SYLLABUS-HIST. 3315/AMST 3750
Spring 2015

Instructor: Dr. Kay Reeve       Office: 4102 SS Classroom Bldg.
Phone: 470-578-6143       EMAIL: kreeve@kennesaw.edu
(See note on course contact below)

Office hours: Mon.: 2:00- 4:00pm;   T: 2:00- 3:00pm   & M-F by apt. as needed

Course Contact Information:
Email: For course related contact use the D2L course email.
Phone: In cases of a pressing nature, call my office.

CLASS MEETING:  T -5:00 to 7:45pm               SOCIAL SCIENCES BLDG- 2023

REQUIRED TEXT: Walter Nugent, Into the West: A Story of Its Peoples

ADDITIONAL READINGS: Access via the course webpage. A complete (tentative) TOPICS & READINGS schedule will be posted by January 12.

The first reading assignment is:

<table>
<thead>
<tr>
<th>DATE: January 13</th>
</tr>
</thead>
</table>

TOPICS:- Introduction to Course: Review Syllabus, Assignments, and Course Overview

The Old West of the East (vs?) The Trans-Mississippi West

Readings:
- Syllabus;
- Nugent: pp. 7-17; Map on p. 49;
- D2L: Skim through Frederick Jackson Turner’s “The Significance of the Frontier in American History” – URL link provided. We will return to this essay throughout the class.

Important Dates:
- Last Day to Withdraw w/out Academic Penalty: March 3
- Approx. Date for “Mid-Term” Exam: Feb. 24 (Subject to Change):
- Spring Break: No class on April 7 (unless we decide to meet = joke!)
- Last Class Day: April 28
- Paper/Project Due Dates: TBA in class and with assignments
- Final Exam Date & Time: Tuesday, May 5 - 6:00m – 8:00pm

Course Description: HIST 3315 - The History of the American West
This course surveys the history of the American West with special emphasis on the development of the Trans-Mississippi West from the early 19th century to recent years. The crucial influences of the environment, the interaction of Native Americans,
Hispanics, Euro-Americans and other cultural groups, and the unique relationship of the region with the Federal government are explored.

**Expanded Description:** This course surveys the history and culture of the American West, with most emphasis on the development of the Trans-Mississippi West from the early 18th century to 1890. Attention is given to how these developments both continue and change in the 20th century in several ways, but this will be limited in actual amount. Students will read several literary works written about the American West in recent times. The stories are selected from works by twentieth century authors who give voice to more recent interpretations of the sometimes over-glorified western experience. The stories reflect enduring elements and traits of the American West and its peoples. Students will receive the opportunity to historically contextualize the literature they read, and to learn how literature can reflect and interpret history. Also, a special emphasis is placed on the unique influence of the physical environment, and other elements that contribute to the West as a region or identifiable “place.” To be successful a student must be able to learn from a variety of sources, to learn in class and on their own, and to have the ability to recognize historical interpretations and “dissect” historical arguments. The reading load may seem heavy at times, but students are expected to be prepared for class.

**OBJECTIVES & METHODS OF ASSESSMENT:** As a result of their study of the West through the course content (as outlined above) and participation in class activities, students will (should) be able to:

1. Demonstrate a mastery of basic facts concerning the history of the American West. (Assessed on tests, quizzes and in-class assignments)

2. Demonstrate through various assignments an observable and measurable grasp of both the factual material and differing ways of interpreting it. (Assessed during class discussions, on quizzes & activities, exams, paper and/or project.)

3. Demonstrate the ability to recognize and be able to analytically discuss interpretations of historical events and/or topics, and develop supported arguments of their own. (Focus of papers/project.)

4. Demonstrate the ability to convey knowledge and demonstrate skills in supporting interpretations and arguments in written form at a level appropriate for advanced level college standing. (Assessed in all written work & participation in class discussions.)

**COURSE REQUIREMENTS & GRADING BASIS:**

**PARTICIPATION & DISCUSSION (Bonus 5%):** All students are expected to do the assigned reading before the class meeting when it is to be discussed, attend classes, and participate in discussion and class activities. The participation grade in the class is based on this and attendance. Additionally some in-class & out-of-class writing assignments, group response quizzes or other group work assigned in class or to be brought to class will be part of your participation grade total. For some topics, students may be assigned
to act as “experts” on the assigned readings. Credit will be assigned in the participation bonus grade for prepared participation and leadership as an “expert.” The 5% can be the difference between a C or a B or an A. As well, it is deducted (as are additional points for excessive absences) when you are absent and unable to participate.

**EXAMINATIONS (40%):** There will be a **MID-TERM EXAM** during the semester and a **COMPREHENSIVE FINAL EXAM.** The Exams may include multiple choice, completion, short response questions, identifications, etc., but traditional full length essays will also be required. Exams will include questions drawn from lecture, in class activities, class discussion, and the assigned readings.

**QUIZZES (30%):** There will be several (approx. 7-8) quizzes on the assigned readings. They will include questions on readings already covered, and/or those to be covered that week. Some quizzes may be completed outside of class time. Most quizzes will be scheduled and announced, but the instructor reserves the right to give “pop” quizzes if necessary to assure student preparation for class discussions. You must attend class to take in-class quizzes. Make-ups are allowed for documented medical reasons only. The average on your quizzes = the same % of the course grade as both papers. They will not be “easy.”

**PAPERS and/or BOOTH ART MUSEUM PROJECT (30%):** The specific descriptions of the options for papers and a project that can be substituted for one of the two required papers will be posted separately under Paper/Project Instructions on the course website. Regardless, students should expect to complete a written component of 7 to 12 pages in the class.

**Important Note:** All papers must be written using correct historical citation and writing style, as well as correct grammar and style. Grades will reflect the expectation that the paper demonstrate the advanced undergraduate level of the course with regard to the ability to locate appropriate scholarly resources, content knowledge, written expression, and analytical skill.

**FINAL GRADE SCALE:**

- **100-90=A**
- **80- 89=B**
- **70- 79=C**
- **60- 69=D**
- **Below 60 =F**

**CLASS POLICIES:**

**ATTENDANCE:** Students who do not attend class, or who do not attend for the full scheduled time will lose points on their final average in proportion to the severity of the problem. Under no circumstances should a student miss more than **two** full class periods. In this class that = two weeks of class! (Tardiness and leaving early counts as 1/2 absence.) Documented medical or bereavement related absences are excused, but are included in the allowed two absences. Other “emergencies” are not necessarily acceptable reasons for absence.

**IN-CLASS BEHAVIOR EXPECTATIONS:**

- Please turn cell phones off and put them away when you enter the classroom. No texting, surfing, etc. during class. If you cannot commit to be fully engaged in the class each day, please consider taking another class.
• BE PREPARED FOR CLASS. Have done the reading and any other assigned tasks.

• LAPTOPS & TABLETS: These are to be used for class related purposes ONLY. There will be times you will be asked to access websites, etc. and you may take class notes IF you prefer to type them. If you are using a laptop you may be asked to “share” those notes. Be sure you are using the technology for class purposes, not for entertainment. Students who distract the instructor or their classmates by using laptops to check Facebook, browse the web, etc., will be asked to leave class. They receive a grade reduction as noted in the below. As well, in the future they will NOT be allowed to use their laptop for any purpose.

• Commitment to learning, preparation for class, thoughtful participation and engagement in the activities of the class, and respectful treatment of your peers is expected. You will be asked to leave the class if your behavior or attitude interferes with the ability of others to have a full opportunity to learn.

• Lack of attendance or disruptive class behavior lowers your grade. Tardiness to class (and leaving early) = ½ absence.

• Students with more than three absences will have their course grade reduced one letter grade. Additional absences beyond will result in additional reductions.

BASIC EXPECTATIONS:

• Academic Integrity: All students must do their own work. Please read the entire Student Code of Conduct, particularly noting from Section II A of the KSU Student Code of Conduct:

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, 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).

• Academic honesty is required of all KSU students, as is following the class policies. Students are expected to report breaches of the code and the policies by themselves or others. Please report student who can not adhere to both the code of academic honesty found on the KSU website at:  
https://web.kennesaw.edu/scai/content/ksu-student-code-conduct#2
- Students with disabilities who believe that they may need accommodations in this class are encouraged to register with “KSU disAbled Student Support Services”: http://www.kennesaw.edu/stu_dev/dsss/dsss.html the office responsible for coordinating accommodations and services for students with disabilities.

- If you are having any difficulties regarding this class, please make an appointment so that we can talk about them. The sooner we can resolve problems, the better for all concerned.

**ADDITIONAL STUDENT INFORMATION:**

**RESPONSIBILITY FOR COURSE INFORMATION:** Elements within a course, especially one that meets only once a week for an extended time, are subject to adjustments and changes. Students are expected to access the D2L course homepage regularly (at least every three days) for any updates, changes, announcements, etc. **IN-CLASS ANNOUNCEMENTS AND THE COURSE SITE ACT AS THE MAJOR SOURCES FOR COURSE INFORMATION.** Check the NEWS tool on the course site for between class announcements. Announcements made in class are FORMAL notice of any course changes, due dates, or course expectations. Changes will be posted in writing on the site as far in advance as possible, but students are expected to be aware of announcements made in class. Announcements in class and/or posted on the course home page will keep students up to date on pacing. Pacing always varies based on class participation and unforeseen events.

**REQUIRED READINGS:**


NOTE: Only the first several chapters of the text will be assigned for specific class meetings, but students will read more of the book as a basis for various course activities.

Additional Readings:
(1) MANY URL links to or copies of primary documents, scholarly historical essays, and other resources for course content will posted on the D2L course site. MOST of the course reading load is provided in on-line access form.

(2) The TOPICS AND READINGS SCHEDULE/CALENDAR is the major source for keeping up with what is being covered and your reading responsibilities for each class. The date that a topic is scheduled to be covered may change, but once the readings for that topic are posted in the folder for that topic, those will be the readings for that topic. Any changes will be minor (such as deciding to omit an assigned essay, or exchanging one reading for another) and all changes will be announced and an “update” posted to be appended to the readings schedule/calendar.

(3) While there will be times you may access the readings in class via your laptop, please expect to need to print out a fairly large amount of material. (It still
costs less than 4 books!) To be successful in this course you must be able to commit
to reading a large amount of scholarly material and learning both information and
drawing conclusions from it independently. Meaningful class “discussion” – which
all students say they enjoy and learn form - is only possible when students are
prepared. You are expected to read all assigned materials before the class meeting.

NOTE:
The readings for some topics are being updated for copyright, clarity of image and other
reasons, so not all readings are currently posted, and some currently posted in the topic
folder (“migrated” from an earlier semester) might change following updates; therefore
do not print out the readings beyond those in the Environment folder until given notice
that any updates to the reading for a specific topic has been completed.

If several changes to the reading schedule or assignments are made, a revised Topics
and Readings List will be posted on the course home page. Readings are found in
the module by the TOPIC NAME, usually with the date also noted. Students are
expected to do the reading assigned for each class.

A Word about Written Expression of Knowledge and proper formal writing: If you
do not write at a level appropriate for a college junior, do not expect to make above a C
or D on the papers. Paper #1 will be returned carefully marked to provide a guide to any
areas that require fuller attention. However, the paper will still receive the appropriate
grade. Avoid low grades. Strive to achieve what you should and are expected by future
employers to able to do as a college educated individual = write well and correctly. Learn
to communicate complex ideas in clear, correct written English. Need help?

1. The KSU Writing Center is a free service offered to all KSU students. Experienced, friendly
writing assistants work with you on thesis development, organization, research documentation,
grammar, and much more. They help you improve your paper AND teach you strategies to
become a better writer on your own. For more information or to make an appointment, visit
http://www.kennesaw.edu/english/WritingCenter, or stop by Room 242 in the English Building.

2. Also very helpful is the Perdue University online writing guide wherein you will find user-
friendly examples and clear information about composition rules. An excellent source of
information! See https://owl.english.purdue.edu/owl/

3. Other useful guides will be posted on the course site, and opportunities for instructor
and peer review of written work will be provided.

FINALLY: THE INSTRUCTOR RESERVES THE RIGHT TO MODIFY THIS
SYLLABUS AS NEEDED DURING THE COURSE OF THE SYMESTER.