

The United States: A General Survey Since 1865

Course ID: 10173 Credit Hours: 3 Markers: GHP, GMO, MAC Diversity and Equity, WI
Prerequisites: None

T/TH 8-9:15 MHRA 1207

Instructor: Dr. Susan Thomas (swthoma3@uncg.edu)

Office Hours: MHRA 2114, 9:30-10:30 T/TH

History Dept.: <https://his.uncg.edu/>

Dept Facebook Page: <https://www.facebook.com/UNCGDepartmentofHistory/>

Writing Center: <https://writingcenter.uncg.edu/>

Jackson Library: <http://library.uncg.edu/>

Course Description

This is an entry level GenEd survey course covering American History since the end of the Civil War. In survey courses, it is not possible to cover everything that has happened during the period under study in great depth. We will therefore focus largely on the big picture of how and why things have changed over time and what that has meant for us as a people.

We will begin our study after the Civil War and Reconstruction and move forward until the beginning of the current century. This course will be taught from a social history perspective, looking at events from the 'bottom up' rather than from the 'top down.' This means we will focus on how familiar events from the past were influenced and experienced by ordinary people rather than concentrating on political leaders and their decisions. Over the course of the semester, we will concentrate on several overlapping themes, including the meanings of freedom, equality, and democracy; the complex nature of gender and class relationships; and the origins and development of ideas about race and religion in America. This is not an exclusive list, but just a sampling of some of the topics we will address as we progress chronologically through the coursework.

Aside from lecture, we will spend time in the classroom examining and discussing primary source documents related to the week's reading assignments in the textbook. When appropriate, we will supplement the reading with videos or music that can shed light on or complicate the historical events we are covering. Through all of these methods, we will be developing historical thinking skills that will help us 'unpack' the meaning of history.

UNCG COVID Guidelines

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 Wellness

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, visiting the website at <https://shs.uncg.edu/>, 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> or reaching out to recovery@uncg.edu.

UNCG also has a **Campus Violence Response Center** (<https://cvrc.uncg.edu>) that provides free counseling and other services to people who have experienced sexual assault, intimate partner violence, stalking, etc. The CVRC provides services to staff and faculty as well as students.

*****Academic Integrity and Plagiarism*****

Plagiarism is a serious offense that could result not only in failure for the particular assignment, but also in failure for the entire course. You must provide references for materials consulted and/or quoted in your writing assignments.

In all assignments, students are expected to do their own original work and abide by the Honor Code. Much of your work for this class will be done outside of the classroom, and with current technology it can be tempting to find, copy, and paste someone else's work and pass it off as your own. Remember that I can easily identify such attempts and you will receive a zero on the assignment for the first offense. Any further offenses will result in filing necessary paperwork with the administration.

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 <http://oars.uncg.edu>.

Students requiring accommodations are responsible for providing the instructor with the documentation as early in the semester as possible so arrangements can be made on students' behalf.

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.

Adverse Weather

In cases of inclement weather that impact this course and course schedule, details can be found:

- In your University email: UNCG sends out Adverse Weather updates
- In the UNCG Mobile App: You can even set it to provide you alerts
- Via television announcements: UNCG makes weather announcements available on five local stations (WFMY-2, WGHP-V, WXII-TV, WXLV-TV, and Spectrum News)
- Visit Spartanalert.uncg.edu or the UNCG homepage: UNCG posts up-to-date information on the main University web site (uncg.edu) and on the main Spartan Alert page (spartanalert.uncg.edu).

Classroom Decorum and Expectations

Students are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any form of distraction. Students will work together to create an open and respectful class environment in which each person's contribution is equally important. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class. Please review the [Disruptive Behavior in the Classroom Policy](#) for additional information.

Communication

Check your UNCG email regularly for any changes to our class schedule, especially prior to coming to class (important for commuters). My email address is listed at the top of the syllabus for your reference. Note that I consistently respond to emails within a 24-hour period and messages received after 5:00 pm M-F will be answered the following day. If you email on weekends or holidays, you can expect a delayed response. If you email me and do not receive a response, send your message again. If I email you individually with a question or concern, I expect that you will likewise respond in a timely manner.

Course Goals

- 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.
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.

- **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 (WI)**

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)

Course Materials

You are not required to purchase any materials for this course. The textbook and primary sources are available freely online here:

<https://www.americanyawp.com/> and <https://www.americanyawp.com/reader.html>

These links are also located in the first Module of our Canvas course page. Occasional additional resources will be uploaded or linked in Canvas.

Graded Course Components

Grading Scale:

A (93 and above), 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 (less than 60, unacceptable work)

1. Attendance and Participation: (15% of grade)

- Attendance counts 5% of this grade.

• **After four absences, I will begin deducting 3 points from your final grade for subsequent absences.**

• **More than six absences can result in your being removed from the course for lack of attendance.**

- The remaining 10% of this grade will be drawn from in-class writing assignments, homework, and quizzes.

- **Reminder: You may not make up any missed class writings or quizzes. I will be dropping one or more of these grades at the end of the semester to compensate for this policy.**

2. Primary Source Document Analysis Papers: (3 Papers @ 5% = 15% of grade)

You will complete three 2-3 page document analysis papers. These papers will hone your skills in closely analyzing primary sources we cover in conjunction with the assigned textbook chapters. There is detailed information explaining how to write these papers located in the first module of our Canvas course page. (SLO 1, SLO 2)

3. **Exams: (3 essays {Essay 1 @ 10%, Essay 2 at 15%, and Essay 3 @ 15%} and 3 ID Exams @ 10% = 70% of grade) SLO 1, SLO 2, SLO 3**

Each exam will consist of a take home essay and an in-class ID exam. If you attend class regularly, do the readings, ask questions, and take notes, you should not have any difficulty completing the exams successfully. Each exam covers the previous third of the semester (Part One: 1865-1900; Part Two: 1900-1950; Part Three: 1950-2000).

- Essay Exams will be completed outside of class and submitted by 5:00 pm on the due date. These written assignments will test your ability to analyze and synthesize information from the lectures, the readings, the discussions, and the audio/visual components and demonstrate your understanding of the material. **The final exam will not be cumulative, but you will be required to draw some contrasts/comparisons between the earlier period studied and the more recent events to show the extent of change over time.**
Detailed Guidelines and Rubrics for Exam Essays are provided in the first Module on Canvas.
- ID Exams take place in class. They will require that you be able to identify salient information regarding specific events we cover. **We will practice these in class so that you will understand what is expected prior to the first ID Exam.**
 - **Note: I require a documented excuse before scheduling a make-up ID exam you might have missed. You can arrange this with me via email even before your return to class so that there is no delay. You will have one full week to take the missed exam, after which you will receive a zero for the assignment.**

Policy on Late or Missed Assignments, Exams, and Other Coursework

All major assignments are submitted on Canvas, not in class or via email.

- Late submissions must have a documented excuse to avoid penalty
- I deduct one letter grade per day until I have received the assignment (Including weekends)
- **Students must submit any late work by the following class period after the due date or you will receive a zero for the missed assignment. (Note the exception for ID Exams above)**
- **I do not allow students to make up any written work done in class, such as response questions to our discussion.** I will drop at least one of these grades to compensate for this policy.

Course Schedule: Lectures and Assignments

Below is a list of the weeks and the topics we will cover. All reading materials and assignments will be placed in weekly modules on Canvas. All written work will be submitted on Canvas except for any in class writing.

Although every effort will be made to conform to the plan of study outlined here, changes may become necessary based on unforeseen circumstances. If that is the case, you will be notified via email as soon in advance as possible and changes indicated in the online syllabus.

I provide power points within the Canvas modules to emphasize and/or supplement main points raised in the readings and documents. I open the following week's module on Thursday to allow you early access to the resources prior to the weekend.

PART ONE: 1865-1898

Week 1 Jan 10/12: When the War was Over: Recreating the Union

Week 2 Jan 17/19: Creating a New South and Winning the West

Week 3 Jan 24/26: The Gilded Age: Industrial Capitalism, Urbanization, and Immigration

Week 4 Jan 31/Feb 2: The Gilded Age: Imperialism

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Week 5 Feb 7: Jim Crow America

PART TWO: 1900-1950

Week 5 Feb 9: Progressivism

Week 6 Feb 14/16: WWI and Roaring Twenties

Week 7 Feb 21/23: Great Migration, Depression, and New Deal

Week 8 Feb 28/Mar 2: WWII

Week 9: Spring Break/No Classes

Week 10 Mar 14/16: Post-War America

PART THREE: 1950-Present

Week 11 Mar 21/23: Fifties Affluence, Conformity, and Paranoia

Week 12 Mar 28/30: The Sixties

Week 13 Apr 4/6: Seventies' Disillusionment

Week 14 Apr 11/13: The Reagan Eighties and the Rise of the New Right

Week 15 Apr 18/20: The War on Terror

Week 16 Apr 25: The Recent Past

***Final Essay Exam Due to Canvas by 11:00 am May 2*
No Class Meeting on Final Exam Day**