

HIST 2112/28
US History Since 1877
Semester: Fall 2017
Kennesaw State University
M/W 11:00-12:15 Social Science Building (SO) 2021
M/W 2:00-3:15 Social Science Building (SO) 2030

(THIS SYLLABUS IS SUBJECT TO CHANGE AT SHORT NOTICE)

Instructor: Dr. Kay Traille

Email: etraille@kennesaw.edu

Office: Social Science Building Room 4094

Office Hours: Monday and Wednesday: 9:00AM.-10:15AM.

Also available by appointment, please send email in advance to schedule

Office Phone: 470-578-2156

Email address: etraille@kennesaw.edu

Course Communication:

I am in my office on Mondays and Wednesday from 9:00 -10:15am. Please feel free to see me during this time or else email ahead of time and make an appointment. Please use my KSU email etraille@kennesaw.edu as this is the email I check most frequently. I will try to respond to your emails within 24 hours and on weekends 48 hours.

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. You should check your emails daily.**

Course Description:

From Catalog at: <http://catalog.kennesaw.edu/content.php?catoid=34&navoid=2699>

Learning Objectives:

At the end of this course students should be able to:

- Produce work which describes and explains historical change and cause, and analyzes different features of historical situations.
- Produce work which recognizes different interpretations of history and that there can be more than one version of the past.
- Acquire evidence from historical sources, and form judgments about their reliability and value.
- Employ critical thinking based on well-reasoned assumptions both in oral and written work.
- Respond critically to a variety of historical sources.

- Work effectively with other students and position their own ideas and arguments relative to the arguments and strategies of others and reach reasoned conclusions.
- Reflect upon study strategies, assess how and where studying worked, and implement revised strategies with an eye to improve retention, comprehension, and analytical skills.

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=34&poid=3977

Required Reading:

Divine, R. A. et. Al. (2017) *America Past and Present volume 2: Since 1865. 9th edition. NJ. Longman.*

Teaching Philosophy and Methods of Instruction: First and foremost I am aware of you my students as a people. I do not see teaching as filling empty heads with my knowledge. I believe students offer valuable insights during class. As a teacher it is my duty to work with the knowledge that you bring to the class and introduce the unfamiliar to the familiar and hopefully make what I teach, and you learn more meaningful. My main focus is to help you develop your ability to critically re-tell and explain the story of the American Past from 1877. I want you to develop your ability to read and examine different interpretations of history and form rational judgments from evidence acquired from historical sources. I want you to develop empathy toward people in the past in the context of their historical context. During this semester I will help you work effectively with other students to critically examine historical sources, reach valid conclusions and produce work that demonstrates these aspects. Most of all I want you to enjoy what you are learning.

Lecture and Active Learning: Since this is a survey course I do use lecture as the main method of getting large amounts of information across to you. My use of PowerPoint presentations should not deter you as the PowerPoints are mainly to help me stay on track as I talk a lot. (These will be posted on D2L after the class) I also use video clips and music to illustrate aspects of the American Past and make connections to our present. I do not mind you raising your hand to ask a relevant question or for clarification while I am talking. You will soon realize that I love history and am excited by the past and the way it impacts our futures. At the start of each class students will be expected to talk briefly about a topic/event from the reading they found interesting and to share this with other students and I will offer insights into these topics to give greater clarity or point out connections you may have missed. Students will often be asked to work in pairs or in small groups to examine historical sources and reach reasoned conclusions.

Attendance Policy:

Students are solely responsible for managing their enrollment status in a class; nonattendance does not constitute a withdrawal. You are expected to be on time and prepared for that day's lesson. Please respect your professor and fellow students. This means that talking while in class while others are talking is prohibited and may result in your dismissal from the class. Please stay in your seat during the class (not doing so is a distraction to me and you classmates). There is a participation grade, worth 20% of your grade, it takes into consideration participation in discussion, asking questions, engaging the material, attendance (including promptness), attitude, and classroom behaviour. Class attendance will be taken with a sign-up sheet, it is your responsibility to make sure you have signed the sheet and attendance is obviously necessary for participation and doing well in class. I have allowed you four unexplained absences. If you miss five classes your final grade will automatically be reduced by one letter grade. If you miss six classes you will automatically fail the course. Tardiness will not be tolerated and every two times you are tardy will be considered as an absence.

Electronic Devices Policy:

Please **turn off cell phones and other electronic devices during class times** as they are disruptive to classroom performance and productivity. Repeated violations may result in the offender being dismissed and/or banned from the classroom. If you must use a computer, please ask my permission.

Course Assessments/Assignments:

This course will consist of preparatory reading, lectures, films, music and regular discussions. We will meet two times a week (Monday and Wednesday). It is expected that each student keep up with readings, note taking and participate in class discussions.

Grades will be based on two quizzes, a mid-term, a final examination, and on class participation. All quizzes and exams will be taken in class. You will need to purchase Scantrons and Bluebooks. The breakdown is as follows:

Quizzes: (two quizzes 10% each)	20%
Midterm (in class):	30%
Final Exam (in class):	30%
Participation:	20%

Makeup Exams and Late Assignments:

I will not give make-up quizzes or exams. If inclement weather arises or unavoidable medically document absences, occur, then dates for exams/quizzes will be revised accordingly.

Grading:

Quizzes: (two quizzes 10% each)	20%
Midterm (In class):	30%
Final Exam In class):	30%
Participation:	20%

Grade Calculations

Quizzes: (two quizzes 10% each)	20%
Midterm (in class):	30%
Final Exam (in class):	30%
Participation:	20%
Total	100%

Grading Scale

Students are evaluated on the following scale:

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A – 90-100%

B – 80-89 %

C – 70-79%

D – 60-69 %

F – 50-59 %

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 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>.

Students suspected of violating the KSU statement of Academic Honesty will meet with the instructor 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>

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogue. Any form of plagiarism or cheating is prohibited and could result in an F for the course and/or suspension from the university.

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)

Course Schedule:

March 2nd is the last day to withdraw without academic penalty; April 2nd-8th Spring break; Last day of class is May 2nd; Final Exam Monday May 9th 3:30PM-5:30 PM

Tentative Schedule of Topics:

Week or Date	Lecture/Topic	Readings and Assignments
Week 1. Monday 8/14 August. (Narrative)	<i>Introduction to 2112</i> Buy Text, Scantrons and Bluebooks. Think about the principles of an effective history class. How to survive and thrive in this class. H/W for each chapter in the book: write three sentences about three topics in the	Read: AP&P pp.366-389. For Wednesday 8/16. Chap. 16 <u>The Agony of Reconstruction</u> Choose one of the Critical thinking questions to focus on. Be prepared to talk about it in class. Group work Feature Essay

	reading you found interesting. Wednesday 8/14 Reconstruction	<i>“Forty Acres and a Mule”.</i>
Week 21 st August (Causation)	<i>Go West Young Man 1860-1890</i> Pyramiding. Work alone for five minutes to formulate ideas about the critical thinking questions, then in groups of five to formulate answers and report back to the class.	For Wednesday 8/23 read: AP&P. pp.340-413 Chap. 17 <u>Exploiting an Empire</u> <i>Choose one of the Critical thinking questions to focus on be prepared to talk about it in class.</i>
Week 3. 28 th August (Causation and evidence) (the role of the individual)	<i>The Rise of Industrial America</i> How important was the Railroad system? Chapter Review jigsaw in groups of six. Preparing for your quiz.	For Wednesday 8/30 read AP&P. pp. 414-437 Chap. 18 <u>The Industrial Society</u> Make sure you understand the Key Terms and definitions of the chapter
Week 4. 4 th September (No Class Labor Day) Quiz 1. 6th September (Empathy)	<i>The Rise of Urban Society</i> Why was Ellis Island likened to “The Day of Judgment”?	For Wednesday read AP&P pp.438-465 Chap. 19 <u>Towards an Urban Society 1877-1900</u> Find one passage in the book that you liked and one you disliked. Say why.
Week 5. 11 th September (Narrative, Causation and Empathy)	<i>Political Realignments in the 1890s</i> The Wonderful Wizard of OZ In groups of six produce your	For Wednesday read APP&P pp. 466-489 Chap. 20 <u>Political Realignments in the</u>

	own Wizard of Oz issue in cartoon format.	1890s <i>Choose one of the Critical thinking questions to focus on be prepared to talk about it in class.</i>
Week 6. 18 th September (Narrative, and Evidence)	<i>Playing with Imperialism</i> Identify a passage in the book that best illustrates the major thesis of the chapter.	For Wednesday read APP&P pp 490-513 Chap. 21 <u>Toward Empire</u> <i>Choose one of the Critical thinking questions to focus on be prepared to talk about it in class.</i>
Week 7. 25 th September (Causation, evidence and empathy)	<i>Progressing?</i> Interpret a passage in this chapter in different ways. Preparing for the Midterm	Read APP&P pp. 514-558 Chaps. 22 for Monday & Chap.23 for Wednesday. <u>The Progressive Era</u> <i>Choose one of the Critical thinking questions to focus on be prepared to talk about it in class.</i>
Week 8. 2 nd October (Empathy, the role of the individual) Midterm Exam (October 4th last day to withdraw without academic penalty)	<i>“The War to End all Wars”</i> Work in groups on reasons for disagreements about involvement in WW1 and possible solutions.	For Monday read APP&P pp.562-587 Chap. 24 <u>The Nation at War</u>
Week 9. 9 th October (Evidence)	<i>The Roaring Twenties</i> The Scopes Monkey Trial What made this trial so	For Wednesday read APP&P pp 588-613 Chap. 25 <u>Transition to Modern</u>

	interesting and controversial?	<u>America</u> <i>Choose one of the Critical thinking questions to focus on be prepared to talk about it in class.</i>
Week 10. 16 th October (Narrative, the role of the individual)	<i>The Grapes of Wrath</i> What was “new” about FDR’s deal?	For Wednesday read APP&P pp.614-637 Chap. 26 <u>Franklin D. Roosevelt and the New Deal</u>
Week 11. 23 rd October (Causation)	“Peace in our time” <i>The World at War</i> Critical thinking questions discussion. Preparing for the Quiz	For Wednesday read APP&P pp 638-663 Chap 27 <u>America and the World 1921-1945</u> <i>Choose one of the Critical thinking questions to focus on be prepared to talk about it in class.</i>
Week 12. 30 th October (Narrative Causation and Empathy) Quiz 2	<i>The Cold War</i>	For Monday Read APP&P pp 664-687 Chap. 28 <u>The Onset of the Cold War</u>
Week 13. 6 th November (Evidence, causation, empathy)	“Reds under the Beds” How important was Sputnik?	For Wednesday read APP&P pp.688-705 Chap. 29 <u>Affluence and Anxiety</u>
Week 14. 13 th November (Causation, Evidence, the role of the individual)	<i>The Civil Rights Movement</i> <i>Critical thinking questions, work in groups and reach</i>	For Wednesday Read APP&P pp.706-735 Chap. 30

	<i>reasoned conclusions, Report back to whole class.</i> Preparing ahead for the final examination	<u>The Turbulent Sixties</u> <i>Choose one of the Critical thinking questions to focus on be prepared to talk about it in class.</i>
Week 15. 20 th November Fall Break	Fall Break	<u>Fall Break</u>
Week 16. 27 th November (Narrative, Causation, Evidence)	1969-1988 an overview	For Wednesday Read APP&P pp. 736-766 Chap. 31 <u>The Rise of New Conservatism</u> <i>Choose one of the Critical thinking questions to focus on be prepared to talk about it in class.</i>
Week 17. 4 th December Last day of class Final Exam Monday	To the 21 st Century A look back over time.	Read APP&P pp768-796 Chap. 32

All short essay assignments will be scored on the following criteria:

Points-80	Criteria
0%-0%	Assignment missing, evidence of cheating or plagiarism
10%-60%	Assignment disjointed didn't follow criteria, short, very poor organization, no references, serious grammar errors
60%-72%	Work is limited: unfocused, rehashes previous comments and displays no evidence of engagement with the topic, very poor organization, less than minimum references and pages, important grammar errors, serious technical APA errors
73%-79%	Assignment is underdeveloped, descriptive, no consideration of alternative perspectives, almost minimum words, few connections made between ideas, minimal engagement, less than minimum references, some grammar and APA errors

80%-89%	Satisfactory, reasonably focused, sound explanations based on examples and/or evidence. Few connections made among ideas, new insights offered, but not well developed. Moderate engagement with the topic. Exact number of words, minimum references, few grammar and APA errors
90%-100%	Work is exceptional focused and coherently integrates examples with explanations and analysis. The work demonstrates an awareness of its own limitations and implications, considers multiple perspectives when needed and illustrates an in-depth engagement with the topic; Exact number of pages, more than minimum references, very few or no APA and grammar errors

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