HIST 2112
United States History Since 1877
Dr. Lauren Thompson, Ph.D.
Fall 2016
Social Sciences Building 2036
MW 6:30-7:45 p.m.

Office: Pilcher Building, #140
Office Hours: MW 2:00-3:30 or by appointment
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Course Description: This course examines the major themes in the social, cultural, political, and economic history of the United States since 1877, the multicultural nature of contemporary U.S. civilization, and the nation’s role in the global arena.

Learning Objectives: HIST 2112 satisfies one of Kennesaw State University’s general education program requirements. It addresses the U.S. PERSPECTIVES general education learning outcome(s). The learning outcome states: Students identify the historical, political, social, or institutional developments of the United States.


The course lectures and the textbook reading reinforce each other. Use the textbook to review, flesh out, and reinforce what you will learn in lecture. My lectures do not duplicate the textbook. Lectures often introduce new topics and stories and go into greater depth than the textbook. Complete the textbook reading each week and use it to prepare for quizzes and exams and to review and flesh out your lecture notes.

The readings for each class meeting will also usually include short primary source selections or articles posted on Desire2Learn. These readings will introduce you to the types of evidence that historians use to construct their arguments and interpret the past. It is very important that you read the assigned documents; each class is centered on these texts. You are required to print out and bring the short reading assignments to class. You may also access them on your tablet, computer or smartphone. All assigned readings should be completed before class meets.

Course Assessments/Assignments:
Quizzes: 15%
Reflections: 20%
Midterm 1: 15%
Midterm 2: 15%
Midterm 3: 15%
Final Exam: 20%

Reflection assignments: Choose 3 questions throughout the semester to answer. You must do all 3 reflections to earn full credit (20%). No partial credit will be given and no late papers will be accepted. Write 2-3 pages, double-spaced, on the question, using lectures and readings to write your answer. Follow
the rubric on D2L to earn your desired grade. Submit to D2L/Brightspace on **Thursdays by noon**. See schedule for prompts and due dates.

**CLASS AND READING SCHEDULE**

M 8/15: Why 1877? The Failure of Reconstruction and the American Political Landscape


W 8/17: Farmers, Natives, and Cowboys: The Postwar American West


**WEEKLY REFLECTION QUESTION:** None. Review rubric guidelines on D2L

M 8/22: Industry, Labor, and Urban Immigration in Gilded Age America


W 8/24: The Age of Innocence? Science, Culture, and Politics in the Gilded Age


**WEEKLY REFLECTION QUESTION:** What role did science and technology play in the historical transformations of the Gilded Age, such as industry, labor, or social and political attitudes toward minority groups and women? **DUE THURSDAY, 9/1 on D2L at 12:00 noon.**

M 8/29: Imperial Designs: American Foreign Expansion


W 8/31: Jim Crow in the New South

- Homework for Mon: Read *American Passages* pp. 384-top of 385; 397-top of 399; 419-421. On D2L/Brightspace, read document set on “Race and Segregation.”

**WEEKLY REFLECTION QUESTION:** What rights do the Thirteenth and Fourteenth Amendments to the Constitution provide? Is it possible for two races to remain separated while striving for equality? Are separation and equality compatible? Why or why not according to the documents you read this week? **DUE THURSDAY, 9/8 on D2L at 12:00 noon.**
M 9/5:  Labor Day/NO CLASS

W 9/7: The “P’s” of Political Reform: Populism and Progressivism


**WEEKLY REFLECTION QUESTION:** What role did imperial and progressive initiatives play in the development of American identity in the late nineteenth and early twentieth centuries? How did people wrestle with American’s increasing global involvement both abroad and at home? **DUE THURSDAY, 9/15 on D2L at 12:00 noon.**

M 9/12: The Great War Abroad and at Home

- Homework for Mon (9/19): Read *American Passages*, Chapter 20 (all), pp. 470-495

W 9/14: MIDTERM 1 (covers material through 9/7)

**WEEKLY REFLECTION QUESTION:** None

M 9/19: The Roaring 20s – Did they Roar?

- Homework for Wed: Read *American Passages*, pp. 498-506. On D2L/Brightspace, read “Jazz Age” packet

W 9/21: Confronting Modernity: The Scopes Trial

- Homework for Mon: Read *American Passages*, pp. 511-513. On D2L/Brightspace, read “Scopes Trial”

**WEEKLY REFLECTION QUESTION:** What social, political, economic, or cultural contradictions were present in 1920s America? **DUE THURSDAY, 9/29 on D2L at 12:00 noon.**

M 9/26: Jazz, Booze, and the Klan


W 9/28: The Great Depression

- Homework for Mon: Read *American Passages*, pp. 520-529. Other readings TBD/announced in class.

**WEEKLY REFLECTION QUESTION:** Describe the factors that contributed to the numerous anxieties of the 1930s. What solutions were proposed? **DUE THURSDAY, 10/6 on D2L at 12:00 noon.**
M 10/3: The New Deal
- Homework for Mon (10/10): Read American Passages, pp. 532-536; 542-549.

W 10/5: MIDTERM 2 (covers material through 9/28). Last day to withdraw without academic penalty.

**WEEKLY REFLECTION QUESTION:** None

M 10/10: World War II and the Advent of the Cold War
- Homework for Wed: Read American Passages, pp. 566-576 and 597-598.

W 10/12: The Communists, McCarthyism, and Freedom of Speech

**WEEKLY REFLECTION QUESTION:** Describe the political climate of 1950s America. What factors and influences prompted the McCarthy hearings? DUE THURSDAY, 10/20 on D2L at 12:00 noon.

M 10/17: The Baby Boom: Consumption and the 1950s American Family

W 10/19: Civil Rights from Birmingham to Black Lives Matter

**WEEKLY REFLECTION QUESTION:** Assess the culture of prosperity of 1950s America and contrast it with the struggle for Civil Rights. What similarities or differences do you see today? DUE THURSDAY, 10/27 ON D2L AT 12:00 noon.

M 10/24: The Magic and Mistakes of Camelot: The Kennedy and Johnson Years
- Homework for Wed: Read American Passages, pp. 629-641.

W 10/26: Hippies, Feminism, and Free Love
**WEEKLY REFLECTION QUESTION:** What social and cultural movements emerged in 1960s America? What prompted their emergence? DUE THURSDAY, 11/3 on D2L at 12:00 noon.

M 10/31: ***NO CLASS: Reading Day and Happy Halloween! ***
W 11/2: MIDTERM 3

**WEEKLY REFLECTION QUESTION:** None

M 11/7: Vietnam and the New Left
- Homework for Wed: Read American Passages, pp. 650-652. On D2L/Brightspace, read “Port Huron Statement,” “Sproul Hall Sit-In Address” and “Letter to the Left”

W 11/9: Patty Hearst Heard the Burst of Roland’s Thompson Gun (and Bought It): America in the 1970s
- Homework for Mon: On D2L/Brightspace, read “Statement in Support of the Equal Rights Amendment”

**WEEKLY REFLECTION QUESTION:** How did the outbreak of the Vietnam War influence new political movements in the United States in the late 1960s? What were these movements and what did they stand for? DUE THURSDAY, 11/17 on D2L at 12:00 noon.

M 11/14: Morning Again in America: The Reagan Revolution and the New Conservatism

W 11/16: Sex, Drugs, Rock and Roll, and Russia: 1980-1989

**WEEKLY REFLECTION QUESTION:** What changes in gender, sexuality and society characterized the events of the 1980s and 1990s? DUE THURSDAY, 12/1 on D2L at 12:00 noon.

M 11/21: Fall Break/No Class
W 11/23: Fall Break/No Class

M 11/28: Contract with America: Bill Clinton and Newt Gingrich
- Homework for Wed: Readings TBD

W 11/30: The World of Kurt Cobain
**WEEKLY REFLECTION QUESTION:** How have the events of the 2016 presidential election reflected something you have learned in this course? DUE THURSDAY, 12/8 ON D2L AT 12:00 noon.

**M Dec 5:** Sept 11 and Beyond: America in a Global Society

**M 12/12:** Final Exam Date (6:00 pm to 8:00 pm). EXAM 4 (cumulative)

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**Other Course Policies**

**Use of the Syllabus:** This syllabus provides a general plan for the course; deviations may be necessary subject to the instructor’s discretion. Any changes to assignments or readings will be announced in class, sent via email to the class, and posted to Desire2Learn. Each student is expected to carefully read this syllabus and understand it. It serves as a contract between the instructor and the student.

**Grading:** Students are evaluated on the following scale:

- A - (90-100)
- B - (80-89)
- C - (70-79)
- D - (60-69)
- F - (59 and below)

I—Indicates an incomplete grade for the course, and will be awarded only when the student has done 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.

**Quizzes.** Quizzes will be administered at the beginning of class on any date I choose. Late arrivals will not receive additional time. I am most likely to give quizzes if students do not appear to be completing the assigned material and/or actively participating. You cannot make up quizzes unless you have a doctor’s note or funeral program.

**Exams.** There will be three exams. Exams will consist of a mix of multiple choice, map identification, matching, short answer and/or short essay questions. Students who miss quizzes or exams for legitimate, approved reasons will be able to make up these events but must take the initiative to contact the instructor to arrange a suitable retest date.

**Late Work:** I will not accept late Reflection assignments – there are 11 separate opportunities throughout the semester to complete 3 reflections.

**Make-Up Assignments:** There are no make-up quizzes unless you provide a doctor’s note or funeral program. If you must miss an exam for any reason, discuss it with me in advance.

**Electronic Communications.** The University provides all KSU students with an “official” email account with the address “students.kennesaw.edu.” As a result of federal laws protecting educational information and other data, this is the sole email account you should use to communicate with your instructor or other University officials.
Attendance Policy: Students are solely responsible for managing their enrollment status in a class; nonattendance does not constitute a withdrawal.

Electronic Devices Policy: Check your student email and D2L every day. If you are going to take notes on your laptop, you need to be at the ready to provide those notes for people who are missing class for legitimate, approved reasons. I also ask you to sit near the front of the class, and for those behind you to let me know if you are internet surfing during lecture (and distracting everyone behind you). This seemingly draconian policy is for your benefit. Recent pedagogical research has indicated that taking notes by hand is far superior for learning lecture material. Finally, all ringers on all gadgets need to be OFF during class, and no texting or headphones are allowed. You can audio-record my lectures (no video please!).

Classroom Etiquette: In order that we create an optimal learning environment, I ask that you

- arrive in class on time
- If you are unable to attend class regularly and on time, please drop this course and take it at a more suitable time.
- use laptops only for taking notes
- turn off cellphones and refrain from texting, surfing the web, watching cat videos &c.
- In order that you get the most out of this class, I hope that you will speak up! Ask questions, answer questions, share your ideas -- we are here to learn. Please come to office hours, so that I can get to know you and find out how things are going.

Email Etiquette: As a general rule, look at the syllabus BEFORE emailing your professors with a question!

I do my best to answer all emails and emailed questions within a 24-hour time frame. However, I may choose to ignore emails that do not meet the guidelines for proper email etiquette.

When emailing professors or university staff, remember to present yourself professionally at all times. Here are a few guidelines based on the resource at the OWL Writing Lab (see http://owl.english.purdue.edu/owl/resource/636/01/). These guidelines will serve you well in college and in the professional world:

- include a clear and meaningful Subject line on your email so the recipient knows what it is about and can prioritize it - you might even include the class number in your Subject line i.e. Hist 2112 Absence or Hist 2112 Exam Question
- include proper salutations, such as Dear Dr. Thompson
- use standard punctuation and spelling - DO NOT USE ALL CAPS - dont rite a txt msg 2 ur prof
- write in clear, short, paragraphs - get to the point and be specific - and clearly indicate which class you are referencing
- be friendly and cordial, but don’t joke around - jokes may be inappropriate or could come off inappropriately in email
- sign your email with your FULL name

English as a Second Language Policy: One of the expectations of this class is that students will be able to express their analyses in English, in writing. I realize that this may be challenging for non-native speakers, and I am willing to work with students in this situation. However, I can’t help if I’m not aware
of the difficulty. If you have such a circumstance, please see me ASAP to discuss what options might be available.

**ADA Compliance:** Students with qualifying disabilities under the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act who require “reasonable accommodation(s)” to complete the course may request those from Department of Student Success Services. Students requiring such accommodations are required to work with the University’s Department of Student Success Services rather than engaging in this discussion with individual faculty members or academic departments. If, after reviewing the course syllabus, a student anticipates or should have anticipated a need for accommodation, he or she must submit documentation requesting an accommodation and permitting time for a determination prior to submitting assignments or taking course quizzes or exams. Students may not request retroactive accommodation for needs that were or should have been foreseeable. Students should contact the office as soon as possible in the term for which they are seeking accommodations. For more information please visit their website, [sss.kennesaw.edu/sds](http://sss.kennesaw.edu/sds). Contact information is as follows:

SDS Email: sds@kennesaw.edu
Primary number for Kennesaw campus: 470-578-2666
Primary number for Marietta campus: 678-915-7244

**Disruptive Behavior Policy:** Disruptive behavior in the classroom is unacceptable and will not be tolerated. Disruptive behavior includes (but is not limited to): internet surfing, sleeping, texting, making/receiving phone calls, listening to iPods or other devices, reading non-course-related materials, engaging in private conversations, yelling, name-calling or use of other defamatory language, entering/leaving class frequently without permission, and/or verbal/physical abuse. Students who engage in disruptive behavior will be asked to leave the classroom and may be removed from the course at my discretion.

**Academic Integrity Statement** Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section 5. C of the Student Code of Conduct addresses the university’s policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to university materials, misrepresentation/falsification of university records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the Department of Student Conduct and Academic Integrity (SCAI), which includes either an “informal” resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct’s minimum one semester suspension requirement. See also [https://web.kennesaw.edu/scai/content/ksu-student-code-conduct](https://web.kennesaw.edu/scai/content/ksu-student-code-conduct).

Plagiarism is your worst option if you are pressed for time. If you plagiarize or cheat, you will AUTOMATICALLY receive a failing grade for the course, and I will work with KSU’s administration to impose disciplinary consequences up to and including expulsion from the University.