

# HIS 212-08: THE US SINCE 1865

The University of North Carolina at Greensboro  
Spring 2012

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## Course Information

Instructor: Jacqueline Spruill  
Office: MHRA 3103  
Office Hours: Tuesday / Thursday 2-3pm & By appointment  
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Class Time: Tuesday / Thursday 12:30-1:45pm  
Location: Bryan Building Room 111

## Course Description

HIS 212 is a survey course designed to introduce students to major issues in and interpretations of United States history since the Civil War and to the practice and process of how to read, write, and think as an historian. Throughout this semester, students will learn how to evaluate primary and secondary source materials to better understand and discuss 1) the historical significance of major issues and events; 2) competing historical memories of these issues and events; and 3) the historical interpretations of and debates about these issues and events.

Together, we will study the American experience by exploring the social, economic, political, and cultural rights Americans have demanded of their government through the lens of “freedom” – or “liberty,” often used interchangeably. According to historian Eric Foner, “no idea is more fundamental to Americans’ sense of themselves as individuals and as a nation than freedom.”<sup>1</sup> Yet, however fundamental or universal the idea of freedom may seem, it is a mistake to think of it as a fixed concept or as having an unchanging definition. Different groups of Americans have meant different things by their use of the word “freedom” and these definitions have changed over the course of time and circumstance. Competing ideas about freedom and movements for greater freedom have been crucial to both the peaceful and violent confrontations we will read, discuss, and write about over the course of this semester.

## General Education Requirements

HIS 212 satisfies UNCG General Education (GEC) requirements for historical perspectives (GHP/GMO). The General Education Learning Goals as addressed by this course are:

LG1. Foundational Skills: *Think critically, communicate effectively, and develop appropriate fundamental skills in quantitative and information literacies.*

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<sup>1</sup> Foner, Eric, *Give Me Liberty: An American History*, Vol. 2, Seagull Third Edition (New York: Norton, 2012) p. xxiii.

LG3. Knowledge of Human Histories, Cultures, and the Self: *Describe, interpret, and evaluate the ideas, events, and expressive traditions that have shaped collective and individual human experience through inquiry and analysis in the diverse disciplines of the humanities, religions, languages, histories, and the arts.*

### Course Learning Objectives

Upon the completion of this course, the student will be able to:

1. **Assess the significance of key turning points in modern American history** since the end of the Civil War and discuss the roles of individuals and societal forces in bringing about change over time. [GEC LG3; GHP/GMO]
2. **Think historically and communicate effectively**, evidenced by the ability to: [GEC LG1, LG3; GHP/GMO]
  - a. **Appreciate historical perspectives** by describing the past on its own terms, through the eyes and experiences of those who were there, as revealed through their literature, diaries, letters, debates, arts, artifacts, and the like; considering the historical context in which an event unfolded--the values, outlook, options, and contingencies of that time and place; and avoiding “present-mindedness” or judging the past solely in terms of present-day norms and values.
  - b. **Analyze historical data** through methods of sourcing and evaluating the social, political, and economic context in which it was created; testing the data source for its credibility, authority, authenticity, internal consistency and completeness; and detecting and evaluating bias, distortion, and propaganda by omission, suppression, or invention of facts.
  - c. **Construct an historical argument** pulling evidence from a variety of historical documents to support a closely reasoned argument rather than opinion.
  - d. **Explain cause-and-effect relationships** bearing in mind factors of multiple causation including: the importance of the individual in history; the influence of ideas, human interests, and beliefs; and the role of chance, the accidental and the irrational.
  - e. **Use scholarly citation methods** accurately to document historical sources.

### Required Reading Materials

[Available at UNCG Bookstore & Addams Bookstore on Tate Street]

1. **Foner, Eric. *Give Me Liberty: An American History, Vol. 2, Seagull Third Edition (New York: Norton, 2012)***. This textbook presents a narrative history based on the most recent scholarship available. It is a secondary source. Secondary sources interpret and analyze primary sources and are one or more steps removed from the issue or event they describe.
2. **Foner, Eric, ed. *Voices of Freedom: A Documentary History, Vol. 2, Seagull Third Edition (New York: Norton, 2011)***. This reader contains a collection of primary source documents and excerpts. Primary sources are the various speeches, letters,

petitions, diary excerpts, legislation, literature, etc. written at the time (or shortly after) the events they describe.

### Email & Blackboard

Be sure to check your UNCG email on a regular basis. If I need to modify some aspect of an upcoming class or contact you outside of regular classroom hours, it will be through the UNCG email system. Additional reading materials will be available through Blackboard. Be sure to read these materials in advance and bring a **printed** copy with you to class on the day they are due to be discussed. These readings will be included in the testable materials for the course and will be necessary for you to complete in-class writing assignments.

### Grades

Your final grade will be based on your performance in the following categories:

Attendance	10%
Participation	10%
Writing Assignments	10%
Sourcing Guides	15%
Exam I	15%
Exam II	20%
Research Paper	<u>20%</u>
	100%

### UNCG Grading Scale

A+ 97	B+ 87	C+ 77	D+ 67	F 59 and below
A 93	B 83	C 73	D 63	
A- 90	B- 80	C- 70	D- 60	

### Attendance

It is your responsibility to make sure you are counted present by signing your name on the attendance sheet provided. If you arrive after the attendance sheet has been collected, be sure to see me after class to sign. Chronic lateness and early departure will result in the lowering of your attendance grade. Sleeping in class will result in your being marked absent. Your attendance grade will be based on the following chart:

Absences	# of Points (out of a maximum of 10)
0	12 (Perfect Attendance = 2 points added to final grade)
1	10
2	8
3	7
4	6
5+	0

Note: If you have 100% attendance, you will actually help to boost your final grade.

## **Participation**

You are expected to complete each reading before class so that you can participate constructively in class discussion and be informed for the lectures. You must be attentive and awake during class. Sleeping in class will cause you to be marked “absent” so do not bother coming to class if you cannot remain conscious! Your participation grade will be based on the overall *quality* of your contributions to the class not the quantity of contributions you make.

## **Writing Assignments**

1. In-Class Writing Assignments (Quiz) – Periodically, you will be asked to write in-class about the reading assigned for that day. This means you should have completed the readings prior to class. These assignments will be collected during the class. If you arrive after the start of the in-class writing assignment, you run the risk of missing the assignment and receiving a grade of zero. No makeups will be given for in-class writing assignments.
2. Prescheduled Writing Assignment –Due on the day listed on the syllabus. They are to be typed (No handwritten assignments will be accepted). Late Assignments will have 5 pts deducted from the total grade for each day late. No late assignments will be accepted after the assignment has been graded and returned.

## **Sourcing Guides** (See end of syllabus for sample Guides)

Each week you will be instructed to complete sourcing guides for either primary or secondary source readings. You will have numerous opportunities for self and peer review prior to submission for grading.

## **Exams**

There will be two take-home essay exams in this course. Class notes, assigned readings, Source Guides and Writing Assignments will prove helpful as you prepare for each exam.

## **Research Paper**

The assignment has three components: 1) periodic updates about the status of your research via blackboard; 2) a 5 minute in-class presentation of your research findings; and 3) a 4-6 page paper. Additional information and due dates will be provided during the course of the semester.

## **Classroom Courtesy**

As a courtesy to both the instructor and your fellow students, please arrive to each class on time and turn off all laptops and cell phones before class starts. Students observed texting, using the phone, or using their laptop computers will be asked to shut those devices off and put them away. During class, keep side-chatter to a minimum to avoid disrupting other students. If you arrive late, please be as quiet as possible and take the closest empty seat.

## **Academic Integrity Policy**

All work submitted in your name must be your own original work for this class with proper citation or credit given to all sources. All typed assignments will be submitted through

SafeAssign in Blackboard, which automatically scans your paper for plagiarism. Each student in this course is also required to complete the UNCG Library tutorial on plagiarism. In addition, students should familiarize themselves with the university's Academic Integrity Policy and the penalties for plagiarism. Refer to this address on the UNCG website for more details: <http://academicintegrity.uncg.edu/complete/>

### Schedule of Assignments

Note: You are expected to have completed each reading by dates listed below. You are to bring a copy of the assigned reading with you to class.

Week 1	Jan 10	Course Introduction, Review of Syllabus, Assessment Pre-Scheduled In-Class Writing Assignment #1
	<b>Central Theme: Freedom Defined, Freedom Contested</b>	
	Jan 12	<b>Due: Writing Assignment #1: See Blackboard</b> Due: UNCG Library Plagiarism Tutorial – Module 8 – See Blackboard
Week 2	<b>After the Civil War: New South &amp; New West</b>	
	Jan 17	Textbook: Chapter 15
	Jan 19	Reader: Chapter 15 Primary Source Evidence Guides for Docs 93 & 96 (Self Assessment)
Week 3	<b>America's Gilded Age: Industrial Growth &amp; Crisis</b>	
	Jan 24	Textbook: Chapter 16
	Jan 26	Reader: Chapter 16 Primary Source Evidence Guides for Docs 99 & 101 (Peer)
Week 4	<b>Populism, Expansion &amp; Segregation</b>	
	Jan 31	Textbook: Chapter 17 <b>Due: Writing Assignment #2: See Blackboard</b>
	Feb 2	Reader: Chapter 17 Primary Source Evidence Guides for Docs 106 & 107
Week 5	<b>An Age of Reform: Responses to Industrial America</b>	
	Feb 7	Textbook: Chapter 18
	Feb 9	Reader: Chapter 18 Primary Source Evidence Guides for Docs 116 & 117
Week 6	<b>World War I: Democracy At Home &amp; Abroad</b>	
	Feb 14	Textbook: Chapter 19 <b>Due: Writing Assignment #3: See Blackboard</b>
	Feb 16	Reader: Chapter 19 Primary Source Evidence Guides for Docs 122 & 125 <b>Study Guide Handout for Exam I</b>
Week 7	<b>Between the Wars: Prosperity &amp; Depression</b>	
	Feb 21	Textbook: Chapter 20
	Feb 23	Reader: Chapter 20 Primary Source Evidence Guides for Docs 131 & 132 <b>Exam I</b> (Take-home exam on material covered during Weeks 1-6) Submit essay through Blackboard SafeAssign – due by 10am Tues Feb 28 Must also submit paper copy of essay – due in class Tues Feb 28
Week 8	<b>Great Depression &amp; The New Deal</b>	
	Feb 28	Textbook: Chapter 21 <b>Exam I Due</b>
	Mar 1	Reader: Chapter 21 Primary Source Evidence Guides for Docs 136, 141 & 142

Week 9	Mar 6	<b>Spring Break – No Class</b>
	Mar 8	<b>Spring Break – No Class</b>
Week 10	<b>World War II: Freedom At Home &amp; Abroad</b>	
	Mar 13	Textbook: Chapter 22
	Mar 15	Reader: Chapter 22 Primary Source Evidence Guides for Docs 147, 148 & 149
Week 11	<b>The Cold War: Containment At Home &amp; Abroad</b>	
	Mar 20	Textbook: Chapter 23 <b>Due: Term Paper Topic 1: See Blackboard</b>
	Mar 22	Reader: Chapter 23 Primary Source Evidence Guides for Docs 151, 152 & 153
Week 12	<b>Civil Rights, Vietnam &amp; Movements for Change</b>	
	Mar 27	Textbook: Chapter 24 p942-955 & Chapter 25 <b>Due Term Paper Topic 2: See Blackboard</b>
	Mar 29	Reader: Chapter 24 Primary Source Evidence Guides for Docs 158, 160 & 163
Week 13	Apr 3	Reader: Chapter 25 Due: Primary Source Evidence Guides for Docs 169, 171 & 172
	<b>Toward Social, Economic &amp; Political Conservatism</b>	
	Apr 5	Textbook: Chapter 26 <b>Study Guide Handout for Exam I</b>
Week 14	Apr 10	Reader: Chapter 26 Primary Source Evidence Guides for Docs 178, 179 & 180
	<b>Turn of the Century: Terrorism, Globalism &amp; Financial Crisis</b>	
	Apr 12	Textbook Chapter 27 & 28 <b>Exam II</b> (Take-home exam on material covered during Weeks 7-15) Submit essay through Blackboard SafeAssign – due by 10am Thurs April 19 Must also submit paper copy of essay – due in class Tues April 19
Week 15	Apr 17	Reader: Chapter 27 & 28 Primary Source Evidence Guides for Docs 181, 188 & 192
	<b>Final Thoughts: Freedom Defined, Freedom Contested</b>	
	Apr 19	Pre-Scheduled In-Class Writing Assignment#2 <b>Exam II Due</b> Course Evaluations

# Primary Source Evidence Guide

Excellent ( ✓ +)	Good ( ✓ )	Adequate ( ✓ - )
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Student: \_\_\_\_\_ Date: \_\_\_\_\_ Initials: \_\_\_\_\_

1. What type of source is it?	2. Who authored/created it?	3. When was it created and where is it from?
4. What historical events were occurring when the source was created?		
5. Why was the source created? Who was the intended audience?		
6. What point of view/perspective does the author/creator represent?		
7. How is the perspective affected by social, economic, political, religious, intellectual forces and/or ideas??		
8. What <b>evidence</b> does the source contribute to the topic you are studying and/or the argument you are making?		

## Secondary Source Questions Guide

Excellent ( ✓ +)

Good ( ✓ )

Adequate ( ✓ -  
 )

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Initials: \_\_\_\_\_

1. What is the author's thesis (primary argument)? How is the thesis structured into smaller arguments? What evidence does the author provide to support his/her argument? Does the evidence support the author's the conclusions?
2. What other historians does the author discuss in either the text or the footnotes? What agreements or disagreements does the author identify as having with these other historians?
3. What primary sources does the author use to support his/her argument? What potential problems might an historian face when using these sources? How might the use of these sources influence the kinds of arguments the author can make? What other sources might the author have used? Hint: Look at the Footnotes.
4. What themes or ideas were you able to identify from the reading? What questions would you create to allow for further discussion of these themes?
5. How do different perspectives on the same issue shape our understanding of how individual decisions have unforeseen ethical dimensions? What bias do you think you brought to the reading? How do you believe your own bias influenced your reading and thinking about the essay? How do you know?

## In-Class Writing Assignment

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Answer each of the following questions fully and to the best of your ability. Write legibly. Feel free to continue your answers onto the back of the page. Detach this page from your syllabus and submit when prompted.

1. Circle the category that best describes your current student classification according to UNCG standards:  
Freshman      0–29.9 semester hours completed  
Sophomore     30–59.9 semester hours completed  
Junior          60–89.9 semester hours completed  
Senior          90 or more semester hours completed
  
2. What is your current major?  
History?      Yes / No  
Education w/ History/Social Studies?      Yes / No  
Undecided/Undeclared? Potential Major \_\_\_\_\_  
Other?        Major \_\_\_\_\_
  
3. Why did you register for this course?
  
4. What prior knowledge of or familiarity with this time period did you have prior to this class?
  
5. How would you define “freedom”? Based on your definition, do you believe freedom to be a right or a privilege?
  
6. How would you define “American”? At what point in time does a person become an American?
  
7. The United States currently has no official language. Do you believe there should be an official language? If so, state which language(s) and why?
  
8. Write the “Pledge of Allegiance” in the space provided.
  
9. Do you believe that all Americans, based on your definition of “American,” should be required to state the Pledge? Explain your response.
  
10. What is a primary source? Give an example. What is a secondary source? Give an example.