SYLLABUS: HISTORY 2112
SPRING SEMESTER 2012
SATURDAYS 11:00AM – 1:45PM
CLASSROOM: SO 3029

Instructor: Ms. Riehm
Office: SO 4005
Office Hours: Saturdays, 10AM to 11:00AM and 1:45PM to 2:45PM or by appointment
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Please read the entire syllabus carefully. I expect that you will follow the schedule closely and that you will come to class prepared. Research has shown that you should devote at least 3 hours of preparation time for each hour spent in the classroom. The information in this syllabus should help you plan your time during the semester. Please note that I may have to change this syllabus without notice due to unforeseen circumstances.

Course Objective:
This course is a survey of American History from Reconstruction to the present. While we won't cover every aspect of American history during that timeframe, we will cover the major events that helped shape this country from Reconstruction to the present day. During the semester, we will explore how freedom as a concept expanded over time within the United States to include the working class, women, and minorities. We will accomplish this through lectures, selected readings, discussions, a guest speaker, videos, and a newspaper essay project.

In this class students are expected to use the historian’s tools, including primary and secondary sources, in order to expand their understanding of American history. Each student is expected to synthesize what they have learned into well written essays in exams and also in a well-researched and well written newspaper essay project/oral presentation.

Texts:

Additional Readings:
I have selected certain readings to supplement lectures and the text. You are responsible for reading these so that you will be able to contribute to discussion about them in the class when the readings are due. I will provide these readings online and, when that is not possible, I will either email them to you or distribute copies in class.

Please note the class schedule which indicates when the readings are due.

Grade Distribution: You can earn points based on the exams, newspaper essay, and a 5-minute presentation based on your essay.

4 Exams @ 50 possible points; Possible 200 points
1 Newspaper Essay @ 40 points; Possible 40 points
1 Presentation @ 10 points; Possible 10 points

A = 224 to 250 points
B = 199 to 223 points
C = 174 to 198 points
D = 149 to 173 points
F = below 148 points

Exams will consist of short answer definitions, multiple choice questions, and essays and will include material from the text as well as the lectures, additional readings, guest speakers, handouts, and videos. Please note that I do not always lecture from the text, therefore it is in your best interest to attend class.
I will use the Department of History and Philosophy Rubric to grade exam essays and the newspaper project essay.

A = Excellent. Your essay will:
- Have a strong thesis (main point) that is clearly supported by an organized essay/letter/speech where appropriate.
- Provide excellent examples to support your thesis.
- Show thorough comprehension of the ideas presented in class and in the reading.
- Demonstrate innovative ideas and approaches.
- Have strong analyses of material and arguments found in lecture, reading, and research.
- Contextualize ideas and arguments to the overall historical period.
- Have proper citations as per syllabus.
- Be written clearly, with few errors in grammar, spelling, punctuation or usage.

B = Good. Your essay will:
- Have a valid thesis that is supported by a mostly well organized essay/letter/speech where appropriate.
- Provide appropriate examples to support your thesis.
- Demonstrate comprehension of the ideas presented in class and in the reading.
- Analyze material and arguments found in lecture, reading, and research.
- Connect ideas and arguments to the overall historical period.
- Have proper citations with few mistakes as per syllabus.
- Be written clearly, with minor errors in grammar, spelling, punctuation or usage.

C = Satisfactory/Average. Your essay will:
- Have a thesis, perhaps flawed, or one that is incompletely supported by the essay/letter/speech where appropriate.
- Organized.
- Provide examples to support your thesis.
- Demonstrate basic comprehension of the ideas presented in class and in the reading.
- Reveal some incompleteness in the research.
- Incompletely analyze material and arguments found in lecture, reading, and research.
- Incompletely connect ideas and arguments to the overall historical period.
- Improper use of citations, or incorrect format as per syllabus.
- Be written clearly, with some errors in grammar, spelling, punctuation or usage.

D = Below Average/Barely passing. Your essay will have one or more major problems:
- A weak thesis; or one that is incompletely supported by the essay/letter/speech where appropriate.
- Incomplete or weak organization.
- Weak examples or neglect to include textual examples.
- Show minimal comprehension of the ideas presented in class and in the reading.
- Show incomplete research.
- Partially analyze material and arguments found in lecture, reading, and research.
- Missing, or use incorrect citation format as per syllabus.
- Show lack of coherence, or many errors in grammar, spelling, punctuation or usage.

F = Failing. Your essay will receive an “F” if it meets ANY of the criteria below:
- Does not meet the minimum requirements for a D.
- Shows evidence of plagiarism.
- Does not fulfill the requirements of the assignment.
- Contains unacceptable number of compositional errors.
- Written in stream of consciousness or incoherent argumentation (babbling).
Note Regarding Exams: Talking to someone other than me during a test will result in you receiving a 0 on the test. Accessing/using a cell phone, iPad, or any other electronic device during a test will result in you receiving a 0 on the test. If you leave the room during a test for any reason, you must first turn in your test and it will be graded based on the amount of the test you had completed up to the point at which you leave the test room.

Readings: Reading assignments are indicated in the schedule. You are responsible for completing the readings prior to class. From time to time, I may supplement the reading with separate articles or essays that I will distribute in class.

Newspaper Essay Project:
During the semester, you must research a particular newspaper for a particular date (assigned by me). You will then write a 4-5 page paper based on the guidelines I distribute in class. This assignment is to be submitted in class the day it is due. However, you can submit it early if desired. I will not accept late submissions for this assignment. This assignment must be typed and double-spaced. If you miss class the day this assignment is due, you will receive a zero for this assignment. You will also be responsible for presenting your findings to the class in a 5-minute presentation scheduled on the same day that your paper is due.

Attendance: You are expected to be punctual; arriving late to class is rude and disruptive. This class begins at 11:00AM; if you cannot get to class on time, find another class that better fits your schedule. This class ends at 1:45PM; leaving class early will count as an absence for the day.

Make-Up Policy:
Make-up of tests will be decided on an individual basis, with special consideration going to those who let me know before the scheduled exam that they will miss it. If you are permitted by me to make up an exam that you missed, then you will not be permitted to make up another exam. You have email as well as the phone to get in touch; there are also the listed office hours. Newspaper essays are to be submitted in class the day they are due - I will not accept late assignments. If you are absent the date your Newspaper Essay is due, you will receive zero points for the essay and zero points for the presentation.

Extra Credit: I do not offer extra credit assignments for this class. Your best plan of action is to complete all of the scheduled assignments in a timely manner and to prepare well for exams.
**Academic Honesty Statement:** 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 that 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).

*(From Section II-A of the KSU Student Code of Conduct, as modified for fall semester 2011)*

**Class Decorum:**
I expect you to be punctual to class and not engage in any disruptive behaviors during class meetings. Please turn off all cell phones and pagers during class. Tardiness, sidebar conversations, texting, instant messaging, social media accessing, and other rude and disruptive behavior will not be tolerated.

**Note about Videos:** Some videos we will view may cover mature and perhaps controversial themes. Some may also contain strong language, nudity, sexual situations, and violence. If you have problems with viewing such material, then see me now.

**Use of Electronic Devices during class:** Unless you are presenting to the class or taking notes with an iPad or similar device or laptop, you must turn off all electronic devices when you come to class and put them away. If you are taking notes via an iPad or similar device or laptop, you must refrain from accessing any email, social media or other technology while class is in session. I will deduct one point from your overall average for each time your cell phone or any electronic device “goes off” in class. I will deduct one point from your overall average for each time you leave your cell phone on your desk. I will deduct one point from your overall average each time I see you using an iPad or similar device or laptop in class for something other than taking lecture notes.

**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 II 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 University Judiciary Program, 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.

**Disruption of Campus Life Statement**
It is the purpose of the institution to provide a campus environment, which encourages academic accomplishment, personal growth, and a spirit of understanding and cooperation. An important part of maintaining such an environment is the commitment to protect the health and safety of every member of the campus community. Belligerent, abusive, profane, threatening and/or inappropriate behavior on the part of students is a violation of the Kennesaw State University Student Conduct Regulations. Students who are found guilty of such misconduct may be subject to immediate dismissal from the institution. In addition, these violations of state law may also be subject to criminal action beyond the University disciplinary process.
CLASS SCHEDULE

Week 1
Saturday, Jan 7  Introduction
Reconstructing the North and South
Assignment:  Obtain text; Read Tindall & Shi, Chapter 18

Week 2
Saturday, Jan 14  The New South
The West Transformed
Assignment:  Tindall & Shi, Chapter 19
Readings:  Letters of a Woman Homesteader, No Pursuits in Common Between Us”;
http://memory.loc.gov/cgi-bin/query/r?ammem/wpa:@field(DOCID+@lit(wpa335021016));
http://memory.loc.gov/cgi-bin/query/r?ammem/toddbib:@field(DOCID%2B@lit(4119b1))

Week 3
Saturday, Jan 21  Big Business, Organized Labor and the Emergence of Urban America
Gilded Age Politics and the Agrarian Revolt
Assignment:  Tindall & Shi, Chapters 20, 21,22.

Week 4
Saturday, Jan 28  PAPER PRESENTATIONS
FIRST TEST
Assignment:  Papers, Presentations, Prepare for Exam

Week 5
Saturday, Feb 4  American Imperialism
The Progressive Era and Women’s Suffrage, Video “Women of Hull House”
Assignment:  Tindall & Shi, Chapters 23, 24.
Reading:  Excerpts from “The Woman Rebel”
New Georgia Encyclopedia “The 1906 Atlanta Race Riot”
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-3033

Week 6
Saturday, Feb 11  America and the Great War
War’s Aftermath, the 1920s, Modernism, Black Radicalism and Harlem Renaissance
Assignment:  Tindall & Shi, Chapters 25, 26
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2919
Hughes Poems:  http://www.favoritepoem.org/videos.html  and others

Week 7
Saturday, Feb 16  The Great Depression
The New Deal and Rethinking the South
Assignment:  Tindall & Shi, Chapters 27, 28.

Week 8
Saturday, Feb 25  PAPER PRESENTATIONS
SECOND TEST
Assignment:  Papers, Presentations, Prepare for Exam
| Week 9 | Saturday, Mar 3  | Spring Break - NO CLASSES |
| Week 10 | Saturday, Mar 10 | The Second World War  
Second World War Video, “My Knees Were Jumping”  
Assignment: Tindall Chapters 29, 30  
Excerpts from *The Greatest Generation Speaks* |
| Week 11 | Saturday, Mar 17 | Post War Civil Rights – NPR Recording  
Cold War, Video *Cold War, Episode 7*; Video, *Duck and Cover*  
Assignment: Tindall & Shi, Chapters 31, 32. |
| Week 12 | Saturday, Mar 24 | 1950s America  
1960s: New Frontiers and Social Change; Video, *Eyes on the Prize – Episode 5Mississippi, is this America?*  
Assignment: Tindall & Shi, Chapters 33, 34 (Up through “From Civil Rights to Black Power”); Readings “I Wanted the Whole World to See” and “Dorothy Tilly and the Fellowship of the Concerned.” |
| Week 13 | Saturday, Mar 31 | PAPER PRESENTATIONS  
THIRD TEST  
Assignment: Papers, Presentations, Prepare for Exam |
| Week 14 | Saturday, Apr 7 | 1960s Conflict & The Tragedy of Vietnam  
Guest Speaker on Vietnam War: Stan Stockdale  
| Week 15 | Saturday, Apr 14 | 1960s Culture  
1970s Reaction and Movements, Video, *Wrath of Grapes*  
Reading: “Baby Boomers, 1970s Singer Songwriters, and the Relationship.” |
| Week 16 | Saturday, Apr 21 | Movie, *All the President’s Men*  
1980s Conservative Insurgency  
Assignment: Tindall & Shi, Chapter 36 |
| Week 17 | Saturday, Apr 28 | America at the Turn of the Century  
PAPER PRESENTATIONS  
Assignment: Tindall & Shi, Chapter 37  
[http://storycorps.org/animation/she-was-the-one/](http://storycorps.org/animation/she-was-the-one/)  

**FINAL EXAM IS SATURDAY, MAY 5TH AT 10:30am – 12:30pm**