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History 212-04, Spring 2019

The United States from 1865 – American Freedom, Negotiated

Course Description

While the Declaration of Independence in 1776 announced and the 1783 Treaty of Paris formalized the formation of the United States, these documents signify neither the beginning nor the end of the creation of a nation. America as an idea, community, and sovereign political state is the sum total of interactions of a countless sea of formal and informal agendas, laws, causes, conflicts and interests. The emergence of America from the Civil War only increased the scope and intensity of these interactions as groups formally excluded from political and public life began to lend their voices to the discourse of what America should be.

This course will examine the continuing negotiated recasting of America from the end of the Civil War to the present day. Special attention will be given to the interplay between the myriad of groups and individuals that helped shape the United States from the late nineteenth to the early twenty-first century. The historical profession has benefitted greatly over the past four decades from an increased focus outside of politics and economics to form a more complete portrait of American life. We will tap into that broadened focus to hear from several people and groups not normally considered.

General Education Historical Perspectives (GHP) Student Learning Outcomes:

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

Course Learning Objectives

By the end of this course, students will be able to:

- Recognize how interaction between various social, class, racial, and gender groups affected change over time of societal structures and systems and provide evidence-based interpretations for those changes.
- Contextualize primary sources within their historical moment and understand the purpose, meaning, and audience of those sources.
- Examine how various groups defined the concepts of freedom and equality, and the tension created by conflicting definitions
- Demonstrate and improve information literacy skills in relation to both historical sources

Department Contacts

History Department Website: his.uncg.edu

History Department Facebook Page: facebook.com/UNCGDepartmentofHistory

Required Books and Other Readings

The following texts are required and available through online retailers or the UNCG bookstore. All other readings will be made available on Canvas. The list of readings may change over the course of the semester. Make sure to consult the most up-to-date syllabus on Canvas.

Foner, Eric. *Give me Liberty!: An American History, Fifth Edition, Volume 2*. New York: W.W. Norton, 2017.

Foner, Eric. *Voices of Freedom: A Documentary History, Fifth Edition, Volume 2*. New York: W.W. Norton, 2017

Policies

Course Pacing

As an online course, a certain amount of self-pacing is expected. At minimum, students must keep up with the syllabus. If a student wishes to work far ahead of the outlined schedule, they should notify the instructor.

Office Hours

As I do not reside on campus this semester, I have designated 12-1 PM on Tuesdays as a time where I can be reached directly.

Email

The best way to reach the instructor is through Canvas messaging where your query will be partitioned from regular mail. An effort will be made to answer all questions within twenty-four hours.

Late Assignments

Regular assignments turned after the syllabus due date will be given half credit. Essay exams will be deducted 10% per day. No late work will be accepted more than a week past the due date. Students who fall more than four weeks behind with no notification will be dropped from the course.

Technology

Students should possess ready access to the internet, the ability to stream video on YouTube, open PDF documents, and open, edit, and save Word documents.

Accessibility and Resources

The University of North Carolina at Greensboro seeks to promote meaningful access to educational opportunities for all students. Should you have any needs or questions related to disability issues, please contact the [Office of Accessibility Resources and Services](#) (OARS), located in the Elliot University Center, #215. As an instructor, I am committed to making this course accessible to all of the students in it, and will work with OARS to accommodate students' requests. N.B. You do not need to disclose details about your disability to me in order to receive accommodations. For assistance with writing assignments, contact the [UNCG Writing Center](#).

Plagiarism

The University defines plagiarism as "intentionally or knowingly representing the words of another, as one's own in any academic exercise." (See the [University's Academic Integrity Policies](#) for further information.) All sources (books, articles, documents, internet sites, etc.) used in any paper or assignment must be properly cited or will be considered plagiarism. Any instance of plagiarism will receive a zero and will be referred to the Office of Student Conduct for appropriate action, including suspension or expulsion from the University.

Grading

The final grade for the course will be calculated as such:

- Reading Responses: 10%
- Source Analyses: 15%
- Paper I: 20%
- Paper II: 25%
- Paper III :30%

Grading Scale

	B+	87-89	C+	77-79	D+	67-69	
A	93-100	B	83-86	C	73-76	D	63-66
A-	90-92	B-	80-82	C-	70-72	D-	60-62
					F	Below 60	

Assignments

Reading Responses

Each weekly reading (and videos) will be accompanied by one or two big picture questions. Students will respond to these questions using specific evidence from videos and readings and post their thoughts to a class discussion.

Source Analyses

Students will be required to complete guided analysis of several primary source documents. Analyses are to be downloaded and submitted to Canvas by the Sunday after they are assigned (unless otherwise specified on the assignment page).

Papers

Students will write three increasingly more sophisticated essays that focus on comparison and change over time. Students will demonstrate their understanding of both readings and primary source materials. Further details on scope and expectations will be provided for each specific assignment.

- Paper I: February 10th
- Paper II: March 17th
- Paper III: May 5th

Course Schedule

This schedule and readings assigned are subject to change. The most current version of the syllabus is always available on Canvas. There will be a graded response to the reading and a primary source analysis every week.

Week 01 (JAN 14): What is history?

Weekly Reading: *What is History* (1-16); "History Wars" (113-138); "The Objectivity of History" (51-58)

Week 02 (JAN 21): Reconstruction, 1865-1877

Weekly Reading: Chapter 15, GML: 564-602; VoF: 1-28; Keith, "Passion and Belief" (1-11)

A Biography of America Video: Ep 12 Reconstruction

Week 03 (JAN 28): The Gilded Age, 1870-1890

Weekly Reading: Chapter 16, GML: 603-648; VoF: 28-51

A Biography of America Video: Ep 13 America at its Centennial

Week 04 (FEB 04): Redefining Social, Political, and International Boundaries, 1890-1900

Weekly Reading: Chapter 17, GML: 649-690; VoF: 52-76; *Civilization and Manliness* (1-5, 31-44)

A Biography of America Video: Ep 14 Industrial Supremacy

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Week 05 (FEB 11): Progressivism, 1900-1916

Weekly Reading: Chapter 18, GML: 691-733; VoF: 77-104;

A Biography of America Video: Ep 15 The New City; Ep 19 A Vital Progressivism

Week 06 (FEB 18): Transformations of the Great War, 1916-1920

Weekly Reading: Chapter 19 GML: 734-778; VoF: 105-135; Jenson, "Uncle Sam's Loyal Nieces" (670-690)

A Biography of America Video: Ep 18 TR and Wilson

Week 07 (FEB 25): Roaring; Crashing, 1920-1932

Weekly Reading: Chapter 20, GML: 779-817; VoF: 136-162

A Biography of America Video: Ep 20 The Twenties

Week 08 (MAR 04): SPRING BREAK NO CLASS

Week 09 (MAR 11): The New Deal, 1932-1940

Weekly Reading: Chapter 21, GML: 818-860; VoF: 163-191; Cowie and Salvatore "The Long Exception" (3-26)

A Biography of America Video: Ep 21 FDR and the Depression

Week 10 (MAR 18): World War II, 1941-1945

Weekly Reading: Chapter 22, GML: 861-904; VoF: 192-214; Escobar, "Zoot-Suiters and Cops" (284-303)

A Biography of America Video: Ep 22 World War II

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Week 11 (MAR 25): Communism and the Cold War, 1945-1953

Weekly Reading: Chapter 23, GML: 905-939; VoF: 215-247

A Biography of America Video:

Week 12 (APR 01): Post-War Affluence, 1953-1960

Weekly Reading: Chapter 24, GML: 940-982; VoF: 248-271

A Biography of America Video: Ep 23 The Fifties

Week 13 (APR 08): The Chaotic 1960s, 1960-1968

Weekly Reading: Chapter 25, GML: 983-1029; VoF: 272-306; Hall, "The Long Civil Rights Movement and Political Uses of the Past" (1233-1263)

A Biography of America Video: Ep 24 The Sixties

Week 14 (APR 15): Nixon and the New Conservatism, 1968-1990

Weekly Reading: Chapter 26, GML: 1030-1070; VoF: 307-331

Video: Dick Cavett's Watergate; The Unfinished Nation Series: Right Turn

Week 15 (APR 22): New World Order and The War on Terror 1990-2001

Weekly Reading: Chapter 27, GML: 1071-1108; VoF: 332-348

Week 16 (APR 29): New Century, New Crises 2001-Present

Weekly Reading: Chapter 28, GML: 1109-1150; VoF: 349-368; Appiah, "Kindness to Strangers" (155-176)

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