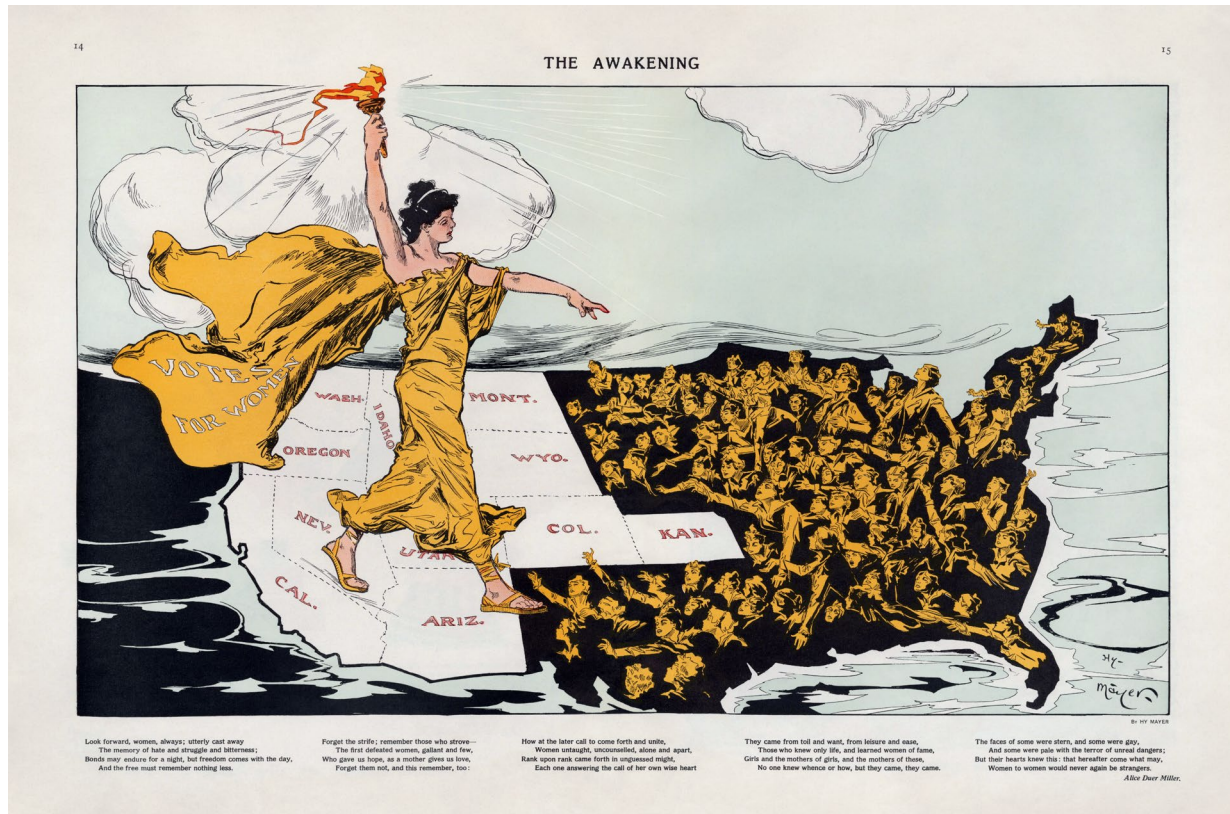


## History 212-01: The United States: A General Survey Since 1865 (Spring 2023)



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

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

Classroom Location: TR 6-7:15 PM, MHRA 1207

Office Hours: Thursdays 3:00 PM–6:00 PM in MHRA 2114, and by appointment via Zoom

I will make frequent announcements that will be accessible in the “Announcements” tab on Canvas. Please monitor all communications whether by e-mail or through Canvas so that you can stay up to date throughout the semester. Please set up Course Canvas Notifications to help you promptly receive new e-mails and announcements.

### COURSE INTRO/ SCOPE

Welcome to HIS-212-01! 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 several reoccurring themes that, when comprised 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 its impact on not only the course of the country but individual groups as well. 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, we will focus on written assignments to strengthen our critical thinking skills and the ability to analyze primary and secondary source material. Historical writing provides the medium to investigate the change over time as one analyzes historical documents and applies their impact on the evolution of cultural, social and political issues.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. These courses 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.

In a Diversity and Equity course, students will:

- 1: Describe how political, social, or cultural systems and structures, in the past or present, have advantaged and oppressed different groups of people through various in-class assignments and essays.
- 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 through essays.
- 3: Examine individual and collective responses for addressing practices of disenfranchisement, segregation, or exclusion through groups discussion boards.

#### ***UNCG History Department Learning Goals:***

Upon successful completion of course, students will:

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

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

- 3: Historical Comprehension: Analyze the 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 one required textbook for the course. It is the following:

Eric Foner. *Give Me Liberty!: An American History*. Full Sixth Edition. New York: W. W. Norton and Company. 2019.

A chapter from the textbook will be provided each week. Additional readings will be provided to the students through handouts and uploads to Canvas through PDF's, web links, and/or be accessible through the UNCG library website. The readings will be articles and excerpts from book chapters and/or primary source documents. You will find the readings on Canvas in the Reading tab under each week's Module. If you desire to read/learn beyond our readings, you will have the full citations for each work. This will allow you to find it to purchase or to borrow from the library.

The readings are integral to the required discussion boards and the weekly in-class assignments on Thursdays. Consequently, **expect to have the readings completed by Wednesday of each week** to be best prepared for the discussions and assignments.

## **MODULES**

To help with weekly course organization, we will be using modules that are accessible on the Canvas course site. These weekly modules will include the assigned readings, possible videos, assignments, and discussions for the week. The weekly module will be posted by the Saturday of the previous week and will be available, for your reference, throughout the rest of the semester.

## **ATTENDANCE/PARTICIPATION**

Regular attendance is required for this course. Being in class is pertinent for you to obtain the necessary information for success throughout the semester. If you need to miss class or have an emergency, then please let me know beforehand. You can miss up to 3 excused class periods before a penalty in your participation grade will be incurred. If you experience a personal or family emergency, contact the Dean of Students office and they will inform all your instructors: deanofstudents@uncg.edu; (336) 334-5514. A student who has more than 3 unexcused absences will be in danger of being dropped from the course.

## **IN-CLASS ASSIGNMENTS/QUIZZES** (MAC Goal 10, HIS SLO's 1, 4)

Weekly in-class assignments will help to gauge your understanding of the assigned material. These will generally consist of short written responses, preparatory work for the midterm and final essays and quizzes. If there is a quiz you will be notified a week in advance and the quizzes will cover the lecture and reading material for their respective week.

The in-class assignments will be given weekly, at the beginning of the class on Thursday. While there will be an assignment each week, at the end of the semester **I will eliminate the three lowest scores**. Consequently, I will not allow for any makeups of the weekly assignments.

### **DISCUSSION BOARD** (MAC Goal 10, HIS SLO's 3, 4)

Each week the Discussion board will include of 2 questions/prompts. You will answer both questions in your direct response. These questions will derive from the weekly readings. Consequently, you should anticipate **completing your weekly readings by Wednesday** to aid in your discussion responses. Additionally, to facilitate the discussion, you will be required to respond to at least **two other student responses** as a part of your course participation. These responses can be associated with either one of the discussion questions for the respective week.

The Discussion boards will be accessible through the Discussion page under its respective weekly module. The initial instructions may vary week to week, so be sure to thoroughly read the requirements so that you can properly respond. Response length will also vary dependent upon that week's prompt.

The Discussion will begin on Wednesday at Midnight and will continue until Saturday at midnight. Discussions are meant to gauge your understanding of the weekly reading and to review the lecture material from the week. Discussions do coincide with your weekly participation grade. As with the quizzes, **I will allow you to miss up to three of the discussions throughout the semester**. Consequently, this means that I will drop the lowest three discussions scores at the end of the semester.

### **ESSAY 1 and ESSAY 2** (MAC Goal 10, HIS SLO's 1, 2, 3, 4)

An essay will take the place of the traditional midterm and final. It will require you to review and analyze the course lectures, readings, and other material to provide a more in-depth and complete response than the weekly discussions and quizzes.

For each, you will receive a series of three prompts. You will choose one of the prompts and answer it by writing a 4–5-page response essay that offers a compelling and complete answer. Essay 1 will cover the material from the first half of the course and Essay 2 will cover the material from the second half. Each essay will begin with a clear thesis which responds to the prompt and providing examples and analysis that demonstrate and strengthen your thesis.

Both Essay 1 and Essay 2 will be assigned **two weeks** before the due date. Each response will be submitted with the following parameters: 12-point font, 1-inch margins and double spaced. Further details on prompts, instructions, and grading criteria for each respective essay will be posted as we near the start of the assignment under either the "Essay 1" or "Essay 2" document under the "Files" tab on Canvas.

Essay 1 will be assigned on Fri. Feb. 17 and will be due on Fri. Mar. 3 at 11:59 pm as an upload to the Canvas assignment page. Late submissions, for Essay 1, will incur a 1% penalty per day.

Essay 2 will be assigned on Wed. Apr. 19 and will be due on Wed. May. 3 at 11:59 pm, also as an upload to the “Essay 2” Canvas assignment page. This is a hard deadline due to grades needing to be finalized at a certain day. **No late submissions will be accepted for Essay 2.**

## **GRADING**

Your final grade will be comprised of the following:

Attendance and Participation (10 Points)	10%
Discussion Boards (20 points)	20%
In-Class Assignments (20 points)	20%
Essay 1 (20 points)	20%
Essay 2 (30 points)	30%

Grades follow this scale: A = 93 and up; A- = 90-92; B+ = 87 to 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

\*The readings are based upon the topics that we will cover in the specified week. 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.**

## **COURSE SCHEDULE**

\*The readings are based upon topics that we will cover in the specified week. Readings should be completed by Wednesday nights to aid in your response to the Discussion questions. 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.**

## **INTRODUCTION**

**Week 1: Jan 9-Jan 15: Course introduction, The Aftermath of Slavery, A New Beginning?**

Tuesday      Jan 10: Course Introduction, Syllabus Review, Why study History?

Thursday      Jan 12: What is Freedom?

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 16-Jan 22: Reconstruction and the New Meaning of Freedom**

Tuesday Jan 17: Post-Civil War Conditions in the South

Thursday Jan 19: **(In-Class Assignment 1)** Reconstruction

**Week 3: Jan 23-Jan 29: Jim Crow and A New Industrial Revolution**

Tuesday Jan 24: Implementation of Jim Crow

Thursday Jan 26: **(In-Class Assignment 2)** Changes in the Business and Labor

**Week 4: Jan 30-Feb 5: The Expanding West, Politics, and Industrial Revolution**

Tuesday Jan 31: Manifest Destiny

Thursday Feb 2: **(In-Class Assignment 3)** The West and Its Transformation out of Reconstruction

**UNIT 2: The American Empire: A National and Global Expansion****Week 5: Feb 6- Feb 12: America's Gilded Age**

Tuesday Feb 7: A Second Industrial Revolution

Thursday Feb 9: **(In-Class Assignment 4)** Boundaries of Freedom

**Week 6: Feb 13-Feb 21: Age of the Immigrant and A Question of Americanism**

Tuesday Feb 14: New Boundaries

Thursday Feb 16: **(In-Class Assignment 5)** Who is an American?

**Week 7: Feb 20-Feb 26: An Urban Age**

Tuesday Feb 21: Expanding Government and World

Thursday Feb 23: **(In-Class Assignment 6)** Varieties of Progressivism

**UNIT 3: Progressive Era, Depression and War****Week 8: Feb 27-Mar 5: World War 1**

Tuesday Feb 28: The Great War at Home

Thursday Mar 2: **(In-Class Assignment 7)** The Great War Abroad

**\*Friday March 3, Last day to withdraw from course without a WF (Withdraw Failing) Grade\***

**Essay 1: Will be due Friday, Mar 3 at 11:59.**

**Week 9: Mar 6-Mar 12: SPRING BREAK**

No Course Material and No Assignment or Discussion Due

**Week 10: Mar 13-Mar 19: The Roaring Twenties to Depression**

Tuesday Mar 14: Business, Consumerism, and Depression

Thursday Mar 16: **(In-Class Assignment 8)** Changes in Entertainment and Culture

**Week 11: Mar 20-Mar 26: World War II**

Tuesday Mar 21: WWII at Home

Thursday Mar 23: **(In-Class Assignment 9)** WWII Abroad

**UNIT 4: International Dilemmas: Cold War to Vietnam**

**Week 12: Mar 27-Apr 2: Communism, the Soviet Union and Vietnam**

Tuesday Mar 28: WWII Aftermath

Thursday Mar 30: **(In-Class Assignment 10)** Origins of a Cold War and Causes of Vietnam

**Week 13: Apr 3-Apr 9: Civil Rights, Freedom, and New Revolutions**

Tuesday Apr 4: Rights Revolutions

Thursday Apr 6: **(In-Class Assignment 11)** Political, Social, and Cultural Change in America

**Week 14: Apr 10-Apr 16: The Reagan Years**

Tuesday Apr 11: The Idea of Freedom in the Cold War

Thursday Apr 13: **(In-Class Assignment 12)** Globalization and the Post-Cold War Aftermath

**Week 15: Apr 17-Apr 23: Sept 11 and its Aftermath**

Tuesday Apr 18: Culture Wars and. Divided Nation

Thursday Apr 20: **(In-Class Assignment 13)** New Ideas of Freedom

**Reading Day and Finals**

**Week 16: Apr 24-April 30**

Tuesday Apr 25: Last Day of Class

Thursday Apr 27: Reading Day

**FINAL: Instructions for the Final will be given on Wednesday, Apr 19. It will be due Wed, May, 3 AT 11:59 pm.**

## **Course Policies**

### **COURSE ETIQUETTE**

All interactions, whether online or in person should always remain respectful. As we discuss the course material, critiques or disagreements to ideas is expected, but offensive, abusive, and disrespectful behavior will not be tolerated.

Online responses should remain relevant to the discussion topics. For 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 several 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/>) aids 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 want to make sure that you receive the best learning experience possible, so, if need be, OARS can be a wonderful



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

### **RELIGIOUS OBLIGATIONS STATEMENT**

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

[https://drive.google.com/file/d/0B3\\_J3Uix1B4UeTV4Nk1vVFJoVFE/view?resourcekey=0-zRdXEmUA6rRI2RzKqo6u3g](https://drive.google.com/file/d/0B3_J3Uix1B4UeTV4Nk1vVFJoVFE/view?resourcekey=0-zRdXEmUA6rRI2RzKqo6u3g)

### **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.

### **UNCG COVID-19 AND GENERAL HEALTH INFORMATION**

As we return for spring 2023, please uphold UNCG's culture of care to limit the spread of covid-19 and other airborne illnesses. These actions include, but are not limited to:

- 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 isolate if ill
- Completing a [self-report](#) when experiencing covid-19 symptoms or testing positive for covid-19
- Following the CDC's [exposure guidelines](#) when exposed to someone who has tested positive for covid-19
- Staying informed about the University's policies and announcements via the [covid-19](#) website

Health and well-being impact learning and academic success. Throughout your time in the university, you may experience a range of concerns that can cause barriers to your academic success. These might include illnesses, strained relationships, anxiety, high levels of stress, alcohol, or drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may experience. You can learn about the free, confidential mental health services available on campus by calling [336-334-5874](tel:336-334-5874), visiting the website at <https://shs.uncg.edu/> ([Links to an external site.](#)) or visiting the Anna M. Gove Student Health Center at 107 Gray Drive. For undergraduate or graduate students in recovery from alcohol and other drug addiction, The Spartan Recovery Program (SRP) offers recovery support services. You can learn more about recovery and recovery support services by visiting <https://shs.uncg.edu/srp> ([Links to an external site.](#)) or reaching out to [recovery@uncg.edu](mailto:recovery@uncg.edu)