

Course Syllabus

History 212-01: The US since 1865 (Fall 2020)

Professor David M. Wight (dmwight@uncg.edu)

Office Hours: T 9:30 AM–12:30 PM and by appointment via WebEx

STRUCTURE & SCOPE

Welcome! This course introduces some of the key events, people, and trends of the United States since 1865. Additionally, it presents what comprises the field of history and how historians conduct their craft.

This class will focus on five main themes and follow their trajectories from 1865 to the present. The first theme is political: what were the debates over the power and nature of the Federal Government, and what outcomes occurred. The second theme is social/cultural: how notions of identity were created and how identity was tied to different forms of inclusion or exclusion in US society. The third theme is economic: the competing visions for economic order, changes in modes of production and consumption, and the effects of wealth and poverty. The fourth theme is international: the impact of other nations and transnational groups on the United States, and, conversely, the impact of the United States on other parts of the world. The fifth theme is environmental: how the natural or physical world affected US society, and how Americans affected the environment.

REQUIRED TEXTBOOK

There is one textbook assigned for the course, John M. Murrin et al., *Liberty, Equality, Power [LEP] Enhanced Seventh Edition, Volume II: Since 1863* (Boston: Cengage Learning, 2020) (ISBN: 9780357022320). It can be purchased at the University Bookstore. Additional readings will be provided as pdfs or weblinks within the course modules.

GRADING

Your final grade will be comprised of the following:

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|-------------|-----|
| Reflections | 10% |
| Section | 10% |
| Quizzes | 30% |
| Paper 1 | 20% |
| Paper 2 | 30% |

Grades follow this scale: A = 93 and up; A- = 90-92; B+ = 87 to 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 = <60

OFFICIAL LEARNING GOALS FOR THE COURSE

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.

General Education Writing Intensive Student (WI) Learning Outcome:

Students will be able to write in genres appropriate to the discipline(s) of the primary subject matter of the course.

READINGS, LECTURES, AND REFLECTIONS

In each week's module there will be assigned readings and lecture videos (you can see all weeks' assigned readings in the [Weekly Reading List.pdf](#)). A module's readings and lecture videos will be posted by the Wednesday of the week of the preceding module if not earlier. Starting week two, you are required to complete the week's readings and lectures and to submit a short writing reflection on them by the end of the Wednesday of that week (for week one there is no reflection assignment, but you do need to complete the syllabus quiz and week 1 lecture before section). There will be a question posted to guide your reflection on the course materials for each week within the "Assignments" tab in the course menu on the left-side of Canvas; this is also where you will submit your reflection. You can also include in your reflection any questions you have about the readings, lecture, or the course in general.

The reflections assignments are ten percent of your final grade and measure the GHP Student Learning Outcome. By completing them on time, you will be ready to discuss course materials and assignments in section and your TA will be better able to design section curriculum. Late submissions for reflections will receive only partial credit. For details, see the "Reflections" document under the "Files" tab in Canvas.

SECTIONS

Section will be held most Fridays of each week. All students in the section will participate in the meeting at the same time, sometimes collaboratively, via video conference. These meetings are held via WebEx; you can find them by going to the "Webex" tab. Section meetings are mandatory. Beyond being ten percent of your grade and a measure of the GHP Student Learning Outcome, section is the part of the class where you can discuss ideas with your peers and learn from your TA.

Your TA will determine the activities and grade structure for their sections; missing part or all of a section will result in part or all of your points to be forfeited for that day. If an

absence occurs due to an extenuating circumstance (such as a serious illness), at their discretion the TA may assign a makeup assignment. For details, see the “Sections” document under the “Files” tab in Canvas.

QUIZZES

There are six quizzes throughout the course. The quizzes will consist of short written responses about historical terms: you will need to define them within the content of the course and explain their connection to course themes. In total the quizzes constitute thirty percent of your total grade and measure the GHP Student Learning Outcome.

This course requires the use of Respondus LockDown Browser and Monitor and a webcam when you take these quizzes. The webcam can be built into your computer or can be the type that plugs in with a USB cable. This is done to ensure that only the student and allowed materials are taking the quiz. Make ups for missed quizzes will only be allowed due to an extenuating circumstance and at the discretion of the TA.

Details on the grading criteria of the quizzes and on how to install and use LockDown Browser and Monitor can be found on the “Quizzes” document under the “Files” tab on Canvas.

PAPERS

History is primarily a written craft, and writing is a distinct process of obtaining and relating knowledge. This is a designated Writing Intensive course, and one of my goals is to improve your ability to write a clear argument with the use of evidence, a skill which will benefit you in almost any field or occupation.

You will have two paper assignments in this class. Each paper will be 4-5 pages, double spaced, begin with a clear thesis which responds to the prompt, and have thoughtful examples and analysis that demonstrates your thesis. You will receive instruction and feedback from your TA on multiple stages in crafting your papers, starting with a thesis and outline, then a first draft, and then a final draft.

The assignments for Paper 1 total twenty percent of your final grade; Paper 2 total thirty percent; both measure the GHP and WI Student Learning Outcomes. Late submissions of assignments, drafts, or final papers will result in a loss of one percent of the paper’s total value per day late. If you experience an extenuating circumstance, let the TA know as early as possible, and at their discretion some or all point deductions might be waved.

Details on prompts, instructions, and grading criteria for each paper will be posted as we near the start of the assignment under either the “Paper 1” or “Paper 2” document under the “Files” tab on Canvas.

STUDENT TO STUDENT MESSAGE BOARD

If you click on the “Discussions” tab you will see a pinned discussion titled “Student to Student Message Board.” This is a place where students can post or reply to messages about anything related to the course. It is intended as a way for students to connect and collaborate, such as forming a study group.

ETIQUETTE

Throughout the course, whether in video meetings, online discussion boards, or assignments, you are required to be respectful of other people and their arguments. Critiques and disagreements over the ideas we discuss are expected and even encouraged, but this does not permit anyone to be offensive or abusive toward others. I reserve the right to remove anyone from class for disrespectful behavior; your TAs have the same authority for their sections.

General behaviors to avoid include (but are not limited to): flaming, doxing, using or posting offensive images or language that is outside the scope of course materials, posting suspicious websites, and advertising yours or others’ businesses or products.

TECHNOLOGY

This course requires the capability of the student to use and regularly access a computer, a word processor, pdf files, the internet (including videos), a webcam, and Respondus LockDown Browser and Monitor. The UNCG library is a resource for technology access.

On protecting your personal data and privacy, see https://policy.uncg.edu/university-policies/acceptable_use/ (Links to an external site.).

If you encounter a technology problem, contact UNCG Information Technology Services as soon as possible. They have online, phone and walk-in options for technical support, all listed here: <https://its.uncg.edu/Help/> (Links to an external site.). If a technology problem poses the possibility of preventing you from completing coursework, communicate this to myself and your TA as soon as possible, too, so we can see if we can mitigate any negative impacts on your learning and grade.

ACADEMIC RESOURCES

UNCG provides a variety of useful services for you, the student. Check them out!

The UNCG Library (<https://library.uncg.edu/> (Links to an external site.)) has a wealth of books, articles, archival materials, and other media resources, computers, inter-library loan services, and knowledgeable staff.

The UNCG Writing Center (<https://writingcenter.uncg.edu/> (Links to an external site.)) provides assistance with writing assignments; contact staff members to set an appointment either in person or via instant-messaging.

The UNCG Speaking Center (<https://speakingcenter.uncg.edu/> (Links to an external site.)) provides assistance in improving your skill and confidence in public, group, and individual speaking.

If you have any needs or questions related to disability issues, please contact the Office of Accessibility Resources and Services (OARS) (<https://ods.uncg.edu/> (Links to an external site.)). I prioritize making this course accessible to all of the students in it, and I will work with OARS to accommodate students' requests. You do not need to disclose details about your disability to me or your TA to receive accommodations.

ACADEMIC INTEGRITY

The University of North Carolina at Greensboro prohibits any and all forms of academic dishonesty. It is the student's responsible to know what constitutes academic integrity and academic dishonesty, and to be familiar with UNCG policies on academic integrity laid out here: <https://sa.uncg.edu/handbook/academic-integrity-policy/> (Links to an external site.). Students who engage in an academically dishonest act (such as plagiarizing part of a paper or cheating during an exam) will receive a grade of "F" in the course and be reported to the Academic Dean for possible additional disciplinary action, including expulsion from the university. Do not attempt it.

All writing assignments (reflections, quizzes, papers, etc.) are subject to a plagiarism check through the website <https://www.turnitin.com/> (Links to an external site.). This website compares the text of your paper to text up on webpages, in scholarly works, and within its massive database of student papers submitted to schools around the world. If you purchase a paper to pass off as your own, it is possible the paper may contain portions reused and sold to other students as well. So do not plagiarize or purchase papers, whether only a portion of your paper or its entirety.

COMMUNICATION

Your TA and I will make periodic announcements regarding important information about the course, accessible in the "Announcements" tab. Likewise, your TA will provide feedback on assignments under comments. Your TA and I might also send you a message via Canvas or an email to your UNCG email address if needed. It is your responsibility to monitor and read all of these communications in a timely manner.

Since this is a large class, for general questions regarding the course, please first contact your TA via email or message in Canvas. Your TA will be able to answer most questions and will contact me (the instructor) if needed. However, if more appropriate, I am happy to answer your questions by email or message in Canvas. Since I (your professor) am teaching multiple sections of this course, please state your course code and section (HIS 212-01) in the email or message so I can better assist you. Please

allow me a full day to respond (or two on weekends and holidays), but I'll usually reply sooner.

I also encourage you to meet with me at my office hours or at another arranged time. My office hours will be held via WebEx; go to the Webex tab to schedule or launch an appointment.

USEFUL WEBSITES

History Department Facebook

page: <https://www.facebook.com/UNCGDepartmentofHistory/> (Links to an external site.)

History Department Website: <https://his.uncg.edu/> (Links to an external site.)

SYLLABUS MODIFICATIONS

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

COVID-19 AND GENERAL HEALTH INFORMATION

Health and well-being impact learning and academic success. Throughout your time in the university, you may experience a range of concerns that can cause barriers to your academic success. These might include illnesses, strained relationships, anxiety, high levels of stress, alcohol or drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may experience. You can learn about the free, confidential mental health services available on campus by calling [336-334-5874](tel:336-334-5874), visiting the website at <https://shs.uncg.edu/> (Links to an external site.) or visiting the Anna M. Gove Student Health Center at 107 Gray Drive. For undergraduate or graduate students in recovery from alcohol and other drug addiction, The Spartan Recovery Program (SRP) offers recovery support services. You can learn more about recovery and recovery support services by visiting <https://shs.uncg.edu/srp> (Links to an external site.) or reaching out to recovery@uncg.edu

COVID-19 Spartan Shield Video

UNCG Chancellor Frank Gilliam has challenged us to create a Culture of Care at UNCG where we all wear face coverings and social distance, less to protect ourselves but rather more to protect everyone around us. It shows that you care about the well being of everyone around you. We have created this video featuring your student body presidents to better explain how and why this is so important.

Please watch this video before the first day of classes.

[Shield Our Spartans](#)