

HIS 212-03- Spring 2023

The United States Since 1865



What we will learn:

-In this course we will learn about major themes in United States history from the end of the Civil War until the present, but with emphasis on the years between 1865-1965.

-We will practice critical thinking and writing skills throughout the course while working on our final project of outlining a historical argument. You will learn to contextualize and analyze primary sources and to analyze the arguments of historians in secondary sources while constructing your final writing portfolio.

-We will look at the experiences of ordinary people who helped to shape the course of American history rather than only focusing on presidents, generals, statesman, aristocrats, or leaders that have traditionally been emphasized.

-We will focus on the agency and importance of people like women, Native Americans, African Americans, immigrants, and minorities that have often been pushed to the margins in the story of American history.

-We will look at historical turning points and see how movements from people in power and ordinary people shaped the racial, class, gender, and political/governmental compositions of the country and changed the nature of diversity and equality in the United States.

-We will NOT simply memorize dates, facts, names, places, and events. We will look critically together at American history, practice our analytical skills using primary and secondary sources, and learn how to utilize our information literacy skills to navigate the vast amounts of historical information available today.

Instructor: Andrew Turner acturner@uncg.edu

Office Hours: By Zoom appointment. Please email me 24 hours ahead of the time you'd like to meet to make sure I'm available.

-Learning to create evidence-based arguments while thinking critically can be applied in everyday life and all professions and disciplines, and this course offers the skills to do this while learning about American history. Think of this as practice for building a written argument in any field, but within the context of history.

Student Learning Outcomes:

1. Build knowledge of the history of the United States since 1865

- Evaluate cause and consequence in American history since 1865
- Analyze and evaluate agency and diversity of Americans past and present along with changing structures and systems of equality and inequality

2. Analyze and discuss primary and secondary sources

- Contextualize and analyze primary documents
- Analyze arguments from historians

3. Outline a historical argument based on primary and secondary sources

- Construct an original historical argument by effectively integrating primary and secondary sources as evidence

UNCG MAC Student Learning Outcomes

- MAC Diversity and Equity

In a Diversity & 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.
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 College Writing

In a CIC College Writing course, students will:

1. Analyze written texts to understand how they relate to particular audiences, purposes, and contexts as a way to inform one's own writing.
2. Create and revise written texts for particular audiences, purposes, and contexts.
3. Through oral or written reflection demonstrate awareness of one's writing choices as well as how one's own writing contributes to ongoing conversations in the relevant discipline.

Course Texts

-Blum, Edward J., Cobbs, Elizabeth., Gjerde, Jon. *Major Problems in American History, Volume II. United States*: Cengage Learning, 2011.

-This will serve as our primary document reader and provide short essays by historians that we will practice analyzing Will be cited as “MPAH” in Syllabus.

-You can find the book available to rent as a digital copy on Amazon here: https://www.amazon.com/Major-Problems-American-History-II-ebook-dp-B019EB9P0G/dp/B019EB9P0G/ref=mt_other?encoding=UTF8&me=&qid=1653936716.

-I would recommend renting it for 6 months to save yourself a little money.

-*The American Yawp: A Massively Collaborative Open U.S. History Textbook* <https://www.americanyawp.com/>

-This is a free online textbook that will serve as our main reading for each week. At the bottom of each chapter page is a list of primary sources that you can also use in your discussion boards and for building your argument outline.

-Primary Source Reader: <https://www.americanyawp.com/reader.html>

Class Structure:

This class is entirely asynchronous online, so you should complete readings and lectures at your own pace. **Deadlines for the week will be posted by Monday morning and allow plenty of time to complete assignments. I will provide feedback on your submissions so that you can use them in revision. Since this is an accelerated seven-week course, the workload will be heavier and the content will come faster. Be prepared to spend 6-10 hours a week on this course. You will work independently on many assignments.**

Quizzes:

Quizzes are designed to let you practice synthesizing and assessing information you have gathered throughout the week, and to practice your writing in a low-stakes environment.

SLO 1

Discussion Boards:

Discussion boards are designed to practice analyzing primary and secondary sources and their arguments, and to discuss historical interpretations and ideas with classmates while practicing your writing. Some weeks, you will be asked to choose a primary source from the module that we read, analyze its context, author, meaning, and how it gives us a better view of the time period we are studying. Other times you will discuss and analyze a secondary source such as an essay or documentary clip.

SLO 1, 2, 3

Primary Source Analysis- “Weighing the Evidence”:

For this assignment you will pick two primary sources from one of the supporting points in your argument outline. You should pick two documents that offer different perspectives on the same event and analyze them along with one secondary source essay from MPAH to support your claims. Your primary source analysis should be about 500 words.

SLO 2, 3

Due January 29.

Secondary Source Analysis

For this assignment you will analyze the arguments of a historian who has written about the topic you have chosen to make an argument about in your outline. You will analyze the argument that they make as well as their evidence, whether you will agree with it, and evaluate how it will help you in constructing your argument outline. Your primary source analysis should be about 500 words.

SLO 2, 3

Due February 5.

Argument Outline Rough Draft:

For this assignment you will create an outline of a paper that supports the thesis statement that you argued in week three. For this assignment you will write a thesis statement/introduction paragraph, outline topic sentences, and describe supporting points for your argument. This will be a very detailed outline. You will pick primary and secondary sources from the corresponding chapters in *The American Yawp* and MPAH and include description sentences of why you included these documents to support your argument in your outline.

SLO 1, 2, 3

Due February 12.

Final Portfolio:

Your final portfolio will consist of your revised thesis statement, primary source analysis, and argument outline.

SLO 1, 2, 3

Due on March 1.

Grading:

10%- Quizzes

10%- Discussion Board Postings

15%- Primary Source Analysis

15%- Secondary Source Analysis

20%- Rough Draft of Argument Outline

30%- Final Portfolio

Grading Scale:

A: 93-100	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: 0-59

Course Schedule	
Unit 1- Exploring and Analyzing Sources	
Week 1 (January 9-15) - Reconstruction, Civil Rights, and Expanding State Power	Analyzing and selecting primary sources
Week 2 (January 16-22) - Immigration, Jim Crow Law, and Labor Reform	Reading and critiquing a historian's argument
Unit 2- Historical Problems	
Week 3 (January 23-29) - The Early 20 th Century, Economic Boom and Bust, Government Intervention Primary source analysis due January 29	Assessing conflicting evidence and using primary sources as evidence

Week 4 (January 30- February 5) – The United States at War and on the Global Stage Secondary source analysis due February 5	Assessing differing interpretations of historic events and people
Unit 3- Constructing Historical Argument and Writing	
Week 5 (February 6-12) - Movements for Civil Rights in the 20 th Century Rough draft of outline due February 12	Drafting of argument outline and supporting evidence
Week 6 (February 13-19) - Political Polarization in the late 20 th Century	Edit and revise outline
Week 7(February 20- March1)- Wrap-Up and Final Thoughts Final portfolio due March 1	Final Revisions of outline and turn in portfolio

Technology

This course requires the capability of the student to use and regularly access a computer, a word processor, pdf files, the internet (including videos), and a webcam. The UNCG library is a resource for technology access.

On protecting your personal data and privacy, see https://policy.uncg.edu/university-policies/acceptable_use/ (Links to an external site.).

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/> (Links to an external site.). If a technology problem poses the possibility of preventing you from completing coursework, communicate this to myself as soon as possible so we can see if we can mitigate any negative impacts on your learning and grade.

Academic Resources

UNCG provides a variety of useful services for you, the student. Check them out!

The UNCG Library (<https://library.uncg.edu/> (Links to an external site.)) 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/> (Links to an external site.)) 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/> (Links to an external site.)) 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/> (Links to an external site.)). 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 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/> (Links to an external site.).

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 (discussion boards, quizzes, module projects, StoryMaps, etc.) are subject to a plagiarism check through the website <https://www.turnitin.com/> (Links to an external site.). 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. If you purchase a paper to pass off as your own, it is possible the paper may contain portions reused and sold to other students as well. So do not plagiarize or purchase papers, whether only a portion of your paper or its entirety.

Accommodations

The University of North Carolina at Greensboro respects and welcomes students of all backgrounds and abilities. If you encounter any barriers to full participation in this course due to the impact of a disability/condition impacting a major life activity, please contact the Office of Accessibility Resources and Services (OARS). OARS will engage students in an interactive process to determine the need for any reasonable accommodations.

Connect quickly via a brief Welcome Form, https://cm.maxient.com/reportingform.php?UNCGreensboro&layout_id=50. Upon receipt, OARS will contact you to schedule a convenient, virtual consultation. You may also request a consultation by calling 336-334-5440, emailing oars@uncg.edu, or walking into the OARS suite in 215, EUC. Additional OARS info may be found at <https://oars.uncg.edu/>.

Religious Holidays

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://catalog.uncg.edu/academic-regulations-policies/university-policies/class-attendance/>

Elasticity Statement

It is the intention of the instructor that this syllabus and course calendar will be followed as outlined, however, as the need arises there may be adjustments to the syllabus and calendar. In

such cases, the instructor will notify the students in class and via e-mail with an updated syllabus and calendar within a reasonable timeframe to allow students to adjust as needed.