

**History 212-01: The US since 1865 (Spring 2019)**  
**Time and Place: TR 9:30-10:45 AM, School of Education Building 202**

Professor David M. Wight ([dmwight@uncg.edu](mailto:dmwight@uncg.edu))

Office Hours and Location: R 2:00-4:00 PM & by appointment, MHRA 2116

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## STRUCTURE & SCOPE

Welcome! This course introduces some of the key events, people, and trends of the United States since 1865. Additionally, it presents what comprises the field of history and how historians conduct their craft.

This class will focus on five main themes and follow their trajectories from 1865 to the present. The first theme is political: what were the debates over the power and nature of the Federal Government, and what outcomes occurred. The second theme is social/cultural: how notions of identity were created and how identity was tied to different forms of inclusion or exclusion in US society. The third theme is economic: the competing visions for economic order, changes in modes of production and consumption, and the effects of wealth and poverty. The fourth theme is international: the impact of other nations and transnational groups on the United States, and, conversely, the impact of the United States on other parts of the world. The fifth theme is environmental: how the natural or physical world affected US society, and how Americans affected the environment.

## REQUIRED TEXTBOOK

There is one textbook assigned for the course, John M. Murrin et al., *Liberty, Equality, Power [LEP] Seventh Edition, Volume II: Since 1863* (Boston: Cengage Learning, 2015). It can be purchased at the University Bookstore. Additional short readings will be provided online.

## GRADING

Your final grade will be comprised of the following:

Attendance	10%
Participation	10%
Quizzes	30%
Writing Assignment 1	20%
Writing Assignment 2	30%

Grades follow this scale: A+ = 97 and up; A = 94-96; A- = 90-93; B+ = 87 to 89; B = 84-86; B- = 80-83; C+ = 77-79; C = 74-76; C- = 70-73; D+ = 67-69; D = 64-66; D- = 60-63; F = <60

## ATTENDANCE, PARTICIPATION, AND READINGS

Daily lecture attendance is **mandatory** and constitutes 10% of your final grade. An additional 10% of your final grade will be based upon different participation exercises conducted within many lectures. You are expected to complete the week's readings **before** arriving to lecture, as you will be analyzing and discussing them in participation exercises.

Common sense respect (not texting or surfing the web or listening to headphones during class, etc.) is required. Likewise, when discussing ideas, you are required to be respectful of other people's arguments. Critiques and disagreements over the ideas we discuss are expected and even encouraged, but this does not permit anyone to be offensive or abusive toward others. I and the GA reserve the right to remove anyone from class for disrespectful behavior.

## QUIZZES

There will be five in-class quizzes throughout the semester. The quizzes will consist of short written responses to questions dealing with major themes and issues covered in recent lectures and readings. You will be given the possible quiz questions in advance. You will be given 20 minutes to complete the quiz. Make ups for missed quizzes will only be allowed for documented, excused absences.

## WRITING ASSIGNMENTS

History is primarily a written craft, and writing is a distinct process of obtaining and relating knowledge. One of my goals is to improve your ability to write a clear argument with the use of evidence, a skill which will benefit you in almost any field or occupation.

You will have two paper assignments in this class. Each paper will be 4-5 pages, double spaced, begin with a clear thesis which responds to the prompt, and have thoughtful examples and analysis that demonstrates your thesis. And do not forget that the key to writing a good essay is reading over it and **REVISING** it several times!

I require that you submit both a hard copy of your paper in class and an electronic version to Canvas by the start of class on the day the assignment is due. Late submissions of assignments, drafts, or final papers will result in a loss of 1% of the paper's total value per day late, starting with the day the assignment was due (so if you submit the paper after class on the first day, it will be marked down 1%; the following day marked down 2%, etc.)

## OFFICIAL LEARNING GOALS FOR THE COURSE

### **General Education Historical Perspectives Student Learning Outcomes:**

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.

### **General Education Writing Intensive Student Learning Outcome:**

Students will be able to write in genres appropriate to the discipline(s) of the primary subject matter of the course.

### **ACADEMIC RESOURCES**

UNCG provides a variety of useful services for you, the student. Check them out!

The UNCG Writing Center (<https://writingcenter.uncg.edu/>) provides assistance with writing assignments; contact staff members to set an appointment either in person or via instant-messaging.

The UNCG Speaking Center (<https://speakingcenter.uncg.edu/>) provides assistance in improving your skill and confidence in public, group, and individual speaking.

If you have any needs or questions related to disability issues, please contact the Office of Accessibility Resources and Services (OARS) (<https://ods.uncg.edu/>). I prioritize making this course accessible to all of the students in it, and I will work with OARS to accommodate students' requests. You do not need to disclose details about your disability to me or your TA to receive accommodations.

### **ACADEMIC INTEGRITY**

The University of North Carolina at Greensboro prohibits any and all forms of academic dishonesty. It is the student's responsible to know what constitutes academic integrity and academic dishonesty, and to be familiar with UNCG policies on academic integrity laid out here: <https://sa.uncg.edu/handbook/academic-integrity-policy/>. Students who engage in an academically dishonest act (such as plagiarizing part of a paper or cheating during an exam) will receive a grade of "F" in the course and be reported to the Academic Dean for possible additional disciplinary action, including expulsion from the university. Do not attempt it.

### **CONTACTING ME**

I encourage you to meet with me at my office hours or at another arranged time. You can also ask me questions by email. Please allow me a full day to respond (or two on the weekends), but I'll usually reply sooner. For grade questions, please first contact your GA, Purvi Sanghvi, and communicate with her; if there are still outstanding issues after that you can contact me.

## USEFUL WEBSITES

History Department Facebook page: <https://www.facebook.com/UNCGDepartmentofHistory/>

History Department Website: <https://his.uncg.edu/>

## SYLLABUS MODIFICATIONS

I reserve the right to modify or alter any part of the syllabus as the course progresses. It is your responsibility to keep up with class announcements about any alterations.

## CLASS TOPICS & ASSIGNMENTS

### WEEK 1

T 1/15 Welcome & What is US History?

R 1/17 The Second American Revolution

### WEEK 2

Readings: *LEP* Ch. 17: Reconstruction, 1863-1877

Thirteenth, Fourteenth, and Fifteenth Amendments to the US Constitution  
[available in *LEP* Appendix B, A-12 & A-13] (1865-1870)

Primary Sources: Voices from Reconstruction

Frederick Douglass, "The Need for Continuing Anti-Slave Work" (1865)

Southern Editorials Opposing the Fourteenth Amendment (1867-1868)

Henry McNeal Turner, "On the Eligibility of Colored Members" (1868)

Susan B. Anthony, "Addresses Judge Ward Hunt" (1873)

T 1/22 The Battle Over Reconstruction

R 1/24 Industrialism, Farmers, and Labor

### WEEK 3

Readings: *LEP* Ch. 18: A Transformed Nation: The West and the New South, 1865-1900

Primary Sources: American Indian Relations and the American West

Ten Bears, "Speech at the Medicine Lodge Indian Council" (1867)

John Grass, "Indian Conditions for Treaty Renewal" (1876)

Washakie, "A Protest to Governor John W. Hoyt" (1878)

Theodore Roosevelt, *Hunting Trips of a Ranchman* (1885)  
John Muir, “The Treasures of the Yosemite” (1890)

T 1/29 American Indian Removal and Jim Crow

R 1/31 Women’s Suffrage

WEEK 4

Readings: *LEP* Ch. 19: The Rise of Corporate America, 1865-1914

*LEP* Ch. 20: Cities, Peoples, Cultures, 1890-1920

Primary Source: The Omaha Platform (1892)

<http://historymatters.gmu.edu/d/5361/>

T 2/5 The New Immigrants

**First In-Class Quiz**

R 2/7 The Populists

WEEK 5

Readings: *LEP* Ch. 21: Progressivism, 1900-1917

*LEP* Ch. 22: Becoming A World Power, 1898-1917

Primary Sources: Cartoons on the Cuban Crisis and Overseas Empire (circa 1898)

T 2/12 Forging Informal and Formal Empires

R 2/14 The Progressives

WEEK 6

Readings: *LEP* Ch. 23: War and Society, 1914-1920

Primary Sources: The Triangle Shirtwaist Factory Strike and Fire

Rose Cohen, *Out of the Shadow* (1918)

William Mailly, “The Working Girls’ Strike” (1909)

*New York World*, “The Triangle Fire” (1911)

Rosey Safran, “The Washington Place Fire” (1911)

Red Cross, *Emergency Relief after the Washington Place Fire* (1912)

T 2/19 The Triangle Shirtwaist Factory Massacre

**Due in Class and on Canvas: Thesis and Outline for First Paper**

R 2/21 Over There/The Home Front

WEEK 7

Readings: *LEP* Ch. 24: The 1920s

Primary Sources: Magazine and Newspaper Advertisements (1921-1928)

T 2/26 The Jazz Age

**Second In-Class Quiz**

R 2/28 From a Roaring Economy to the Great Depression

**Due in Class and on Canvas: Draft of First Paper**

WEEK 8

T 3/5 Spring Break

R 3/7 Spring Break

WEEK 9

Readings: *LEP* Ch. 25: The Great Depression and the New Deal, 1929-1939

Primary Source: Pare Lorentz, *The Plow That Broke the Plains* (1936)  
<https://www.youtube.com/watch?v=hzaV5FdZMUQ>

T 3/12 The Dust Bowl

**Return in Class: Feedback on Draft of First Paper**

R 3/14 The New Deal

WEEK 10

Readings: *LEP* Ch. 26: America During the Second World War, 1939-1945

Primary Sources: Japanese American Internment Oral History Interviews (1991)

T 3/19 Global War

R 3/21 The Best War Ever?

**Due in Class and on Canvas: Final Draft of First Paper**

WEEK 11

Readings: *LEP* Ch. 27: The Age of Containment, 1946-1953

*LEP* Pages 913-935: Ch. 28: America at Midcentury, 1953-1963

Primary Sources: Presidential Campaign TV Advertisements at [www.livingroomcandidate.org/](http://www.livingroomcandidate.org/)

1952 Republican: Ike for President; The Man from Abilene; High Prices; Never Had It So Good

1952 Democratic: I Love the Gov; Ike... Bob; Platform Double Talk; Let's Not Forget the Farmer

1956 Republican: Football/Peace; College Girl

1956 Democratic: The Man from Libertyville TV Campaigning; How's That Again, General?

1960 Republican: Most Important Issue; Civil Rights; Taxes

1960 Democratic: Jingle; Nixon's Experience?; Religion

T 3/26 The Cold War and the Korean War

**Third In-Class Quiz**

R 3/28 The Affluent Society and the Nuclear Era

WEEK 12

Readings: *LEP* Pages 936-950: Ch. 28: America at Midcentury, 1953-1963

*LEP* Pages 951-986: Ch. 29: America During a Divisive War, 1963-1974

Primary Sources: Voices from the New Left and the New Right

*National Review*, "Why the South Must Prevail" (1957)

Betty Friedan, *The Feminine Mystique* (1963)

Malcolm X, "Message to the Grassroots" (1963)

L. Brent Bozell, "Who Is Accommodating What?" (1965)

Martin Luther King Jr., "The War in Vietnam" (1967)

Spiro Agnew, "Two Speeches" (1969)

T 4/2 Civil Rights Movements

R 4/4 Civil Rights, Vietnam, and Political Polarization

**Due in Class and on Canvas: Printed Interview Topic and Questions**

WEEK 13

Readings: *LEP* Pages 987-991: Ch. 29: America During a Divisive War, 1963-1974

*LEP* Pages 992-1000: Ch. 30: Uncertain Times, 1974-1992

Primary Sources: Modern Environmentalism and the Energy Crisis

Committee for a Sane Nuclear Policy, "Advertisement" (1957)

Cesar Chavez, "Pesticides Among Migrant Farm Workers" (1969)

John Giumarra and Anthony Bianco, "Statement" (1969)

David Perlman, "America the Beautiful?" (1969)

Norman Podhoretz, "Doomsday Fears and Modern Life" (1971)

John Noble Wilford, "The Nation's Energy Crisis" (1971)

Richard Nixon, "The Energy Emergency" (1973)

Jimmy Carter, "Energy Problem" (1978) and "Carter Doctrine" (1980)

Republican Party, "Platform" (1980)

T 4/9 Watergate

R 4/11 Environmentalism, Stagflation, and the Second Cold War

**Fourth In-Class Quiz**

WEEK 14

Readings: *LEP* Pages 1001-1025: Ch. 30: Uncertain Times, 1974-1992

*LEP* Ch. 31: Economic, Social, and Cultural Change in the Late 20<sup>th</sup> Century

Primary Sources: Music Videos of the 1980s and 1990s

Grand Master Flash and the Furious Five, "The Message" (1982)

Lyrics:

[www.azlyrics.com/lyrics/grandmasterflashandthefuriousfive/themessage.html](http://www.azlyrics.com/lyrics/grandmasterflashandthefuriousfive/themessage.html)

Music Video: [www.youtube.com/watch?v=PobrSpMwKk4](http://www.youtube.com/watch?v=PobrSpMwKk4)

Cyndi Lauper, "She Bop" (1983)

Lyrics: [www.azlyrics.com/lyrics/cyndilauper/shebop.html](http://www.azlyrics.com/lyrics/cyndilauper/shebop.html)

Music Video: [www.youtube.com/watch?v=KFq4E9XTueY](http://www.youtube.com/watch?v=KFq4E9XTueY)

Dixie Chicks, "Wide Open Spaces" (1998)

Lyrics: [www.azlyrics.com/lyrics/dixiechicks/wideopenspaces.html](http://www.azlyrics.com/lyrics/dixiechicks/wideopenspaces.html)



Music Video: [www.youtube.com/watch?v=dom7VlltBUc](http://www.youtube.com/watch?v=dom7VlltBUc)

Rage Against the Machine, "Sleep Now in the Fire" (1999)

Lyrics: [www.azlyrics.com/lyrics/rageagainstthemachine/sleepnowinthefire.html](http://www.azlyrics.com/lyrics/rageagainstthemachine/sleepnowinthefire.html)

Music Video: [www.youtube.com/watch?v=w211KOQ5BMI](http://www.youtube.com/watch?v=w211KOQ5BMI)

T 4/16 Conservatism in Power and the End of the Cold War

**Due in Class and on Canvas: Thesis and Outline for Second Paper**

R 4/18 Globalization and the Culture Wars

**Due in Class and on Canvas: Draft of Second Paper**

WEEK 15

Readings: *LEP* Ch. 32: A Time of Hope and Fear, 1993-2014

Primary Sources: Articles from *Time*, September 14, 2001

Nancy Gibbs, "If You Want to Humble an Empire"

Lance Morrow, "The Case for Rage and Retribution"

Primary Sources: Inaugural Addresses of Barack Obama (2009) and Donald Trump (2017)

<https://obamawhitehouse.archives.gov/blog/2009/01/21/president-barack-obamas-inaugural-address>

<https://www.whitehouse.gov/briefings-statements/the-inaugural-address/>

T 4/23 The Global War on Terror and the Great Recession

R 4/25 The Past is Prologue

**Fifth In-Class Quiz**

WEEK 16

T 4/30 Second Paper Review

**Return in Class: Feedback on Draft of Second Paper**

WEEK 17

T 5/7 **Due in Class and on Canvas at 3 PM: Final Draft of Second Paper**