

**HIS 212-02**  
**United States History since 1865**  
**Spring 2018**

**Professor: Kimberly M. Cheek**

Lecture Room: Bryan 105

Lecture time: MWF 11:00 am-11:50 am

Campus email: [kmcheek2@uncg.edu](mailto:kmcheek2@uncg.edu)

Office Location: MHRA 2102

Office Hours: Monday- 12:00 pm- 2:00 pm

Wednesday- 12:00 pm- 2:00 pm



**COURSE DESCRIPTION**

Who were those individuals who influenced the trajectory of United States history since 1865? This course offers a survey of the dramatic transformations that have impacted the United States since the era of Reconstruction up to the present. It places an emphasis on how individuals throughout American history have displayed human agency in efforts to realize the promise of freedom. Throughout the semester we will explore the diversity of the American experience as well as those political, social, and cultural developments that were at the center of the struggle over the realization of the nation's promise. Among some of the topics that we will investigate are issues connected to industrialization and urbanization, imperialism and the United States' emergence as a global power, civil rights, human rights and equality, the changing structure of gender, race, and class and labor relations as we stitch together the narrative. By understanding these historical developments, students will recognize that those historical events that they encounter within this course are not remote but that their present lives are the result of these historical processes. An appreciation for how the present is a result of these historical events prepares students to function as conscious historical actors and responsible citizens within the 21<sup>st</sup> century global community.

This course is organized around **four** interconnected themes that we will explore through your textbooks readings, analysis of primary source documents, in-class PowerPoint presentations and discussions as well as your assignments. The themes are as follows:

- Conflicting Meanings of Freedom
- Culture , Capitalism, and Civil Liberties
- The United States and the International Arena
- Deepening Divisions in the United States

The study of history is a creative process that is based on the analysis of historical evidence in order to open up a “conversation” that involves the professor, students, and historical actors. At the same time, you will learn a number of historical thinking skills that will guide you on your journey of investigating the collective past. These skills are as followed:

- ❖ Utilize a historical approach in order to extract and analyze historical information and themes that will contribute to students’ historical contextualization and understanding of the bigger picture.
- ❖ Learn to think historically by developing their own historical questions as well as interpreting and evaluating those expressive ideas, which have shaped the collective human experience through historical inquiry and analysis.
- ❖ Incorporate historical evidence in the form of secondary and primary sources in order to coherently interpret the past through writing.

#### **Required Reading:**

- Foner, Eric. *Give Me Liberty*, Seagull Edition, Vol. 2., 5<sup>th</sup> ed. New York: W.W. Norton & Company

**You must purchase the 5<sup>th</sup> edition of this textbook because the older editions will not complement the assignments for this course. I strongly recommend that students either purchase or rent a hardcopy of this textbook from the UNCG bookstore as soon as possible.**

### **GRADED ASSIGNMENTS**

#### **Attendance:**

**15%**

Attendance will be heavily weighted because there is a strong correlation between successful academic performance and regular attendance. Henceforth, attendance is mandatory for this course. Attendance entails showing up on time and being prepared to engage the material within class. In order to assess your participation grade attendance will be taken regularly.

#### **Participation:**

**15%**

Participation is an important part of engaging the course material. While this course does utilize “lectures” I would rather hear what you think about the material that you have read. Please be aware that I welcome your questions and the expression of your opinions regarding the assigned course content.

#### **Short-weekly reading and document analysis activities:**

**40%**

A short weekly reading activity that includes short answer questions that are based on the weekly reading as well as a related brief primary document activity will be administered during the week in order to gauge how well students are able to apply the knowledge they have engaged. The activity will occur during the first 15 minutes of class. Your **3 lowest** reading scores will be dropped at the end of the semester. **These activities are not able to be made up.**

**Examinations:****30%**

Unit examinations will be administered after a 3 week cycle. The format will include identification questions, multiple choice questions, a short primary source document with short response questions, as well as a brief take-home essay that will provide students space to grapple with historical information that has been presented through course readings. Students can utilize lecture notes, the text, as well as primary source documents to support their arguments. Directions regarding length, font, citation style, and margins will be provided at a later date in Canvas. **The take-home portion of the exams will be submitted via Turnitin in Canvas.**

- ❖ **A final exam study sheet will be provided in order to aid you in your preparation. This study tool will be uploaded to Canvas.**

**STUDENT RESPONSIBILITY GUIDELINES****Course Conduct:**

You may utilize your laptop computers during the lecture to only take notes. If you are caught on Facebook, Snapchat, Twitter or any other application that is not pertaining to the class your technology privileges will be revoked. I will not allow students to use devices to record my lectures unless specified as part of a disability accommodation. If there is ever a case where you need to utilize an electronic device as part of a disability accommodation, please contact me as soon as possible.

I am concerned with creating a courteous learning environment. Please do not talk while the professor or another student is talking because this is distracting and you will miss beneficial information. If there is ever a time where you feel that you are experiencing academic problems in this course please come and seek my assistance ASAP.

**Communications:**

I am happy to answer questions in order to assist you in your learning. The best way to contact me is via email. When sending an email please utilize your University email. Always utilize a specific subject line. Additionally, as you compose your message please be concise as well as precise in your message so that I can best assist you. **I answer emails from 7:00 am-6:00 pm. Please give me 24 hours to respond to your message.**

**Late Assignments and Make-up examinations:**

Late assignments will not be accepted-no exceptions. If for any reason that you cannot submit an assignment on the due date you must contact the professor **48 hours** prior to the due date. Request for make-up examinations must be submitted one week in advance prior to the examination date. If this procedure is not followed you will not be able to make up the examination.

**Disability Accommodations:**

The University of North Carolina at Greensboro seeks to promote meaningful access to educational opportunities for all students. If you have any needs of questions related to disability issues, please contact the Office of Accessibility Resources & Services (OARS). The office is located in the Elliott University Center (EUC), Rm. 215. As an instructor I am committed to ensuring that this course is accessible to all students, who were enrolled in it. You do not need to disclose specific details regarding your disability with the instructor in order to receive accommodations.

**Academic Support:**

For assistance with writing assignments, contact the University Writing Center, which is located in the MHRA 3211. Staff members are available for face-to-face as well as on-line consultations. The Writing Center also has a quick online-chat box that enables students to submit questions regarding citations, grammar, or general writing concerns. Additionally, students have the option of scheduling appointments with a staff member or dropping in. The website is: <https://writingcenter.uncg.edu/>

The University Speaking Center is another great academic resource that provides support that is designed to help members of the UNCG learning community to develop confidence in their oral communications skills. The Speaking Center is located in 3211 MHRA. The website is: <https://speakingcenter.uncg.edu/>

**Academic Integrity and Plagiarism:**

Plagiarism can be intentional and unintentional. Students fall into this trap when they present someone else’s ideas as their own. One of the major reasons that plagiarism occurs is that students are unable to find their original voice as they are engaging in the research and writing process or they do not understand what they have read. Copying the work of others and passing it off as your own will not be tolerated in this classroom. Plagiarism is a serious academic offense. The consequences for plagiarism include: receiving a grade of zero for the assignment, a failing grade for the course, as well as university sanctions. To prevent plagiarism all students will submit their papers through Turnitin, which is embedded in Canvas.

**NOTE ON WHAT HAPPENS IN THE CLASSROOM:**

This course utilizes interactive lectures that will at times reflect PowerPoint presentations or other related visual materials that will be presented to enrich students’ learning experience. Student questions that are related to the material, which is being presented are highly encouraged. Furthermore, Friday’s will be reserved as a period when we can bring together what we have learned during the week as well as delve deeper into certain themes or questions that you have regarding the material. **I would strongly suggest that you come to class on Fridays with at least 1 question regarding the readings or the content.**

**COURSE OUTLINE AND LECTURE SCHEDULE**

<b>Week 1</b>	<b>Introductions</b>
1/8	Introduction to the Course and its Mechanics
1/10	History Assessment; The Meanings of the Historical Turn
1/12	“Are you Crazy? Why Would Anyone Study History?”

**CONFLICTING MEANINGS OF FREEDOM**

<b>Week 2</b>	<b>The Reconstruction Era –Chapter 15</b>
1/15	MLK HOLIDAY
1/17	Radical Reconstruction in the South—pgs. 581-601
1/19	Discussion: Radical Reconstruction: Was it Really that “Radical”?
<b>Week 3</b>	<b>Industrialization and Redrawing the Boundaries of the Republic—Chapter 16</b>
1/22	The Gilded Age and the Second Industrial Revolution—pgs. 603-612

- 1/24 Westward Expansion and the Contested West—pgs. 613-629
- 1/26 Discussion: The Winners and Losers of the Gilded Age
- Week 4 Redefining, Restricting and Redrawing the Boundaries of Freedom—Chapter 17  
1/29 The Populist Revolt—pgs.649-668
- 1/31 Who is Worthy of the Blessings of Freedom?—pgs. 669-689.
- 2/2 Discussion: The Dilemma of American Freedom
- Week 5 UNIT 1 SUMMATION  
2/9 TEST 1

### CULTURE, CAPITALISM, AND CIVIL LIBERTIES

- Week 6 Social Change During the Progressive Era—Chapter 18  
2/12 Organizing Workers During the Industrial Age---pgs. 692-695; 704-709
- 2/14 People On the Move and New Definitions of Freedom—pgs.691-703
- 2/16 Discussion: The Politics of Progressivism and the New American State
- Week 7 the Search for Order in the Progressive Era---Chapter 18  
2/19 Consumerism and the Progressive Era—pgs. 694-; 699-703
- 2/21 The Progressive Crusade: Women and the Politics of Protest—pgs. 712-713; 719-724
- 2/23 Discussion: The Progressive Presidents: Roosevelt and Wilson—pgs. 724-732

### THE UNITED STATES AND THE INTERNATIONAL ARENA

- Week 8 An Emerging World Power—Chapter 19  
2/26 From Isolationism to Intervention: The United States and the Cause of Freedom—pgs. 735-749; 764
- 2/28 Race, Immigration and Inclusion—pgs. 755-764; 767
- 3/2 Discussion: World War I and Hopes for Democratic Change
- Week 9 World War II: Making the World Safe for Democracy---Chapter 22  
3/14 The U.S. in World War II: The Four Freedoms—pgs. 861-880; 887-897
- 3/16 Visions of Postwar Freedom
- Week 10 The Early Cold War and the United States—Chapter 23  
3/19 Cold War and Containment—pgs. 905-915
- 3/21 The Anti-Communist Crusade: The Politics of Patriotism and Fear—pgs. 927-934

3/23 Discussion: The Cold War and Human Rights—pgs. 920-926

Week 11—UNIT II SUMMATION

3/28 **TEST II**

**DEEPENING DIVISIONS IN THE UNITED STATES**

Week 12 The Resurgence of American Liberalism—Chapter 21

4/2 The First New Deal Experiment: FDR and Federal Intervention—pgs. 818-834

4/4 The Second New Deal: Economic Insecurity and American Freedom—pgs. 835-852

4/6 Discussion: Dissent and Depression---852-856

Week 13 The Divided Society: From Civil Rights to Human Rights---Chapter 25

4/9 The Kennedy Years and the Modern Civil Rights Movement—pgs. 983-991

4/11 Lyndon Johnson and Domestic Reform—pgs. 992-999

4/13 Discussion: The Vietnam War and the Rights Revolution, pgs. 1002-1028

Week 14 The Emergence of American Conservatism—Chapter 26

4/16 The Nixon Administration and the Conservative Revolution, pgs. 1031-1036

4/18 The Carter Administration and the Human Rights Politics, pgs. 1048-1052

4/20 Discussion: The Rising Tide of Conservatism: The Reagan Era, pgs. 1052-1069

Week 15 **SEMESTER WRAP-UP**

4/23 Course evaluation and other housekeeping

4/25 Last Day of Classes



