Instructor: Katherine Perrotta, Ph.D.
Office: Social Sciences 402 Room 4005
In-Person Office Hours: Monday, Wednesday 12:30-1:30 PM and by appointment
Office Phone: 470-578-6294
Email address: Kperrot1@kennesaw.edu and D2L email

Electronic Communications:
My D2L email is the preferred course communication; however I check my KSU email frequently. All official course announcements and class emails sent via Desire2Learn. Please be mindful that emails sent to me after 5 PM between Monday-Thursday will be returned the next day. Emails received Friday-Sunday will be returned by Monday morning by 11 AM the latest. 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. Thank you!

Course Description:
HIST 2112 - United States History Since 1877
3 Class Hours 0 Laboratory Hours 3 Credit Hours
Prerequisite: Successful completion of all Learning Support English requirements, including ENGL 1101 if required. This course examines the major themes in the social, cultural, political, and economic history of the United States since 1877, the multicultural nature of contemporary U.S. civilization, and the nation’s role in the global arena. A more detailed description can be found at:
http://catalog.kennesaw.edu/content.php?catoid=24&navoid=2024

Learning Objectives:
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. You can access a comprehensive list of learning objectives with this link:
http://catalog.kennesaw.edu/preview_program.php?catoid=24&poid=2668

Required Reading:
ISBN: 9780393920314. We will also be using resources from the textbook’s website for class activities, as well as for individual projects and class presentations. http://www.wwnorton.com/college/history/give-me-liberty3-brief/welcome.aspx
Attendance Policy:
Students’ academic success is the major priority of the College. Because regular participation enhances the learning process, students are expected to adhere to the attendance policy set forth by the College and individual faculty members. Students are responsible for assignments and material covered during an absence. I take regular attendance every week through D2L. Please notify me in reasonable advance if you are going to be absent. It may be necessary to provide valid documentation (i.e., doctor’s note) if you will be absent from class even for a short or prolonged period of time. Students are solely responsible for managing their enrollment status in a class; nonattendance does not constitute a withdrawal. Please be aware that after missing one full week of class, your grade may be negatively impacted. One point will be deducted from your overall grade for every week of an unexcused absence.

Software Accessibility Statements:
- D2L: http://www.brightspace.com/about/accessibility/standards/
- VoiceThread: http://voicethread.com/about/features/accessibility/
- Panopto: http://support.panopto.com/documentation/viewing/accessibility-features

Software Privacy Statements:
- D2L: http://www.brightspace.com/legal/privacy/
- VoiceThread: https://voicethread.com/support/howto/Privacy_and_Security/
- Panopto: http://panopto.com/privacy/
- Kaltura: http://corp.kaltura.com/privacy-policy
- SoftChalk: http://softchalk.com/about/privacy-policy

Technical Requirements and Difficulties:
- You will need basic computer skills. Can you find a web site if you are given a web address? Can you send and receive an email? Can you attach files and open attachments? If you can, then you will probably have few problems with the technology in this course.
- You will also need regular access to a computer and Internet service. You can use the labs on campus if you buy a set of headphones. Right now, write down two backup places that provide WIFI connection that you will go if your preferred email access point fails. For example, if you try to get on the internet and you find your home access won't work, where will you go? Can you go to the local library? To the local community college? To your aunt's house? If you have no backup places, you probably don't need to take this course. In other words, if your internet fails, it may severely hinder your progress in this class.
- You will need to use your KSU student email account that you check every day, and your facilitator needs that account address. You will need to check your D2L email AND “news” on the main page for the course for correspondence. Email failures, like internet failures, can severely hinder your progress in this course.
- Assignments will be graded, and grades will be posted to the D2L gradebook, within 1 week after the assignment due date. If the instructor anticipates a delay in grading, you will be notified as soon as possible.
- You will turn in all assignments in the D2L Dropbox unless otherwise assigned. Acceptable formats for turning materials in to the Dropbox are
  - Corel WordPerfect (.wpd)
  - Encapsulated PostScript (.eps)
  - Microsoft Word (.doc, .docx)
• Technical support is your responsibility. If a document or lecture does not open for you, let your instructor know. However, if the problem is on your end (your computer, your software, your modem), it is your responsibility to find someone on your end to help you with the problem.
• If you are on KSU campus, contact service@kennesaw.edu. Your instructor is not technical support. Again, please let your instructor know if you have any questions.

Makeup Exams and Late Assignments:
• Make-ups and late assignments are not accepted UNLESS you provide Prof. P with valid documentation (doctor’s note, medical emergency or death of a family member, child-related emergency, etc.) within a reasonable amount of time. Letting Prof. P know the day something is due is not considered reasonable time. If accepted, late assignments lose 10 points per day late. Day 1 of late assignments begins after the due date and time.
• I understand emergencies happen; however, please be responsible and contact me immediately if something arises that precludes you from completing an assignment or quiz on time.

Grade Breakdown
The total number of points a student can earn is 900 points for the semester. When you add up how many points you earned on the course assessments and assignments, divide that number by 900; the result is your overall semester grade.
• Schedule Assignment- 50 points
• Discussion Board Assignments- 15 x 20 points each = 300 points
• Weekly Quizzes- 15x 20= 300 points
• Research plan 50 points
• Multimedia presentation= 100 points
• Final Exam= 100 points
For example, if you earned 800 points total on course assessments and assignments, divide that by 900. and you receive .8888. Move the decimal point two places to the right and you receive a 88.88 or a B for your semester grade. Your final grade is calculated by averaging how many points you have earned on all assignments, projects, and tests as stated in the Grading section of the syllabus.

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<thead>
<tr>
<th>POINTS</th>
<th>GRADE</th>
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<tbody>
<tr>
<td>90 - 100</td>
<td>A</td>
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<tr>
<td>80 - 89</td>
<td>B</td>
</tr>
<tr>
<td>70 - 79</td>
<td>C</td>
</tr>
<tr>
<td>60 - 69</td>
<td>D</td>
</tr>
<tr>
<td>BELOW 60</td>
<td>F</td>
</tr>
</tbody>
</table>

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.

Extra Credit:
I do not drop the lowest grade, but extra credit opportunities are available throughout the semester. Detailed written evaluations of a historical site or museum with two proofs a student visited a place (one must be a time stamped and dated ticket AND a picture of the student at an identifiable marker at the site)
is the extra credit opportunity. You MUST visit this site during the enrolled semester. Each report is graded out of 10 points. Directions and rubrics are located on Desire2Learn. If you are unable to visit a museum or historical site for extra credit, see me for alternative opportunities. I will accept extra credit assignments on a rolling basis in the dropbox up until one week before the final exam; no later, no exceptions. PLEASE NOTE THAT EXTRA CREDIT IS OFFERED AS A WAY TO EXPAND YOUR LEARNING BEYOND THE CLASSROOM. EXTRA CREDIT REPORTS ARE NOT INTENDED OR DESIGNED TO COMPENSATE FOR MISSING OR INCOMPLETE ASSIGNMENTS.

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.

***DO NOT copy and paste information straight from the internet for research papers or assignments of any kind. Be aware that in history courses, the accepted citation method is Chicago style. With that said, be sure to cite all sources used when writing a research paper within the text of your paper with proper footnotes or endnotes, and in your bibliography. Use credible resources (no wiki’s) for your research, and always give credit when it’s due if you used any information or quotes from an author or historical source. If you are not extremely careful and do not properly cite all information used from book, internet, newspaper, or any print or media resources, this is considered plagiarism and against the College’s policy of academic honesty.***

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

Class Conduct:
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.

Disruptive and/or disrespectful behavior (verbally and non-verbally) will not be tolerated under any circumstances in this class. You are a professional student and will be treated as such. Therefore, I do not tolerate rude and disrespectful behavior towards other classmates or myself. For example, unacceptable classroom conduct includes (but does not exclude):

- Interrupting the instructor or other classmates during online discussions or other communication
- Cheating on tests, exams, projects, etc. You will face disciplinary action when caught.
- Cursing and/or using offensive language towards classmates and/or instructor
- Threatening the instructor and/or students verbally and/or physically in or out of class including email
• View the netiquette guidelines (http://www.kennesaw.edu/elearning/netiquette/index.html) for information regarding behavioral expectations for online students.

Professional Courtesy Statement:
“Doing history” often involves discussion, debate, and analysis of topics that people have strong feelings about, including, but not excluding, religion, race, gender, culture, sexuality, economics, geography, and politics. Part of a quality education and learning is to compose and respond to arguments in a logical, persuasive manner in order to understand views that are different from your own. Everyone in the class deserves respect and will be treated in that manner. Please inform me, in a calm manner, if one of your classmates or I make you feel uncomfortable. I always strive to create an inclusive classroom environment for all students. Keep in mind that it is human nature when presented with arguments that differ from deeply held personal beliefs you may have to react as if you are being attacked or to misconstrue what the other person has said. It is important as an educated person to recognize this, understand opinions different from your own, respond constructively to those opinions, and support your own beliefs.

Writing Center
The KSU Writing Center helps students in all majors improve their writing. Experienced, friendly writing assistants help with topic development, revision, research, documentation, grammar, and more. For more information or to make an appointment, visit writingcenter.kennesaw.edu or stop by English Building, Room 242 (Kennesaw campus) or Johnson Library, Room 121 (Marietta campus). writingcenter@kennesaw.edu

Safety:
If you see or notice anything suspicious on or near campus, notify campus police x6666.

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 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.
Tentative Course Schedule

Please note that this is a tentative schedule, and that due dates, topics of class lectures, projects, etc. are subject to change at the instructor’s discretion. Any changes will be announced in class and on D2L. It is the student’s responsibility to be aware of any changes.

<table>
<thead>
<tr>
<th>Date</th>
<th>Module</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments due by Sunday 11:59 PM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 1/9</td>
<td>Start Here</td>
<td>Introduction, Syllabus</td>
<td>Preface</td>
<td>Introduction Discussion Board #1, Syllabus Quiz #1, Schedule Assignment due in Dropbox</td>
</tr>
<tr>
<td>Monday 1/16</td>
<td>1</td>
<td>Reconstruction, 1865-1877</td>
<td>Chapter 15</td>
<td>Discussion Board #2, Chapter 15 Quiz #2, MLK Jr. Holiday</td>
</tr>
<tr>
<td>Monday 1/23</td>
<td>2</td>
<td>America’s Gilded Age, 1870-1890</td>
<td>Chapter 16</td>
<td>Discussion Board #3, Chapter 16 Quiz #3</td>
</tr>
<tr>
<td>Monday 1/30</td>
<td>3</td>
<td>The Progressive Era, 1900-1916</td>
<td>Chapter 17, pgs. 637-664</td>
<td>Discussion Board #4, Chapter 17 (pp. 637-664) and 18 Quiz #4</td>
</tr>
<tr>
<td>Monday 2/6</td>
<td>4</td>
<td>Freedom’s Boundaries at Home and Abroad, 1890-1900</td>
<td>Chapter 17 pgs 664-678</td>
<td>Discussion Board #5, Chapter 17 (pp. 664-678) Quiz #5</td>
</tr>
<tr>
<td>Monday 2/13</td>
<td>5</td>
<td>The United States and World War I, 1916-1919</td>
<td>Chapter 19</td>
<td>Discussion Board #6, Chapter 19 Quiz #6</td>
</tr>
<tr>
<td>Monday 2/20</td>
<td>6</td>
<td>From Business Culture to the Great Depression: The Twenties 1920-1932</td>
<td>Chapter 20</td>
<td>Discussion Board #7, Chapter 20 Quiz #7</td>
</tr>
<tr>
<td>Monday 2/27</td>
<td>7</td>
<td>The New Deal, 1932-1940</td>
<td>Chapter 21</td>
<td>Discussion Board #8, Chapter 21 Quiz #8, <strong>Midpoint- 3/1 (Research Plans due)</strong></td>
</tr>
<tr>
<td>Monday 3/6</td>
<td>8</td>
<td>World War II, 1941-1945</td>
<td>Chapter 22</td>
<td>Discussion Board #9, Chapter 22 Quiz #9</td>
</tr>
<tr>
<td>Monday 3/13</td>
<td>9</td>
<td>The US and the Cold War, 1945-1953</td>
<td>Chapter 23</td>
<td>Discussion Board #10, Chapter 23 Quiz #10</td>
</tr>
<tr>
<td>Monday 3/20</td>
<td>10</td>
<td>An Affluent Society, 1953-1960</td>
<td>Chapter 24</td>
<td>Discussion Board #11, Chapter 24 Quiz #11</td>
</tr>
<tr>
<td>Monday 4/3</td>
<td></td>
<td><strong>Spring Break- No Class!</strong></td>
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<tr>
<td>Monday 4/10</td>
<td>12</td>
<td>The Triumph of Conservatism, 1968-1988</td>
<td>Chapter 26</td>
<td>Discussion Board #13, Chapter 26 Quiz #13</td>
</tr>
<tr>
<td>Monday 4/24</td>
<td>14</td>
<td>A New Century and New Crises, 2001-Present</td>
<td>Chapter 28</td>
<td>Discussion Board #15, Chapter 28 Quiz #15</td>
</tr>
<tr>
<td>Monday 5/1</td>
<td>15</td>
<td>Semester Wrap Up!</td>
<td></td>
<td>Multimedia presentations due to discussion board by 11:59 PM 5/1, Responses on discussion board due</td>
</tr>
</tbody>
</table>
HIST 2112: US History since 1865

Research Assignment

Overview
We will see many recurring themes and topics this term with regard to socio-economic, cultural, and political turning points in the United States from 1865-2015. In particular, the author of our textbook Eric Foner, who is a notable historian and professor, highlights how the definition of freedom evolved throughout our history through the experiences of diverse people. Therefore, the culminating project for this course is a multimedia presentation where you can engage thinking about defining turning points in our history that impact our world today.

Directions:
1) Choose a discussion board post that you will complete this term where you explore a turning point in U.S. History. To review, the topics of study are:
   - Reconstruction 1865-1877 (chp 15)
   - Contested West, 1860s-1890s (chp 16)
   - Gilded Age, 1870s-1890s (chp 16)
   - Progressive Era, 1890s-1920 (chp 17 & 18)
   - Age of Imperialism, 1860s-1900s (chp 17)
   - World War I, 1914-1920 (chp 19)
   - The 1920s (chp 20)
   - The Great Depression and New Deal 1929-1939 (chp 21)
   - World War II, 1939-1945 (chp 22)
   - Origins of the Cold War, 1945-1953 (chp 23)
   - The Age of Affluence: The 1950s (chp 24)
   - The Sixties, 1960-1968 (chp 25)
   - A New Century, New Crises, 2001- Present (chp 28)

2) Once you chose your time period, you will create a multimedia presentation where you expand upon your discussion post about this chapter. Your presentation can be a Prezi, Power Point, or a recorded video (you can log into Kaltura via KSU apps or upload a video to Youtube or use free software like Screentastic). Your presentation must include the following:
   - Definition of a historical “turning point”
   - Identification of what you think is the most significant turning point in our studies of U.S history since 1865
   - Discussion of the major people and events associated with this historical turning point
   - Use of evidence from at least 1 primary source and one 1 secondary source (see #3) that supports your argument about why your turning point is significant
   - Connections between this turning point and an issue today- how does this historical turning point help us understand the 1) value of history to our society, 2) obligations of citizens, and 3) understand how the past and present interact with each other?

3) Students will use information from one (1) primary source document from the textbook website (http://www.wwnorton.com/college/history/give-me-liberty3-brief/welcome.aspx), at least one (1) example from assigned chapters from the textbook Give Me Liberty!, and one (1) current events article from a credible news source (no Wikipedia, blogs- see internet resources for research list on D2L). You may also use examples
from the Author Insight Videos and other resources on the textbook website as well to help support your paper thesis/main argument.

4) Examples from sources must be cited in Chicago footnote format at the bottom of each slide. You must also include a Chicago-formatted bibliography at the end of your presentation. See D2L for citation and bibliography formatting instructions.

5) Power Point or Prezi presentations should be at least 5 slides (excluding cover slide and bibliography at the end) that include text and visuals that highlight your main points about why your chosen topic is a significant historical turning point. Videos must be at least 5 minutes long.

6) Students will submit a 150-word multimedia research plan to the dropbox by 3/1 for the instructor to review and provide feedback. The research plan must include 1) explanation of the planned multimedia presentation format (i.e., Power Point), 2) the intended historical turning point (can be a topic that has already been studied prior to the midpoint or one that will be studied after the midpoint), 3) intended primary and secondary sources that can be used from the course textbook, textbook site, and other internet resources, and 4) any questions or concerns you may have that you'd like feedback on from the instructor.

7) Students will submit their presentations to the discussion board. Power Points must be attached as a file. Prezi presentations must include the link. Any videos submitted must have a link or can be embedded into the discussion board. It is your responsibility to make sure your presentations work and are accessible to the class!

8) Students must respond to at least two classmates’ posts where you can 1) ask questions about their turning point, 2) provide constructive feedback on items like thesis statement, cited evidence, conclusions, etc., and/or 3) discuss connections between yours and their research or any other topics of study from the course.

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<tr>
<td><strong>A: 90-100 points, Excellent</strong></td>
<td>All elements of the presentation are included; adheres to proper grammar/spelling, includes relevant text and visuals</td>
<td>Supports all aspects of the main points with supporting evidence from primary and secondary sources and addresses all major points of the presentation</td>
<td>Properly cited footnotes in Chicago style of all direct quotes and paraphrased materials in written responses; bibliography is in alphabetical order, includes correct, and is in proper Chicago style</td>
<td>Excellent articulation of comprehensive feedback and engagement; responds to at least 2 classmates' posts</td>
</tr>
<tr>
<td><strong>B: 80-89 points, Very Good</strong></td>
<td>All elements of the presentation are included; minor errors in spelling/grammar, includes relevant text and visuals</td>
<td>Supports most aspects of the main points with supporting evidence from primary and secondary sources and addresses all most points of the presentation</td>
<td>Cited footnotes and bibliography in Chicago format with few minor errors with format style</td>
<td>Very good articulation of engagement; can expand on feedback to 2 classmates' posts</td>
</tr>
<tr>
<td><strong>C: 70-79 points, Satisfactory</strong></td>
<td>Missing at least 1 element of the presentation; some</td>
<td>Supports some aspects of the main points with vague</td>
<td>Cited footnotes and bibliography in Chicago format</td>
<td>Satisfactory articulation of engagement, can</td>
</tr>
<tr>
<td>Grade</td>
<td>Description</td>
<td>Errors/Issues</td>
<td>Needs Improvement</td>
<td>Unsatisfactory</td>
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<tr>
<td>D: 60-69 points, Needs Improvement</td>
<td>Missing at least 2 elements of the presentation; several errors in spelling/grammar, missing several relevant text and visuals</td>
<td>Little support of aspects of the main points; lack of supporting evidence from primary and secondary sources and does not address all major points of the presentation</td>
<td>Many errors in footnote citations, and/or style of bibliography; questionable plagiarism</td>
<td>Unclear articulation of feedback, can expand on feedback, lacks replies to 2 classmates' posts</td>
</tr>
<tr>
<td>F: 59 points and below, Unsatisfactory</td>
<td>Most elements missing from presentation or incomplete; major errors in spelling/grammar, no relevant text and visuals</td>
<td>Does not follow directions and/or is incomplete</td>
<td>Many errors in footnote citations, and/or style of bibliography citation or citations are completely missing= plagiarism</td>
<td>Incoherent articulation of feedback and engagement; does not reply to 2 or any discussion board posts</td>
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