

HIST-212-05
United States History, Since 1865
MW 5-6:15 pm
Fall 2022

Instructor: Ms. Ashley Gilbert

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Course Description:

For many years, historians focused on statesmen and other great men as the sole agents of change in American history. This course shifts focus to ordinary Americans and their efforts to shape their own history and the history of their nation. This course aims to introduce students to the controversies, trends, events, and actors in the second half of American history and familiarize students with the analytical skills employed in the study of history.

History is much more than just memorizing facts. Students will practice thinking critically as historians by analyzing evidence and learning to ask questions that illuminate historical context. Students will learn to analyze different types of evidence—narratives, diaries, drawings, and photographs—and hone historical and critical thinking and reading skills applicable beyond the field of history.

Because of its broad historical sweep, the various topics covered in this course do not claim to be comprehensive. No single course can cover all the crucial issues over two hundred and fifty years of American 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.

Minerva Academic Curriculum ('MAC') SLOs:

1. Describe how political, social, or cultural systems and structures, in the past or present, have advantaged and oppressed different groups of people.
2. Describe how political, social, or cultural systems, in the past or present, have produced and sustained ideas of difference and, in the face of that, how marginalized groups have meaningfully engaged in self-definition.
3. Examine individual and collective responses for addressing practices of disenfranchisement, segregation, or exclusion.
4. Analyze written texts to understand how they relate to particular audiences, purposes, and contexts as a way to inform one's own writing.
5. Create and revise written texts for particular audiences, purposes, and contexts.

Course Specific Student Learning Outcomes (SLOs):

1. Analyze the roles of ordinary people and debates in the history of the United States to correct popular myths and misconceptions about American history.
2. Contextualize and interpret primary and secondary texts to determine validity and reliability and connect them to the larger themes in American history.

3. Assess and compare changes in various racial, ethnic, religious, and gender norms and expectations that shaped the United States from its founding through the Civil War.
4. Analyze written texts to understand how they relate to particular audiences, purposes, and contexts as a way to inform one's own writing.
5. Create and revise written texts for particular audiences, purposes, and contexts.
6. Through oral or written reflection, demonstrate awareness of one's writing choices as well as how one's own writing contributes to ongoing conversations in the relevant discipline.

Course Instructor Expectations:

- The instructor will provide feedback on all assessments within 24-48 business hours.
- The instructor monitors all discussions and provide feedback when appropriate.
- The instructor will answer all emails from students within 24 business hours on weekdays and 48 hours on weekends.
- Any course updates and new information will be sent via course announcement in Canvas as early in the week as possible.

Student Expectations:

- Plan to spend at least 2-5 hours a week completing this course. This time includes reviewing the module, submitting your assessments, and participating in the discussions.
- If you are unable to meet a deadline or experience a personal issue, please notify the instructor immediately.
- Be respectful of others in your discussions. Your feedback should be constructive and sensitive. Think about the replies that you would want to receive.
- If you have a specific question about your course, email the course instructor. If you have a general question about the specific topic that week, use the Q & A discussion forum so that everyone can share their answers. Your question and the answer may benefit others in the course.
- Abide by the University's Honor Code in all the work you do for your courses.

Required Texts: Throughout the semester, we will examine a variety of sources, including videos, artwork, and primary and secondary source documents. The following book is available to purchase at the university books store. However, it is also available online as a free, open-access book. All other reading and source material will be available on the course Canvas page or linked in the syllabus.

[The American Yawp: A Massively Collaborative Open U.S. History Textbook](#). Volume II: after 1877.
Redwood City, CA: Stanford University Press, 2019-2020 Updates.

Class Structure: Each class will begin with a lecture that draws from the textbook and other readings. I will stop and ask you to discuss specific points from the readings and lecture at certain points. Responses and discussions should reveal your knowledge of the assigned readings. The latter portion of each class will be devoted to discussing the primary source reading for that day. Diverse and strong opinions are welcome; however, I expect students to conduct themselves professionally and respectfully at all times.

Classroom Conduct: Students are expected to assist in maintaining a classroom environment that is conducive to learning. In an effort to ensure that all students have the opportunity to gain from time spent in class--unless otherwise approved by the instructor--students are prohibited from engaging in any form of distraction. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class. Please review the [Disruptive Behavior in the Classroom Policy](#) for additional information.

Course Requirements:

Quizzes (GHP 1, 2; SLO 1, 2, 3): Occasionally, the instructor will assign short quizzes of the lecture content and readings for a particular week. Quizzes allow the instructor to assess how well students are understanding and interpreting the historical content from the reading. These short formative assessments also help prepare students for the summative exams that will occur at the end of each module.

Quizzes will be in short answer format. When assigned, quizzes will be published on Canvas at the beginning of the week. Students may take the quiz as many times as they would like up to the due date and time. The instructor will grade and provide feedback for the most recent submission. **When assigned, quizzes will be due on Friday evenings by 11:59 PM.**

Assignments: (GHP 1, 2; SLO 1, 2, 3): Most weeks, I will assign an assignment to help you learn a specific historical skill and enhance student engagement with the course and with one another in the classroom. These measurable assessments will vary in instruction and format. Each discussion assignment will explicitly link the week's inquiry question to the textbook and primary source readings. The two larger exams will be made up of similar types of questions as these weekly discussion board assignments. **Assignments will be due Wednesdays by 11:59 PM.**

Primary Source Analysis (GHP 1, 2; SLO 1, 2, 5, 6): Students will be required to complete a primary source analysis **due Friday, November 18th, by 11:59 PM.** The purpose of this essay is to analyze and contextualize a primary document. Your response should convey 1) an understanding of the document's central argument and 2) an understanding of how that argument fits within the context of the era. Instructions will be provided in advance.

Exams: (GHP 2; SLO 1, 2, 3): There will be two exams in this course—a Midterm and Final. Each exam will be skills and content-driven, based largely on lectures, class discussions, readings, and videos. **The Midterm Exam is due Wednesday, September 21, by 11:59 PM. The Final Exam will be due Friday, December 2, by 11: 59 PM.**

Evaluation: Grades will be based on four different aspects of student performance: (1) quizzes, (2) weekly discussion boards, and (3) exams. The final grade will be determined according to the following calculation:

Quizzes:	10% total
Assignments:	20% total
Primary Source Analysis:	20% total
Exams:	50% total
Midterm Exam	25%
Final Exam	<u>25%</u>
	100% total

Grading Scale: Your overall course grade will be based on the above-listed tests and assignments, and will be determined on the following scale:

93-100:	A
90-92:	A-
87-89:	B+
83-86:	B
80-82:	B-
77-79:	C+
73-76:	C
70-72:	C-
67-69:	D+
63-66:	D
60-62:	D-
Below 59.5:	F

Late Policy: Assignments are due on the dates and at the times listed in the course schedule. A late assignment will receive 1 point off for each day it is late (including holidays and weekends). If you anticipate being unable to turn in an assignment on time, you will need to contact me via email or Canvas **before** the day the assignment is due.

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. **Subscribe to Canvas Announcements.**

Academic Integrity: All work must be your own. UNCG prohibits any and all forms of academic dishonesty. The university defines plagiarism as “Representing the words, thoughts, or ideas of another, as one’s own in any academic exercise.” For examples of plagiarism, see the following: <https://osrr.uncg.edu/academic-integrity/violations-and-sanctions/plagiarism/>. 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.**

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://osrr.uncg.edu/academic-integrity/>.

Diversity Statement: I consider this online classroom to be a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability, and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming, and inclusive environment for every other member of the class.

Religious Observance: The university allows for a limited number of excused absences each academic year for religious observances required by the student's faith. Students must notify their instructor in advance of the date of the religious observance.

Name/Pronouns: Please advise me early in the semester so that I may make appropriate changes to my records.

Health and Wellness: Health and well-being impact learning and academic success. Throughout your time at 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, visiting the website at <https://shs.uncg.edu/> 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> or reaching out to recovery@uncg.edu

Policy on Children in Class: I believe that if we want women in academia, we should also expect children to be present in some form. Currently, the university has no formal policy on children in the classroom. The policy described here is, thus, a reflection of my own beliefs and commitments to student, staff, and faculty parents.

1. I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving them with someone you or the child do not feel comfortable with. While this should not be a long-term childcare solution, occasionally bringing a child to class to cover care gaps is perfectly acceptable.
2. I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
3. In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.

Contra Power Statement: As your instructor, I am committed to creating a productive and non-discriminatory learning environment of mutual respect. Title IX and UNCG's school policy prohibit gender-based harassment, sexual harassment, and sex discrimination for all University community members. Harassment can come in direct and indirect forms and can occur in subtle or overt ways. Traditionally, harassment is seen from a formal power-over structure. However, harassment can occur without a formal power structure. Contrapower, when a student harasses an instructor or peer, is a type of behavior that can create an intimidating environment in and outside the classroom. Either form of harassment can include direct or indirect comments, physical intimidation, emails, anonymous notes, and course evaluations. **Contrapower and traditional forms of harassment are prohibited and subject to the same kinds of accountability applied to offenses against protected categories, such as race, national origin, religion, sexual orientation, etc.**

If you experience or witness such instances of harassment, please seek out the following resources:

- UNCG Counseling Center (non-reporting agency/confidential): 336.334.5874
 - Murphie Chappell, Title IX Coordinator (reporting agent): 336.256.0362 or mechappe@uncg.edu
 - University Police (reporting agent): 336.334.4444
- For more information on UNCG's policies regarding harassment, visit [UNCG Sexual Harassment Policy](#)

Resources:

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/>

History Department Facebook Page: <https://www.facebook.com/UNCGDepartmentofHistory/>

UNCG History Club Facebook Page: <https://www.facebook.com/pages/category/College---University/UNCG-History-Club-330609154061135/>

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

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

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

***In the case of a personal or family emergency, contact the Dean of Students office, and they will contact all your instructors: deanofstudents@uncg.edu; (336) 334-5514.**

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>.