

History 212 United States History since 1865 Syllabus

David Kay- Fall 2023

Office Hours by Appointment

Asynchronous Online Course office hours by appointment, Tuesday and Thursday mornings preferred.



Introduction

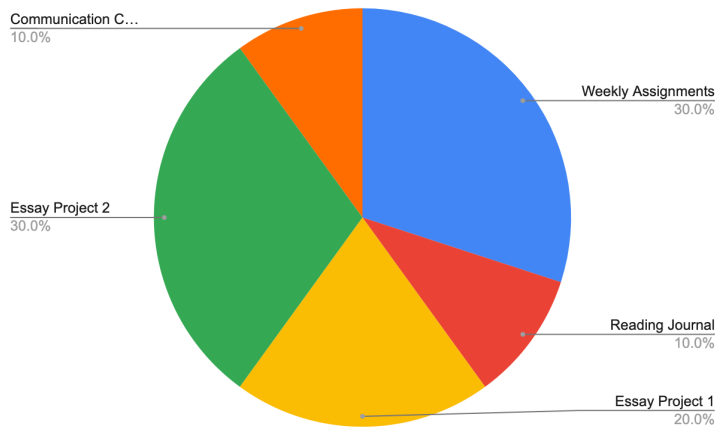
Welcome to History 212! This writing intensive course features people and periods of U.S. history from 1865 onwards. Students will encourage and unpack primary sources across different eras as well as investigate scholarly secondary sources addressing a variety of historical topics. Throughout the semester, students will have opportunities to improve their critical thinking and writing craft through direct instruction as well as general and individualized feedback on weekly assignments and two large essay projects. Through reading, listening, online forms, planning, and writing students will gain a knowledge of pivotal periods in U.S. history, consider an array of historical approaches, and hone analytical skills embedded in the process of studying history.

As a general survey, this course covers periods from the end of the U.S. Civil War in 1865 to the early 21st century. To organize the course and to provide opportunities for more depth analysis and writing projects, the course will emphasize student understanding of four particular areas of study within this timeframe: Reconstruction; U.S. Overseas Encounters at the turn of the 20th Century; mid-20th Century Social and Political Movements; and the Global Cold War. These focus areas will enable students to better understand historically specific structures of power, perspectives of different demographic groups, and change versus continuity over time.

This is a UNC Greensboro asynchronous online course, meaning that there are no set class times. Students instead will be expected to complete weekly material and longer term projects via the class Canvas page. In essence, you'll still have assignments that will be relatively consistent from week to week to help with scheduling, but you're not required to log on for class at a certain time of day. You will have a high degree of flexibility each week to go through the course material when it works best for you with the accountability of consistent and clear deadlines. I am committed to maximizing the benefits of online learning while

attempting to minimize the pitfalls of online learning, as noted in grading policy and course structure sections of the syllabus.

Assignments and Grade Breakdown



Category	Percentage
Weekly Assignments	30%
Reading Journal	10%
Essay Project 1	20%
Essay Project 2	30%
Communication Competency	10%

- **Weekly Assignments**

- Course weekly assignments will consist of Discussion Board Posts and/or Paragraph Responses to course material. Assignments and related instructions will be posted in each weekly module along with pertinent deadlines.
- Here are two sample weekly assignments:
 - In a well-crafted paragraph, analyze the 1866 political cartoon “Reconstruction and How it Works” by Thomas Nast (found in the link “The Political Cartoon that Explains the Battle Over Reconstruction”).

Your response should have a clear claim in a topic sentence; detailed, specific evidence from the cartoon; explanation and analysis in your own words; and a concluding sentence to reiterate the main point. Submit your paragraph no later than 6:00 pm Friday.

- On this week's podcast, Rob Skelton discussed violence during Reconstruction. In an original discussion board post of ~175 - 300 words, write what you believe are the key takeaways from the podcast, how does this inform your understanding of the Reconstruction era, and note any further connections or questions you may have regarding the podcast. Please post no later than noon on Thursday. After your original post, respond to at least one other student with reasoned agreement, respectful disagreement, or further questions by 6:00 pm Friday. Your follow up post ought to be at least ~100 words.

- Weekly assignments will be graded on meeting content requirements, level of analysis, timeliness, and following written academic conventions.

- **Reading Journal**

- Students will maintain a journal breaking down selected readings. Entries are expected to include notes on the author's purpose, central idea, key evidence, methods, structure, as well as connections to other texts, broader themes, and further questions. Students may also wish to include personal opinions or reflections about how they relate to reading content. This record will reflect students' ability to read critically and thoroughly engage with course texts. Students can keep this in a word processing format or upload scans of written notes as a pdf file. Students will submit their reading journal for feedback five weeks into the course (Friday, September 15th) and near the end of the course (Wednesday, November 29th).

- **Essay Projects**

- This course features two major essay projects. Students will choose from a selection of prompts for each essay project. These assignments will have milestone deadlines to assist in the writing process and are designed to provide students with timely, meaningful feedback. Final essays ought to be 1000-1500 words (45 pages, not including the title page) and follow rigorous standards of

structure, grammar, punctuation, spelling, and style. Please visit the assignment pages for more information about prompts, requirements, and criteria for success.

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

- **Communication Competency**

- Active lines of communication are key aspects to a successful online learning experience. To incentivize and reward prompt and clear communication, a communication competency grade consists of 10% of the course grade. Here are the norms that I expect when it comes to communicating throughout the semester and you all can expect me to meet these expectations when it comes to corresponding and meeting virtually with you!
 - Timely responses email inquiries: Generally speaking, this looks like responding within ~24 hours to emails or Canvas messages during the work week (Monday morning through Friday evening). By-and-large, I stay off UNCG email during the weekends; expect replies to emails sent later in the day on Friday or on Saturday and Sunday to be addressed the following Monday.
 - Alerting the instructor as far in advance as possible if sickness, family event, or emergency prevent you from meeting a deadline.
 - Be on time for virtual office hours meetings. If something comes up that causes a delay or necessitates rescheduling, let me know! I understand that the unexpected does happen; it's no problem as long as no-shows to meetings or non-responses to emails become a habit.
 - Communicating honestly and collegially about struggles in the course. I am here to support your learning and empower you as a student of history and I will work with you to improve your understandings and skills through this course by meeting its standards. It is imperative to keep open communication; *especially* you are experiencing difficulties in the course or life beyond school that affects your progress in History 212.

Please reply to emails or Canvas messages that contain any concerns I may have as your instructor!

- If you do your part to maintain effective lines of communication and consistently meet these norms, expect full marks for this course “assignment.” I will convey any concerns and keep this grade up-to-date throughout the semester.

Pertinent UNCG Learning Standards

Diversity & Equity SLO #1: Describe how political, social, or cultural systems and structures, in the past or present, have advantaged and oppressed different groups (including groups with whom students may identify).

Diversity & Equity SLO #2: Describe how political, social, or cultural systems, in the past or present, have disempowered people through imposed ideas of difference and, in the face of that, how marginalized groups have meaningfully engaged in self-definition.

Diversity & Equity SLO #3: Examine individual and collective responses for addressing practices of disenfranchisement, segregation, or exclusion.

Writing Intensive SLO #1. Analyze written texts to understand how they relate to particular audiences, purposes, and contexts as a way to inform one's own writing.

Writing Intensive SLO #2. Create and revise written texts for particular audiences, purposes, and contexts.

Writing Intensive SLO #3. 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 content and assignments have been designed with these standards in mind, with essay projects in particular addressing these learning objectives.

Late Work

While missing assignments take away from the learning and submitting work late is not ideal, I understand that life's demands and unexpected events can challenge students. Please know that

if you do fall behind or miss a deadline, there will be two cut off points for submitting late work for passing credit: **Friday, October 6th** (for any missing work from Weeks 8) and **Friday, December 1st** (for any missing work from Weeks 16). As noted above, communication regarding deadlines and extension is crucial if you are missing or behind on assignments; I am willing to work with you but there are certain standards that must be met. With this policy, do not expect to be exempted from assignments nor receive impromptu extra credit opportunities. Plan accordingly!

Academic Integrity

This course is designed to include opportunities and support to enhance each student's skills; academic dishonesty will not be tolerated, as it undermines student learning and a sense of trust in the university community. UNCG and Canvas include robust safeguards to alert instructors about plagiarism and academic dishonesty, including AI generated responses. In essence, plagiarism is presenting the words or ideas of others without giving them credit; therefore citing or crediting certain authors and works is paramount in student assignments. You can find the full Academic Integrity Policy [here](#) and I am happy to address questions or concerns in an office hours session.

Academic Support & Disability Accommodations

The University of North Carolina at Greensboro seeks to promote meaningful access to educational opportunities for all students. Should you have any needs or questions related to disability issues, please contact the Office of Accessibility Resources and Services (OARS <https://ods.uncg.edu>), located in the Elliot University Center, #215. As an instructor, I am committed to making this course accessible to all students in it and will work with OARS to accommodate students' requests. You do not need to disclose details about your disability to the instructor in order to receive accommodations, but you do need to have documentation from OARS for whatever accommodation you have been approved for.

Expected Schedule & Readings updated August 10th, 2023

*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 updates.

There is one required book for this course: Mary E. Saroth, *The Collapse: The Accidental Opening of the Berlin Wall* (New York: Basic Books, 2015). You can access the ebook through UNCG Jackson library or order your own copy. All other course materials are accessible via Canvas files.

Week 1 (August 15) Introduction

- Lepore, Jill. *These Truths: A History of the United States* (New York: Norton, 2018), xi-xx.
- Skill Video– Reading Journal
- Introduction discussion post due Friday, August 18th

Week 2 (August 21-25) The Dawn of Reconstruction

- Richardson, Heather Cox. *West From Appomattox: The Reconstruction of America After the Civil War* (New Haven: Yale University Press, 2007), 8-38.
- <https://www.smithsonianmag.com/history/political-cartoon-explains-battle-over-reconstruction-180962351/>
- Graff, Gerald and Cathy Birkenstein. *They Say/I Say: The Moves that Matter in Academic Writing 4th ed.* (New York: Norton, 2018), ix-41.
- Skill Video– Paragraph Crafting and Basic Citations
- Paragraph response due Friday, August 25th

Week 3 (August 28 - September 1) The Violence of Reconstruction

- Rob Skelton Podcast
- Houge, James K. “The Strange Career of James Longstreet: History and Contingency in the Civil War Era” from *The Struggle for Equality : essays on sectional conflict, the Civil War, and the long Reconstruction* (Charlottesville: University of Virginia Press, 2011).
- Hahn, Steven. *A Nation Under Our Feet* 313.
- [Mississippi Black Codes](#)
- [Black Officeholders in the South Tables](#)
- [Nast, Uncle Sam’s Thanksgiving Dinner](#)
- Discussion board assignment- original post due Wednesday, August 30th; response post due Friday, September 1st.

Week 4 (September 5-8) Women, Politics, and Marriage during Reconstruction

- Dr. Cooper Podcast

- Elder, Angela Escobedo. *Love and Duty: Confederate Widows and the Emotional Politics of Loss* (Chapel Hill: University of North Carolina Press, 2022), 134.
- Hunter, Tera. *Bound In Wedlock: Slave and Free Black Marriage in the Nineteenth Century* (Cambridge: Harvard University Press, 2017), 206.
- Tretrault, Lisa. *The Myth of Seneca Falls: Memory and the Women's Suffrage Movement, 1848-1898* (Chapel Hill: University of North Carolina Press, 2014), 219.
- Text of the 13th, 14th, and 15th Amendments to the Constitution
- Discussion board assignment original post due Wednesday, September 6th; response post due Friday, September 8th.

Week 5 (September-15) Late 19th Century Frontiers, Urban Spaces, and ~~Civil~~ ^{Civil} Ideology

- Lepore, Jill. *These Truths: A History of the United States* (New York: Norton, 2018), Chapter 9
- [John Gast, "American Progress"](#)
- [Frederick Jackson Turner](#) "Frontier Thesis" Speech at the 1893 Columbian Exposition
- [Brooklyn Bridge Video](#)
- Indian Boarding Schools excerpts. Adams, David Wall. *Education for Extinction: American Indians and the Boarding School Experience, 1875-1925* (Lawrence: University of Kansas Press, 1995), 136.
- Skill video—essay planning
- Paragraph response due Friday, September 15th.
- Reading Journal Check Submission due Friday, September 15th.

Week 6 (September-22) American Empire

- Dr. Bender Podcast
- Kinzer, Stephen. *The True Flag: Theodore Roosevelt, Mark Twain, and the Birth of American Empire* (New York: St. Martin's Griffin, 2017), 48.
- Graff and Birkenstein. *They Say/I Say* 390.
- Imperialism political cartoons
- Essay Project 1 Plan due Wednesday, September 20th

Week 7 (September-29) Imperialism Continued and Storm Clouds over Europe

- "Our God-Given Humanitarianism Nationalism
- [Annika Mombauer. "The Debate on the Origins of World War 1"](#)
- Kaiser Wilhelm, Place in the Sun speech

- [Theodore Roosevelt, “The New Nationalism”](#)
- Lepore, Jill. *These Truths: A History of the United States* (New York: Norton, 2018), Chapter 10 selections.
- Essay Project 1 Project First Submission due Wednesday, September 27th

Week 8 (October 2-October 6) Soldiers’ Wartime Experiences and the Aftermath of World War I

- Felton Foushee Podcast
- William, Chad, *Torchbearers of Democracy*
- [Soldiers’ perspective excerpts](#)
- Manela, Erez. *The Wilsonian Moment: Determination and the International Origins of Anticolonial Nationalism* Chapter 1
- Wilson’s 14 Points
- 19th amendment
- Women’s suffrage political cartoons
- Essay 1 Project, Final Submission due Friday, October 6th.

–Fall Break

Week 9 (October 13) Boom, Bust, and World War II

- [Interview Transcript with Historian David Kennedy about the Great Depression](#)
- [Dust Bowl– “The Blow that Broke the Plains”](#)
- Borgwardt, Elizabeth, “FDR’s Four Freedoms as a Human Rights Instrument”
- Paragraph Response due October 13th

Week 10 (October 20) The “Classic” Civil Rights movement

- Lepore, *These Truths*, Chapter 11.
- Brown Versus Board of Education excerpt
- Letter From a Birmingham Jail
- 1964 Civil Rights Act and 1965 Voting Rights Act

Week 11 (October 27) Alternative Visions and Struggles for Rights

- Potential Podcast

- Levenstein, Lisa *A Movement Without Marches: African American Women and the Politics of Poverty in Postwar Philadelphia* Chapel Hill: University of North Carolina Press, 2009, 131.
- Ganz, Marshall. *Why David Sometimes Wins : Leadership, Organization, and Strategy in the California Farm Worker Movement* Oxford: Oxford University Press, 2009, 23.

Week 12 (October 30-November 3) 1970s Feminism and Conservative Counteraction

- Mattingly, Doreen J. and Jessica L. Nare. "A Rainbow of Women': Diversity and Unity at the 1977 U.S. International Women's Year Conference." *The Journal of Women's History* 26 no. 2 (2014).
- Klatch, Rebecca *Women of the New Right* Philadelphia: Temple University Press, 2014. 119-153.
- [National Plan of Action Declaration of American Women Texas 1977](#)
- *Roe v Wade* Majority Opinion Excerpts

Week 13 (November 6-10) The Global Cold War Pt. 1

- Odd Arne Westad *The Global Cold War*, 15
- [Novikov Telegram](#)
- Excerpts from the Kennan Long Telegram

Week 14 (November 13-17) The Global Cold War Pt. 2

- Mary E. Sarotte, *The Collapse: The Accidental Opening of the Berlin Wall*
- Cold War political cartoons
- Essay 2 Plan due Wednesday November 15th

Week 15 Fall of the Berlin Wall

- Mary E. Sarotte, *The Collapse: The Accidental Opening of the Berlin Wall*
- Essay 2 Submission 1 Due Wednesday November 22nd

Week 16 Looking Back and Looking Forward

- TBA

Final Deadlines

- Reading Journal Final Due Wednesday, November 29th
- Final Essay due Tuesday, December 5th