**Course Description:**
From the founding of the American nation to the present day, a (perhaps the) fundamental concern of the people of the United States has been the role of government in everyday life. While this central concern may seem timelessly fused to our current political spectrum (that is, Right = government is bad, and Left = government is not so bad), it has actually been an issue marked by a great deal of complexity and mutability. Thus this course will survey American history from the years following the conclusion of the Civil War to the present day with a focus on significant people and events in the context of the constantly changing understandings, perceptions, and applications of government involvement in Americans’ lives.

**Goal:**
While this course seeks to acquaint you with the grand narrative of American history since the late 19th Century—with an eye particularly focused on the role of government in that time frame—it will proceed topically; strive to offer some challenges to the standard account of American history; seek to equip you with a more in-depth knowledge of several key events and people in American history; and help foster the ability to think critically about the American past and (dare I say?) present.

**Required Texts:**

**Course Policies**

**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, PDAs, 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 needs to be put away. Placed on your desk, or in your lap, does not qualify as put away. Moreover, cellular phones, PDAs, etc, 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 note taking and reading documents in class is permitted, though I reserve the right to revoke laptop privileges for any/all of you at any time for any reason. But let me caution you to use your laptop judiciously. Exams in this course derive almost solely from in-class material so you will need to come to class prepared to take notes—not to update your facespace status, read up on celebrity “news,” play solitaire, etc.

Excessive side-conversations, passing notes, reading the newspaper, 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.

**Make-Ups/Late Work:**
If you miss an exam for a university-excused reason, you may schedule a make-up with me within one week of the exam. In such cases, please bring documentation demonstrating that you missed the exam for a university-excused reason. If you are not able to attend class on reading response days, you may submit a reading response by the beginning of the next class meeting for half-credit. The same goes for primary source questionnaires and film questionnaires.

**Attendance/Participation:**
Attendance and participation in class are expected and strongly encouraged. After missing 2 classes, your final grade will fall by 5 points for each missed class. Disruptions of class could also adversely affect your final grade and, if serious enough, could result in your withdrawal from the course. Please note that, except in extraordinary circumstances, I make no distinction between “excused” and “unexcused” absences.

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), and 2) I will not post lecture outlines/notes or power point presentations in any format, in any location, for any reason. 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. Beyond just lectures though, we will from time to time discuss readings and other materials, so your active participation in class is central to your success as well.

**Communication:**
Please check your GA View account regularly as I will post important messages about and documents pertinent to the course there frequently. I will post your grades on GA View as well. 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 GA View account from time to time.

**Students with Disabilities:**
If you have a disability that requires accommodation, please notify me as soon as possible and provide the necessary documentation from DisAbled Student Support Services. Questions or concerns? Contact: Carol Pope, Assistant Director; Student Center, Suite 267; 770-423-6443; c pope@kennesaw.edu

**Academic Honesty:**

*This syllabus provides a general plan for the course; deviations may be necessary.*
You should read and familiarize yourself with the section on academic honesty in the student handbook found here: https://web.kennesaw.edu/academicaffairs/studentrights#academic_honesty. But here’s the section on plagiarism and cheating: “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 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 with any questions or concerns you may have. Email is the best way to do so, and I will do my best to respond immediately, but please give me 48 hours to respond. 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. By then it’s almost certainly too late. It is much easier to prevent a bad grade 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, etc.) 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

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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 review and rewrite your notes as soon as possible after class. You will also benefit by forming a study group. It is wise to retrieve and keep copies of tests and reading responses, etc. 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 GAView page after I’ve returned tests, etc, you should let me know so that we can make sure you get credit.

Course Requirements and Grading

Course Requirements:
The requirements for this course will be met through 3 exams/tests, based on lectures, other in-class materials, and readings; 5 reading responses based on assigned readings; 3 film questionnaires; and 3 primary source questionnaires.

Instructions for Completing Course Requirements:
• **Exams** will be closed-book, closed-notes and will consist of a variety of objective items (multiple choice, true/false, etc) and possibly one subjective item (e.g. a short essay) derived primarily from in-class material (lectures, films, primary sources, etc). A small portion of each exam will cover assigned readings. The final exam will not be cumulative in its entirety, but one or two components of the final will be. I will furnish you with a study guide for each test, but the study guide is just that—a guide to help you study. If you don’t take proper notes, it won’t help much.

• **Reading Responses** will ask you several questions (10+/-) that will evaluate whether you have read and engaged the assigned reading. The responses will be completed in class on reading response days and you’ll need to bring your books on those days, but, let me make it clear that you must read the assigned works before you come to class. Here’s a quick note on exactly what you’ll need to read: Zinn’s book has no subheadings, so in the course schedule I’ve given you page numbers and phrases at the beginning or the end of the paragraph on the appropriate pages I want you to begin or end on. If I provide no beginning or ending phrase, that means that the selection for that week will begin or end at the beginning or end of a chapter. For Schweikart and Allen, the subheadings included in the text should be sufficient prompts for where to begin and end. I’m sure you’ll get it, but if not, just ask. One more thing: there are 6 reading response days, but, because the summer is short and intense (for me just as much as for you) I’m only going to count 5 reading responses.

• **Film Questionnaires** will pose several questions (5+/-) to you, asking you to respond to the film clips screened in class. These will be completed in class. Similar to the reading response, there are four film days, but I am only asking you to submit three film questionnaires. Plan accordingly and wisely.

• **Primary Source Questionnaires** will ask you to analyze several historical documents in class. The documents will be available before class on your GA View page; you may choose to print them and bring them to class, or, if you prefer, you may choose to read them off of your laptop. Either way, make sure you have access to the documents during the primary source days (listed in the course schedule).

*This syllabus provides a general plan for the course; deviations may be necessary.*
Grading for the Course:

<table>
<thead>
<tr>
<th>Components/weights</th>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>Exam 1 = 10%</td>
<td>A= 90 – 100</td>
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<tr>
<td>Exam 2 = 15%</td>
<td>B= 80 – 89</td>
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<tr>
<td>Final Exam = 25%</td>
<td>C= 70 – 79</td>
</tr>
<tr>
<td>Reading Responses = 20%</td>
<td>D= 60 – 69</td>
</tr>
<tr>
<td>Film Questionnaires = 15%</td>
<td>F= Below 60</td>
</tr>
<tr>
<td>Primary Source Questionnaires = 15%</td>
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Course Schedule

Important Dates:
May 30-Jun 5: Drop/Add
June 27: Last day to withdraw w/o penalty
July 25: Last Day of Classes
July 30: Final Exam, 11.30AM

INTRODUCTORY WEEK
- W May 30: Course Introductions; LECTURE: A Little Background to Civil War/Reconstruction  
  Reading: NONE

WEEK 1
- M Jun 4: LECTURE: Reconstruction & The New South and the New West  
  W Jun 6: Reading Response; FILM: The Birth of a Nation  
  Reading: Zinn: 198-210 (start with: “The American government had set out…”)  
  Schweikart & Allen: 359-371

WEEK 2
- M Jun 11: Primary Source Questionnaire: Technology, World’s Fairs, and Human Progress (questionnaire and documents will be posted to your GA View page).  
  W Jun 13: Reading Response  
  Reading: Z: 297-308 (end with: “…has suddenly changed to one of conquest.”)  
  S&A: 465-472

WEEK 3
- M Jun 18: Test 1  
  W Jun 20: LECTURE: The Progressive Era; Primary Source Questionnaire: Big Business and Advertising  
  Reading: NONE

WEEK 4
- M Jun 25: LECTURE: WWI & the Roaring ‘20s  
  W Jun 27: Reading Response; FLIM: The Jazz Singer  
  Reading: Z: 359-371 (end with: “…narrow and medieval in religion.”)  
  S&A: 514-521

WEEK 5
- M Jul 2: LECTURE: The New Deal; Reading Response  
  Reading: Z: 392-404 (start with: “The hard, hard times…” and end with: “…no enforcement powers

This syllabus provides a general plan for the course; deviations may be necessary.
- **W Jul 4**: Fourth of July Holiday—NO CLASSES and changed little.”)
  S&A: 558-568

<table>
<thead>
<tr>
<th>WEEK 6</th>
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<tbody>
<tr>
<td>• <strong>M July 9</strong>: Test 2</td>
</tr>
<tr>
<td>• <strong>W July 11</strong>: LECTURE: WWII; Primary Source Questionnaire: War and Consumerism</td>
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<td>Reading: NONE</td>
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<tr>
<th>WEEK 7</th>
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<tbody>
<tr>
<td>• <strong>M July 16</strong>: LECTURE: Reconversion &amp; the Red Menace</td>
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<tr>
<td>• <strong>W July 18</strong>: Reading Response; FILM: <em>Dr. Strangelove</em></td>
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<tr>
<td>Reading: Z: 424-436 (start with: “The victors were…” and end with: “…all clear.”) S&amp;A: 634-647</td>
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<th>WEEK 8</th>
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<tr>
<td>• <strong>M July 23</strong>: LECTURE: From Civil Rights to the New Right</td>
</tr>
<tr>
<td>• <strong>W July 25</strong>: Reading Response; FILM: <em>Rambo</em></td>
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<tr>
<td>Reading: Z: 443-459 (end with: “…lived in the North.”) S&amp;A: 683-689</td>
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<tr>
<th>FINALS WEEK</th>
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<tr>
<td>• <strong>M July 30</strong>: Final Exam 11.30 – 1.30</td>
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<td>N/A</td>
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