

HIS 212-01-06 (WI): U.S. Since 1865

Ferguson 100
Lecture MW 1-1:50, Discussion F 12-12:50 or 1-1:50

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Course Description and Objectives

This is a United States History survey course, designed to provide a general overview of major events and ideas from 1865 to the present. The emphasis is on social and cultural history, with a particular focus on the vision of a *democratic* society and concepts of freedom and rights. Generous time will be spent analyzing and learning to appreciate various historical materials, such as letters, speeches, cartoons, newspaper and magazine articles, advertisements, and photographs.

- Through active participation in this course, students will
- Discuss major events in U.S. History since the Civil War and identify their causes, outcomes, and participants
 - Analyze positions and policies that have roused debate about citizenship, rights, and democracy in the U.S.
 - Interpret primary and secondary source documents to draw conclusions about political, economic, and social events in the U.S. since the Civil War
 - Use evidence from course materials to develop and support arguments for discussions and writing assignments
 - Apply understanding of the historical past to contemporary events and issues
 - Improve analytical thinking, writing, and speaking skills

Course Materials

The required textbooks for this course are:

Eric Foner, *Give Me Liberty!* (Volume 2) ISBN 9780393911916

Frederick Hoxie, editor, *Talking Back to Civilization: Indian Voices from the Progressive Era*
ISBN 9780312103859

Mary Lynn Rampolla, *A Pocket Guide to Writing in History* ISBN 9780312535032

The Foner and Hoxie books are available new, used, and for rental through the University Bookstore. The Rampolla book is available new and used, and you are allowed to use older editions of this book if you can find them online. It will also be on reserve in the library.

There is also a considerable amount of reading that you will access through *Assignments* on Blackboard. Familiarize yourself with the Blackboard site right away and be ready to pull up and print out your course documents as assigned each week.

Course Expectations

Students can expect to spend an average of 10 to 14 hours per week in and out of class per course. Your textbook reading and documents combined will average about 50 pages most weeks, more when we are reading from the Hoxie book. You should plan to read the textbook chapter all the way through once, taking notes as you read, and then look over the chapter and your notes at least once more. You will benefit from reading the primary documents assigned for this course at least twice. You will also need to schedule time each week to write your response paper and review your notes so that you may effectively participate in the discussion on Friday.

Assignments and Assessment

Each week, read the assigned textbook reading prior to lecture and the documents posted under *Assignments* on Blackboard (including the Hoxie and Rampolla books, as assigned) prior to your discussion section. You will also write a one-page response paper (2-3 paragraphs, single-spaced) each week about one or more of the reading assignments. Discussion instructors will provide detailed instructions regarding the content and format of response papers before the first one is due. Bring the documents and your response paper to your discussion section to facilitate your contribution to discussion, the key component of your **participation** grade. Your discussion instructor will collect and grade your response papers.

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You will take a **quiz** in discussion sections most weeks. These will usually consist of two or three questions in which you will define key terms and/or explain key concepts.

You will complete a **midterm exam** on Friday, March 2 and a **final exam** on the last regularly scheduled meeting, Tuesday, April 24 (the University follows Friday schedule this day.) On the exams you will identify key terms and concepts pulled from the textbooks, lectures, documents, and discussions. Makeup exams will not be scheduled except in cases of documented emergency.

There are two **unit essays** in which you will synthesize and analyze the course materials, including the reading assignments, lectures, and discussions. Your discussion instructor will provide detailed instructions regarding the content and format of these papers and will go over the expectations with your group. He will also provide writing prompts to facilitate your development of a thesis and assign pages in the Rampolla book to help you plan, organize, and write your papers. In the interest of helping you improve your analytical and stylistic skills, your discussion instructor will grade the first draft of your midterm essay and return it to you for revision, and both the first and revised drafts will count toward your grade. The unit essay due dates will coincide with the exams.

Participation = 20%
Quizzes = 20%
Exams = 20%
Unit Essays = 40%

In the event one of your allowed absences occurs on a day that a response paper is due, you may email it to your group instructor by class time for full credit; otherwise papers and essays will not be accepted via email. Late papers will be penalized 20% and will not be accepted after the class meeting following the due date.

Attendance

Regular attendance is an important part of your success in a college course. You are allowed three (3) absences without penalty, and you are not expected to contact me or your discussion instructor about these absences unless you wish them to be excused. Any additional absences will require a doctor's note or some other official notification (e.g., jury duty) in order to be excused. For any additional *unexcused* absence, I will deduct five (5) points from your final course average. If you have a 90/A- average in the course, this means that two additional absences reduce your grade to an 80/B-. Please note that leaving class more than 25 minutes early or arriving more than 25 minutes late will also result in a loss of points. If you must leave early due to an important appointment, I ask that, as a courtesy, you notify me or your discussion instructor at the beginning of class.

Be sure to sign or initial the roster at every class meeting. Perfect attendance will be rewarded with extra credit.

Communication

Feel free to contact me or your discussion instructor at any time if you have any questions or concerns about the course. It is especially important that you email your discussion instructor if you are unable to complete an assignment on time or if you need to discuss your absences or grades. The most efficient means of contacting us is via email, and we will usually verify receipt of emails within 24 hours Monday through Friday. If you have not received a confirmation email within 48 hours, you should assume that your email was not received, and it is your responsibility to follow up. We will also hold office hours and invite you to schedule an appointment to come in and see us.

Changes to the class schedule or assignments will be posted as announcements on Blackboard and will be sent to you via your UNCG account, so check it regularly.

Electronic Devices in Lecture

This is an interactive class in which students play an essential role. Turn off all electronic devices before coming to class and leave them off. If you violate this policy, I may ask you to leave class, resulting in an unexcused absence. You may not use a laptop in this class as it serves as a distraction and often causes students to disengage. I will utilize PowerPoint in lectures, but the slides provide highlights rather than complete notes, so you will need to continue to listen and take notes throughout the lectures as we consider the week's themes and concepts.

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Electronic Devices in Discussion Groups

As in lectures, you must turn off all electronic devices and leave them off throughout class. You will be asked to leave class and be marked as absent for that day if you violate this policy. The only exception to this will be that, at his discretion, your discussion group instructor may allow you to use your laptop to access course documents electronically rather than printing them out every time. You are expected to contribute to discussion and you will need to take notes during discussion group meetings as well.

Course Schedule (postings on Blackboard always reflect the current reading in case of changes to assignments)

Week 1/Jan 9-13	Introduction, Discussion of Syllabus Topic: <i>Reconstruction</i> Textbook: Foner chapter 15, pp. 546-569, 571-583 Docs: Mississippi Black Code, Johnson's Veto Message, Reconstruction Amendments (Note that the textbook reading includes the documents, such as found on pp. 558 and 559 of chapter 15.) Note: Quizzes and Response Papers will be regularly scheduled and due on Fridays in discussion sections
Week 2/Jan 16-20	Monday, January 16 MLK Holiday – No class meeting Topic: <i>The Women's Movement</i> Textbook: Foner ch 15, pp. 569-571 Docs: Uncivil Liberty, Woodhull, U.S. v. Susan B. Anthony, "This is the most magnificent movement of all" (cartoon)
Week 3/Jan 23 – 27	Topic: <i>Big Business and Organized Labor, 1865-1900</i> Textbook: Foner ch 16, pp. 585-596, 609-627 Docs: Gompers, Carnegie, Lloyd, Rockefeller, The Musical Saga of Homestead Topic: <i>The West, 1860-1900</i> Textbook: Foner ch 16, pp. 596-609 Textbook: Hoxie, pp. 1-11, 29-51 Docs: Crazy Horse, Sitting Bull, Luther Standing Bear
Week 4/Jan 30 – Feb 3	Topic: <i>Agrarian Revolt, 1877-1900</i> Textbook: Foner ch 17, pp. 630-640 Topic: <i>The New South, 1865-1900</i> Textbook: Foner ch 17, pp. 641-649 Docs: Washington, DuBois, Wells
Week 5/Feb 6 – 10	Topic: <i>American Imperialism, 1870-1900</i> Textbook: Foner, ch 17, 649-670 Textbook: Hoxie, pp. 11-14, 51-86 Docs: "The War Must Be Ended" (newspaper article), President William McKinley, Platform of the American Anti-Imperialist League, Imperialism cartoons
Week 6/Feb 13 – 17	Topic: <i>The Progressive Era, 1900-1917</i> Textbook: Foner ch 18 Textbook: Hoxie, pp. 11-21, 87-122 Docs: Sinclair, Addams, "The Bar of Destruction" (cartoon), No Rest for the Weary: Children in the Coal Mines

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- Week 7/Feb 20 – 24 Topic: *World War I, 1914-1920*
Textbook: Foner ch 19
Textbook: Hoxie, pp. 21-24, 123-138
Docs: "Sir I Will Thank You with All My Heart": Seven Letters from the Great Migration; "Times Is Gettin Harder": Blues of the Great Migration; Intolerance and Civil Liberties in World War I
- Week 8/Feb 27 – Mar 2 Topic: *The Twenties, 1920-1929*
Textbook: Foner ch 20
Textbook: Hoxie, pp. 25-27, 139-174
Docs: Evans; "Shut the Door": A Senator Speaks for Immigration Restriction; An "Un-American Bill": A Congressman Denounces Immigration Quotas; Who Was Shut Out?: Immigration Quotas, 1925–1927
- MIDTERM EXAM, ESSAY MARCH 2**
- Week 9/Mar 5 – 9 **SPRING BREAK**
- Week 10/Mar 12 – 16 Topic: *The Great Depression and the New Deal, 1929-1940*
Textbook: Foner ch 21
Docs: Excerpts from the Federal Writers' Project Interviews with Depression Victims, Huey Long, Mass Exodus from the Plains, "Waitin' on Roosevelt": Langston Hughes's "Ballad of Roosevelt"
- Week 11/Mar 19 – 23 Topic: *World War II, 1941-1945*
Textbook: Foner ch 22
Docs: WWII Posters, Women in War Industries, Japanese-American Internment
- Week 12/Mar 26 – 30 Topic: *The Cold War, 1945-1953*
Textbook, Foner ch 23
Docs: The Truman Doctrine, The Marshall Plan, "Duck and Cover"
- Week 13/Apr 2 – 6 Topic: *An Affluent Society, 1945-1960*
Textbook: Foner ch 24
Docs: President Eisenhower, "The Ordeal of Bobby Cain": Racial Confrontation at a Newly Integrated Southern High School, Friedan
- Friday, April 6 Spring Holiday – No Discussion Meeting**
- Week 14/Apr 9 – 13 Topic: *Politics and Social Change In The 1960s*
Textbook: Foner ch 25
Docs: The Vietnam Conflict at Home, "More than Martin": The Grassroots Civil Rights Movement
- Week 15/Apr 16- 20 Topic: *Rebellion and Reaction in the '60s and '70s*
and *Conservative Insurgency in the '80s*
Textbook: Foner ch 26
Docs: Conflicting Visions for America, The Women's Movement
- Week 16/Apr 23 – 24 **FINAL EXAM: Tuesday, April 24 (last regularly scheduled class meeting)**