

**History 212-07/Spring 2010  
United States History Since 1865  
T/Th 9:30-10:45, Curry 334**

**Instructor: Susan W. Thomas      Email: [swthoma3@uncg.edu](mailto:swthoma3@uncg.edu)  
Office Hours: T/Th 10:45-11:45, or by appt., MHRA 3103**

**Course Materials**

Required Textbook: Henretta, James A., et al, *America, A Concise History, Vol. Two: Since 1865*, 4th Ed.  
Additional readings: Available on Blackboard.

**Course Overview**

Through a combination of lecture, class discussion, film, and selected readings, this course will examine many of the social, political, and economic changes that have shaped America since the end of the Civil War. Using both a chronological and thematic approach, we will pay close attention to how major changes affected marginalized peoples, including immigrants, people of color, the poor, and women. While these groups were seemingly powerless, they sometimes seized opportunities and became the catalysts for change in America. By consistently focusing on the historical significance of race, region, ethnicity, class, and gender, we will see to enrich our understanding of the past and learn to think more critically about the world in which we live.

**Course Objectives**

We will not simply memorize dates and facts! While you will be required to remember important people, places, and events, we will use those facts to understand how “ordinary” people experienced extraordinary events. We will uncover the ways in which such people resisted changes imposed from above and sometimes forced change from below. We will not only focus on what happened and when, but we will also think about why events unfolded as they did and what the consequences were.

Our goals will be:

- To acquire critical thinking skills
- To learn how to analyze primary source documents
- To learn how to formulate an argument and support it with evidence
- To recognize connections between the past and our current social, political, and economic debates in order to make informed decisions about our future

***Grade distribution:***

Participation (includes any brief in-class writings/quizzes): 20%

Two 3-5 pg. essays, 15% each = 30%

Three Exams: 15% + 15% + 20% each = 50%

***Grading Range:***

A+ (97 and above), A (93-96), A- (90-92); B+ (87-89), 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 (less than 60, unacceptable work)

**Technology in the Classroom**

***Turn off your cell phones and iPods and put them away when class begins.*** Laptops are permitted.

### **Course Requirements**

#### *Attendance and Participation: (20% of grade)*

Attendance counts as part of the participation grade. More than four absences will be considered excessive and could affect your grades. The remaining portion of your participation grade will be drawn from in-class writing assignments, quizzes, and discussion.

Attendance entails more than merely sitting in the classroom. **If you sleep, you will be counted absent.**

Participation requires that you remain attentive to what is taking place in class, ask and answer questions, and engage in discussion when appropriate.

#### *Essays: (30% of grade)*

You will write two brief essays (no more than 5 pages in length) on a topic I will assign. These papers will offer you the opportunity to use the skills you are developing to analyze materials, to choose a position on a specific question, and then defend your position with evidence. You will be drawing only from materials used in lectures, the readings/websites on Blackboard, and the specific sources designated on the assignment.

Unless you have a documented excuse, late papers will be penalized one letter grade for each class day until I receive the paper in hand. **You may not email your papers to me.**

#### *Exams: (50% of grade)*

There will be a total of three in-class exams, each of which will consist of short answer and identification questions. Exams will test your ability to synthesize information from the lectures, the readings, the discussions, and the audio/visual components of the course into a succinct and coherent response. If you attend class regularly, do the readings, and take notes, you should not have any difficulty completing the exams successfully. The final exam will not be cumulative. I require blue books for all exams.

As with the essays, I require a documented excuse before scheduling a make-up exam you might have missed.

### **Student Responsibilities:**

Each student bears the responsibility to attend class regularly and complete all assignments on time. Students will work together to create an open and respectful class environment in which each person's contribution is equally important. On those occasions when students disagree either with one another or with the readings, we will all remain courteous to one another and express our views without intent to disparage or harm others.

Check your UNCG i-Spartan email regularly. This is the system I will be using to contact you, should the need arise. My email address is listed at the top of the syllabus for your reference.

#### *Learning Disabilities and Other Concerns:*

If you have a diagnosed learning disability or special needs that will affect how you perform in class or will require consideration in writing assignments or on tests, it is your responsibility to ensure that I receive the proper documentation as soon as possible.

### **\*\*\*Academic Integrity and Plagiarism\*\*\***

In all assignments, students are expected to do their own work and abide by the University's Honor Code. You must provide references for materials consulted and/or quoted in your writing assignments. Plagiarism is a serious offense that could result not only in failure for the particular assignment, but also in failure for the entire course. We will discuss plagiarism further before the first essay assignment. To view the University's Plagiarism Policy, follow this link: <http://academicintegrity.uncg.edu/>.

## **Lectures and Assignments**

### *Important notes:*

Check [Blackboard](#) at the beginning of each week to find the assigned readings listed on the syllabus. Complete all assigned readings before the scheduled class meeting.

### *Questions to keep in mind:*

What is the American Dream? Can all achieve it? Is it still a relevant goal?  
What rights define us as Americans? Do all deserve the same rights?  
What is the role of government in securing rights for Americans?  
Why do we continue to debate the meaning of 'freedom and equality for all'?

### **Important Dates**

**Exam One: T/Feb 16**

**Essay One: Th/Mar 4**

**Exam Two: T/Mar 23**

**Essay Two: Th/Apr 15**

**Exam Three: Th/Apr 29**

### **1. When the War was Over: Recreating the Union**

- *Jan 19:* Introduction to Course... Discuss Themes, Strategies, Terminology, Technology
- *Jan 21:* Text 15, Docs—[Sherman's Field Order 15](#); [Mississippi Black Code](#), When a Woman Gets her Rights

### **2. Creating a New South and Winning the West**

- *Jan 26:* Docs—[Booker T. Washington's 'Atlanta Compromise Speech'](#); [W.E.B. DuBois, 'Of Mr. Booker T. Washington and Others'](#); Rebecca Felton Speech
- *Jan 28:* Text 16, Docs: [The Dawes Act, 1887](#); [Tragedy at Wounded Knee \(1890\)](#);

### **3. The Gilded Age and the Changing the Face of America: Industrial Capitalism, Urbanization, and Immigration**

- *Feb 2:* Text 17, Docs— Mechanization of Labor; Why Strikes are Necessary
- *Feb 4:* Text 18, Docs—[Lee Chew](#); [Chinese Exclusion Act](#); Mary Antin, 'The Promised Land'

### **4. Gilded Age Politics: Wealth, Poverty, Corruption, Imperialism**

- *Feb 9:* Text 19, pp. 570 and following; Docs—[Andrew Carnegie, 'Gospel of Wealth'](#); Henry Demarest Lloyd, 'Wealth Against Commonwealth'
- *Feb 11:* Text 21, Docs—[White Man's Burden](#); [The March of the Flag](#); McKinley's Decision on the Philippines

### **5. Progressivism North and South, Black and White**

- *Feb 16:* **\_EXAM ONE...BRING BLUE BOOK!**
- *Feb 18:* Text 20, Docs—[Jane Addams, 'Women and Public Housekeeping'](#); [Triangle Fire](#); American Women Should/Should Not Have the Right to Vote

### **6. World War I: Making the World Safe for Democracy: Xenophobia and Racism at Home**

- *Feb 23:* Text 22,
- *Feb 25:* Docs—Ku Klux Klan

### **7. The Depression: Economic, Social, and Political Consequences**

- *Mar 2:* Text 24, Docs: [Hoover Reassures the Public](#); 'Women on the Breadlines'; Superman in Depression and War
- *Mar 4:* **ESSAY ONE DUE!** Docs—[Homesteaders—New Style](#)

## **8. Spring Break**

### **9. World War II on the Homefront**

- *Mar 16:* Text 25, Docs—[FDR Four Freedoms Speech](#); [Executive order 9066](#); [Abolish Jim Crow!](#)  
( *LAST DAY TO DROP W/O ACADEMIC PENALTY*)
- *Mar 18:* Text 26, Docs—'[Domino Theory](#)'; [NSC-68](#)

### **10. The Cold War Begins: Fifties Affluence, Conformity, and Paranoia**

- *Mar 23:* **EXAM TWO...BRING BLUE BOOK!**
- *Mar 25:* Text 27, Docs—A Journalist Describes Levittown; Little Boxes; Blockbusting

### **11. Sixties America: Movements for Change**

- *Mar 30:* Text 28, Docs—[Southern Manifesto](#); [Letter from a Birmingham Jail, 1963](#);
- *Apr 1:* Docs--[The Revolution will not be Televised](#); [Port Huron Statement](#)
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### **12. Sixties America: Beyond Civil Rights**

- *Apr 6:* Docs—[What is the Pill doing to the Moral Patterns of the Nation?](#) ; Welfare is a Woman's Issue; Equal to What?; Beth Bailey, 'The Sexual Revolution: Was it Revolutionary?'
- *Apr 8:* [Time Photoessay on the Gay Rights Movement](#)

### **13. Vietnam and Political Upheaval: The American Nightmare**

- *Apr 13:* Text 29, Docs-- [The Gulf of Tonkin Resolution](#);; [Why was the U.S. in Vietnam?](#)
- *Apr 15:* **ESSAY TWO DUE!**  
Docs-- The Great Society; [War on Poverty](#)

### **14. From the Rise of the New Right to Clinton's Third Way**

- *Apr 20:* Text 30, The Schlafly Report
- *Apr 22:*

### **15. 21<sup>st</sup> Century America: Terrorism, Globalism, and President Barack Obama**

- *Apr 27:* Armageddon Again!
- *Apr 29:* **FINAL CLASS=FINAL EXAM...Bring Blue Book!**