SYLLABUS

COURSE DESCRIPTION:
The course examines the major themes of US history since 1890, the multicultural nature of contemporary US society, and the US role in the global arena.

In addition, students will examine United States history by viewing the past not only from the perspectives of the elites, such as politicians, generals, aristocrats, and the intelligentsia, those who often monopolize historical accounts, but also from the perspectives of the underclasses, marginalized, and subalterns of American society. It is through these various perspectives that we can understand better IDENTITY formation.

COURSE THEMES:
- Continuity and Change
- IDENTITY, collective and individual

PREREQUISITES:
- ENGL 0099 and READ 0099, if required.

REQUIREMENTS:
- Students must be computer literate.
- Student must have access to reliable, up-to-date computers with audio capabilities and speakers.
- Students must have access to fast and reliable Internet access.
- Students must use Microsoft Word for all written assignments
- Students must use Microsoft PowerPoint.
- Students must commit TEN hours per week to the course.

LEARNING OBJECTIVES:
HIST 2112 satisfies one of Kennesaw State University’s general education program requirements. It addresses the US Perspectives learning outcome. The learning outcome states: Students identify the historical, political, social, or institutional developments of the United States. For more information about KSU’s General Education program requirements and associated learning outcomes, please visit http://catalog.kennesaw.edu/preview_program.php?catoid=10&poid=704

REQUIRED TEXT:
COURSE OBJECTIVES:

After completing History 2112, students will be able to:
1. Identify and evaluate the major issues, personalities, and trends in US history since 1865.
2. Evaluate trends in intellectual and cultural history and relate them to topics in US History.
3. Determine the relationship between local and national issues and events.
4. Place issues and events of US History in a global context.
5. Analyze the trials and contributions of the many cultures that make up American society.
6. Recognize the role of diversity in American society.
7. Exhibit comprehension of the historical process of continuity and change.
8. Appraise how and why the interpretations of the issues and problems have changed over time.
9. Describe the ways geography has impacted historical processes.
10. Read and interpret maps.
11. Develop skills in critical thinking, collaboration, and organization.
12. Undertake research using a variety of materials.
15. Formulate a convincing historical argument using primary and secondary sources.

THE DISTANCE LEARNING FORMAT

The course is entirely Web-based. One might assume that the course will be easier because students need not attend class in the traditional sense or because students need not commute to places inconvenient or too distant. One might assume also that the course will be easier because students are able to fit reading, assignments, and research into busy schedules. Allow me to dispense with these assumptions.

First, even though you need not attend class in the traditional sense, you still must devote considerable time to the course material. Studies show that for every three hours students attend class (one three-semester-hour course meets two times per week for a TOTAL of three hours per week), successful students (those who make As and Bs) dedicate 2.5 times the number of in-class hours on the course outside the four walls of the classroom. In other words, if you take a three-hour class, then you should spend about seven hours on that class BEYOND THE THREE HOURS YOU SIT IN THE CLASSROOM EACH WEEK. So the experts tell us that you should spend ten hours per week on each three-hour class if you expect to make an A in the course. Therefore, I expect you to be able to devote ten hours per week to the course, and I have designed the course to accomplish just that. If you dedicate the time and follow my advice, you will learn the material, succeed in the course, and have fun doing it, the last of which is the most important.

Second, you must be a disciplined self-starter to succeed in this class. You will be asked each week to master a lot of material independently and with little personal interaction with Kennesaw State or your professor beyond your computer. I suggest you “power block” a few times each week so you can devote time only to this course with no distractions. In other words, dedicate a block of uninterrupted time to this course a few times each week and SCHEDULE some alone time to devote to the course.

Finally, D2L (the distance learning interface) boasts many, many tools. We will use some, but not all of them. In general, I will use D2L as a communication tool, one that will allow me to deliver course content in the form of: written assignments; reading assignments (from the text and other sources); audio lectures (Weekly Radio Addresses); discussion topics (Ponderables and Questions for Consideration); and assessments (exams and quizzes). If I use other tools throughout the course, I will let you know in advance.

THE THREE-LEGGED APPROACH

Think of this course as a three-legged stool, with each leg as a critical component that maintains the structural integrity of the stool. The first leg, or requirement for success in the course, is the text. You must read the text to succeed in this course, and you must cover SIXTEEN chapters in SIXTEEN weeks. With one chapter of material per week to cover, well, you do the math: it is a lot of material. Trust me, you will be lost in this course if you do not read the text; you need the background to fully appreciate the lectures (see the third leg below) and
understand the context. In addition to reading the text, be sure to check out what I call “The Keys to the City” (the publisher’s Website dedicated to your text, The American Promise) often. I call it “The Keys to the City” because my successful students, those who make As and Bs, use the Website often. Point your browser to: www.bedfordstmartins.com/roarkvalue and navigate the site. Be sure to take the practice quizzes to gauge your progress in comprehending the material. The practice quizzes found on the publisher’s website will not count to your course grade.

The second leg is your own independent research. Each week, I will give you “QUESTIONS FOR CONSIDERATION” or “PONDERABLES” that will require you to dig deeper into the text or visit the Internet to find articles or passages that aid in answering those questions. You will need to be able to answer these questions to participate meaningfully in the online discussions.

The third leg is your instructor. Each week, I will engage in deep dialog with your and, in some weeks, I will upload an audio lecture. These Weekly Radio Addresses will introduce you to historical actors whom I call “cool dead people.” History is about the story, so I feel compelled to tell a few this semester. Emerson said, “There is no history, only biography.” I could not agree more, so I will give a biographical sketch every week – in addition to some background information – that will help us learn some history and have some fun. If you give equal time to each of the three legs, you should do just fine in the course. Whatever else you do, do not fall behind.

ASSIGNMENTS AND GRADING CRITERIA:
All of the assignments and exams, when applicable, are to be written in Microsoft Word, are to be completed independently, and will be submitted via D2L. You will not come to campus for exams.

Participation (100 points):
You will be measured by how often and how well you engage in the online class discussions, which will be conducted online in the Weekly Discussion Forum. You engage by posting responses to my questions, responding to your classmates’ posts, by asking questions in the forum, and by otherwise showing that you are mastering material. I post several questions throughout the week, so you should login every day to see what is new. You will use the Discussion Forum to post and answer questions. I will give you Ponderables or Questions for Consideration each week, and you will engage in vigorous discussion with me and your classmates almost daily. This component is worth 100 points, or roughly ten points per week.

Again, you can earn a maximum of 100 points for participation in the course. I will post questions daily, so you will have ample opportunity to participate each day and every week. Your participation is measured in two ways: quantitatively and qualitatively. First, participation is assessed quantitatively, which means that you must submit at least SEVEN quality posts each week.

In addition, and more importantly, participation is assessed qualitatively, which means you will be measured on the quality of your post. In other words, in addition to your post being mechanically correct (proper spelling, grammar, syntax and form), your post must be materially correct. In addition, your post should contribute to the conversation and accurately display your grasp of the material. You must cite your work using the Chicago style and contribute to the conversation in a meaningful way.

Each post must meet the following guidelines:
- Posts must exceed 100 words, not including quotes and citations.
- Posts are supported by the textbook readings or other sources and are cited correctly in Chicago format.
- Posts exhibit your understanding of the material and lay out the basic ideas of the topics.
- Posts link theory to relevant examples or experiences and use the vocabulary of the concepts correctly.
- Posts must contain no errors in grammar, punctuation, spelling or syntax.
- Posts analyze and expand on the post you are responding to in light of the theories and topics covered.
- Posts apply critical thinking.
- Posts do not reference sources such as Wikipedia, Answers.com, or About.com.
Exams (400 points total):

You will have four exams, the dates of which are listed below. All exams will be conducted online. Exams could be any combination of multiple choice, true/false OR short essay questions. You will have a time limit to finish each exam and no late submissions will be accepted. The exams will assess your knowledge of the topics covered throughout the semester and include content from the text, and any other material assigned, mentioned, or touched in the next SIXTEEN weeks. You are responsible for all of the material in the text as well as any material covered!!

Grading: Assignments and assessments will be weighted as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Participation</td>
<td>100</td>
</tr>
<tr>
<td>Exam One</td>
<td>100</td>
</tr>
<tr>
<td>Exam Two</td>
<td>100</td>
</tr>
<tr>
<td>Exam Three</td>
<td>100</td>
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<tr>
<td>Final Exam (cumulative)</td>
<td>100</td>
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<tr>
<td>Total</td>
<td>500</td>
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Final course grades will be determined based on the scale below:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>TOTAL POINTS</th>
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<tbody>
<tr>
<td>A</td>
<td>450-500 points</td>
</tr>
<tr>
<td>B</td>
<td>400-449 points</td>
</tr>
<tr>
<td>C</td>
<td>350-399 points</td>
</tr>
<tr>
<td>D</td>
<td>300-349 points</td>
</tr>
<tr>
<td>F</td>
<td>BELOW 300 points</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
</tbody>
</table>

An incomplete grade for the course will be given only when the student has completed satisfactory work up to the last two weeks of the semester, but for nonacademic reasons beyond his/her control is unable to meet the full requirements of the course. Incomplete grades are only valid after submission of the Incomplete Grade form (signed by both the instructor and student) to the Department Chair’s office.

ACADEMIC HONESTY
Cheating is a violation of school policy. Cheating includes any attempt to defraud, deceive, or mislead the instructor in arriving at an honest grade assessment, and may include copying answers from other students or using unauthorized notes during tests. Cheating includes gaining prior access to exams or content of exams or discussions, either directly or indirectly, from former students who have completed this course. Plagiarism is a particular form of cheating that involves presenting as one’s own the ideas or work of another, and may include using other people’s ideas without proper attribution and submitting another person’s work as one’s own. Violation of the honor code constitutes grounds for suspension or expulsion from the university.

The high quality of education at Kennesaw State University is reflected in the credits and degrees its students earn. The protection of high standards of academic integrity is crucial since the validity and equity of the University's grades and degrees depend upon it.

No student shall receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit (including examinations, laboratory reports, essays, themes, term papers, etc.). Unless specifically authorized, the presence and/or use of electronic devices during an examination, quiz, or other class assignment is considered cheating. Engaging in any behavior which a professor prohibits as academic misconduct in the syllabus or in class discussion is cheating. When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly
acknowledged. No student may submit the same, or substantially the same, paper or other assignment for credit in more than one class without the prior permission of the current professor(s).

Students suspected of violating the KSU Statement of Academic Honesty will meet with me to discuss the violation AND will be reported to the Department of Student Conduct according to the process outlined at the following link: https://web.kennesaw.edu/scai/content/scai-misconduct-procedures. In addition, students in violation of the KSU Statement of Academic Honesty will fail the assignment or assignments involved. Repeated violations of the policy will result in the failure of the course. Here are links to websites dedicated to plagiarism avoidance:

http://plagiarism.org/
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml
http://www.library.arizona.edu/help/tutorials/plagiarism/index.html

AMERICANS WITH DISABILITIES ACT STATEMENT

The Americans with Disabilities Act (ADA), Public Law 101-336, gives civil rights protections to individuals with disabilities. This statute guarantees equal opportunity for this protected group in the areas of public accommodations, employment, transportation, state and local government services and telecommunications.

Should you require assistance or have further questions about the ADA, please visit the Kennesaw State University disAbled Student Support Services here: http://www.kennesaw.edu/stu_dev/dsss/policies.html. In addition, you can contact Ms. Nastassia Sanabria, ADA Compliance Officer for Students: 470-578-6443.

EQUAL OPPORTUNITY STATEMENT

No person shall, on the grounds of race, color, sex, religion, creed, national origin, age, or disability, be excluded from employment or participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity conducted by KENNESAW STATE UNIVERSITY.

AFFIRMATIVE ACTION STATEMENT

Kennesaw State University adheres to affirmative action policies to promote diversity and equal opportunity for all faculty and students.
# COURSE SCHEDULE

## Part I: Reconstruction and ReConstitution

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Chapter(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>August 18, 2014</td>
<td>16: Reconstruction</td>
</tr>
<tr>
<td>2</td>
<td>August 25, 2014</td>
<td>17: The West</td>
</tr>
<tr>
<td>3</td>
<td>September 1, 2014</td>
<td>18: The Gilded Age</td>
</tr>
<tr>
<td>4</td>
<td>September 8, 2014</td>
<td>19: The City</td>
</tr>
</tbody>
</table>

Exam One Due Sunday, 9/14/2014 at 11:59 PM

## Part II: A New World Order

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Chapter(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>September 15, 2014</td>
<td>20: Populism</td>
</tr>
<tr>
<td>6</td>
<td>September 22, 2014</td>
<td>21: Progressivism</td>
</tr>
<tr>
<td>7</td>
<td>September 29, 2014</td>
<td>22: The Great War</td>
</tr>
<tr>
<td>8</td>
<td>October 6, 2014</td>
<td>23: The New Era</td>
</tr>
</tbody>
</table>

Exam Two Due Sunday, 10/12/2014 at 11:59 PM

## Part III: Democracy Tested and Challenged

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Chapter(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>October 13, 2014</td>
<td>24: The Great Depression and New Deal</td>
</tr>
<tr>
<td>10</td>
<td>October 20, 2014</td>
<td>25: World War II</td>
</tr>
<tr>
<td>11</td>
<td>October 27, 2014</td>
<td>26: The Cold War</td>
</tr>
<tr>
<td>12</td>
<td>November 3, 2014</td>
<td>27: Cracks in the Consensus – 1950s</td>
</tr>
</tbody>
</table>

Exam Three Due Sunday, 11/9/2014 at 11:59 PM

## Part IV: New Global Challenges

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Chapter(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>November 17, 2014</td>
<td>29: The ‘Nam</td>
</tr>
<tr>
<td>15</td>
<td>November 24, 2014</td>
<td>30: The Lurch to the Right</td>
</tr>
<tr>
<td>16</td>
<td>December 1, 2014</td>
<td>31: New Global Challenges</td>
</tr>
</tbody>
</table>

Exam Four Due Sunday, 12/7/2014 at 11:59 PM

**Notes:**
1. Syllabus and Course Schedule are subject to change based on contingencies encountered throughout the semester.
2. All readings are from *The American Promise*, unless otherwise noted.
3. Visit the weekly folder on the course website in D2L for detailed instructions, objectives and tasks for each week.
4. Each week ends Sunday at 11:59 pm and begins at NOON each Monday, unless otherwise noted.
5. Exam and assignment deadlines are non-negotiable.
6. I give no makeup exams or assignments and no extra credit.