Course Description

A century after its founding, the future of the United States remained uncertain. War had preserved the Union, but at a tremendous cost in terms of blood and treasure. Fissures still remained. Racial, social, economic, and political issues continued to divide much of the nation. African Americans, immigrants, workers, farmers, and myriad other groups struggled to make the United States “a more perfect Union,” as declared in the preamble of the Constitution. At the same time, the footprint of the United States grew, first westward across the continent, then to the farthest corners of the globe. As “We the People” took on a new, more expansive form and the size of the republic expanded, the U.S. government had to adapt, though not without controversy. This course will explore the interactions among these various groups, looking at how they viewed one another and how disputes between them came to change the role and functions of the national government.

Notice Regarding Online Courses

A common misconception is that online courses are easier than traditional face-to-face courses that occur during scheduled times in a classroom setting. The readings and exams for this online course are no different than in my face-to-face course. Yet, an online course requires much greater self-discipline. As a result, students, nationwide, are two to three times more likely to fail in an online course as compared to a face-to-face course. If you have difficulty organizing and focusing your time, it likely that you will struggle to do well in this class.

Course Structure & Requirements

1.) Discussion Posts: 25%
2.) Quizzes: 15%
3.) Essay Exams: 1st Exam (March 8): 15% / 2nd Exam (April 12): 20% / 3rd Exam (May 15): 25%

Grading Scale

93-100 = A  90-92 = A-  89-87 = B+  86-83 = B  82-80 = B-  79-77 = C+  76-73 = C  72-70 = C-  69-67 = D+  66-63 = D  63-60 = D-  60 >= F
**Discussion Post Requirements**

The discussion forums are designed to prepare you for the type of thinking and analysis required on the essay exams. To receive full credit, your posts must meet several requirements. In general, your posts must include 5 sentences of no more than 100 words. Unless noted otherwise, you are required to submit 2 posts per week. The first post will be an answer to one question, out of several that I post for specific primary source documents. All the questions must be answered before another student can post an answer to the same question. When all the questions have been answered by at least one student, it is possible to offer another answer to the same question, though you will need to focus on an aspect not covered in the original answer. Some questions have multiple parts, so this should allow you to provide a unique answer. The second post will be a response to another student’s answer to a different question from a different primary source. Each post is worth 5 points. **No credit will be given for late posts.**

**Discussion Post Due Dates:**
- 1st Post: Monday 11:00 pm
- 2nd Post: Wednesday 11:00 pm

**Guidelines**

1. As in the essay exams, the posts involve more than merely regurgitating information. You still need to know who, what, where, and when about the historical events discussed in the documents, but you must also compose an argument using specific details from the documents. Therefore, it is likely that students will disagree over the answers to particular questions (This is why I require students to write one post as a response), which is fine, so long as you provide evidence from the documents to defend your analysis. In other words, do not simply write “I agree completely” or “I like your post” or “Yes” or “No,” with a vague and general reference to the document. At the same time, do not rely entirely on direct quotes. You are allowed no more than one sentence of direct quotes. Put the arguments of the document in your own words by paraphrasing what is written.

2. Credit will not be given for late posts. Issues with your computer or internet connection are not valid excuses for failing to submit a post. Incomplete sentences will result in a substantially reduced grade. Quotations from sources other than the required primary documents are not allowed. Basic writing conventions apply to the posts. Frequent misspellings, lack of punctuation, and other writing errors will result in a reduced grade for the posts.

3. Even though you are required to make a discussion post only for two of the documents assigned for any given week, you must read every document on the syllabus in preparation for the essay exams. Doing well on the exams requires a clear understanding of how the documents “talk” to one another, or how they are linked thematically.
Quizzes

At various points throughout the semester, you will be required to complete a ten-question quiz based on the weekly readings from *America: A Narrative History*. The questions will be a mix of multiple choice and True-False. You will have 25 minutes to complete the quiz. Questions on each quiz are randomly selected from a bank of 50+ questions for each quiz. These quizzes are automatically graded. For security reasons, and out of fairness to all students, quiz answers will not be provided to students following completion of the quizzes. **Your lowest quiz grade of the semester will be dropped.** NOTE: It is recommended that you complete and take notes on the readings prior to taking the quiz.

A Note on Sources

Since this is an introductory U.S. history course, it is necessary to understand the difference between primary and secondary sources. Success on the essay exams hinges on your ability to distinguish between the two sorts of sources.

**Primary Sources (Readings found in For the Record & on D2L under “Content”)**
The majority of books written by historians rely on these types of sources, which serve as evidence for a particular argument advanced by a historian. Historians interpret and evaluate these sources, which, on a much smaller scale, you will be doing with your discussion posts and on the essay exams. Primary sources are documents and artifacts created during the time under investigation by persons alive when the event occurred. Primary documents provide first-hand testimony and contemporary accounts of these moments in history.

Examples of primary sources, though not limited to, include:
- Diaries, speeches, letters, interviews, newspaper and film news coverage, autobiographies, and government and organizational records.
- Cultural sources like poetry, drama, novels, music, art, pottery, furniture, clothing, and movies.

**Secondary Sources (Readings in America: A Narrative History)**
These are historians’ interpretations and analyses of various primary sources. The textbook for this class is an example of a secondary source. Secondary sources also include discussion of other secondary sources, but mainly to challenge, affirm, or correct them by adding new information, using previously undiscovered or unused primary documents, or offering new perspectives (This is why, for instance, there are hundreds, if not thousands, of books on Abraham Lincoln and myriad other historical figures and events.). The selections that you will read in *America: A Narrative History* provide the necessary background information (Who, What, Where, and When) to place the documents in an appropriate historical context.

Course Readings on D2L & Required Textbooks

Most of the readings for this course will come from David E. Shi’s *For the Record: A Documentary History of America, Volume 2: From Reconstruction through Contemporary Times*, Sixth Edition. There also will be additional readings on D2L under the “Content” tab. You are also required to purchase David Emory Shi and George Brown Tindall, *America: A Narrative History* (Brief Tenth Edition) (Volume 2).
Course Outline

Week of January 22: Introduction
***Post Your Introduction by Sunday, January 27 at 11:00 pm***
***Complete Quiz #1 by Sunday, January 27 at 11:00 pm***
- Course Syllabus (D2L) (Quiz #1 Material)

Week of January 28: Reconstruction, The New South, & Jim Crow America
***Complete Quiz #2 by Friday, February 1 at 11:00 pm***
- The Late Convention of Colored Men (FTR, 3-4)
- Black Codes of Mississippi (FTR, 4-7)
- Organization and Principles of the KKK (FTR, 9-10)
- Klan Terrorism in South Carolina (FTR, 11-15)
- The New South (FTR, 37-38)
- The New South Investigated (D2L)
- Plessy v. Ferguson (FTR, 40-42)
- America: A Narrative History (587-601, 606-610, 660-669) (Quiz #2 Material)

Week of February 4: Transcontinental Expansion, Modernization, & the Gilded Age
***Complete Quiz #3 by Friday, February 8 at 11:00 pm***
- Excerpts from The Significance of the Frontier in American History (D2L)
- Excerpts from 1885 Commissioner of Indian Affairs Report (D2L)
- “Kill the Indian, and Save the Man” (D2L)
- Wealth (FTR, 20-22)
- Excerpts from What Social Classes Owe to Each Other (D2L)
- Should the Chinese Be Excluded? (FTR, 78-80)
- America: A Narrative History (625-629, 673-675, 683-694, 631-640, 704-707) (Quiz #3 Material)

Week of February 11: Discontent at Home and Abroad
***Complete Quiz #4 by Friday, February 15 at 11:00 pm***
- Preamble of the Constitution of the Knights of Labor (FTR, 23-24)
- The American Federation of Labor (FTR, 27-28)
- Outlook for Socialism in the United States (FTR, 32-34)
- Populist Party Platform (FTR, 78-81)
- Declaration of War (FTR, 93-94)
- The March of the Flag (FTR, 95-97)
- Platform of the American Anti-Imperialist League (FTR, 97-98)
- America: A Narrative History (648-654, 727-737, 750-763) (Quiz # 4 Material)
Week of February 18: Progressivism & The War to End All Wars
- The Jungle (FTR, 114-115)
- The Subjective Necessity for Social Settlement (FTR, 110-113)
- 1912 Progressive Party Platform (D2L)
- Declaration of War Against Germany (FTR, 145-147)
- The League of Nations (FTR, 153-155)
- The League of Nations Must Be Revised (FTR, 155-157)
- America: A Narrative History (778-793, 802-807, 818-826, 837-844) (Quiz #5 Material)

Week of February 25: The Great Depression & The New Deal
***Complete Quiz #5 by Friday, March 1 at 11:00 pm***
- Government’s Role in Fighting the Great Depression (FTR, 203-205)
- First Inaugural Address (FTR, 207-209)
- Share Our Wealth (FTR, 212-213)
- A New Declaration of Independence (D2L)
- Roosevelt’s Second New Deal (D2L)
- America: A Narrative History (913-917, 918-928, 933-935, 936-940) (Quiz #5 Material)

Week of March 4: 1st Exam
- 1st Essay Exam Due Friday, March 8 at 11:00 p.m.
  ***No Discussion Posts***

Week of March 11: World War II on the Battlefield & Homefront
***Complete Quiz #6 by Friday, March 15 at 11:00 pm***
- Let Us Stay Out of War (D2L)
- Address to America First Rally (FTR, 222-223)
- America’s Present Emergency (D2L)
- Navy Day Address on World Affairs (D2L)
- Call to Negro America to March on Washington (FTR, 226-228)
- Women in War Industries (FTR, 229-231)
- Korematsu v. United States (FTR, 231-235)
- America: A Narrative History (952-985) (Quiz #6 Material)

Week of March 18: Spring Break

Week of March 25: Cold War Containment at Home & Abroad
- The Sources of Soviet Conduct (FTR, 245-246)
- A Critique of Containment (FTR, 246-247)
- The Truman Doctrine (FTR, 247-250)
- The Marshall Plan (FTR, 250-251)
- NSC-68 (D2L)
- Statement on the Korean War (FTR, 252-253)
- Democrats and Communists (FTR, 254-255)
- The Black Silence of Fear (FTR, 256-258)
- America: A Narrative History (988-991, 1003-1009, 1022-1030) (Quiz #7 Material)
Week of April 1: The Vietnam War & Its Opponents

***Complete Quiz #7 by Friday, April 5 at 11:00 pm***
- The Senate Debates the Tonkin Gulf Resolution (D2L)
- Cutting Our Losses in South Vietnam (D2L)
- The U.S. Government “White Paper” of 1965 (D2L)
- Nixon’s Speech on “Vietnamization” (D2L)
- The Incredible War (D2L)
- *America: A Narrative History* (1063-1064, 1108-1113, 1143-1149) (Quiz #7 Material)

Week of April 8: 2nd Exam
- 2nd Essay Exam Due Friday, April 12 at 11:00 pm
***No Discussion Posts***

Week of April 15: The Civil Rights Movement

***Complete Quiz #8 by Friday, April 19 at 11:00 pm***
- Southern Declaration on Integration (FTR, 284-286)
- The Situation in Little Rock (FTR, 286-288)
- Letter from a Birmingham Jail (FTR, 298-301)
- Black Power (FTR, 311-314)
- Black Panther Party Ten-Point Program (D2L)
- *America: A Narrative History* (1052-1060, 1087-1098) (Quiz #8 Material)

Week of April 22: From the Great Society to the Age of Limits
- The Other America (FTR, 295-297)
- “Great Society” Speech (D2L)
- *The Feminine Mystique* (FTR, 273-275)
- NOW Statement of Purpose (D2L)
- Redstockings Manifesto (D2L)
- Welcome to Fear City (D2L)
- A Crisis of Confidence (FTR, 352-355)
- *America: A Narrative History* (1098-1108, 1128-1132, 1143-1149, 1159-1161) (Quiz #9 Material)

Week of April 29: The Conservative Backlash & The Reagan Revolution
- The Civil Rights Movement: Fraud, Sham, and Hoax (FTR, 302-305)
- “A Time For Choosing” (D2L)
- What’s Wrong with ‘Equal Rights’ for Women? (FTR, 335-337)
- Organizing the Moral Majority (D2L)
- Reagan’s Program for Economic Recovery (D2L)
- The “Evil Empire” (FTR, 359-361)
- “Tear Down This Wall” (FTR, 362-364)
- *America: A Narrative History* (1172-1184, 1186-1188) (Quiz #9 Material)
Week of May 6: A New Era? A New Century & The Looming Threat of Terrorism

*** Complete Quiz #9 by Friday, May 10 at 11:00 pm***

- The Culture War for the Soul of America (D2L)
- Contract With America (FTR, 376-377)
- Vice President Dick Cheney Speech (D2L)
- 2001 USA Patriot Act Congressional Debate (D2L)
- *America: A Narrative History* (1195-1199, 1207-1209, 1215-1223) (Quiz # 9 Material)

Final Essay Exam Due Wednesday, May 15 at 11:00 pm

Students with disabilities. If you have a disability and need special assistance or accommodations, please see me within the first week of class. All student requests for accommodation must be made through the Accessibility Resource Center. Faculty may not grant disability accommodations without a written request. Information on accommodations can be found at [http://www4.uwm.edu/arc](http://www4.uwm.edu/arc).

As per UWS 17 of the University of Wisconsin Colleges Student Rights & Regulations, no form of harassment or discrimination is allowed in this class on the basis of identity, including but not limited to race, gender, class, age, disability, religion, sexual orientation, immigration status, veteran status, gender identity, nationality, and/or ethnicity. While this class seeks to foster an environment in which ideas and beliefs can be challenged in the spirit of academic inquiry, such challenges must be respectful and civil so that all class members are welcome and empowered to participate in this learning process. For information on discriminatory conduct, please visit the website at [https://www4.uwm.edu/secu/docs/other/S_47_Discrimina_duct_Policy.pdf](https://www4.uwm.edu/secu/docs/other/S_47_Discrimina_duct_Policy.pdf).

Academic misconduct. Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University. Information on academic misconduct can be found at [http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/](http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/). I encourage you to familiarize yourself with it. If a student violates this policy in any way, I reserve the right to impose a sanction of failure on the assignment/assessment or failure in the course. If you have questions about appropriate citations, please ask.


The instructor and the University reserve the right to modify, amend, or change the syllabus (course requirements, grading policy, etc.) as the curriculum and/or program require(s).

**Academic Advising in History**

All L&S students have to declare and complete an academic major to graduate. If you have not yet declared a major, you are encouraged to do so, even if you are at an early stage in your college education. If you are interested in declaring a major (or minor) in History, or if you need academic advising in History, please visit the Department of History undergraduate program web page at [http://www4.uwm.edu/letsci/history/undergrad/](http://www4.uwm.edu/letsci/history/undergrad/) for information on how to proceed.