HIST 2112/H02 (12163)
Honors US History: America since 1890
Spring Semester 2014
Location: University College, Room 127
Time: Tues/Thur. 11.00AM – 12.15PM

Instructor: Casey Cater
Phone: 770-423-6294
Office: Social Sciences Bldg. 4005
Office Hours: Tues./Thur. 12.45 – 1.45, or by appointment
Email address: ccater1@kennesaw.edu

Course Description: An examination of the major themes of American history since 1890, the multicultural nature of contemporary U.S. civilization, and the nation’s role in the global arena.

This is an honors section of US history. As such it will cover content in greater depth and scope than non-honors sections and will be both reading and writing intensive.

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 Readings:

Other readings (listed in the course schedule below) will be available online and/or will be posted on your D2L page.

Recommended/Optional Textbook:

Course Policies:

THIS SYLLABUS PROVIDES A GENERAL PLAN FOR THE COURSE. DEVIATIONS MAY BE NECESSARY.
In-Class Policy:
The short version: Respect your classmates and your instructor. Your classmates and I will show you the same respect.

The long version: Any use of cellular phones, iPods, MP3 players and/or any/all other electronic communication/entertainment devices in class is strictly prohibited. When class begins, your cell phone, iPod (and buds), etc. need to be put away. Placed on your desk, or in your lap, does not qualify as put away. Moreover, electronic devices are not to ring or beep, etc. in class—that means you will need to switch your phone to silent mode or even (Gasp!!) turn it off.

During exams I will be even stricter where phones are concerned. The mere sight of your phone, iPod, etc. during an exam is evidence of cheating. If I see your phone during an exam I will immediately collect your test and assign you a grade of zero for that exam. This is not just my policy; it is Kennesaw State University’s policy too. Check it out.

Laptop use for in-class note taking is permitted, though I reserve the right to revoke laptop privileges for any/all of you at any time for any reason. In any case, let me caution you to use your laptop wisely. Exams in this course derive almost solely from in-class materials so you will need to come to class prepared to take notes—not to update your facespace status, read up on celebrity “news,” play candy crush, etc.

Excessive side-conversations, passing notes, reading the newspaper, texting, etc. are things that distract you, your classmates, and me. The above listed, and any other, disruptions of class could result in a reduction of your final grade and, if serious enough, could result in removal from the class and/or withdrawal from the course.

Attendance Policy:
Attendance and participation in class are expected and strongly encouraged. After missing 3 classes, your grade will fall by 5 points for each missed class. Disruptions of class could also adversely affect your final grade and, if serious enough, will result in your withdrawal from the course.

A bit more on attendance/participation: Attendance is a crucial component of your success in this course, and in college in general. Note-taking, which can really only be done in class, is an important skill—all the more important since 1) exams will derive almost solely from in-class materials (i.e. not from a text book), 2) I will not post lecture outlines/notes or power point presentations in any format, in any location, for any reason, and 3) in-class work and discussions cannot possibly be replaced or made up. Please do not email me asking for lecture notes or power point slides. You should, however, get to know a classmate or two so you can get lecture notes, etc. if you miss class.

Make-Ups/Late Work:
If you miss an exam for a University sanctioned reason you may (with proper documentation) schedule another time to take the exam. Reading responses will not be accepted late. You portfolio grade will fall one letter grade for each 24-hour period turned in after the deadline (April 29 at 12.00PM).

Communication:

THIS SYLLABUS PROVIDES A GENERAL PLAN FOR THE COURSE. DEVIATIONS MAY BE NECESSARY.
Please check your D2L account regularly as I will post important messages about and documents pertinent to the course there frequently; I will also post your grades on D2L. If you want to contact me, the quickest way to get in touch with me is via email (ccater1@kennesaw.edu), though I do check my D2L email account from time to time.

ADA Compliance:
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/accommodation or have further questions about the ADA, please contact: Ms. Carol Pope, ADA Compliance Officer for Students at 770-423-6443.

Academic Honesty:
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 [this includes any material found on the internet], 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).

Here’s a bit more from Joseph Gibaldi, MLA Style Manual and Guide to Scholarly Publishing:
Scholarly authors generously acknowledge their debts to predecessors by carefully giving credit to each source. Whenever you draw on another’s work, you must specify what you borrowed—whether facts, opinions, or quotations—and where you borrowed it from. Using another person’s ideas or expressions in your writing without acknowledging the source constitutes plagiarism.

Derived from the Latin word plagiarius ("kidnapper"), plagiarism refers to a form of intellectual theft that has been defined as the “the false assumption of authorship: the wrongful act of taking the product of another person’s mind, and presenting it as one’s own” (Alexander Lindey, Plagiarism and Originality [New York: Harper, 1952] 2). In short, to plagiarize is to give the impression that you wrote or thought something that you in fact borrowed from someone, and to do so is a violation of professional ethics.

Forms of plagiarism include the failure to give appropriate acknowledgement when repeating another’s wording or particularly apt phrase, paraphrasing another’s...
argument, and presenting another’s line of thinking. You may certainly use another person’s words and thoughts, but the borrowed material must not appear to be your creation.

In your writing, then, you must document everything that you borrow: not only direct quotations and paraphrases but also information and ideas. Of course, common sense as well as ethics determines what you document. For example, you rarely need to give sources for familiar proverbs […], well-known quotations […], or common knowledge […]. But you must indicate the source of any appropriated material that readers might otherwise mistake for yours (Joseph Gibaldi, *MLA Style Manual and Guide to Scholarly Publishing, 2nd Edition* [New York: The Modern Language Association of America, 1998] 151).

In the event that I discover that your work has not been your own, I am required to turn you in. 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](https://web.kennesaw.edu/scai/content/scai-misconduct-procedures).

**I also want to point out that lifting material—unacknowledged—from a website is considered plagiarism.** Possible penalties include failing the paper, failing the course, and expulsion. Save all of us the hassle and learn how to use the footnote. For a useful guide, see: [http://history.hanover.edu/courses/handouts/footnotes.htm](http://history.hanover.edu/courses/handouts/footnotes.htm)

**Academic Integrity Statement:**
Every KSU student is responsible for upholding the provisions of the Statement of Student Rights and Responsibilities, as published in the Undergraduate and Graduate Catalogs. Section II of the Statement of Student Rights and Responsibilities 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.

**Questions or concerns:**
Please contact me at any time (email is the best way to do so, but please give me 48 hours to respond) with any questions or concerns you may have. You can of course drop by the office if you prefer a face-to-face meeting, although I would strongly encourage you to make an appointment if you want to meet. If you’d like, we can even talk over the telephone. In any case, if you are having problems with the course and/or are experiencing personal problems that are affecting your ability to perform well in the course, please let me know as soon as you possibly can. Don’t wait until the day of the Final Exam…or until you see your final grade to make me aware of any difficulties you’re having…or that you’re in jeopardy of losing your HOPE scholarship…or that you think you “deserve” a grade bump because you’ve worked so hard, etc. It is much easier to prevent a bad grade before the fact than to repair a bad grade after the fact.
Tips:
Above all, try to stay focused and relaxed. You may find the work load (lectures, note taking, readings, exams, reading responses, writing) challenging, but hang in there, work hard, and you’ll be fine. Take careful notes and budget some time to review them after class. Give yourself plenty of time to do the required readings (and to re-read if necessary) and to study for the exams. You will find that it is a good idea to form a study group. It is wise to retrieve and keep copies of tests and reading responses until you’ve received your final grade, and it is also wise to keep track of your grades as the semester progresses. If your grades do not appear on your D2L page after I’ve returned tests/assignments, you should let me know as soon as possible so that we can make sure you get credit.

Course Requirements and Grading

Course Requirements:
- Your faithful attendance at lecture and discussion meetings and steadfast dedication to keeping up with your readings. Readings are to be completed without fail before the scheduled discussion of said reading. Your attendance and participation will count for 10% of your final grade.
- 2 Exams (25% each), which will be closed-book, closed-note and will consist of a variety of subjective items (short ID paragraphs, essay, etc.) derived primarily from in-class materials (lectures, films, primary source work, etc.). A small portion of each exam may cover assigned readings. Please bring a large, blank bluebook to each exam. You can find bluebooks in the bookstore for about $0.50.
- 2 Reading Responses (15% each), which are to be 3-4 pages, in a 12-point standard font (such as Times New Roman), with 1-inch margins. In your papers, respond to the following prompts:
  - **Maggie & The Jungle:**
    Crane’s and Sinclair’s portrayals of working-class/immigrant life in the large, urban centers of Gilded Age American industrial capitalism share many similarities. Their fictionalized accounts of their characters’ fates and trajectories also differ in many ways, particularly with regard to the prospect of an improved future for the working class/immigrants. In your paper, discuss, according to your reading of these novels, what accounts for the ultimately different treatments of Maggie (and family), Jurgis (and family), and the working class/immigrants in late-nineteenth- and early-twentieth-century America. **Due February 18.**
  - **The Third Life of Grange Copeland:**
    Alice Walker’s *The Third Life of Grange Copeland* traces three generations of African Americans in the early- to the mid-twentieth-century South. Much of the book recounts the seemingly inescapable and inextricably intertwined familial brutality, racial prejudice, and economic oppression African American sharecroppers faced in everyday life. Yet at the same time, Walker’s story highlights the choices available to her central characters within the context of the Jim Crow South. In your paper, discuss the theme of agency (i.e., the ability to take action) and the ways that the characters’ range of choices and possible actions seems to evolve across the historical timeframe covered in the novel. **Due April 17.**
For these papers, you will not necessarily need to cite outside sources. If you do consult outside sources, you must use footnotes to give attribution to those sources. Here’s a guide to footnotes: http://history.hanover.edu/courses/handouts/footnotes.htm. For quotations and references from within our books, simply list in parenthesis the author’s last name and the page number at the end of the sentence in which you make direct reference to the text (e.g. Sinclair, 265).

- A Portfolio (10%) in which you will compile in-class assignments (primary source work, film questionnaires, etc.). The portfolio will be due at the end of the semester (Apr. 29 at the beginning of class).

**Grading for the Course:**

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<thead>
<tr>
<th>Components/weights</th>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>Exam 1 = 25%</td>
<td>A= 90 – 100</td>
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<tr>
<td>Exam 2 = 25%</td>
<td>B= 80 – 89</td>
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<tr>
<td>Portfolio = 10%</td>
<td>C= 70 – 79</td>
</tr>
<tr>
<td>Reading Responses = 30% (15% each)</td>
<td>D= 60 – 69</td>
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<tr>
<td>Attendance/Participation = 10%</td>
<td>F= Below 60</td>
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**Course Schedule**

**Important Dates:**
- January 8: First Day of Class
- January 8-14: Drop/Add
- March 3: Last day to withdraw w/o penalty
- April 30: Last Day of Classes
- May 1: Final Exam (10.30AM - 12.30PM)

**Introductory Week**
- Thur. Jan 9: Course Introductions

**WEEK 1**
- Tues. Jan 14: Perspective and Doing History. READ: Horace Miner, “Body Ritual among the Nacirema,” *American Anthropologist* 58 (June 1956): 503-507 (posted on D2L under readings). **Also make sure you have access to this reading in class.**
- Thur. Jan 16: LECTURE: The Reconstruction Amendments

**WEEK 2**
- Thur. Jan 23: Reconstruction, Race, and *The Birth of a Nation*

**WEEK 3**
- Tues. Jan 28: READ: W.Y. Atkinson, “The Atlanta Exposition,” (1895)—available on your D2L page; Primary Source Work: Race, Progress, and World’s Fairs (**Just so we’re clear: Reading assignments are to be done before the beginning of the class period for which they are listed.**)
- Thur. Jan 30: READ Stephen Crane, *Maggie: A Girl of the Streets* (1893). Curl up by a warm fire and enjoy this cheery little novella during class time! We won’t meet in class on this day. Come prepared to discuss *Maggie* on Tues., Feb 4. Here’s the
WEEK 4
- Tues. Feb 4: LECTURE: Populism and Progressivism

WEEK 5
- Tues. Feb 11: LECTURE: American Imperialism

WEEK 6
- Tues. Feb 18: Discussion of The Jungle. **Reading Response due at the beginning of class.**
- Thur. Feb 20: LECTURE: WWI and the Roaring ‘20s

WEEK 7
- Tues. Feb 25: 1920s Culture and Scarface

WEEK 8
- Tues. Mar 11: LECTURE: The New Deal

WEEK 9
- Tues. Mar 18: LECTURE: WWII and the Four Freedoms
- Thur. Mar 20: Primary Source Work: Consumerism and War

WEEK 10
- Tues. Mar 25: LECTURE: Reconversion

MARCH 29-APRIL 4 SPRING BREAK
NO CLASSES

WEEK 11
- Tues. Apr 8: The Bomb, The Cold War, and Dr. Strangelove
- Thur. Apr 10: LECTURE: The Civil Rights Movement

WEEK 12
- Thur. Apr 17: Discussion of The Third Life of Grange Copeland. **Reading Response due at the beginning of class.**

WEEK 13
- Tues. Apr 22: LECTURE: The Equal Rights Movement
- Thur. Apr 24: Primary Source Work: The Rise of the New Right

WEEK 14
- Tues. Apr 29: LECTURE: Malaise: America in the 1970s; **Portfolios due at the beginning of class.**

FINAL EXAM: Thur. May 1, 10.30-12.30