

SYLLABUS
The U.S. Since 1865
HIS 212-01
Spring 2022

MHRA 1209
12-12:50 MWF

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Office Hours: MHRA 2108, 11-12 MWF and by appointment via Zoom



Course Description: General survey of American history from Reconstruction to the present.

Markers: GHP; GMO; MDEQ CW; WI

General Historical Perspectives (GHP):

At the completion of this course, the student will be able to:

1. Use a historical approach to analyze and contextualize primary and secondary sources representing divergent perspectives. (GHP1)
2. Use evidence to interpret the past coherently, orally and/or in writing. (GHP2)

MAC Diversity & Equity Course (MDEQ)

1. Describe how political, social, or cultural systems and structures, in the past or present, have advantaged and oppressed different groups of people. (MDEQ1)
2. Describe how political, social, or cultural systems, in the past or present, have produced and sustained ideas of difference and, in the fact of that, how marginalized groups have meaningfully engaged in self-definition. (MDEQ2)
3. Examine individual and collective responses for addressing practices or disenfranchisement, segregation, or exclusion. (MDEQ3)

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. (WI)

Course Student Learning Outcomes (SLOs):

1. Evaluate the motivations of individuals who shaped debates over citizenship and nationhood in later U.S. history. (SLO1)
2. Listen to voices from the past in primary sources and compare diverse perspectives of American conflict and identity. (SLO2)
3. Contrast and assess how issues and controversies in later U.S. history have been continuously interpreted and debated in secondary sources. (SLO3)

Assignments and Assessments

Grading Policy:

Assignments: 30% (15 at 2% each)

Paper: 30% (10% for draft, 20% for final)

Tests: 30% (3 at 10% each)

Participation and Attendance: 10%

Grading Scale: 90-100 A; 80-89 B; 70-79 C; 60-69 D; 0-59 F.

Academic Integrity Policy

By submitting an assignment, each student is acknowledging their understanding and commitment to the Academic Integrity Policy on all major work for the course. Refer to the following URL: <https://osrr.uncg.edu/academic-integrity/>.

Accommodations/ADA Statement

UNCG seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must connect with the Office of Accessibility Resources and Services (OARS) in 215 Elliott University Center, (336)334-5440, oars.uncg.edu.

Religious Obligations Statement

It is expected that instructors will make reasonable accommodations for students who have conflicts due to religious obligations. Please make arrangements with the instructor in advance of any conflict. For more information on UNCG's Religious Obligations policy, visit:

<https://docs.google.com/spreadsheets/d/1r7fZEcKyXzUPG4ztGVynNrdQyKn527xV3i-ESX4043c/preview>

Attendance Policy for University Sponsored Events

Regular class attendance is a responsibility and a privilege of university education. It is fundamental to the orderly acquisition of knowledge. Students should recognize the advantages of regular class attendance, accept it as a personal responsibility, and apprise themselves of the consequences of poor attendance. Instructors should stress the importance of these responsibilities to students, set appropriate class attendance policies for their classes, and inform students of their requirements in syllabi and orally at the beginning of each term.

Required UNCG syllabus language

Approved by Faculty Senate on November 22, 2021

As we return for spring 2022, all students, faculty, and staff are required to uphold UNCG's culture of care by actively engaging in behaviors that limit the spread of COVID-19. These actions include, but are not limited to:

- [Following face-covering guidelines](#)
- Engaging in proper hand-washing hygiene
- Self-monitoring for symptoms of COVID-19
- Staying home when ill
- Complying with directions from health care providers or public health officials to quarantine or isolate if ill or exposed to someone who is ill
- Completing a [self-report](#) when experiencing COVID-19 symptoms, testing positive for COVID-19, or being identified as a close contact of someone who has tested positive
- Staying informed about the University's policies and announcements via the [COVID-19](#) website

Instructors will have seating charts for their classes. These are important for facilitating contact tracing should there be a confirmed case of COVID-19. Students must sit in their assigned seats at every class meeting. Students may move their chairs in class to facilitate group work, as long as instructors keep seating chart records. Students should not eat or drink during class time.

A limited number of disposable masks will be available in classrooms for students who have forgotten theirs. Face coverings are also available for purchase in the UNCG Campus Bookstore. Students who do not follow masking requirements will be asked to put on a face covering or leave the classroom to retrieve one and only return when they follow the basic standards of safety and care for the UNCG community. Once students have a face covering, they are permitted to re-enter a class already in progress. Repeated issues may result in conduct action. The course policies regarding attendance and academics remain in effect for partial or full absence from class due to lack of adherence with face covering and other requirements. For instances where the Office of Accessibility Resources and Services (OARS) has granted accommodations regarding wearing face coverings, students should contact their instructors to develop appropriate alternatives to class participation and/or activities as needed. Instructors or the student may also contact OARS (336.334.5440) who, in consultation with Student Health services, will review requests for accommodations.

ASSIGNMENTS (30%; 15 assignments at 2% each)

This class is Writing Intensive (WI). Assignments will develop your skills in writing and in historical analysis. All assignments will be in-class. There are no makeup assignments or late work. Your regular attendance is essential to keep up with the assignments. If you have a legitimate excused absence, I will exempt you from the assignment on your absence day, but you must let me know in advance if you cannot make it to class that day. Please contact me by email and stay in touch regarding illness, emergencies, etc. I will be as flexible as possible, but I cannot exempt more than three assignment absences. Keeping up with assignments will be essential preparation for your tests and papers.

PRIMARY SOURCE ANALYSIS (9 assignments):

These assignments will be weekly, every Friday (with the exception of test days and holidays—dates listed below). You will read a short primary source (different from the assigned readings) and respond to a prompt. Your response should

always refer to examples or details from course readings and lectures. The best responses will both show your understanding of the historical context and demonstrate your skills in analyzing sources. You may refer to certain phrases or words for emphasis but keep your quotations of the document to a minimum. These will be graded on a 10-point scale. Please read the full rubric (found in “Files” on Canvas) and refer to it when you receive assignment grades.

(WI, GHP1, GHP2, SLO1, SLO2, MDEQ2, MDEQ3)

READING RESPONSE (6 assignments):

These assignments are generally every other week (dates listed below). These are intended to help you keep up with the readings and digest the material. The prompt will be a basic, general question about the reading listed for that day. Note taking is recommended for the readings, but no other preparation is necessary for these assignments. These will be graded on a 10-point scale.

(GHP1, GHP2, GL5, SLO1, SLO3, MDEQ1)

PAPER (draft 10%, final 20%):

The paper is central to the Writing Intensive (WI) work you must complete in the class. The paper draft will be due Friday, March 25th, and the final paper will be due Friday, April 29th. Your paper will respond to a prompt, revolving around a topic of your choice from a list of topics in U.S. history. The draft must be 3-4 pages (double spaced), and the final must be 7-8 pages minimum (no more than 10 pages). Papers must be in Chicago style (please refer to this [style guide](#)). Papers must demonstrate your knowledge and offer a clear thesis or argument based on evidence. Your final paper must address and correct errors, issues, and critiques offered in the feedback from your draft. More details about the paper, how to write it, and what my expectations are will come in March. Plagiarism of any kind will result in a 0 for this assignment.

(WI, GHP1, GHP2, SLO1, SLO2, SLO3, MDEQ1, MDEQ2, MDEQ3)

TESTS:

Instead of a midterm and final exam, this course will have three tests split evenly through the semester (February 4th, March 4th, and April 1st). Tests will involve a short answer section and essay section. Tests will be on the readings and lectures covered within that unit (for Test #1, Reconstruction, Capital and Labor, The West, Life in Industrial America). (GHP1, SLO1, SLO3, MDEQ1, MDEQ 2, WI)

PARTICIPATION AND ATTENDANCE (10%): Students are expected to come to class prepared to ask questions, discuss, and answer questions based on the readings. You are welcome to ask for clarification about the readings or issues addressed, and you are not expected to understand all material perfectly. You are expected, however, to keep up with the readings and come prepared to discuss with your classmates and to respond when called on. Regular and consistent attendance is expected; unexcused absences will detract from your participation and attendance grade. More than five absences will result in the loss of one letter grade (not counting missed assignments). Please put your health first and follow all university guidelines about illness, testing, etc. –but make sure to keep me informed and let me know in advance if you are unable to make it to class.

Schedule: The following readings are found online with our digital textbook, [The American Yawp](#), and the primary source collection [The American Yawp Reader](#). Please read them *in advance* of the class where they are listed. The primary sources correspond directly to the chapter numbers. Normally, we will read the chapters in preparation for Monday’s class, and the corresponding primary sources in preparation for Wednesday. Any changes or additions to readings will be announced and posted. Assignments and tests will be in class, while the paper while require work outside of class.

Mon. 1/10 Course introduction
Wed. 1/12 Read: “Reconstruction”
Fri. 1/14 Read: Primary Sources

Monday, January 17 No class—Martin Luther King Jr. Day

Wed. 1/19 Read: “Capital and Labor”
Fri. 1/21 *Primary Source Assignment #1 Read: Primary Sources

Mon.	1/24	*[Reading Response #1] Read: “The West”
Wed.	1/26	Read: Primary Sources
Fri.	1/28	*Primary Source Assignment #2
Mon.	1/31	Read: “Life in Industrial America”
Wed.	2/2	Read: Primary Sources
Fri.	2/4	*TEST #1
Mon.	2/7	*[Reading Response #2] Read: “American Empire”
Wed.	2/9	Read: Primary Sources
Fri.	2/11	*Primary Source Assignment #3
Mon.	2/14	Read: “The Progressive Era”
Wed.	2/16	Read: Primary Sources
Fri.	2/18	*Primary Source Assignment #4
Mon.	2/21	*[Reading Response #3] Read: “World War I and Its Aftermath”
Wed.	2/23	Read: Primary Sources
Fri.	2/25	*Primary Source Assignment #5
Mon.	2/28	Read: “The New Era”
Wed.	3/2	Read: Primary Sources
Fri.	3/4	*TEST #2
Mon.	3/7	<i>No class—enjoy your Spring Break</i>
Wed.	3/9	<i>No class</i>
Fri.	3/11	<i>No class</i>
Mon.	3/14	Read: “The Great Depression”
Wed.	3/16	Read: Primary Sources
Fri.	3/18	*Primary Source Assignment #6
Mon.	3/21	*[Reading Response #4] Read: “World War II”
Wed.	3/23	Read: Primary Sources
Fri.	3/25	*Primary Source Assignment #7 *DRAFT PAPER DUE (submit your paper by midnight on Canvas)
Mon.	3/28	Read: “The Cold War”
Wed.	3/30	Read: Primary Sources
Fri.	4/1	*TEST #3
Mon.	4/4	*[Reading Response #5] Read: “The Affluent Society”
Wed.	4/6	Read: Primary Sources
Fri.	4/8	*Primary Source Assignment #8
Mon.	4/11	Read: “The Sixties”
Wed.	4/13	Read: Primary Sources
Fri.	4/15	<i>No class—enjoy your holiday</i>
Mon.	4/18	*[Reading Response #6] Read: “The Unraveling”
Wed.	4/21	Read: Primary Sources
Fri.	4/23	*Primary Source Assignment #9
Mon.	4/25	Read: “The Triumph of the Right” and “The Recent Past”
Wed.	4/27	Last class
Fri.	4/29	*FINAL PAPER DUE (no class—submit your paper by midnight on Canvas)