

## **The United States: A General Survey Since 1865**

HIS 212-01

Spring 2014, TR 9:30-10:45, SOEB 202

(3:3) GE Core: GHP, CAR: GMO

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### **Course Description**

This course is a general survey of American history from Reconstruction to the present. We will focus on American definitions of freedom and how the American understanding of freedom has changed throughout our history. We will examine how politics, the economy, foreign policy, American society and even culture have helped to shape and were shaped by how Americans understood what freedom would mean in their everyday lives and the nation's role in the world. If we are a nation built on the ideas of liberty and equality, what does that mean and how does it affect the everyday lives of Americans?

### **Student Success Program**

As a student in this course, you have the opportunity to participate in the Student Study Program (SSP), which is one of the four programs housed in the Student Success Center located in the McIver Building. SSP is designed to offer additional academic support for students enrolled in historically challenging classes that have high drop, failure, and/or withdrawal rates.

The purpose of SSP is to offer students the opportunity to form collaborative study groups of up to 4 of their peers. Students will be matched by the program coordinator with other students in the same course and section. To sign up or to learn more about SSP, go to <http://success.uncg.edu/ssp/>. If you have further questions, you may also contact the Coordinator of the Student Study Program, Laura Huhn, at [ssp@uncg.edu](mailto:ssp@uncg.edu).

### **Student Learning Objectives**

General Education Student Learning Objectives

Categories: Historical Perspectives (GHP)

1. Use a historical approach to analyze and contextualize primary and secondary sources representing divergent perspectives.
2. Use evidence to interpret the past coherently, orally and/or in writing.

### **Course Student Learning Objectives**

1. Students will be able to trace the major themes and events of American history from 1865 to the present.
2. Students will be able to use historical thinking to contextualize and analyze primary and secondary sources representing different points of view.
3. Students will be able to construct a historical argument using primary sources and support a thesis statement in a short essay.
4. Students will improve their ability to articulate their ideas both orally and in written form.

### **Course Readings**

- Eric Foner, *Give Me Liberty!: An American History, Volume 2, From 1865*. New York: W.W. Norton & Company, 2014. (Fourth Edition, ISBN: 9780393920314)
- Eric Foner, *Voices of Freedom: A Documentary History, Volume 2*. New York: W.W. Norton & Company, 2014. (Fourth Edition, ISBN: 9780393922929)

## Grades

- Exams (3): 54%. The course is divided into three units. Therefore, there will be three equally weighted exams – each 18% of one’s overall grade. The exams will consist of objective questions to quiz your grasp of key concepts and actors, and subjective questions to test your critical analysis. The objective questions will derive from class notes and the subjective questions from class discussions.

- Paper (1): 18%. Students will be given a writing prompt two weeks prior to the paper’s deadline (see course schedule below for due dates). The essay must include an introductory paragraph with a thesis statement, at least three body paragraphs that support the thesis, a conclusion, and endnotes. The evidence to support your thesis must come from the two assigned textbooks (no outside sources, specifically internet sources, should be used). The papers must be typed in Times New Roman, 12-point font, double-spaced, and with standard margins. A grading rubric and more specific instructions will be posted on Blackboard. In addition, you must follow the [Academic Integrity Policy](#) or face disciplinary measures.

There will be three writing options and three due dates spaced out across the semester. One-third of the class will write on option #1, another third on option #2, and the final third on option #3. If an insufficient number of students volunteer to write on option #1 or #2, students will be randomly selected and assigned to write the paper to meet the quota.

Late papers will receive a ten-point deduction for every calendar day that it is late. If you were assigned option #1 or #2 and fail to submit a paper, you cannot write on a later option to receive credit; a zero will be recorded.

- Quizzes (9): 18%. Students will be given pop quizzes on the course readings throughout the semester. The quizzes will be given at the start of class and CANNOT be made up. To earn full credit it is recommended that assignments are read prior to class and to attend all classes.

- Class Participation: 10%. Although this class is in a lecture setting and you will have dozens of classmates, you are expected to participate in class discussions. Class participation will be graded daily with students actively engaged in discussions earning an “A”; those participating somewhat earning a “B”; those that are focused on the discussion but not actively participating will earn a “C”; and those that are not engaged or absent will receive a “D” or an “F” for the class. To ensure that you are best engaged, there will be a NO TECHNOLOGY policy, meaning that laptops and cell phones will be prohibited. Violation of this policy will result in an “F” for the day, a recorded absence, and a request for you to leave the classroom.

- Attendance: All students are expected to attend all class meetings and be to class on time. A sign in sheet will be distributed at the beginning of class to record attendance. Students that enter late will be marked absent. It is reasonable to expect that illness or other unexpected events will cause you to miss a class on occasion. A student may miss two (2) classes without penalty. However, each additional absence will result in a drop of 1/3 of a letter grade from your overall course grade.

Week	Date	Topic/Reading Assignment
1	1/14	Chapter 15 – “What Is Freedom?”: Reconstruction, 1865-1877 Text p. 554-591, Documents p. 1-27, <a href="#">Special Field Order No. 15</a>
	1/16	
2	1/21	Chapter 16 – America’s Gilded Age, 1870-1890 Text p. 592-636, Documents p. 28-47.

- 1/23 Chapter 17 – Freedom’s Boundaries, at Home and Abroad, 1890-1900  
Text p. 637-680, Documents p. 48-72.
- 3 1/28
- 1/30 Chapter 18 – The Progressive Era, 1900-1916  
Text p. 681-724, Documents p. 73-99.
- 4 2/4
- 2/6 Chapter 19 – Safe for Democracy: The United States and World War I, 1916-1920  
Text p. 725-767, Documents p. 100-130.
- 5 2/11
- 2/13 **Exam #1**
- 6 2/18 Chapter 20 – From Business Culture to Great Depression: The Twenties, 1920-1932  
Text p. 768-804, Documents p. 131-157.
- 2/20 **Paper Option #1 Due**
- 7 2/25 Chapter 21 – The New Deal, 1932-1940  
Text p. 807-849, Documents p. 158-186.
- 2/27
- 8 3/4 Chapter 22 – Fighting for the Four Freedoms: World War II, 1941-1945  
Text p. 850-893, Documents p. 187-209.
- 3/6
- Spring Break – No Class on 3/11 or 3/13**
- 9 3/18 Chapter 23 – The United States and the Cold War, 1945-1953  
Text p. 894-928, Documents p. 210-243.
- 3/20
- 10 3/25 **Exam #2**
- 3/27 Chapter 24 – The Affluent Society, 1953-1960  
Text p. 929-971, Documents p. 244-267.
- 11 4/1 Chapter 25 – The Sixties, 1960-1968  
Text p. 972-1019, Documents p. 268-300.  
**Paper Option #2 Due**
- 4/3
- 12 4/8 Chapter 26 – The Triumph of Conservatism, 1969-1988  
Text p. 1020-1060, Documents p. 301-323.
- 4/10

13      4/15    Chapter 27 – Globalization and Its Discontents, 1989-2000  
Text p. 1061-1102, Documents p. 324-340.

4/17

14      4/22    Chapter 28 – A New Century and New Crises  
Text p. 1103-1148, Documents p. 341-362.  
**Paper Option #3 Due**

4/24

15      5/6    **Exam #3: 12:00-3:00pm**