

Kennesaw State University
HIST 2111-09 (CRN 11675)
American History before 1877
Spring 2016
Tuesdays/Thursdays 5 pm - 6:15 pm
Social Sciences 3028

- Professor:** Christopher Staaf
- Office:** Social Sciences 4005
- Office Hours:** Mutually agreed times between professor and student
- Professor's Contacts:** E-mail: cstaaf@kennesaw.edu
Office phone:470-578-6294
- Course Communication:** Come see me in the office if you have any questions that cannot be sufficiently answered during the lecture. (see below for further details on communication with me)
- Electronic Communication:** The University provides all Kennesaw State students with an official email account with the address "student.kennesaw.edu." As a result of federal laws protecting educational information and other data, **this is the sole email you should use to communicate with your professors and/or other university officials.** (see below for further guidelines)
- Course Number:** History 2111
- Course Title:** Survey of U.S. History I (US before 1877)
- Course Description:** A survey of United States history from the European colonization of America to Reconstruction. This course satisfies state law requiring instruction in United States and Georgia history. This course will also examine the major themes of American history prior to 1877, the multicultural nature of civilizations in the US, and the US's role in the global landscape.
- Required Texts:** *Give Me Liberty!* Third Edition, Vol. 1. By Eric Foner ISBN 978-0-393-93430-4 (recommended but not required); ***Confederates in the Attic* by Tony Horwitz ISBN: 9780679758334 (required)**
- Attendance Policy:** Students are expected to attend classes and keep up with the course material (see below for further details)
- Electronic Device Policy:** Laptop computers, audio recording devices, and tablets are all welcomed to be used by the students in the course. However, cellular phones are welcomed to be used in the course under any circumstance. **(see below for further details)**
- Course Objectives:** HIST 2111 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&pooid=704

Course Outcomes:

Students completing this course should be able to:

- Draw conclusions about historical events to determine cause and effect relationships
- Analyze and interpret primary and secondary resources
- Present information derived from source material
- Communicate effectively in individual and/or group presentations
- Actively participate in group discussion
- Interpret and understand assigned reading materials
- Master knowledge of historical themes and events and demonstrate how the events have shaped current affairs
- Understand the roles of race, gender, ethnicity, religion and class in the evolution of American society
- Identify the historic role of America in the community of nations

Grading Scale:

A	90 – 100 points	Excellent
B	80 - 89 points	Good
C	70 - 79 points	Average
D	60 - 69 points	Poor
F	below 60 points	Failed

Assessment Tools:

Exams; There will be two written exams this semester, one midterm and one final. Students will need large Blue Books for both exams. Exams will consist of identifications of historical person, event, document, etc., and write a short paragraph of who/what/where the subject is and why who/what/where is significant. On the exams, the student will answer an essay question of their choice which will be broader in scope. The final exam will be longer than the midterm. The midterm will count for 20 percent of the final grade and the final exam will count 25 percent of the final grade.

D2L assignments: During the semester, students will have the opportunity to go on D2L Bright Space and write their conclusions on a question I would post for the week. The answer needs to be at least one full paragraph and will need support using historical evidence. **These assignments will be turned in once before the midterm period and once before the final exam, counting 5 percent each.** Combined, these assignments will count 10 percent of the final grade.

Paper assignment: Students will read *Confederates in the Attic* and write a critical analysis paper about that secondary source. The paper will be 1,000 to 1,300 words of content in length, typed using a word processor (MS Word) and double spaced. Student will turn a first draft of the paper for a grade and later turn in a final edition of the paper for a final grade. I will provide further and more detailed instructions on this assignment later in the semester. This assignment will count 20 percent of the final grade.

Primary source assignment: Students will read at least two primary sources assigned for the week and write a comparative critical analysis on the primary sources. This paper will be 750 to 1,000 words of content in length, typed using a word processor (MS Word) and double spaced. Students will be graded on level of preparedness, knowledge of the articles, and all grammatical and structural work done for the assignment. This assignment will be due on D2L by midnight of the corresponding Thursday. **There will be 6 sets of these assignments and the student will only need to choose one week.** (Please check D2L for the primary sources, the corresponding weeks, and the syllabus for the due dates) This assignment will count 15 percent of the final grade. **You only have to do this assignment ONCE during the semester.**

Class participation: Even though I enjoy the lectures, I encourage students to participate in an active manner as much as possible. This however does not mean raising one's hand and just blurting out nonsense. That does not count as meaningful class participation. Class participation means (but not limited to) being positively active in class, showing up to class on a consistent basis and on time, following all the guidelines and regulations, and giving thoughtful and insightful critiques through classroom discussions and lectures. It could also be utilizing office

hours as well. While this is a sizable lecture class, I will still expect you all to make an effort to actively listen and participate in discussions and workshops. If any further clarification is needed for this part of the assessment, please ask me. This part will count 10 percent of your final grade.

I do not have an attendance policy. There is no distinction between excused and unexcused absences for this course. I will also not give an “automatic F” if you miss a lot of classes. However, given that most of the class involve lectures, if you miss many classes, the chances of making a satisfactory grade for the course are not very good. There will be a sign-in sheet which will go around the class on certain days. Because I do not have study guides for exams, I would highly recommend attending class as often as possible. Showing up to lectures and paying close attention are the best study guides. You paid to be here (or someone who loves you paid for your admission) and you volunteered for this course, so get your money’s worth!

These six elements will comprise your course grade as follows:

Midterm exam	20 points
Final exam	25 points
Paper project	20 points
D2L/Bright Space assignment 1	5 points
D2L/Bright Space assignment 2	5 points
Primary Source assignment	15 points
Class participation	10 points
TOTAL	100 Points

Course Changes: The course syllabus provides a general plan for this course. The professor reserves the right to make changes to the syllabus, including changes to assignments, projects, case studies, examinations, and so forth, in order to accommodate the needs of the class as a whole (especially in case of inclement weather closings of the campus) and fulfill the goals of the course.

Important Dates:

Month	Date	Day(s)	Description
January	12	Tuesday	First day of class
January	17	Sunday	Drop/Add ends
January	18	Monday	Martin Luther King holiday (no classes)
February	25	Thursday	Midterm exam
March	1	Wednesday	Last day to withdraw with a W
April	4-8	Monday-Friday	Spring break (no classes)
April	14	Thursday	Final draft of the Horwitz paper due on D2L Bright Space by midnight
April	28	Thursday	Last Day of lecture
May	5	Thursday	Final exam

Technology Covenant:

Course Materials and Grading: Technology will be used to deliver content, provide resources, assess learning, and facilitate interaction, both within this classroom and in the larger learning community.

You can expect to access the course materials and grades via Desire 2 Learn (D2L) Bright Space. Students should check D2L regularly, as course changes will always be announced and recorded on the course D2L site.

Communication:

I most prefer to have face-to-face conversations with you, when possible and during office hours. If necessary, we may need to establish a time and place via email or by phone to meet.

I prefer that you contact me via KSU email for most situations. Expect me to respond within roughly 24 hours to your message Monday through Friday. Please make sure you include your course name and section number when you contact me. Anytime I am away from campus (e.g., at a conference), my response may be irregular.

When corresponding by email, I will communicate with you using only your D2L or KSU email (preferably this one). **You should check your D2L Bright Space account and KSU email every day.** Emails from other domains (yahoo.com, gmail.com, hotmail.com, etc.) will not receive replies due to the Family Educational Rights and Privacy Act (FERPA).

I prefer that you e-mail me if at all possible—especially about minor things—so try to be very mindful about how and when you call me on the office phone.

Expectations of Students: All students at KSU need to have access to a computer. If you do not have one, computer labs are available on campus. I expect students to access course or individual communications (KSU e-mail accounts) within 1-2 days excluding weekends.

Technology Changes: This covenant provides a general guideline for the course. I reserve the right to make periodic and/or necessary changes to the covenant, including: technology use and communication channels, in order to accommodate the needs of the \ class as a whole and fulfill the goals of the course.

University/School Policies:

Affirmative Action and Equal Opportunity Statement:

It continues to be the policy of Kennesaw State University to implement affirmative action and equal opportunity for all employees, students and applicants for employment or admission without regard to race, color, creed, national origin, sex, age, sexual orientation, veteran status or disability.

The college's affirmative action program and related policies are developed in compliance with federal and state laws listed in the college catalogue, and in conformance with these regulations Kennesaw State University does not discriminate against any student or applicant for admission with regard to any opportunity for which the employee or student is qualified.

Every member of this college community is expected to uphold this policy as a matter of mutual respect and fundamental fairness in human relations. This policy has the unequivocal support of the Office of the President. All members of the staff, faculty, and student body are expected to ensure that nondiscriminatory practices are followed at Kennesaw State University.

Americans with Disabilities Act Statement:

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. Kennesaw State University will provide reasonable accommodation to employees, applicants for employment, students, and patrons who have physical and/or mental disabilities in accordance with applicable statutes.

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 Office of Student Disability Services. Students requiring such accommodations are required to work with the University’s Office of Student Disability 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. Student Disability Services is located in the Carmichael Student Center in Suite 267. Please visit the Student Disabilities Services website at www.kennesaw.edu/stu_dev/sds for more information, or call the office at 470-578-6443.

Academic Integrity:

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, 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).

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>

While it is not possible to list all acts of academic dishonesty, examples include:

Cheating

This act of dishonesty includes giving information to or taking information from other students during examinations. Cheating is also committed when students copy from unauthorized sources and/or represent some other person’s work as their own. Collaboration on out-of-class assignments or examinations is considered to be cheating if prohibited by the professor.

Plagiarism

This category includes copying material from unpublished or published sources, including electronic resources, and submitting that material as the student’s own work. Students are responsible for identifying the proper source and for giving credit to that source anytime that they present ideas which are not their own.

Collusion

This act of dishonesty includes buying or selling material which will be misrepresented as a student’s own work. In addition, students who fail to report known acts of academic dishonesty on the part of others are guilty of collusion.

Previously submitted material

Students must not submit work which has been or is being concurrently submitted, in whole or in part, in another class without first having received the permission of all the professors involved.

Misrepresentation or falsification of material

This act includes misrepresenting, fabricating, or altering academic material, such as transcripts, diplomas, grades or records, professors' or administrators' signatures or initials. In addition, students must not take an examination or test in the name of another student or present another student's work as their own.

Misrepresentation of circumstances

Students must not misrepresent personal circumstances (e.g., illness, conflicting responsibilities, etc.) to avoid meeting academic responsibilities. Do not make up stories, lie, exaggerate the situation to get out of assignments.

Academic dishonesty carries severe penalties ranging from a grade of "0" on the affected assignment to dismissal from Kennesaw State University. Each faculty member at Kennesaw State University bears the responsibility for assigning penalties for cases of academic dishonesty. Students may appeal a penalty for academic dishonesty to the Academic Dean or Director of the School in which the course is taught or to the Vice President for Academic and Student Affairs as outlined in the student handbook. The decision of the Vice President for Academic and Student Affairs is considered to be final. In cases of dismissal from college, the student may appeal to the President utilizing procedures outlined in the Student Code of Conduct for "Further Review for Cases Resulting in Suspension, Expulsion, Charter Suspension/Revocation and Revocation of College Registration."

Plagiarism guidelines:

For further questions about plagiarism, please see these websites:

<http://plagiarism.org/>

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

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

Attendance Policy:

Instructors are required to publish this policy in their syllabi:

The classroom experience is a vital component of the college learning experience. Interaction with instructors and with other students is a necessary component to building an effective learning community. Students are expected to attend regularly and promptly all class meetings and academic appointments. Students who are absent from classes bear the responsibility of notifying their instructors and keeping up with class assignments in conjunction with instructor provisions in the course syllabus. An individual instructor bears the decision as to whether a student's absence is excused or unexcused and whether work will be permitted to be made up; the decision of the instructor in this case is final. Students who are absent because of participation in college-approved activities (such as field trips and extracurricular events) will be permitted to make up the work missed during their college-approved absences.

Individual instructors may establish additional attendance requirements appropriate to their course's context, e.g., lab attendance.

A student whose class schedule would otherwise prevent him or her from voting will be permitted an excused absence for the interval reasonably required for voting.

Class/Instructor Policies:

Student Code of Conduct:

The Honor Statement

"We will not lie, steal, or cheat, nor tolerate the actions of those who do."

As an additional guide, students should consider the three values adopted in the Seal of the State of Georgia: wisdom, justice, and moderation.

Student Policy Statement: Students are expected to abide by all policies in the catalog of Kennesaw State University as well as all policies posted on the official web site of Kennesaw State University.

Course Procedures to Be Followed:

As in any college course, students will be expected to conduct themselves in a courteous and respectful manner, to exhibit what the English used to call “good form.” While I am saddened that I have to outline prohibited behaviors explicitly, in the course of my short teaching career I have discovered a truism that makes such an outline sadly necessary: viz., the truism that human nature is weak—pitifully weak. Thus, students are expected to behave according to my *Rules of Engagement*:

- *Students should arrive to class on time.* Walking in late to class is very disruptive and highly disrespectful to not just me, but your fellow students as well. It does not matter if you live far from campus and have to traverse through the notorious Atlanta city traffic; I do too. Please make a genuine effort to be on time. Please be advised, you selected the class and its meeting time.
- *Students should never leave class sessions early for any reason, since such behavior is simply inappropriate and disruptive.* If you miss any part of a class for any reason, it will be counted as an absence in spite of any excuse that you may have. If you must miss a portion of a class, it is better either to miss a class meeting entirely, or at least inform me ahead of time why you will have to leave early.
- *Students should refrain from carrying on private conversations during class sessions.*
- *Students should avoid using cellular telephones, portable music players, or other electronic devices (save for laptop computers for taking notes) while class is in session.* Please turn them off before the class session starts. Also, no texting is allowed in class sessions. This is highly disrespectful; please do your texting before or after class. If a cell phone rings during class, I will ask the student to leave the class for the day and said student will not receive any credit for that day’s work. Also, if you are using laptops, refrain from surfing the Web, Facebook, instant messaging, and any other activity that could be distracting to your classmates and me. If these activities occur while in class, laptops will be prohibited from the classroom.
- *Students should never cheat or plagiarize on any assignment for the course.* Any cheating or plagiarizing will result in a failing grade for the assignment, so it is always better to turn in your own work.
- *Students should not ask for a make-up, extra credit, curve, and/or study aids on any assignments.* I am especially less inclined to do so when asked, so avoid doing it. Additionally, you will have more than ample time to complete all assignments in full.
- *Students can make up the midterm exam only on the following conditions:* If a student misses the midterm exam, my policy is as follows: the student must inform me, whether in writing, by telephone or by e-mail, *prior* to the day and time of the exam—**no excuses after the fact will be accepted**. All make-up exams will be scheduled in the last week of the instruction at a day and time of my choosing. My make-up exams are, as a rule, more rigorous than my regular exams: they consist of two or three *unannounced* essay questions graded very rigorously. There is no make-up for the final exam.
- *No children or people who are not assigned to the course may attend the class.*
- *My policy on missing persons is as follows:* If a student stops attending class and does not finish all of the assignments for the course without any explanation, it is my policy to give the student a grade of F for the course rather than to issue an incomplete. There is a simple message here—finish all the work for the course! I do not issue incompletes.

- *Students should not email, Facebook, or call about grades.* Please refrain from emailing me inquiring about your final grade as the semester draws to a close. I will only disclose such information with you in a face-to-face conversation. As for the grades itself, you will be able to calculate your grades using the grading scale provided in this syllabus.
- *Disclaimer:* I reserve the right to make changes to the syllabus and the schedule at any time in the semester, as I deem fit (see **Course Changes**).

Your Professor:

Bachelor of Arts in history, University of West Georgia
Master of Arts in history, San Diego State University
Currently finishing Doctor of Philosophy in history, Georgia State University

Specialized in US history, post-World War II US history, Cold War history, US cultural history, Labor and immigration history, 19th-20th century Pacific history, American foreign policy history, East Asian history, modern Chinese history, CCP history, US-Sino relations history

Born in South Korea, emigrated to the US at age nine, US Army veteran, Jeopardy! Contestant (4-22-2010),
Anything else, just ask me!

Course Schedule:

Founding of America and the Creation of Americans

- (1/12) **Introduction**
 syllabus
- (1/14) **The New World**
 Foner, 1
- (1/19) **The Beginning of an English America, 1607-1660**
 Foner, 2
- (1/21) **The Beginning of an English America, 1607-1660** continued
 Foner, 2
- (1/26) **Anglo-America and Rise of Slavery, 1660-1750**
 Foner, 3
- (1/28) **Anglo-America and Rise of Slavery, 1660-1750** continued
 Foner, 3

 First set of primary source assignments due 1/28 by midnight on D2L BS

Important Dates: Drop/add ends Jan. 17; Martin Luther King holiday on Jan. 18 (no classes); first set of PS assignments due on Jan. 28 by midnight

The American Revolution and the New Republic

- (2/2) **The Struggle for Empire, 1660-1763**
 Foner, 4
- (2/4) **The Struggle for Empire** cont.
 Foner, 4
- (2/9) **The Dawn of the Revolution**
 Foner, 5
- (2/11) **The Dawn of the Revolution** continued
 Foner, 5

 Second set of primary source assignments due 2/11 by midnight on D2L BS
- (2/16) **The American Revolution**
 Foner, 5
- (2/18) **The Revolution Within**
 Foner, 6

(2/23) **The Revolution Within** continued

(2/25) **Midterm exam**

A large Blue/Green Book will be required to take the exam

Important Dates: *midterm Feb. 25 (bring a large Blue/Green Book); D2L BS Assignment 1 due Feb. 23 by midnight*

The Early Republic and the Market Revolution

(3/1) **The New Nation, 1783-1789**

Foner, 7

(3/3) **The New Nation** continued

(3/8) **The New Republic, 1790-1815**

Foner, 8

(3/10) **The New Republic** continued

Third set of primary source assignments due 3/10 on D2L BS by midnight

(3/15) **The Market Revolution, 1800-1840**

Foner, 9

(3/17) **The Market Revolution** continued

(3/22) **Early Democracy in America, 1815-1840**

Foner, 10

(3/24) **Early Democracy in America** continued

Fourth set of primary source assignments due 10/29 by midnight on D2L BS

(3/29) **The Peculiar Institution**

Foner, 11

(3/31) **The Peculiar Institution** continued

The Age of Reform

Foner, 12

Discussion on the Horwitz Paper in class

Important Dates: *Last day to withdraw with W Mar. 2; Discussion of the Horwitz paper on Mar. 31*

Antebellum America, the Civil War, and Reconstruction

- (4/12) **The Age of Reform, 1820-1840** continued
Foner, 12
- (4/14) **The Age of Reform** continued
A House Divided
Foner, 13
Final Draft of the Horwitz paper due on D2L BS by midnight
- (4/19) **A House Divided** continued
Foner, 13
- (4/21) **Civil War, 1861-1865**
Foner, 14
Fifth set of primary source assignments due 4/21 on D2L BS by midnight
- (4/26) **Civil War** continued

Reconstruction, 1865-1877
Foner, 15
- (4/28) **Reconstruction** continued
Foner, 15
Sixth set of primary source assignments due 4/28 on D2L BS by midnight
Discussion regarding the final exam
- (5/5) **Final exam**
6 pm to 8 pm
Bring a large Blue/Green Book and a black/blue ink pen

Important Dates: *Spring Break on Apr. 4-8 (no classes); Final draft of the paper due Apr. 14; D2L assignment 2 due Apr. 28. Finals May 5.*

History 2111
Course Objectives and Outcomes Matrix

Course Objectives	Course Outcomes	Assessment Tools
<ul style="list-style-type: none"> Use critical thinking skills to critique and analyze historical data 	<ul style="list-style-type: none"> Draw conclusions about historical events to determine cause and effect relationships Analyze and interpret primary and secondary resources 	<ul style="list-style-type: none"> Essay and Identification sections of exams Primary Source Assignment Class discussions
<ul style="list-style-type: none"> Develop writing and oral skills to present historical concepts and ideas 	<ul style="list-style-type: none"> Present information derived from source material Communicate effectively in individual and/or group presentations Actively participate in discussions Interpret and understand assigned reading materials 	<ul style="list-style-type: none"> Essay and Identification sections of exams Primary Source Assignment Class discussions D2L BS Assignment
<ul style="list-style-type: none"> Understand historical events over time and their connection to the present 	<ul style="list-style-type: none"> Master knowledge of historical themes and events, and demonstrate how these events have shaped current affairs 	<ul style="list-style-type: none"> Essay and Identification sections of exams; paper assignment
<ul style="list-style-type: none"> Develop an understanding of diverse cultural perspectives across history 	<ul style="list-style-type: none"> Understand the roles of race, gender, ethnicity, religion and class in the evolution of American society 	<ul style="list-style-type: none"> Essay and Identification sections of exams Primary source assignment Class discussions
<ul style="list-style-type: none"> Cultivate an attitude of positive civic engagement, ethical responsibility from a local and global perspective 	<ul style="list-style-type: none"> Identify the historic role of America in the community of nations 	<ul style="list-style-type: none"> Essay and Identification sections of exams Class discussions D2L BS Assignment