiving Holiday; No Class**
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### **Week Sixteen: Bush Jr., Obama, and Trump**

- M 12/2 Lecture: The Presidencies of Bush Jr., Obama, and Trump  
*EAH*: pgs. 1009-1032  
**Primary Sources**: Barack Obama, “Inaugural Address” (2009)  
<https://obamawhitehouse.archives.gov/blog/2009/01/21/president-barack-obamas-inaugural-address>  
Donald Trump, “Inaugural Address” (2017)  
<https://www.whitehouse.gov/briefings-statements/the-inaugural-address/>
- W 12/4 Review for Final Exam
- F 12/6 **Final Exam: 8:00 AM- 11:00 AM**