

History 212: The US since 1865 (Spring 2020)
Time and Place: MW 11:00-11:50 AM, Ferguson Building 100

Professor David M. Wight (dmwight@uncg.edu)

Office Hours: M 12:45-1:45 PM, W 3:20-5:20 PM, and by appointment, MHRA 2117

Teaching Assistants and Sections

Felton Foushee (fwfoushe@uncg.edu)

212-03: F 11:00-11:50 AM, SOEB 219

212-04: F 12:00-12:50 PM, Bryan Building 112

Carolyn McClure (camclur@uncg.edu)

212-01: F 11:00-11:50 AM, SOEB 217

212-06: F 12:00-12:50 PM, Bryan Building 216

Jewel Parker (jcparke2@uncg.edu)

212-02: F 12:00-12:50 PM, MHRA 2209

212-05: F 11:00-11:50 AM, SOEB 108

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] Enhanced Seventh Edition, Volume II: Since 1863* (Boston: Cengage Learning, 2020). It can be purchased at the University Bookstore. Additional readings will be provided on Canvas.

GRADING

Your final grade will be comprised of the following:

Section	20%
Quizzes	30%
Writing Assignment 1	20%
Writing Assignment 2	30%

Grades follow this scale: A = 94 and up; 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

SECTIONS AND READINGS

Weekly sections are **mandatory**. Beyond being a significant portion of your grade, section is the part of the class where you can discuss ideas with your peers and learn from your TA. Each TA will determine the assignments, activities, and grade structure for her or his sections. You are expected to complete the week's readings **before** arriving to section, as you will be analyzing and discussing them in section.

QUIZZES AND LECTURE ATTENDANCE

Daily lecture attendance is expected. To encourage students to attend lecture and keep up with assigned readings, 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 15 minutes to complete the quiz. Make ups for missed quizzes will only be allowed for documented, excused absences.

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 reserve the right to remove anyone from class for disrespectful behavior; your TAs have the same authority for their sections.

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

Since this is a large class, **for any questions regarding the course, please first contact your TA**. The TA will be able to answer most questions and will contact me (the instructor) if needed. 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.

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

M 1/13 Welcome & What is US History?

W 1/15 The Second American Revolution

F 1/17 Sections: Introduction

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)

M 1/20 No Lecture: Martin Luther King Jr. Holiday

W 1/22 The Battle Over Reconstruction

F 1/24 Section: Reviewing Reconstruction

WEEK 3

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

Primary Sources: American Indian Removal 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)

M 1/27 Industrialism, Farmers, and Labor

W 1/29 American Indian Removal and Jim Crow

F 1/31 Section: Reviewing American Indian Removal and the American West

WEEK 4

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

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

Primary Sources: Women's Activism at the Turn of the Century

Mary Church Terrell, "The Progress of Colored Women" (1898)

Mary Church Terrell, "Women Suffrage and the 15th Amendment" (1915)

M 2/3 Women's Suffrage

First In-Class Quiz

W 2/5 The New Immigrants

F 2/7 Section: Reviewing Women's Activism at the Turn of the Century

WEEK 5

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

Primary Sources: Cartoons on Overseas Empire (circa 1898-1901)

M 2/10 The Populists

W 2/12 Forging Informal and Formal Empires

F 2/14 Section: Reviewing US Empire

WEEK 6

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

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

Primary Sources: The Triangle Shirtwaist Factory Strike and Massacre

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)

M 2/17 The Progressives

W 2/19 Over There/The Home Front

F 2/21 Section: Reviewing the Triangle Shirtwaist Factory Strike and Massacre

Due in Class: Thesis and Outline for First Paper

WEEK 7

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

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

M 2/24 The Jazz Age

Second In-Class Quiz

W 2/26 From a Roaring Economy to the Great Depression

Due in Class and on Canvas: Draft of First Paper

F 2/28 Section: Reviewing Advertising in the Jazz Age

WEEK 8

M 3/2 No Lecture: Spring Break

W 3/4 No Lecture: Spring Break

F 3/6 No Section: 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>

M 3/9 The New Deal

W 3/11 The Dust Bowl

Return in Class: Feedback on Draft of First Paper

F 3/13 Section: Reviewing the Dust Bowl and 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)

M 3/16 Global War

W 3/18 The Best War Ever?

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

F 3/20 Section: Reviewing Japanese Internment and Conducting Oral Histories

WEEK 11

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

LEP Pages 772-788: Ch. 28: America at Midcentury, 1953-1963

Primary Sources: Presidential Campaign TV Advertisements at 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

M 3/23 The Cold War and the Korean War

Third In-Class Quiz

W 3/25 The Affluent Society and the Nuclear Era

F 3/27 Section: Reviewing Presidential Campaign TV Advertisements

WEEK 12

Readings: LEP Pages 788-801: Ch. 28: America at Midcentury, 1953-1963

LEP Pages 802-821: 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)

M 3/30 Civil Rights Movements

W 4/1 Civil Rights, Vietnam, and Political Polarization

F 4/3 Section: Reviewing the New Left and the New Right

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

WEEK 13

Readings: *LEP* Pages 822-833: Ch. 29: America During a Divisive War, 1963-1974

LEP Pages 834-840: 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)

M 4/6 Watergate

W 4/8 Environmentalism, Stagflation, and the Second Cold War

Fourth In-Class Quiz

F 4/10 No Section: Spring Holiday

WEEK 14

Readings: *LEP* Pages 841-862: Ch. 30: Uncertain Times, 1974-1992

LEP Ch. 31: Economic, Social, and Cultural Change in the Late 20th 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

Music Video: www.youtube.com/watch?v=PobrSpMwKk4

Cyndi Lauper, "She Bop" (1983)

Lyrics: www.azlyrics.com/lyrics/cyndilauper/shebop.html

Music Video: www.youtube.com/watch?v=KFq4E9XTueY

Dixie Chicks, "Wide Open Spaces" (1998)

Lyrics: www.azlyrics.com/lyrics/dixiechicks/wideopenspaces.html

Music Video: www.youtube.com/watch?v=dom7VlItBUc

Rage Against the Machine, "Sleep Now in the Fire" (1999)
Lyrics: www.azlyrics.com/lyrics/rageagainstthemachine/sleepnowinthefire.html
Music Video: www.youtube.com/watch?v=w211KOQ5BMI

M 4/13 Conservatism in Power

Due in Class: Thesis and Outline for Second Paper

W 4/15 The End of the Cold War and Globalization

Due in Class and on Canvas: Draft of Second Paper

F 4/17 Section: Reviewing Music Videos of the 1980s and 1990s

WEEK 15

Readings: *LEP* Pages 888-901: Ch. 32: A Time of Hope and Fear, 1993-2018

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"

M 4/20 The Culture Wars

W 4/22 The Global War on Terror

F 4/24 Section: Reviewing Media Reaction to the 9/11 Terror Attacks

WEEK 16

Readings: *LEP* Pages 888-901: Ch. 32: A Time of Hope and Fear, 1993-2018

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/>

M 4/27 The Great Recession

W 4/29 The Past is Prologue

Fifth In-Class Quiz

Return in Class: Feedback on Draft of Second Paper

F 5/1 No Section

WEEK 17

W 5/6 **Due in TA Box and on Canvas at 11 AM: Final Draft of Second Paper**