

HIS 212 (online): The United States Since 1865

Spring 2010

Instructor: Paige Meszaros

Office: MHRA 3103

Office Hours: Wednesdays by appointment only

Email: epmeszar@uncg.edu

Availability: I check email daily and I always send a response. If you have not heard from me within 48 hours then assume that I did not get the message or any information that was communicated and send it again. It is not necessary for you to send multiple messages in one day about the same topic.

Course Description:

In this class we will study the American experience from 1865 to the present by exploring the social, economic, political, and cultural rights Americans have demanded of their government. Competing ideas about various rights have been crucial to both the peaceful and violent political confrontations between the government and citizens over the question of what it means to be an “American.” Different groups of Americans mean different things by the word “freedom” and that definition has changed over time. As such, they are key to understanding our nation’s history. It is to your advantage to keep up with the readings and participate in the forum in a consistent and meaningful manner. We will maximize this course by achieving the goals listed below and by completing a series of strategic assignments listed on the syllabus.

The textbook will act as a secondary source, providing us with necessary background information, while the discussion board topics will focus on primary sources—documents, such as speeches, legislation, and literature, written at the time (or shortly after) the events they describe.

Course Objectives:

1. Students and instructor will create a **tolerant environment** in which a diversity of opinions are shared and debated.
2. Students will learn to understand and evaluate a variety of **methods for using historical evidence**.
3. Students will learn how to **synthesize central arguments** of readings and evaluate major points of agreement or disagreement among historians and historical actors.
4. Students will **distinguish between primary and secondary** types of historical evidence.
5. Students will **develop critical thinking skills** from a variety writing exercises and key readings.

Required Textbooks

Foner, Eric. *Give Me Liberty! An American History*. (Vol. 2 Since 1865), 2nd Seagull edition. (New York: W.W. Norton and Company, 2008). ISBN 978-0-393-93256-0

Foner, Eric, ed. *Voices of Freedom: A Documentary History*. (Vol. 2 Since 1865), 2nd Seagull edition (New York: W.W. Norton and Company, 2008). ISBN 978-0-393-93108-2

There is a copy of the textbook *Give Me Liberty!* that has been placed on reserve for an in-house, 2 hour check out at Jackson Library on UNCG’s campus.

Learning Outcomes

Online classes require time management and discipline which is different from that of traditional courses. Students who spend at least 3 hours a day completing all reading and writing assignments, who actively engage in the material, and are thinking about and reflecting on what they are reading and writing will . . .

- have a firm grasp of key themes in post-1865 America
- improve their writing abilities
- be able to communicate ideas, thoughts, and interpretations more clearly and concisely
- become better independent thinkers, students, and historians

Grading Policies

Students who simply follow all the guidelines for assignments earn grades of C. A grade of C is equivalent to “Average.” Those whose work and contributions to the class community are clearly more advanced than the majority’s earn grades of B, “Above Average,” whereas those who contribute less than the majority earn grades of D, “Below Average.” Work that is truly exceptional earns a grade of A, “Excellent,” whereas work that is substandard and unacceptable earns a grade of F, “Unsatisfactory.”

Grade Breakdown for the Course

- | | |
|-------------------------|--------------------|
| • Discussion Board | 35% |
| • Quizzes | 25% |
| • Midterm Essay Exam | 20% |
| • Final Exam Essay Exam | <u>20%</u> |
| | Total: 100% |

Grading Scale:

The following grading scale will be used to evaluate student performance:

93 and above A	88-89 B+	78-79 C+	68-69 D+	59 and below F
90-92 A-	83-87 B	73-77 C	63-67 D	
	80-82 B-	70-72 C-	60-62 D-	

Rules & Procedures

Communication/Questions

Online classes require discipline and time management. Remember that without the normal interactions of a classroom setting, the only way I have to evaluate your participation in this class is through your performance on quizzes and thoughtful Discussion Board posts. Therefore, you should take your readings and responses seriously.

Check the “Announcements” section of Blackboard DAILY, and make certain your UNCG email account works. These are the two primary modes of communication I use, and I want to keep you informed of what is going on throughout the course.

If you have questions about the course, i.e. syllabus, grading policies, or content, please go to the Discussion Board on UNCG Blackboard and click on the topic called, “Questions for the Professor.” More than likely you are not the only student with the same question, and I will not have to answer the same

question multiple times if you post your question here. This means of communication is for PUBLIC discourse only. If you have a private concern regarding coursework, your grade, tutoring, etc. please address those to email. You may also email me to schedule an appointment on campus.

If you have questions/complaints regarding how to use Blackboard or anything technological (web browser settings, downloading information, accessing web links, errors, etc.), please do **NOT** contact me. Instead, post your message under the “Technical Support” forum in Blackboard, or email onlinehelp@uncg.edu. UNCG’s Tech Support staff are the appropriate people to help you with technology issues.

Late Work

No late work will be accepted, and there are no appeals. All the deadlines are listed on this syllabus. If you have special circumstances preventing you from turning in an assignment on time, then you must communicate that to me ASAP. Failure to turn in work on time will result in a grade of zero (0). It is unfair and disrespectful to the rest of class if I make exceptions for a small minority who are incapable of staying on track. Students requesting exceptions will be referred to this policy.

Academic Integrity

On all graded assignments, students are expected to submit their own original work. Copying and pasting text without giving credit to the source is obviously plagiarism, but so is stealing someone else’s idea or interpretation without giving that person credit. Even if you are paraphrasing from memory something you have read in the past, you need to be able to state the source from which you are paraphrasing this material. Please visit the following link: Academic Integrity Policy: <http://academicintegrity.uncg.edu/complete/>

Anyone caught cheating or plagiarizing may receive a grade of F for the assignment without the opportunity to make up the work. Violations will be reported to the University in accordance with the Academic Integrity Policy. Students also risk receiving a final grade of F for the course.

If you need to cite the textbook or a primary source in the Discussion Board or in an exam please use parenthetical documentation at the end of the direct quotation or paraphrase.

For example if citing from the textbook: (Foner, 755) in which Foner is the textbook author and you are citing something from page 755.

If citing from a primary source: (Locke, *New Negro*, 168) in which Alain Locke is the author of the document, *New Negro* is the abbreviation for the title of the primary source and page 168 is the page on which you found the cited information.

This course does not require you to use information from outside sources. In Discussion Board and the exams you SHOULD NOT quote from outside sources, but rather confine your comments to the materials from the class.

Discussion Board

Discussion Board topics are designed to test your completion and understanding of the primary sources. Participating in these discussions is absolutely key to succeeding in this course. By practicing your writing abilities on a regular and rigorous basis, and sharing your writing with others, you will become better interpreters of the past. **Posts will be graded on quality, as well as quantity, of writing.**

All of the topics require reading primary sources (materials written during the time period in question). These readings are located in the *Voices of Freedom* required reader for the course. **You should reference these readings in your responses.**

Posts should be between 250 and 350 words. **Please type your posts in a word processor (such as Microsoft Word) before copying and pasting them to the appropriate discussion forum. This will help you avoid spelling errors, and it is always a good idea to have a backup file in case your work does not post correctly in Blackboard.**

Students can post their initial response by clicking on "Thread," copying and pasting their work into the message box, and then clicking "Submit." To reply to another person's post, students should select that student's post, and then click "Reply." You are encouraged but NOT required to respond to posts of others. It is a good way to check on your understanding of the material to read what others have written about the readings and compare it to your own point of view.

Feel free either to agree or disagree with someone else's argument, but be certain to provide convincing reasons explaining why you either agree or disagree. **Always be polite and civil on the Discussion Board!** Before you post anything, ask yourself if you would actually say these things to a person in a face-to-face environment. Do not allow the anonymity aspect of the Internet to strip you of your common sense and good manners. This same policy of courtesy should apply to all email communication to the instructor and to your classmates.

Quizzes

There are fourteen reading quizzes, each one based on one of the chapters from the textbook. Each quiz is made up of a select number of multiple-choice questions. Students should only take a quiz after they have read the appropriate chapter thoroughly and taken notes on it. Each quiz will be available during the period in which the textbook chapter is assigned. The date listed on the syllabus is the date by which the quiz is due and on which the window closes. After the window has closed, the quiz will no longer be available, and any students who have not completed that quiz will receive a zero. Quizzes are open book and are not timed. Be sure to read maps, primary sources, and captions, in the chapters as quiz questions can come from these materials as well.

If you decide to complete a quiz on the due date and experience any kind of technical difficulties, you will NOT be allowed to make up these quizzes at a later date. Students requesting exceptions will be referred to this policy. I strongly encourage you not to wait until the last moment to complete these quizzes. You should have plenty of time to complete them if you stay on task.

Exams

You will need to complete a midterm and a final exam. Both exams are completed online and contain one essay question. The question will be broad and thematic so that students should have no problems incorporating course material into their responses.

Student responses should be analytical rather than merely descriptive (i.e., students should explain why a particular historical topic is significant, rather than just saying what occurred), and they must be between 500 and 1,000 words. Essays must also have a thesis statement and supporting evidence. This evidence

should **not** come from any sources other than those that I have assigned. More detailed instructions will be available at the time of the exam. The final exam is not cumulative.

Exams should be submitted on Blackboard via the SafeAssign link listed under the “Exams” tab on our course homepage. Make sure to include your name, the date, an essay title, and citations for your essay. Also, please use the highlighter feature on Word, italicize, bold, and/or underline your thesis statement or argument for your essay before you submit it. I will be happy to review outlines or to discuss any questions you have about the exams before they are due. However, I will not review rough drafts of essays beforehand since this is an exam.

Technical Problem Policy

You CANNOT participate in this course without a working computer and reliable internet connection. Due to the nature of online classes, NO special concessions will be made for technological difficulties. Students are responsible for obtaining and maintaining reliable Internet access. Internet access is available at libraries, schools, hotels, and coffee shops worldwide. Therefore, no extensions will be granted due to lack of Internet access. If you have a technical problem, such as a crash or lockup, while taking a quiz, email me requesting a quiz reset. I will reset your quiz within 24 hours. **NOTE: If you wait until the day a quiz is due, you assume responsibility that a technical problem may preclude you from completing the quiz on time. Those who ask for an extension will be referred to this policy.**

Course Calendar (Note: All Quizzes and Discussion Prompts are to be completed on UNCG Blackboard. All times and dates are Eastern Standard Time for those of you taking the class outside of N.C.)

Week One: Tuesday, January 19, 2010- Sunday, January 24, 2010

RECONSTRUCTION

Ice Breaker on Blackboard due by Wednesday, January 20th at 5 p.m.

Introduction: What Is History? Why Should I Study History? on Blackboard due by Thursday, January 21st at 5 p.m.

Read Foner (text) Chapter 15 pp. 520-555

Take Foner Quiz 15 on Blackboard by Sunday, January 24th at 5 p.m.

Discussion Post 1 due on Blackboard on Sunday, January 24th at 11 p.m.

Week Two: Monday, January 25, 2010-Sunday, January 31, 2010

GILDED AGE

Read Foner (text) Chapter 16 pp.556-596

Take Foner Quiz 16 on Blackboard by Sunday, January 31st at 5 p.m.

Discussion Post 2 due on Blackboard on Sunday, January 31st at 11 p.m.

Week Three: Monday, February 1, 2010-Sunday, February 7, 2010

FREEDOM'S BOUNDARIES

Read Foner (text) Chapter 17 pp. 597-636

Take Foner Quiz 17 on Blackboard by Sunday, February 7th at 5 p.m.

Discussion Post 3 due on Blackboard on Sunday, February 7th at 11 p.m.

Week Four: Monday, February 8, 2010-Sunday, February 14, 2010

PROGRESSIVE ERA

Read Foner (text) Chapter 18 pp. 637-677

Take Foner Quiz 18 on Blackboard by Sunday, February 14th at 5 p.m.

Discussion Post 4 due on Blackboard on Sunday, February 14th at 11 p.m.

Week Five: February 15, 2010-Sunday, February 21, 2010

WORLD WAR I

Read Foner (text) Chapter 19 pp. 678-718

Take Foner Quiz 19 on Blackboard by Sunday, February 21st at 5 p.m.

Discussion Post 5 due on Blackboard on Sunday, February 21st at 11 p.m.

Week Six: February 22, 2010-Sunday, February 28, 2010

1920s AND GREAT DEPRESSION

Read Foner (text) Chapter 20 pp. 719-755

Take Foner Quiz 20 on Blackboard by Sunday, February 28th at 5 p.m.

Discussion Post 6 due on Blackboard on Sunday, February 28th at 11 p.m.

MIDTERM EXAM AVAILABLE ON FEBRUARY 24TH AT 8 A.M. ON BLACKBOARD

Week Seven: March 1, 2010-Sunday, March 7, 2010

NEW DEAL

Read Foner (text) Chapter 21 pp. 756-795

Take Foner Quiz 21 on Blackboard by Sunday, March 7th at 5 p.m.

Discussion Post 7 due on Blackboard on Sunday, March 7th at 11 p.m.

MIDTERM EXAM DUE WEDNESDAY, MARCH 3, 2010 AT 5 P.M. VIA SAFE-ASSIGN ON BLACKBOARD

SPRING BREAK: Monday, March 8, 2010-Sunday, March 14, 2010 NO CLASSWORK THIS WEEK

Week Eight: Monday, March 15, 2010-Sunday, March 21, 2010

WORLD WAR II

Read Foner (text) Chapter 22 pp. 796-837

Take Foner Quiz 22 on Blackboard by Sunday, March 21st at 5 p.m.

Discussion Post 8 due on Blackboard on Sunday, March 21st at 11 p.m.

Week Nine: Monday, March 22, 2010-Sunday, March 28, 2010

COLD WAR

Read Foner (text) Chapter 23 pp. 838-870

Take Foner Quiz 23 on Blackboard by Sunday, March 28th at 5 p.m.

Discussion Post 9 due on Blackboard on Sunday, March 28th at 11 p.m.

Week Ten: Monday, March 29, 2010-Sunday, April 4, 2010

AFFLUENT SOCIETY and 1950s

Read Foner (text) Chapter 24 pp. 871-911

Take Foner Quiz 24 on Blackboard by Sunday, April 4th at 5 p.m.

Discussion Post 10 due on Blackboard on Sunday, April 4th at 11 p.m.

Week Eleven: Monday, April 5, 2010-Sunday, April 11, 2010

THE SIXTIES

Read Foner (text) Chapter 25 pp. 912-956

Take Foner Quiz 25 on Blackboard by Sunday, April 11th at 5 p.m.

Discussion Post 11 due on Blackboard on Sunday, April 11th at 11 p.m.

Week Twelve: Monday, April 12, 2010-Sunday, April 18, 2010

CONSERVATISM

Read Foner (text) Chapter 26 pp. 957-995

Take Foner Quiz 26 on Blackboard by Sunday, April 18th at 5 p.m.

Discussion Post 12 due on Blackboard on Sunday, April 18th at 11 p.m.

Week Thirteen: Monday, April 19-Sunday, April 25, 2010

GLOBALIZATION

Read Foner (text) Chapter 27 pp. 996-1037

Take Foner Quiz 27 on Blackboard by Sunday, April 25th at 5 p.m.Discussion Post 13 due on Blackboard on Sunday, April 25th at 11 p.m.**Week Fourteen: Monday, April 26, 2010-Sunday, May 2, 2010**

9/11 and the NEXT AMERICAN CENTURY

Read Foner (text) Chapter 28 pp. 1038-1070

Take Foner Quiz 28 on Blackboard by Sunday, May 2nd at 5 p.m.Discussion Post 14 due on Blackboard on Sunday, May 2nd at 11 p.m.**FINAL EXAM AVAILABLE ON APRIL 30TH AT 8 A.M. ON BLACKBOARD****Tuesday, May 4, 2010 LAST DAY OF CLASSES FOR THIS SPRING SEMESTER****Wednesday, May 5, 2010 READING DAY****FINAL EXAM DUE FRIDAY, MAY 7, 2010 AT 5 P.M. VIA SAFE-ASSIGN ON BLACKBOARD**