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Office Hours: Mon, 2:30-4:00
and by appointment

History 212, sections 3 and 12
Spring, 2002
UNC-Greensboro

The United States Since 1865: Ideals and Actions

This course is an introduction to the study of history focusing on the U.S. since 1865. In just fifteen weeks we cannot hope to cover everything of importance that happened in this country in the last 137 years. Instead we will focus on particular themes, topics, and skills.

We will concentrate on social and cultural history, on the ideals and actions of ordinary Americans and how they have shaped our history. We will also emphasize the role of diversity in U.S. history, paying particular attention to race, gender, and class. The overarching question we will ask in this course is: How have different Americans envisioned what America should be, and how well have those ideals been met?

We will also spend much of the semester discussing the process of doing history, that is the process of developing *interpretations* of the past grounded in factual *evidence*. By practicing historical analysis yourself, you will develop skills that will be useful to you whether or not you ever take another history course. These skills include:

~~✍~~**reading** carefully and efficiently so as to understand an author's main points and to remember important information;

~~✍~~**writing** clearly and logically so as to convince readers of the validity of your interpretation of the facts.

Readings

The majority of our class time will be spent discussing and analyzing the assigned readings. To succeed in this course, then, you must always complete the readings on time. Always bring the assigned reading to class, including printouts of e-reserves.

Most of the reading comes from two textbooks that are available at the campus bookstore: Boyer, et al, *The Enduring Vision*, vol. 2, concise 4th edition and Gorn, et al, eds. *Constructing the American Past*, vol. 2, 4th edition. Other required readings are available on e-reserve. To get to the reserve readings go to Library Homepage (<http://library.uncg.edu>), click on the "Reserves" link, and follow instructions from there.

Advice

My favorite college professor used to say that true learning begins when you admit that you're confused. In that spirit, I encourage you to ASK QUESTIONS of me, of other students, and of yourself, both in the classroom and out of it. I really enjoy talking with students. If you can't come to office hours, I can arrange to meet with you at other times.

The keys to doing well in this course are to participate actively, keep up with the reading, and bring imaginative questions to course materials and discussions. Class meetings will focus on discussion in both small and large groups. To benefit from these sessions you will need to invest considerable time outside of the classroom. Expect to spend around five hours each week, on average, preparing for the course – and sometimes more when written assignments are due. But don't expect to become overwhelmed. If you are averaging considerably more than five hours a week, or are feeling overwhelmed, come TALK TO ME. (I also encourage you to contact me as soon as possible if you have a documented disability and wish to discuss academic accommodations.)

I also encourage you to take advantage of the many resources available to UNCG students including the Learning Assistance Center (334-3878) and the University Writing Center (334-3125).

Attendance

Regular attendance is also key to success in this course. In class we will cover information that you won't be able to learn elsewhere and, most importantly, through class discussions we will practice the skills around which this course is designed.

If you must miss class, you should let me know as far in advance as possible. This is partly a matter of courtesy. It is also in your best interest as your grade is likely to suffer. You might miss hand-outs or crucial advice or information about assignments. I will not necessarily bring additional copies of hand-outs or repeat information, so it is always your responsibility to keep up with what is going on in class. In addition, some assignments can only be turned in during class and will not be accepted either late or early.

Academic Integrity

I take my obligations under the Academic Integrity Policy seriously and expect you to do the same. ALL the work you do in this course is subject to the policy. It is especially important that you do not commit PLAGIARISM. Plagiarism is not only an honor code violation, but is also illegal. If you are at all worried that you might be in danger of plagiarism or any other violation, you should ASK me (not another student) in advance.

Grades

Your course grade will be earned through your work on the following assignments, which are described below:

Midterm 1: 15%

Midterm 2: 20%

Final: 20%

Library Digs: 20% (10% each)

Participation: 25% (10% pop quizzes; 15% reflection papers)

Assignment Descriptions

All of the assignments are designed to exercise the analytical skills around which this course is designed. They should give you many opportunities to let me know how you are responding to and interpreting course materials and to let me respond and evaluate your progress.

Let me know if you are confused about an assignment in any way. Ask questions before the deadline. If you must miss a deadline or a class meeting and let me know **AHEAD OF TIME** I will consider, but not necessarily accept, your excuse.

TAKE-HOME MIDTERMS AND FINAL

The midterms and final will be essay exams that allow you to demonstrate your skills of historical analysis. If you have kept up with the reading, come to class, and done well on pop quizzes and reflection papers you should be well-prepared for the exams. I will give you the exam questions one week before they are due along with more detailed instructions and advice.

Late policy: I cannot accept late finals. Late midterms will be accepted with a penalty of one half grade for each twenty-four hours, or portion of twenty-four hours, late. That is, a "B-" exam will receive a "C+" if it is turned in a few minutes, eight hours, or twenty-four hours late, including weekends. The turn-in time will be when I see the exam, not necessarily when you drop it off. It is your responsibility to make sure I have received a late exam.

LIBRARY "DIGS"

This assignment gives you the opportunity to act as a historian by gathering primary evidence and then interpreting it. Twice during the semester you will go to the library and look through newspapers, magazines, or other sources. You will choose at least three documents that relate to the particular topic or time period under consideration. You will then write a short (no more than 600 word) essay in which you interpret your documents, explaining how they illuminate the topic or time period. The digs will help form the basis for class discussion on the day they are due. I will give you more detailed instructions on this assignment in separate hand-outs. The Digs will be evaluated on how clear, convincing, and logical the essay's interpretation is.

Half the class (Group I) will do Digs due on February 8 and April 10. The other half (Group II) will do Digs due on March 6 and April 22. You will sign up for one of the groups during the second week of classes. Library Digs must be turned in during class the day they are due. I will not accept them before or after they are due.

PARTICIPATION

Pop quizzes and reflection papers are designed to encourage you to read actively and efficiently and to give you credit for keeping up with the course.

Pop quizzes

Pop quizzes will be based on readings in Boyer, *Enduring Vision*, and might be given any day reading in Boyer is assigned. Pop quizzes will ask you to take five minutes to write on one of the five questions listed at the beginning of each chapter in Boyer. Keeping those questions in

mind while you read will help prepare you for the quizzes. The pop quizzes will help you practice getting the most important information from the reading and summarizing it quickly and succinctly.

I will mark each pop quiz with a check, check-plus, check-minus, or a zero. If you receive checks on at least 80% of the quizzes, you will receive a B for this part of your grade; check-plusses on at least 80% will earn an A; check-minuses on at least 80% will earn a C; and zeros on at least fifty percent earns an F.

Reflection papers

These are informal written responses that can be turned in any day that reading other than Boyer is assigned. They can be no longer than two printed pages. They give me the opportunity to see how you are understanding and reacting to the readings and they help you prepare for the day's discussion. I will provide discussion questions for these readings that you can use for the reflection papers. In general, use these papers to ruminate, raise questions, or clarify your own ideas. I do not want you to summarize the reading, but to reflect on it.

You will have 20 opportunities to write reflection papers and you must turn in at least seven -- at least two before the first midterm and at least another two before the second midterm. The reflection papers are due on Blackboard by 10:00 am the day for which the reading is assigned. I will give you more information about Blackboard in a separate handout. You must then bring a hard copy of the reflection paper to give me during class. You will not get credit for a reflection paper unless it is submitted on time to Blackboard AND given to me during class.

In order to receive at least a check on a reflection paper, it must be clear that you have done the reading and given it some serious thought. If you get checks on all seven reflection papers you will earn a B for this part of the course grade. A majority of check-plusses, with no zeros, will earn an A and a majority of check-minuses, with no zeros, will earn a C.

<u>DATE</u>	<u>SUBJECT AND READING</u>	<u>ASSIGNMENT DUE</u>
Monday, January 14	Introducing the course	Buy books
Wednesday, January 16	The Uses of the Past "History Wars" p. 1-10 on reserve	
Friday, January 18	finish "History Wars"	
Monday, January 21	MLK, Jr holiday	
Wednesday, January 23	Reconstructing America Boyer, <i>Enduring Vision</i> , chapter 16	
Friday, January 25	Gorn, <i>Constructing the American Past</i> , chapter 1	
Monday, January 28	No reading	
Wednesday, January 30	Industrializing America Boyer, pp. 341-349 and chapter 18	
Friday, February 1	Gorn, chapter 2	
Monday, February 4	Racial Conflict: Indian Wars in the West Boyer, pp. 332-341, Gorn, chapter 3	
Wednesday, February 6	Racial Conflict: Jim Crow in the South Boyer, pp. 419-421, Prather, "We Have Taken A City" on reserve	
Friday, February 8		GROUP I: WILMINGTON RIOT DIG
Monday, February 11	Urban America Boyer, pp. 374-381 and chapter 20	
Wednesday, February 13	Gorn, chapter 4	
Friday, February 15	Political America Boyer, chapter 21	

Monday, February 18	“Progressive” America Boyer, pp. 381-387 and chapter 22 and Addams and Stanton on reserve	
Wednesday, February 20	Gorn, chapter 5	
Friday, February 22	Gorn, chapter 6	
Monday, February 25		MIDTERM I
Wednesday, February 27	America at War Boyer, chapter 23	
Friday, March 1	Gorn, chapter 7	
Monday, March 4	Jazz Age America Boyer, chapter 24	
Wednesday, March 6		GROUP II: 1920s DIG
Friday, March 8	Gorn, chapter 8	
Monday, March 11		
Wednesday, March 13	SPRING BREAK	
Friday, March 15		
Monday, March 18	Depression America Boyer, chapter 25	
Wednesday, March 20	Boyer, chapter 26	
Friday, March 22	Gorn, chapter 9	
Monday, March 25	America at War Boyer, chapter 27	
Wednesday, March 27	Gorn, chapter 10	
Friday, March 29	SPRING HOLIDAY	
Monday, April 1		MIDTERM II

Wednesday, April 3	Cold War America Boyer, chapter 28	
Friday, April 5	Gorn, chapter 11	
Monday, April 8	“Liberal” America Boyer, chapter 29	
Wednesday, April 10		GROUP I: 1950s DIG
Friday, April 12	Boyer, chapter 30	
Monday, April 15	America at War “Morality of Power” on reserve	
Wednesday, April 17	Boyer, chapter 31	
Friday, April 19	“My Lai” on reserve	
Monday, April 22	Protesting America Sitkoff and Martin Luther King on reserve	GROUP II: GREENSBORO SIT-IN DIG
Wednesday, April 24	Gorn, chapter 12	
Friday, April 26	Port Huron Statement, Malcolm X, You Don’t Need a Weatherman, and Bill Clinton’s “Letter to the Draft Board” all on reserve and Gorn, chapter 13	
Monday, April 29	“Conservative” America Boyer, chapters 32 and 33	
Wednesday, May 1	Gorn, chapter 14	
Friday, May 3	Gorn, epilogue	
Monday, May 6	America today Reading TBA	
Friday, May 10		FINAL DUE by 6:00pm