

History 212-01: The US since 1865 (Fall 2023)

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

Office Hours: by appointment via Zoom

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:

Reflections	60%
Paper Project	40%

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

MAC Competency Diversity & Equity Student Learning Outcomes:

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.

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 (WI) Student 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 (the full list of weekly readings can be found here: [Weekly Reading List.pdf Download Weekly Reading List.pdf](#)). 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 Thursday of that week (for week one there is no reflection assignment, but you do need to complete the week 1 lecture). 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.

The reflections assignments are 60 percent of your final grade and measure the MAC Competency Diversity & Equity Student Learning Outcomes and the GHP Student Learning Outcome. Late submissions for reflections will receive only partial or zero credit. For details, see [HIS 212 Reflections Instructions and Rubric.pdf Download HIS 212 Reflections Instructions and Rubric.pdf](#).

PAPER PROJECT

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.

To this end, you will have a longer paper project in this class. The paper will be 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 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 the Paper Project constitutes 40 percent of your final grade and measures the MAC Competency Diversity & Equity Student Learning Outcomes and 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 me know as early as possible, and at my discretion some or all point deductions might be waved.

Details on prompts, instructions, and grading criteria for each paper will be posted in later modules as we near the start of the assignments.

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.

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), and a webcam. 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.](https://its.uncg.edu/Help/Links%20to%20an%20external%20site.) 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.](https://library.uncg.edu/Links%20to%20an%20external%20site.)) 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.](https://writingcenter.uncg.edu/Links%20to%20an%20external%20site.)) 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.](https://speakingcenter.uncg.edu/Links%20to%20an%20external%20site.)) 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.](https://ods.uncg.edu/Links%20to%20an%20external%20site.)). 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.](https://sa.uncg.edu/handbook/academic-integrity-policy/Links%20to%20an%20external%20site.) 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.

The use of Artificial Intelligence (AI) & Large Language Model (LLM) technologies to generate any part of your assignments for this course constitutes a violation of the University's policy on plagiarism, because it represents thoughts or ideas of another as your own.

All writing assignments (reflections, papers, etc.) are subject to a plagiarism check through the website [https://www.turnitin.com/Links to an external site.](https://www.turnitin.com/Links%20to%20an%20external%20site.) 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. Additionally, Turnitin has AI / LLM detection software.

COMMUNICATION

I will make periodic announcements regarding important information about the course, accessible in the “Announcements” tab. Likewise, I will provide feedback on assignments under comments. 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.

I am happy to answer your questions by email or message in Canvas. 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 Zoom; go to the Zoom tab to schedule or launch an appointment.

USEFUL WEBSITES

History Department Instagram page: <https://www.instagram.com/uncghistory1/Links to an external site.>

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.

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, 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