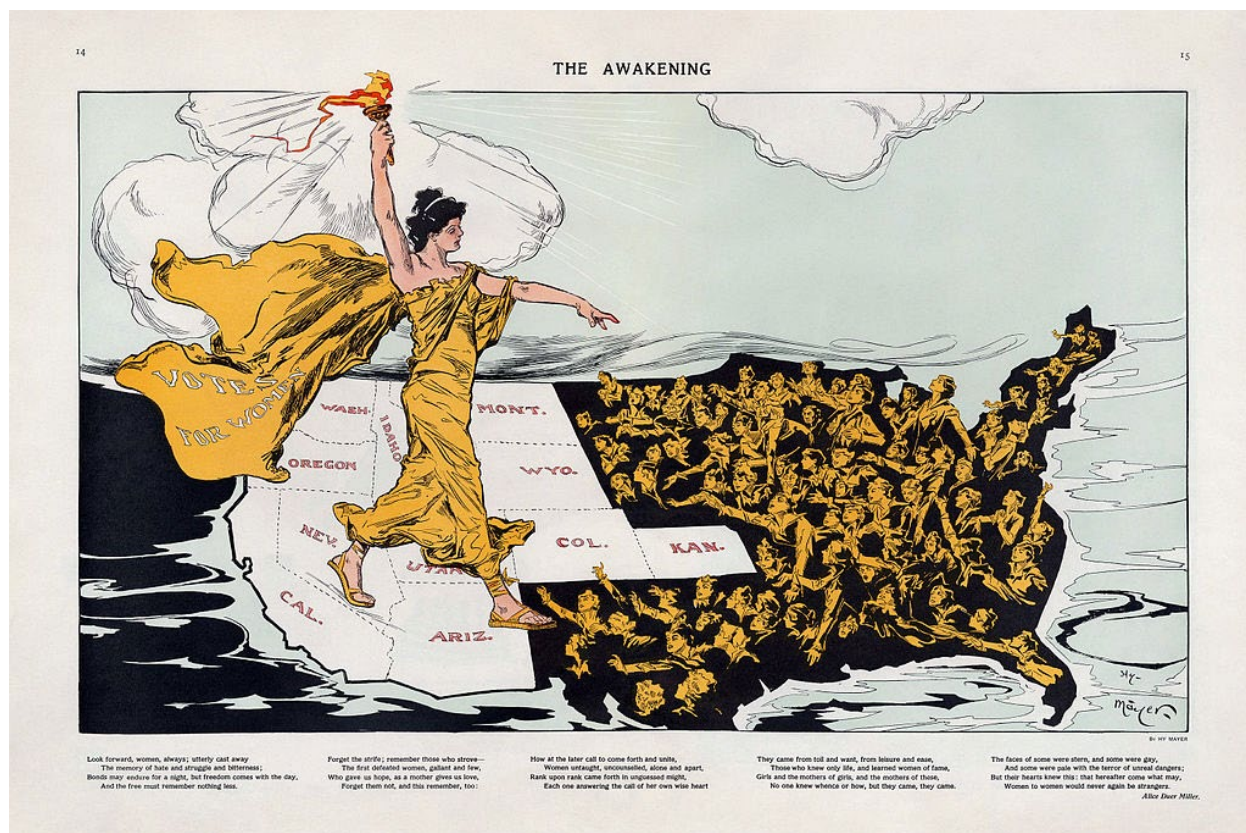


History 212-03: The United States: A General Survey Since 1865 (Spring 2022)



“The Awakening”, Restored by Adam Cuerden. Puck Magazine, February 20, 1915, pp. 14-15.

Instructor: Mr. Jonathan Baier (jtbaier@uncg.edu)

Virtual Office Hours: Thursdays 11:00 AM–12:00 PM and by appointment via Zoom

COURSE INTRO/ SCOPE

Welcome to HIS-212-03! The history of the United States is full of heroes, villains, and regular people who have tried and are trying to live out their best lives. This semester we will spend time returning to the famous people, events and times of American history, but we will also look at this country’s history through the eyes of those who have been pushed to the side and even, at times, forgotten.

We will delve into a number of reoccurring themes that together form a more complete picture of the direction and character of the United States since 1865. We will study the politics of the past 150 years or so and it’s impact on both the course of the country and individual groups. We will study the United States growing and expanding international relations. We will study the progressive movement and other social movements that opened new pathways of thought and action. While it is important to study these themes by learning through the great men and

women of this country's history, we will also take a different perspective as we look at these themes, events and global impact through the eyes of the regular citizen.

As we cover these major themes in US History, written assignments will help strengthen your critical thinking skills and your ability to analyze primary and secondary sources. Historical writing provides a medium to investigate change over time as one analyzes historical documents and considers their impact on the evolution of cultural, social and political issues.

LEARNING GOALS/ OBJECTIVES FOR THE COURSE

MAC GOAL 10: DIVERSITY AND EQUITY THROUGH THE HUMANITIES AND FINE ARTS

Students in this course will focus on systems of advantage and oppression, structures of power, and institutions while making connections to US or Global societies and examining intellectual traditions that address systems of injustice. This course will equip students with the intellectual skills and tools needed to connect both their positionalities and experiences as they reimagine their relationships with the world.

1: Describe how political, social, or cultural systems and structures, in the past or present, have advantaged and oppressed different groups of people.

2: Describe how political, social, or cultural systems, in the past or present, have produced and sustained ideas of difference and, in the face of that, how marginalized groups have meaningfully engaged in self-definition.

3: Examine individual and collective responses for addressing practices of disenfranchisement, segregation, or exclusion.

CIC: THE COMMUNICATING IDEAS IN CONTEXT CURRICULUM IS DESIGNED TO STRENGTHEN YOUR COMMUNICATION SKILLS BY DEVELOPING:

In addition to developing the core competencies of UNCG's Minerva's Academic Curriculum (MAC) and the specialized knowledge within their field, College of Arts and Sciences majors will also complete the College of Arts and Sciences' *Communicating Ideas in Context* (CIC) curriculum. Answering the important questions of our time and solving the serious problems that we face will require the cooperation and the collaboration of a diverse group of committed, thoughtful, and knowledgeable people. Such cooperation and collaboration are built on excellent communication skills.

The College of Arts and Sciences' *Communicating Ideas in Context* (CIC) curriculum is designed to strengthen your communication skills by developing:

1: Your skill as a writer so that you can communicate effectively;

2: Your understanding of how and why different types of academic disciplines make sense of our world and the people within it, so that you can work successfully with diverse teams who approach tasks with different assumptions, perspectives, and values;

3: And your ability to communicate multilingually, so that you can be an active, contributing partner in our global community.

UNCG HISTORY DEPARTMENT LEARNING GOALS:

Upon successful completion of course, students will be able to:

- 1: Critically analyze claims, arguments, artifacts or information.
- 2: Construct coherent, evidence-based arguments.

These SLO's are integrated in all course assignments to provide students with the foundation to satisfactorily meet these goals. Students will work towards the following historical learning objectives:

- 3: Historical Comprehension: Analyze historical change over time through the lens of human agency and other systems or structures.
- 4: Historical Analysis: Conceptualize and analyze primary and secondary sources using historical thinking.

REQUIRED/ RECOMMENDED BOOKS

There is no required book to purchase for this course. Our course textbook readings will be accessed freely online through the provided link below. Additional readings will be uploaded on Canvas through PDF's, web links, and/or be accessible through the UNCG library website. You will find the readings on Canvas in the Readings tab under each week's Module.

Joseph L. Locke and Ben Wright, eds. *The American Yawp: A Massively Collaborative Open U.S. History Textbook, Vol. 2: Since 1877*. Stanford University Press. 2019.

http://www.americanyawp.com/text/wp-content/uploads/yawp_v2_open_pdf.pdf

MODULES

The course will flow from week to week using Modules that are accessible on the Canvas course site. These weekly modules will include the assigned readings, lecture videos, assignments and discussions as well as any web links to readings and/or videos. The weekly module will be posted by the Saturday of the previous week and will be available throughout the rest of the semester if you need to look back on them.

WRITTEN ASSIGNMENTS (MAC Goal 10, CIC, HIS SLO's 2, 4)

You will be required to complete a series of 7 written assignments throughout the semester that analyze key thematic issues. Beginning with Week 2, every two weeks there will be an assigned prompt that correlates with the weekly topic. You will write a **200-300 word response** (approximately one-half to one page double spaced) to the prompt. These assignments are designed to strengthen your analytical and writing skills. Full instructions for the assignments will be included in the appropriate weekly module.

The assignment will be due the week of its respective topic on Friday by 11:59 pm. Late submissions will be accepted until the Monday following the due date, subtracting a letter grade for each day late. If you have any issue with a particular due date please contact me.

DISCUSSION BOARD (HIS SLO's 3, 4)

The weekly Discussion board will be our way to interact with each other. I will introduce a question or prompt to initially guide the discussion. Take this as an opportunity to reflect on the material, discuss and to ask questions on the week's lecture and reading.

You will be required to answer the discussion questions, add analysis of the material and respond to at least two other student responses.

The Discussion boards will be accessible through the Discussion page under the weekly module. Instructions may vary week to week, so be sure to thoroughly read the requirements so that you can properly respond to the week's discussion.

The weekly Discussion will open on the Saturday prior to the due date, and will conclude on the following Friday at 11:59 pm. Due to the participatory nature of the Discussions, it is important for you to be present each week. However, **I will allow you to miss up to three of the Discussions throughout the semester.** This means, for grading purposes, at the end of the semester I will drop the three lowest graded Discussions. I will accept late submissions until the Monday following the due date, subtracting a letter grade for each date late. If you have issues with any due date please contact me.

Papers (MAC Goal 10, CIC, HIS SLO's 1, 2, 4)

History allows us to work through issues confronted by those in the past and to evaluate the change evident over time. The process of historical writing allows us to investigate, analyze content and pass on knowledge.

Papers 1 and 2 will require students to review and analyze the course lectures, readings and other course material to engage in a more in-depth discussion of the major themes throughout the semester.

Each paper should be in 12-point font with 1-inch margins and double spaced. Full instructions for each paper will be posted on Canvas three weeks in advance of its deadline. These instructions will be posted on Canvas in the appropriate week's Module for Papers 1 and 2. Paper 1 will cover the first half of the course and Paper 2 will cover the second half of the course. Both are due as uploads to the Canvas assignment page.

Paper 1 due date: Sunday February, 27 at 11:59 pm

Paper 2 due date: Wednesday May. 4 at 11:59 pm

This is a hard deadline for Paper 2 due to grades needing to be finalized at a certain day. **No late submissions will be accepted for Paper 2**

GRADING

Your final grade will be comprised of the following:

Discussion Boards (20 points)	20%
Written Assignments (20 points)	20%
Paper 1 (30 points)	30%
Paper 2 (30 points)	30%

Grades follow this scale: A = 93 and up; A- = 90-92; B+ = 87-89; B = 83-86; B- = 80-82; C+ = 77-79; C = 73-76; C- = 70-72; D+ = 67-69; D = 63-66; D- = 60-62; F = <60

COURSE SCHEDULE

* Readings may be updated or changed depending upon the circumstances of the course at the time. **Please keep track of any changes through Canvas announcements and by consulting the syllabus and modules each week.** Additionally, I will be making frequent/weekly announcements that will be accessible in the “Announcements” tab on Canvas. Please set up Course Canvas Notifications to help you receive new e-mails and announcements to stay up-to-date.

INTRODUCTION

Week 1: Jan 10-Jan 16: Course introduction, The Aftermath of Slavery, A New Beginning?

Frederick Douglass. “Douglass Addresses the American Equal Rights Association (1868 and 1869), in *Crosscurrents in American Culture: A Reader in United States History, Vol. 2: Since 1865*. Bruce Dorsey and Woody Register, eds. New York: Houghton Mifflin. 2009. 15-17.

Eric Foner. “Chapter 15: “What is Freedom: The Meaning of Freedom” in *Give me Liberty!: An American History, Vol 2: From 1865, Fourth Edition*. New York: W. W. Norton. 2014. 443-453.

UNIT 1: RECONSTRUCTION, TRANSFORMATION OF THE WEST AND THE MOLDING OF A NEW UNION

Week 2: Jan 17-Jan 23: Reconstruction and the New Meaning of Freedom

Carl Schurz. “Report on the Condition of the South (1865), in *Contending Voices: Biographical Explorations of the American Past, Vol. II: Since 1865*. John Hollitz, ed. New York: Houghton Mifflin. 2007. 14-15.

Eric Foner. “Chapter 15: “What is Freedom: The Making of Radical Reconstruction-The Overthrow of Reconstruction” in *Give me Liberty!: An American History, Vol 2: From 1865, Fourth Edition*. New York: W. W. Norton. 2014. 454-473.

Week 2 Written Assignment Due on Friday, Jan 21 at 11:59 pm.

Week 3: Jan 24-Jan 30: Jim Crow and A New Industrial Revolution: A Change in Business and Labor

Henry Grady. “The New South, (1886)” and “The Farmer and the Cities (1889)” in *Contending Voices: Biographical Explorations of the American Past, Vol. II: Since 1865*. John Hollitz, ed. New York: Houghton Mifflin. 2007. 56-57.

Joseph L. Locke and Ben Wright, eds. “Life in Industrial America”, in *The American Yawp: A Massively Collaborative Open U.S. History Textbook, Vol. 2: Since 1877*. Stanford University Press. 2019. 56-81.

Week 4: Jan 31-Feb 6: The Expanding West and its Transformation

Henry George. “The Chinese in California (1869)” and “Chinese Immigrants Challenge Nativist Discrimination: California State Senate Investigation (1876)”, in *Crosscurrents in American Culture: A Reader in United States History, Vol. 1: Since 1877*. Bruce Dorsey and Woody Register, eds. New York: Houghton Mifflin. 2009. 325-327.

Joseph L. Locke and Ben Wright, eds. “Conquering the West”, in *The American Yawp: A Massively Collaborative Open U.S. History Textbook, Vol. 2: Since 1877*. Stanford University Press. 2019. 28-55.

Week 4 Written Assignment Due on Friday, Feb 4 at 11:59 pm.

UNIT 2: THE NEW AMERICAN EMPIRE

Week 5: Feb 7- Feb 13: New Concept of American Identity

Theodore Roosevelt. “Advocates ‘Americanism’, 1915”, in *Major Problems in American Immigration and Ethnic History*. New York: Houghton Mifflin Company. 1998. 316-318.

Joseph L. Locke and Ben Wright, eds. “The American Empire”, in *The American Yawp: A Massively Collaborative Open U.S. History Textbook, Vol. 2: Since 1877*. Stanford University Press. 2019. 82-108.

Week 6: Feb 14-Feb 20: Immigration and the New American

Emma Lazarus. “Poem at the Foot of the Statue of Liberty, 1883”, in *Major Problems in American Immigration and Ethnic History*. New York: Houghton Mifflin Company. 1998. 312.

Jon Gjerdie. “A German American Attacks “False Americanism”, 1889”, in *Major Problems in American Immigration and Ethnic History*. New York: Houghton Mifflin Company. 1998. 312-314.

Eric Foner. “Chapter 17: “Freedom’s Boundaries, at Home and Abroad” in *Give Me Liberty!: An American History, Vol 2: From 1865, Fourth Edition*. New York: W. W. Norton. 2014. 510-541.

Week 6 Written Assignment Due on Friday, Feb 18 at 11:59 pm.

Week 7: Feb 21-Feb 27: Industrial America

Hartley Davis. "The Department Store at Close Range (1907)", in *Crosscurrents in American Culture: A Reader in United States History, Vol. 2: Since 1865*. Bruce Dorsey and Woody Register, eds. New York: Houghton Mifflin. 2009. 98-100.

Joseph L. Locke and Ben Wright, eds. "Chapter 18: Life in Industrial America", in *The American Yawp: A Massively Collaborative Open U.S. History Textbook, Vol. 2: Since 1877*. Stanford University Press. 2019. 56-81.

PAPER 1: Will be Due Sunday, Feb 27 at 11:59.

UNIT 3: PROGRESSIVE ERA, DEPRESSION AND WAR**Week 8: Feb 28-Mar 6: Gender Roles in the Early Twentieth Century**

Winnifred Harper Cooley. "The Future of the Woman's Club (1904)", in *Crosscurrents in American Culture: A Reader in United States History, Vol. 2: Since 1865*. Bruce Dorsey and Woody Register, eds. New York: Houghton Mifflin. 2009. 82-85.

Lily Hardy Hammond. "Southern Women and Racial Adjustment (1917)", in *Crosscurrents in American Culture: A Reader in United States History, Vol. 2: Since 1865*. Bruce Dorsey and Woody Register, eds. New York: Houghton Mifflin. 2009. 86-88.

Joseph L. Locke and Ben Wright, eds. "The Progressive Era", in *The American Yawp: A Massively Collaborative Open U.S. History Textbook, Vol. 2: Since 1877*. Stanford University Press. 2019. 109-139.

Week 8 Written Assignment Due on Friday, Mar 4 at 11:59 pm.

Friday March 4, Last day to withdraw from course without a WF (Withdraw Failing) Grade

Week 9: Mar 7-Mar 13: SPRING BREAK**Week 10: Mar 14-Mar 20: World War 1**

Emma Goldman. "The Woman Suffrage Chameleon" in *Contending Voices: Biographical Explorations of the American Past, Vol. II: Since 1865*. John Hollitz, ed. New York: Houghton Mifflin. 2007. 80-81.

Joseph L. Locke and Ben Wright, eds. "World War I and It's Aftermath", in *The American Yawp: A Massively Collaborative Open U.S. History Textbook, Vol. 2: Since 1877*. Stanford University Press. 2019. 140-162.

Week 10 Written Assignment Due on Friday, Mar 18 at 11:59 pm.

Week 11: Mar 21-Mar 27: The Roaring Twenties to Depression

Florence Kelley and Elsie Hill. "Debate the Equal Rights for Women", in *Major Problems in American History, 1920-1945*. New York: Houghton Mifflin Company. 1999. 32-33.

Colin Gordon, ed. "Employers Consider the Regulation of Women's Work, 1920", "The AFL Ignores Women, 1927" and "The Women's Bureau Exposes the Myths about Women's Work, 1924", in *Major Problems in American History, 1920-1945*. New York: Houghton Mifflin Company. 1999. 68-71.

Eric Foner. "Chapter 20: "From Business Culture to Great Depression" and Chapter 21: The New Deal" in *Give me Liberty!: An American History, Vol 2: From 1865, Fourth Edition*. New York: W. W. Norton. 2014. 608-669

Week 12: Mar 28-Apr 3: World War II

Dillon Mayer. "Primary Sources 1-5 on Japanese Internment", in *Contending Voices: Biographical Explorations of the American Past, Vol. II: Since 1865*. John Hollitz, ed. New York: Houghton Mifflin. 2007. 160-166.

Samuel A. Stouffer. "Masculinity and the Role of the Combat Soldier (1949)" in *Crosscurrents in American Culture: A Reader in United States History, Vol. 2: Since 1865*. Bruce Dorsey and Woody Register, eds. New York: Houghton Mifflin. 2009. 196-197.

Joseph L. Locke and Ben Wright, eds. "World War II" in *The American Yawp: A Massively Collaborative Open U.S. History Textbook, Vol. 2: Since 1877*. Stanford University Press. 2019. 225-256.

Week 12 Written Assignment Due on Friday, Apr 1 at 11:59 pm.

UNIT 4: INTERNATIONAL DILEMMAS: COLD WAR TO VIETNAM**Week 13: Apr 4-Apr 10: Communism, the Soviet Union and Vietnam**

Robert Griffith, ed. "President Harry S. Truman and His Advisors Debate U.S. Policy Toward the U.S.S.R., 1945" and "Russian Premier Joseph Stalin Defends Soviet Policy in Eastern Europe, 1945", in *Major Problems in American History Since 1945*. Lexington, MA: D.C. Heath and Company. 1992. 100-104.

Robert McMahon, ed. "A Soldier's Perspective on Combat in Vietnam, 1977", in *Major Problems in the history of the Vietnam War*. Houghton Mifflin Company. 2003. 234-236.
Joseph L. Locke and Ben Wright, eds. "The Cold War", in *The American Yawp: A Massively Collaborative Open U.S. History Textbook, Vol. 2: Since 1877*. Stanford University Press. 2019. 257-287.

Week 14: Apr 11-Apr 17: The Reagan Years

Robert Griffith, ed. "Presidential Candidate Ronald Reagan Calls for New Economic Policies, 1980" and "Jesse Jackson Celebrates Common Ground and the Rainbow Coalition", in *Major Problems in American History Since 1945*. Lexington, MA: D.C. Heath and Company. 1992. 644-646 and 655-656.

Joseph L. Locke and Ben Wright, eds. “The Triumph of the Right”, in *The American Yawp: A Massively Collaborative Open U.S. History Textbook, Vol. 2: Since 1877*. Stanford University Press. 2019. 376-410.

Week 14 Written Assignment Due on Friday, Apr 15 at 11:59 pm.

Week 15: Apr 18-Apr 24: Sept 11 and its Aftermath

Nancy Gibbs. “If You Want to Humble and Empire”, in *Time Magazine*, Sept. 14. 2001.

Hannah Hartig and Carroll Doherty. “Two Decades Later, the Enduring Legacy of 9/11”. Pew Research Center. Sept. 2, 2021.

Joseph L. Locke and Ben Wright, eds. “The Recent Past”, in *The American Yawp: A Massively Collaborative Open U.S. History Textbook, Vol. 2: Since 1877*. Stanford University Press. 2019. 411-440.

Week 16: Apr 25-May 1

Reading Day – Thursday April 28

Finals – Friday and Saturday, April 29- 30, Monday to Thursday, May 2-5.

PAPER 2: Will be Due Wed, May 4, at 11:59 pm. Instructions for Paper 2 be given on Wednesday , Apr 13.

COURSE POLICIES

COURSE ETIQUETTE

Even though this is not a traditional face-to-face course, our online interaction with each other should always remain respectful. As we discuss the course material, critiques of or disagreements with ideas is expected, but offensive, abusive and disrespectful behavior will not be tolerated.

Responses should remain relevant to the discussion topics. As example, using or posting offensive images and/or language that is outside the scope of course materials, posting suspicious websites, and advertising yours or others’ businesses or products is prohibited.

ACADEMIC RESOURCES

The following are a number of services provided to you by UNCG.

The UNCG Library (<https://library.uncg.edu/>) has a wealth of books, articles, archival materials, and other media resources, computers, inter-library loan services, and knowledgeable staff.

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.

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 cannot provide disability accommodations without paperwork directly from OARS.

If you encounter a technology problem, contact UNCG Information Technology Services as soon as possible. They have online, phone and walk-in options for technical support, all listed here: <https://its.uncg.edu/Help/>. If a technology problem poses the possibility of preventing you from completing coursework, communicate this to me as soon as possible.

ACADEMIC INTEGRITY/PLAGIARISM

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. All writing assignments (reflections, assignments, midterm and final, etc.) are subject to a plagiarism check through the website <https://www.turnitin.com/>. This website compares the text of your paper to text up on webpages, in scholarly works, and within its massive database of student papers submitted to schools around the world.

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 changes and to review the syllabus frequently to make sure that you are staying on schedule.

UNCG COVID-19 AND GENERAL HEALTH INFORMATION

Below is the updated COVID-19 Instructions and Protocol

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.