

HIST 2112
US History Since 1877
Semester: Fall 2017
CRN 80931
Location: Social Science Bldg., Room 2036
Meeting Time: MW 8:00-9:15PM

Instructor: Dr. William C. Nicholson
Office: n/a
Office Hours: n/a
Office Phone: 470-578-6294
Email address: wnichol5@kennesaw.edu

Course Communication: The best and most efficient way to contact me is through e-mail at wnichol5@kennesaw.edu. Otherwise, you may leave a message at the History Department, 4th Floor of the Social Science Bldg. or by phone at (470) 578-6294. As an adjunct (part time) professor, I DO NOT have an office per se, but you can see me before and after class.

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.**

Course Description: From Catalog at:
<http://catalog.kennesaw.edu/content.php?catoid=24&navoid=2024>. An examination of the major themes of American history since 1877, the multicultural nature of contemporary U.S. civilization, and the nation’s role in the global arena.

Learning Objectives: The main objective of this course is to present a broad overview of American history from the late 19th century to the present. This goal will be accomplished by utilizing a **textbook** (which gives a general narrative account of American history) and a **supplemental reader** (which gives alternative viewpoints of familiar themes and events in American history. Traditional political, military, and diplomatic history will provide a general framework within which a number of social, cultural, and urban themes will also be explored. Due to the time period covered, lectures by necessity will be rather general in scope. Lectures will be enhanced and supplemented, however, by outside readings, student reports, class discussions and video excerpts which will provide more in-depth coverage and analysis of specific historical themes and events. It is crucial, therefore, that the assigned reading will be completed before class.

HIST 2111/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.

http://catalog.kennesaw.edu/preview_program.php?catoid=24&poid=2668

Required Reading:

George Brown Tindall and David E. Shi. **America: A Narrative History.**
(Brief 10th Edition - Vol. 2). W. W. Norton & Company, 2016.
ISBN 978-0-393-91267-8.

Loewen, James W. **Lies My Teacher Told Me: Everything Your
American History Textbook Got Wrong.** 2nd ed. Touchstone Press, 2010.
ISBN 978-0-7432-9628-1.

Attendance Policy: Attendance is regulated by the University's policy found in the University catalog. Students should recognize that classroom interaction, both among peers and between instructor and student, provides the best forum for learning and intellectual development in general. Therefore, regular class attendance is required and will be used in determining final grades in borderline cases. **To be counted "present" for a class, students must be in class for more than half the class period AND MUST ALSO HAVE SIGNED THE ROLL. If you leave before the halfway point, you will be marked "absent." If you do not sign the roll, you will be considered absent...no exceptions!!** Each student will be allowed **FOUR** absences during the semester without penalty. For every absence over **FOUR** one point will be deducted from a student's final grade. There are **NO** "excused" absences (no doctor's notes or work excuses accepted). Students are solely responsible for managing their enrollment status in a class; nonattendance does not constitute a withdrawal.

At the end of the semester, the number of absences for each student will be posted on D2L as so many absences out of 20, e. g. "3/20." The "20" is meaningless...D2L requires a second number be posted. **Just ignore the second number as well as the percentage it yields.** The only number that matters if the first number posted, in this case, the "3." This means I show you missing 3 classes for the semester. If that is inaccurate, please let me know.

Tardiness: Please be considerate of the instructor and other students by arriving to class on time and waiting until class is over before gathering up books and materials to leave. If you know you will be late or will have to leave early, please notify the instructor in advance if possible. Thank you.

Electronic Devices Policy: Laptops, Ipads, cell phones, etc. are permitted in class BUT with the understanding that they be used for class work **ONLY**, such as taking notes, preparing video responses, etc. Texting, checking Facebook, gaming and any non-class related activities are **NOT** allowed. **Also, no headphones/ear buds/listening devices are allowed in class. FAILURE TO ABIDE BY THESE REQUESTS MAY RESULT IN YOUR EXPULSION FROM CLASS.**

During tests, absolutely no electronic devices are permitted. All cell phones must be turned off and put away in book bags. Anyone caught with a cell phone or any other electronic device (including

ear plugs) on their desks or in their laps or in use in any way during tests will be prosecuted for cheating. Please heed this requirement. There are no warnings!

Class Participation: Students are strongly encouraged to participate actively in class. Student participation in class discussions makes for a far more interesting and lively class and enhances one's grasp of the material and its nuances, **BUT PLEASE DO NOT TALK WHILE OTHERS ARE TALKING. This is just common courtesy.** Class participation and attendance will be taken into consideration at the end of the course in determining borderline grades.

Course Assessments/Assignments:

TESTS: There will be FOUR, non-cumulative tests given during the semester. These tests will consist of 80 objective-type questions (multiple choice, true-false, etc.) and **each test will comprise 20% of your overall grade.** ALL CELL PHONES MUST BE TURNED OFF DURING TESTS AND REMOVED FROM YOUR PERSON. ALSO, YOU ARE NOT PERMITTED TO LEAVE THE ROOM DURING A TEST FOR ANY REASON (bathroom or otherwise) OR YOU WILL FORFEIT THAT TEST AND RECEIVE A ZERO. NO EXCEPTIONS!!! You will also need to purchase scantron forms (#106173) from the KSU Bookstore for each test.

VIDEO/LOEWEN RESPONSES: In addition to the major tests, each student will complete TEN 2- page (double-spaced) written responses to videos as well as 1-2 page written responses (double-spaced) to each of the FIVE chapters we cover in the Loewen book. These 15 responses all together (**the V/L grade**) will count as the final **20% of your overall grade.** Responses can be submitted in class in written form or online to my KSU e-mail (wnichol5@kennesaw.edu). It's OK just to copy and paste your response in the body of the e-mail. For **video responses**, the first page (half) of your response should summarize the general content of the video [and put a heading of "Summary"] and then in the second page (half) of your video response you will address a "Question for Reflection" that I pose and post in the power point. These sections should be relatively balanced in length. **All video responses are due within 48 hours** of viewing the video in class. I will accept late responses up to 1 week after we watch the video in class, **but only for half credit. No responses will be accepted after this 1 week period. Please indicate the class time in the "Subject" line of your e-mails.**

For the **Loewen chapters**, you will be individually responding to ONE of the four discussion questions provided for each chapter covered. Loewen questions can be found on D2L. **UNLIKE VIDEO RESPONSES, Loewen responses are due by the class period we discuss the chapter (see below for these dates). This is to facilitate class discussion.**

Students must complete/submit these assignments as we go along. They may NOT submit these assignments all at once at the end of the semester.

OPTIONAL FINAL EXAM ESSAY: The final "exam" consists of a comprehensive take-home essay covering a topic that spans the time frame of this course. It is **OPTIONAL** except for those that miss a test during the semester. **Those students who miss a test during the**

semester MUST complete the final exam take-home essay. Others may elect to write the final exam essay to replace their lowest test score if they so choose. This essay will NOT replace the V/L score. The essay will be e-mailed to all students on the last day of class with the topic and specific instructions to complete it.

Makeup Exams and Late Assignments: THERE ARE NO TEST MAKE-UPS. If you are unable to attend class on the scheduled day for a test, THEN YOU WILL HAVE TO COMPLETE THE TAKE-HOME COMPREHENSIVE FINAL EXAM ESSAY AT THE END OF THE SEMESTER. Any deviation to this policy will be at the discretion of the instructor. No assignments are accepted over 1 week late.

Grade Calculations:

Student grades will be determined as follows:

4 Tests-----80% (20% each)

V/L Responses-----20%

Total-----100%

[Grades will be adjusted for attendance accordingly]

V/L Grade Scale (Number of Total responses):

15 - 100

14.5 - 97

14 - 93

13.5 - 90

13 - 87

12.5 - 83

12 - 80

11.5 - 77

11 - 73

10.5 - 70

10 - 67

9.5 - 63

9 - 60

8.5 - 57

8 - 53

7.5 - 50

Grading Scale

Students are evaluated on the following scale:

A - (90-100)

B - (80-89)

C - (70-79)

D - (60-69)

F - (below 60)

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.

Academic Integrity Statement ^[1]_{SEP} 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>.

The Student code of Conduct will be strictly enforced in this class. All students are advised to read and follow this code and abide by the highest standards of academic integrity.

[Examples of Plagiarism Avoidance websites:](#)

<http://plagiarism.org/>

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

<http://www.library.arizona.edu/help/tutorials/plagiarism/index.html>

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.

Contact information is as follows:

SDS Email: sds@kennesaw.edu

Primary number for Kennesaw campus: [470-578-2666](tel:470-578-2666)

Primary number for Marietta campus: [678-915-7244](tel:678-915-7244)

Withdrawal from the Course: Withdrawal before the midpoint of the semester **10/4/2017**) entitles the student to receive the grade of "W" if performance up to that point has been satisfactory. A student doing failing work will receive the grade "WF" as well as students who withdraw after **10/4/2017**. Any exception must be approved by the Dean of Students.

Extra Credit Work: This instructor does NOT offer extra credit opportunities except in extreme cases with unusual extenuating circumstances ... so do not ask!

Note: This syllabus is merely a guide to this course and is subject to change at the instructor's discretion. EACH STUDENT IS RESPONSIBLE FOR READING AND ABIDING BY THE TERMS OF THIS SYLLABUS. PAY PARTICULAR ATTENTION TO MY ATTENDANCE POLICY TO AVOID SIGNIFICANT GRADE REDUCTIONS AT THE END OF THE SEMESTER.

10 Things Every College Professor Hates

1. Don't use unprofessional correspondence.

Your instructors are not your friends. Correspond with them as if you're in a workplace, because you are. We're not saying that you can't ever write like this, but you do need to demonstrate that you know when such communication is and isn't appropriate. You don't wear pajamas to a job interview, right? Same thing.

2. Don't ask the professor if you "missed anything important" during an absence.

No, you didn't miss anything important. We spent the whole hour watching [cats play the theremin](#) on YouTube!

Of course you missed something important! We're college professors! Thinking everything we do is important is an occupational hazard. Here's an alternative way to phrase it: "I'm so sorry I missed class. I'm sure it was *awesome*."

If you're concerned about what you missed, try this instead: Do the reading, get notes from a classmate (if you don't have any friends in class, ask the professor if they'll send an email to help you find a partner to swap notes with), read them over, and drop by office hours to discuss anything you didn't understand.

3. Don't pack up your things as the class is ending.

We get it. The minute hand is closing in on the end of class, there's a shift in the instructor's voice, and you hear something like "For next time ..." That's the cue for the students to start

putting their stuff away. Once one person does it, it's like an avalanche of notebooks slapping closed, backpack zippers zipping, and cell phones coming out.

Don't do it.

Just wait 10 more seconds until the class is actually over. If you don't, it makes it seem as if you are *dying* to get out of there and, hey, that hurts our feelings!

4. Don't ask a question about the readings or assignments until checking the syllabus first.

It's easy to send off an email asking your instructor a quick question, but that person put a lot of effort into the syllabus for a reason. Remember, each professor has dozens or hundreds of students. What seems like a small thing on your end can add up to death-by-a-thousand-paper-cuts on our end. Make a good-faith effort to figure out the answer *before* you ask the professor.

5. Don't get mad if you receive critical feedback.

If an instructor takes a red pen and massacres your writing, that's a sign that they care. Giving negative feedback is hard work, so the red ink means that we're taking an interest in you and your future. Moreover, we know it's going to make some students angry with us. We do it anyway because we care enough about you to try to help you become a stronger thinker and writer. It's counterintuitive, but lots of red ink is probably a sign that the instructor thinks you have a lot of potential.

6. Don't grade grub.

Definitely go into office hours to find out how to study better or improve your performance, but don't go in expecting to change your instructor's mind about the grade. Put your energy into studying harder on the next exam, bringing your paper idea to the professor or teaching assistant in office hours, doing the reading, and raising your hand in class. That will have more of a payoff in the long run.

7. Don't futz with paper formatting.

Paper isn't long enough? Think you can make the font a teensy bit bigger or the margins a tad bit wider? Think we won't notice if you use a 12-point font that's just a little more widely spaced? Don't do it. We've been staring at the printed page for *thousands of hours*. We have an eagle eye for these kinds of things. Whatever your motivation, here's what they say to us: "Hi Prof!, I'm trying to trick you into thinking that I'm fulfilling the assignment requirements. I'm lazy and you're stupid!" Work on the assignment, not the document settings.

8. Don't pad your introductions and conclusions with fluff.

Never start off a paper with the phrase, “Since the beginning of time . . .” “Since the beginning of time, men have engaged in war.” Wait, what? Like, the big bang? And, anyway, how the heck do *you* know? You better have a damn strong citation for that! “Historically,” “Traditionally,” and “Throughout history” are equally bad offenders. Strike them from your vocabulary now.

In your conclusion, say something smart. Or, barring that, just say what you said. But never say: “Hopefully someday there will be no war.” Duh. We’d all like that, but unless you’ve got ideas as to how to make it that way, such statements are simple hopefulness and inappropriate in an academic paper.

9. Don’t misrepresent facts as opinions and opinions as facts.

Figure out the difference. Here’s an example of how *not* to represent a fact, via [CNN](#):

Considering that Clinton’s departure will leave only 16 women in the Senate out of 100 senators, many feminists believe women are underrepresented on Capitol Hill.

Wait. Feminists “believe”? Given that women are 51% of the population, 16 out of 100 means that women *are* underrepresented on Capitol Hill. This is a social fact, yeah? Now, you can agree or disagree with feminists that this is a *problem*, but don’t suggest, as CNN does, that the fact itself is an opinion.

This is a common mistake, and it’s frustrating for both instructors and students to get past. Life will be much easier if you know the difference.

10. Don’t be too cool for school.

You know the student who sits at the back of the class, hunches down in his or her chair, and makes an art of looking bored? Don’t be that person. Professors and teaching assistants are the top 3% of students. They most likely spent more than a decade in college. For better or worse, they *value* education. To stay on their good side, you should show them that you care, too. And, if you don’t, pretend as if you do.

Read more: <http://www.businessinsider.com/10-things-every-college-professor-hates-2014-8#ixzz3LQeH9RgO>

**Course Schedule:
HISTORY 2112**

W.C. NICHOLSON

American History Since 1877

<u>Date</u>	<u>Subject</u>	<u>Text</u>
8-15	Intro./Course Overview <i>America in the Late 19th Century: An Overview</i>	-----
8-17	<i>Big Business</i>	Tindall Ch. 17/Video
8-22	<i>Organized Labor</i> “Land of Opportunity” Loewen Response Due	Tindall Ch.17 (con’t) Loewen Intro/ Ch. 7
8-24	<i>The New South</i>	Tindall Ch. 18/Video
8-29	<i>The New West</i> “Red Eyes” Loewen Response Due	Tindall Ch.18 (con’t) Loewen Ch. 4
8-31	<i>Urbanization & Immigration</i>	Tindall Ch. 19
9-5	Video/Discussion: The Unfinished Nation: The Meeting Ground (Western Settlement)	
9-7	<i>Gilded Age Politics/Agrarian Reform</i>	Tindall Ch. 19
9-12	TEST 1	Tindall, Chs. 17-19 Loewen, Chs 4, 7
9-14	<i>The Course of Empire I</i>	Tindall Ch. 20/Video
9-19	<i>The Course of Empire II</i>	Tindall Ch. 20 (con’t)
9-21	<i>Progressivism</i>	Tindall Ch. 21/Video
9-26	“Handicapped by History” Loewen Response Due <i>The Great War I</i>	Loewen Ch. 1 Tindall Ch. 22/Video
9-28	<i>The Great War II</i>	Tindall Ch. 22
10-3	<i>The Modern Temper</i>	Tindall Ch. 23/Video
10-4	Last Day to Withdraw	

10-5	NO CLASS	
1010	TEST 2	Tindall, Chs. 20-23 Loewen, Ch. 1
10-12	<i>Republican Resurgence & Reform</i> “Harding/Coolidge/Hoover”	Tindall Ch. 24/Clips
10-17	<i>New Deal America</i>	Tindall Ch. 25/Video
10-19	<i>From Isolation To Global War</i> “The Road to War: FDR in 1940”	Tindall Ch. 25/Video
10-24	<i>The Second World War I</i> “Women/Japanese-Americans”	Tindall Ch. 26/Clips
10-26	<i>The Second World War II</i> “Iwo Jima”	Tindall Ch. 26(con’t) Video
10-31	<i>Fair Deal & Containment</i> “McCarthyism/Korean War”	Tindall Ch. 27/Clips
11-2	TEST 3	Tindall, Chs. 24-27
11-7	<i>The 1950s I</i> “Baby Boom/Suburbanization”	Tindall Ch. 28/Clip
11-9	<i>The 1950s II</i> “The Rage Within-Civil Rights”	Tindall Ch. 28 (con’t)/Video
11-14	<i>New Frontiers: Political/Social Change in the 1960s</i> “Kennedy/Johnson Years”	Tindall Ch. 29/Video
11-16	<i>The Vietnam War</i> "See No Evil..." Loewen Response Due	Tindall Chs. 28-30 Loewen Ch. 9
11/20-26	FALL BREAK	No Class
11-28	<i>America in the 60s & 70s</i> “Watching Big Brother” Loewen Response Due	Tindall Ch. 30 Loewen, Ch. 8

