This is an online class and all students must have a reliable internet connection. All components of this course will use Blackboard. It is your responsibility to understand how to successfully navigate Blackboard to ensure success in this course.

- This syllabus is subject to change at the discretion of the instructor. Changes in the syllabus or course schedule will prioritize effectiveness for student learning. Any changes will be announced via email and on Blackboard.

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1 The Eads Bridge, St. Louis, Missouri. Designed by James B. Eads, this engineering marvel became the first railroad bridge to traverse the Mississippi River at St. Louis. The bridge opened to massive fanfare on July 4, 1873. Today the bridge carries the MetroLink mass transit trains between Missouri and Illinois. Photo by Donna P. Ward, 16 July 2009.
Course Description:
How did industrialization and urbanization shape the lives of ordinary Americans? Industrialization drastically changed the American landscape in the late-nineteenth century and dictated how ordinary people lived. The technology that led to increased production also brought with it labor strife and disaster, overcrowded tenements, an exodus from rural areas, and equality fights that remain at the forefront of contemporary American life. This course will address how industrialization and urbanization shaped the experiences of ordinary Americans since 1865 by analyzing primary and secondary sources. Students will establish a foundation for historical thinking that includes establishing historical significance, using primary source evidence, identifying continuity and change, cause and consequence, historical perspective, and understanding ethical dimensions of history by analyzing specific events in post-Civil War America and their impact on ordinary Americans.

Student Learning Objectives:
At the conclusion of the course, students will be able to identify, analyze, and evaluate primary and secondary sources and historical arguments; analyze maps; and construct their own historical argument from the in-class material. In addition, students will be able to examine and distinguish the basic aspects of information literacy, a skill that enables students to determine what information is needed and why by locating appropriate resources; evaluating, synthesizing, and critically analyzing information; and communicating information ethically and effectively.

General Education Requirements:
This course satisfies General Education (GEC) requirements established by the UNCG faculty for historical perspectives (GHP) on western culture - modern (GMO).

Historical perspectives (GHP & GMO)
At the completion of a GHP/GMO course, the student will be able to:
- Use a historical approach to analyze and contextualize primary and secondary sources representing divergent perspectives to a specific region and period. (LG3)
- Use evidence to interpret the past coherently, orally and/or in writing. (LG1)

Required Textbook:
The textbook is available from online retailers for sale and rent. It is your responsibility to ensure you have the textbook by January 17th - NO EXCEPTIONS!!! If you purchase the textbook online and shipping will take longer than three days, you need to pay for expedited shipping or order from another retailer.


Course Readings:
In addition to the required textbook, the following required readings will be posted to Blackboard. Note, all readings for John Hollitz are from Thinking Through the Past: A Critical Thinking Approach to U.S. History, Volume II: Since 1865, 4th Ed. Boston: Wadsworth Cengage Learning, 2013.

<table>
<thead>
<tr>
<th>Author</th>
<th>Title - as posted to Blackboard</th>
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<tr>
<td>Author</td>
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<tr>
<td>John Hollitz</td>
<td>Historians and Textbooks, pp. 7-21.</td>
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<tr>
<td>John Hollitz</td>
<td>Chapter 5: “A Craftsman Cottage,” p. 121</td>
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<td>Title - as posted to Blackboard</td>
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**Evaluation**

This course is based upon 500 points and will use the point range scale below. All grades will be posted to Blackboard.

<table>
<thead>
<tr>
<th>Point Range</th>
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<tbody>
<tr>
<td>500 to 490</td>
<td>A+</td>
<td>449 to 435</td>
<td>B+</td>
<td>399 to 385</td>
<td>C+</td>
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<td>489 to 465</td>
<td>A</td>
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<td>464 to 450</td>
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<td>414 to 400</td>
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299 and below F

**Course Assignments**

**Introductory Video:**
All students are required to make a two-minute video that introduces them to their HIS 212-03 classmates. Your video must address the following:
1. your name; 2. where you are from; 3. year in college; 4. your major; 5. why you are taking HIS 212-03; 6. what you hope to learn from the class; and 7. if money was no problem, where would you live. Your instructor has posted a sample video to Blackboard.

**Syllabus Exam:**
The Syllabus Exam assesses the student’s ability to read and fully understand what is expected of them for the class. The Syllabus is a contract between the instructor and the student and provides all the information that a student needs to be successful in the class. All students are required to pass the syllabus exam with a 100% accuracy before they can proceed with the class. The Syllabus Exam is a google drive document posted to Blackboard and accessible using your ISpartan logon. [This is the same logon used to access UNCG email and Blackboard.]
Group Work:
A key aspect to your work life outside of college is to have skills to effectively collaborate with your coworkers. Students in HIS 212-03/HIS 212-03D will be placed into groups in Blackboard where they will collaborate with each other to analyze primary written and visual sources and maps [see section below for Primary Source Worksheets and Map Analysis]. There will be three group work assignments [also referred to as workshops] that will address specific aspects of primary and secondary source analysis. Each group will receive instructor feedback that will be shared with the entire class. All group work assignments will be skills that students will apply to their Unit Assignments.

Unit Assignments:
There are three Unit Assignments for HIS 212-03. These Unit Assignments will address the goals addressed by each unit such as identifying, analyze, and evaluate primary and secondary sources and historical arguments; examine and distinguish the basic aspects of information literacy; analyze maps; and construct their own historical argument from the in-class material. These unit assignments will be composed of various skills acquired during the specified unit. Each unit assignment will contain specific instructions that students are expected to follow. All Unit Assignments must be submitted via Blackboard by their specified due dates. Grades for the Unit Assignments will be posted to Blackboard one week after their due dates. Any student that submits the Unit Assignment early will not receive their grade until one week after the assignment is due.

Information Literacy:
Recognizing a need for information, finding and identifying the information that fulfills a need, and being able to evaluate the information are skills that all individuals must have in the twenty-first century. This is especially true in an era where technology provides us with a plethora of information in a matter of seconds. Unit Assignments in HIS 212-03 will contain learning outcomes for Information Literacy. These learning outcomes include: determining what information is needed and why; locating appropriate resources; evaluating, synthesizing, and critically analyzing information; and communicating information ethically and effectively.

Primary Source Worksheets:
Working in groups and individually, students will be required to fill out Primary Source Worksheets in Google Drive Forms. These worksheets are intended to assist students in developing skills that critically analyze primary sources. Primary sources are essential to the work that historians do.

Map Analysis:
Maps provide more than just directions from one place to another. Students, in groups and individually, will examine an instructor-provided map and identify the central point of the map, messages that the map conveys, and what information the map obscures.

Final Exam:
The Final Exam for HIS 212-03 will assess the skills that students developed throughout the semester. Instructions for the Final Exam will be made available upon submission of the Unit 3 Assignment.

Assignment Grades:
The grade breakdown for assignments in HIS 212-03 is as follows.
Due Dates:
All assignments for HIS 212-03 have due dates. Students may work at their own pace and submit assignments before the posted due date. Students may not submit assignments after the posted due date [See Late Submission Policy]. Below is the schedule of due dates for all assignments in HIS 212-03.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Introductory Video</td>
<td>January 15, 2014 by 5 pm</td>
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<tr>
<td>Syllabus Exam</td>
<td>January 17, 2014 by 5 pm</td>
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<tr>
<td>Group Work Assignment 1</td>
<td>January 31, 2014 by 5 pm</td>
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<tr>
<td>Unit 1 Assignment</td>
<td>February 7, 2014 by 5 pm</td>
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<tr>
<td>Group Work Assignment 2</td>
<td>March 7, 2014 by 5 pm</td>
</tr>
<tr>
<td>Unit 2 Assignment</td>
<td>March 21, 2014 by 5 pm</td>
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<tr>
<td>Group Work Assignment 3</td>
<td>April 17, 2014 by 5 pm</td>
</tr>
<tr>
<td>Unit 3 Assignment</td>
<td>April 29, 2014 by 5 pm</td>
</tr>
<tr>
<td>Final Exam</td>
<td>May 3, 2014 by 6:30 pm</td>
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Course Policies:

A Note about HIS 212-03
This is an online class that adheres to the Spring 2014 academic calendar. All assignments are designed to develop your learning in a progressive manner. Skipping assignments impedes the learning process. It is essential that you complete this work on schedule as outlined in the syllabus. Students will not be permitted to submit assignments before or past their due dates.

Academic Integrity:
UNCG considers academic dishonesty to be a serious offense. Dishonest behavior in any form, including cheating, plagiarism, deception of effort, and unauthorized assistance, may result in such sanctions as a failing grade on an assignment or failure in the course depending on the nature of the offense. Students must follow the guidelines of the University Policy on Academic Integrity: http://sa.uncg.edu/dean/academic-integrity/

Electronic Communication:
Students are responsible for checking Blackboard and their UNCG iSpartan email on a regular basis. Students are encouraged to utilize email and other forms of digital communication when interacting with the instructor (dpward@uncg.edu). All emails must be professional including a professional greeting, complete sentences, and a salutation. Emails must include HIS 212-03 in the subject line. I will not respond to emails that fail to follow these instructions or that contain informal language such as Yo!, Hey!, or any text language deemed inappropriate for professional correspondence. Please be aware that an email response will not be instantaneous. While you may desire a prompt response, you need to plan on a 24 hour (48 hours on the weekend) turn around time. If you fail to receive an email response after 24 hours (48 on the weekend) it may be that your email was not received. Please send a second inquiry.

Professional Email Example:

Dear Ms. Ward,

I am having difficulty understanding the instructions for Assignment #2. May I speak with you about the assignment after class on Wednesday?

Thank you,

Esther Williams

Unacceptable Email Example:

Hey, im confused i need 2 speak to you 2day.

Blackboard:
This course uses the Blackboard learning system provided and supported by UNCG. It is the responsibility of all students to ensure that they are able to logon to Blackboard. There are numerous reasons as to why students cannot log onto Blackboard that range from using an unsupported internet browser to an unpaid tuition bill to a failure to obtain state-required immunizations. Your instructor cannot assist you in resolving these issues. If you are having difficulty logging into Blackboard, first contact 6-Tech Online at: https://6-tech.uncg.edu/ra/login_raremedy.jsp?lang=en. If you continue to have logon issues, contact the Registrar's Office.
NOTE: If you are having login issues with Blackboard when an assignment is due, **you must contact me prior to the due date of the assignment** so that other arrangements can be made for your assignment submission.

**Adaptive Release:**
Assignments posted to Blackboard must be completed in the order in which they appear on the syllabus. If you do not submit an assignment, you will not have access to the next assignment. It is your responsibility to contact the instructor to request access to any assignments you do not have access to in Blackboard. Failure to do this will result in zeros for all future assignments.

**Late Assignment Policy:**
Meeting deadlines is an essential element of professional behavior. All assignments for this online course have due dates. Once the Instructor has posted the assignment instructions, students may submit their work early but they cannot submit an assignment once the due date has passed. Please note that *unless arrangements have been made well in advance of due dates and a student provides an extremely impressive explanation, no late work will be accepted!!!* All assignments are designed to develop your learning in a progressive manner and skipping assignments impedes the learning process. It is essential that you complete this work as scheduled.

**Attendance Policy:**
As this is an online class and there is no traditional attendance policy, students will be assessed on their group participation by the instructor’s grading rubric and a group peer-evaluation. These assessments will be incorporated into the Group Assignment and Unit Assignment grades.
Course Schedule

This schedule is subject to change. All changes will be announced on Blackboard. Each week contains a corresponding content folder in Blackboard for readings, assignment submissions, and general information.

UNIT 1: Industrialization and Historical Arguments
At the completion of this unit, students will be able to identify and create a historical argument, identify and analyze a written primary source, and select a secondary source from a database.

Week One [January 13-17, 2014]: Introductions

Lectures:
• Instructor's Introductory Video: Welcome and a Course Overview
• Instructor's Video: How to Navigate Blackboard for HIS 212-03
• Instructor's Video: Submitting Assignments to Blackboard for HIS 212-03
• Why should I care about US History since 1865?
• What do Historians Do Anyway?

Readings:
• Hollitz, Introduction, pp. 1-3.
• Hollitz, Historians and Textbooks, pp. 7-21.
• Strayer, The Three Cs of World History: Change, Comparison, and Connection, pp. xliii-xlvi.

Assignments:
• Introductory Video Due to BB by 5 pm on January 15, 2014
• Syllabus Exam Due in Google Drive by 5 pm on January 17, 2014

Week Two [January 20-24, 2014 - No classes on January 20th]: Primary Sources & Historical Imagination

Lectures:
• Post-Civil War America
• Primary Sources & Historical Imagination
• This is a Primary Source?

Group Work:
• Students placed into groups and posted to Blackboard January 19, 2014

Readings:
• Strayer, Working with Primary Sources, pp. xxxix-xli [pay particular attention to Working with Written Documents]
• Henretta, Chapter 16: Conquering a Continent, pp. 476-505

Week Three [January 27-31, 2014]: Constructing an Historical Argument

Lectures:
• Industrialization and Urbanization
• Primary Source Worksheet

Readings:
• Turabian, Planning Your Argument, pp. 48-61
• Hollitz, Chapter 2, Using Primary Sources: Industrialization and the Condition of Labor [selected sources], pp. 22-48
Assignments:
  • Group Work Assignment 1 due to Blackboard by 5 pm January 31, 2014

Week Four [February 3-7, 2014]:

Lectures:
  • Instructor's Video: Group Work Feedback
Readings:
  • Henretta, Chapter 17: The Busy Hive: Industrial America at Work, 1877-1911
Assignments:
  • Unit I Assignment: Due to BB by 5 pm on February 7, 2014

UNIT 2: The World of the Laboring Classes
At the end of this unit, students will be able to examine a map, analyze written and visual primary sources, locate a relevant scholarly journal article that addresses a particular historical problem, and construct an original historical argument.

Week Five [February 10-14, 2014]: Industrial Housing Conditions

Lectures:
  • Urbanization
Readings:
  • Leviatin, Jacob A. Riis, How the Other Half Lives, Chapter V: The Italian in New York, pp. 93-97
  • Leviatin, Bird's Eye View of an East-Side Tenement Block, p. 171

Week Six [February 17-21, 2014]: Industrial Working Conditions

Lectures:
  • Industrializing the Urban and Rural Workers
  • Instructor's Video: Using Quotations
  • Instructor's Video: How & When to Cite: Just Say No to Plagiarism!!!
Readings:
  • Argersinger, The Triangle Fire: A Brief History with Documents, Introduction, pp. 1-36
  • Argersinger, The Story of a Sweatshop Girl, pp. 50-55

Week Seven [February 24-28, 2014]: People on the Move

Lectures:
  • Movement: Imperialism, The Great Migration, and Suburbanization
  • Ossian Sweet
Readings:
  • Henretta, Chapter 21: An Emerging World Power, 1877-1918
  • Hollitz, Chapter 4: “The White Man’s Burden,” p. 92; “William McKinley on Annexation,” pp. 96-97
  • Hollitz, Chapter 5: “A Craftsman Cottage,” p. 121
  • Strayer, Working with Visual Sources, xli-xliii

Week Eight [March 3-7, 2014]: American Consumerism
Lectures:
• Consumerism and Laborers

Readings:
• Henretta, Chapter 22: Wrestling with Modernity, 1918-1929
• Hollitz, Roland Marchand, “Advertising the American Dream,” pp. 140-148
• Hollitz, Listerine Advertisement, p. 151
• Hollitz, Kotex Advertisement, p. 153

Assignments:
• Group Work Assignment 2: Due to BB by 5 pm March 7, 2014

Spring Break [March 10-14, 2014]: No Classes

Week Nine [March 17-21, 2014]: Depression and Deals

Lectures:
• Interwar Era
• Instructor's Video: Group Work Assignment 2 Feedback

Readings:
• Henretta, Chapter 23: The Great Depression & the New Deal, 1929-1939, pp. 694-723

Assignments:
• Unit 2 Assignment: Due to BB by 5 pm on March 21, 2014

UNIT 3: Dramas of Postwar America
At the end of this unit, students will be able to construct an argument, write an original essay that addresses a historical problem, and compare two maps.

Week Ten [March 24-28, 2014]: Racial Strife Continues

Lectures:
• Racial Strife Continues: Fights for Equality at Home and Work

Readings:
• Henretta, Chapter 24: The World at War, pp. 724-756

Week Eleven [March 31-April 4, 2014]: The Cold War

Lectures:
• Video: Duck and Cover
• Video: Blackboard Jungle Trailer
• Instructor's Video: Baby It's Cold Outside: America in the Age of Containment

Readings:
• Henretta, Chapter 25: Cold War America, 1945-1963, pp. 757-786
Week Twelve [April 7-11, 2014]: The Urban Crisis

Lectures:
- The Urban Crisis
- The Pruitt-Igoe Myth

Readings:
- Henretta, Chapter 26: Triumph of the Middle Class 1945-1963, pp. 787-816

Week Thirteen [April 14-18, 2014 - No Class Friday, April 18]: Equality for All?

Lectures:
- Civil Rights, Equality Rights

Readings:
- Henretta, Chapter 27: Walking into Freedom Land, pp. 817-847
- Hollitz, Charles M. Payne, “I’ve Got the Light of Freedom,” pp. 244-250

Assignments:
- Group Work Assignment 3: Due to BB by 5 pm April 17, 2014

Week Fourteen [April 21-25, 2014]: War! What is it Good For?

Lectures:
- America after Vietnam

Readings:
- Hollitz, “A Medical Corpsman Recalls the Vietnamese People,” pp. 293-294

Week Fifteen/Final Exam [April 28-May 7, 2014]: The End.

Lectures:
- Summary of Semester

Assignments:
- Unit 3 Assignment: Due to BB by 5 pm on April 29, 2014
- Student Evaluations
- Final Exam: Due to BB by 6:30 pm on May 3, 2014