HIST 2112
American Since 1890
History & Philosophy Department
2012 Spring Semester v.1.0

CRN: 3 credit hours/3 lecture hrs.  Meeting Time: 2:00-4:45pm MTWR
Course Section: HIST 2112  Location: Online
Instructor: Dr. S. Vaught  E-mail: Please use GAView Vista internal mail
Office Hours: 4:45-5:15pm MTWR  Phone: 678-797-2937
(via appointment)  Office Location : Social Sciences Bldg. Rm. #4085

Syllabus Version: 1.0

Course Description
Examines 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.

As a part of the General Education Program at Kennesaw State University, the aim of this course is to strengthen your understanding of the past and how it influences present U.S. society. We will look at the history of the United States and its role in world affairs from the turn of the twentieth century to the present. This survey will help the student develop an appreciation of the multicultural nature of American society, and give a better understanding of how the United States emerged as world power. There are no prerequisites for this course.

The course addresses four central questions over the semester:

1. How do themes in modern American history compare and contrast with global developments?
2. How have paradoxes in domestic and foreign developments shaped the United States and its role in the world?
3. What parallels with the past can we trace in contemporary issues today?
4. What lessons for globally-engaged citizenship can we learn from the study of history and popular misconceptions about the past?

Method and Philosophy of Teaching
I believe in a co-intentional education as defined by Paulo Freire, “Teachers and students (leadership and people), co-intent on reality, are both Subjects, not only in the task of unveiling that reality, and thereby coming to know it critically, but in the task of re-creating that knowledge. As they attain this knowledge of reality through common reflection and action, they discover themselves as its permanent re-creators.”

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In order to create a learning environment conducive to this experience, I present several common assignments that must be completed as a base of common assessment and a variety of optional assignments to empower students to explore according to their own interests and ambition. In this class, the quizzes and final exam project are required. Other assignments are optional and should be completed according to ability, interest, and need.

I do not believe in nor do I offer extra credit. All assignments, optional or mandatory, will positively or negatively impact the final grade. In this regard, I emphasize the importance of each student charting out their own goals and completing each assignment to the best of their ability.

In order to address the four major course questions we will focus on the following historical problems: use of evidence, popular misconceptions, and parallels in the present. Each class period focuses on an aspect of American history using documentary evidence and how these documents have been interpreted in the past. We will examine the deep historical causes and effects of contemporary problems in American society and its relevance to the present. Students will often be broken up into smaller groups to further facilitate this process and to analyze the problems presented during class.

The course lectures integrate major issues from the assigned primary source documents, textbook readings, and module quizzes into stories about people, problems, and policies in the American past. These stories illustrate the complexity of American history in its regional, national and international context. The relevance of these stories will only make sense in the context of the readings and broader questions posed throughout the class so it is critical that students complete every reading assignment and frequently consult the syllabus. Through this course, it is my desire that you are able to think historically and appreciate history as a method of intellectual inquiry.

Course Goals and Student Learning Objectives
Upon successful completion of this course, it is my intention that students will develop proficiency in course content areas evidenced through my evaluation of the following goals:

1. Students will be able to identify selected people, developments, and themes of American history in regional, national, and international contexts. (Knowledge)
2. Students will be able to demonstrate "historical thinking" by questioning assumptions and debunking popular misconceptions about the past. (Skills)
3. Students will be able to discuss meanings of “engaged citizenship” in a multicultural society and the nation’s role in the global arena. (Skills)
4. Students will be able to **analyze** primary and secondary sources using methods of historical inquiry. (Skills)

5. Students will **apply** course content to contemporary problems and personal experiences. (Attitude)

6. Students will be able to **identify** some of the different ways of thinking historically, globally, and critically about engaged citizenship.

7. Students will be able **identify** some significant developments, people, and geographic regions in American history.

8. Students will be to able **distinguish** analytical thinking about primary and secondary sources from in American history from popular misconceptions.

9. Students will be to able **identify** the significance of selected people and ideas in the development of American society.

10. Students will be able to critically and creatively **assess** history through collaborative projects that connect course content to real-world experiences and contemporary media.

**Assessment**

Each of the above corresponding student learning objectives will be assessed through the following:

1. Pre-Test Entrance Exam (not graded)
2. Periodically scheduled objective content quizzes
3. Periodically scheduled voluntary self-assessments
4. Final exam project and essay
5. Comprehensive objective content final exam

**Course Requirements, Textbooks, and Materials**

The majority of this course content is delivered on-line. For this course, it is necessary to have adequate computer skills and access to a reliable computer and high-speed internet connection.

Make sure when you enter GeorgiaView/Vista that you run the "Vista Browser Check," which you can begin by pressing the gray "Check Browser" button beside the login square.

Pay attention as the browser check runs. Make sure you address any problems, such as pop up blockers that are on. In addition, you may be asked whether or not you want to accept unsecure information or items. With GeorgiaView/Vista, check YES or say OKAY. If you refuse or decline, GVV won't open parts of the modules.
Software and Digital: Online access to GAView (http://vista.kennsaw.edu). Microsoft Office Suite including Microsoft Word, Microsoft Explorer, PowerPoint, Windows Movie Maker (or iMovie, or another comparable video editing software program) and Flash. You can download a free clone version of MS Office at http://www.openoffice.org

If you have Windows XP, make sure Windows Media Player is NOT set as the default wmv and mp4 player. There is a conflict with GAView/Vista, and the file won't run. RealPlayer (http://www.realplayer.com) and iTunes will work fine. You can learn to change your default settings from this quick video. You will also need Adobe's Flash Player and Adobe reader, both available free from http://www.adobe.com/

Depending on what final exam project you choose (see the section “Major Assignments” in the syllabus, you may choose to borrow a video camera and/or digital recorder from Kennesaw State University Audiovisual Services. You can also use any camera of your own as long as you are able to download and edit audiovisual content. You may actually be able to do this with your cell phone.

Other Skills
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. Consider backup places that you will go if your preferred computer 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? Then, if during the class you have trouble, you can go to your backup place. 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 an email account that you check every day, and your instructor needs that account address.

Required Textbook(s):
American Horizons, Concise: U.S. History in a Global Context, Volume II: Since 1865
Michael Schaller, Robert Schulzinger, John BezIs-Selfa, Janette Thomas Greenwood, Andrew Kirk, Sarah J. Purcell and Aaron Sheehan-Dean
ISBN13: 9780199739912

Talking Back To Civilization: Indian Voices from the Progressive Era
First Edition ©2001
How the Course Works: An Overview

HIST 2112 is a survey course of the long twentieth century. The course is divided into 13 online modules that run on a weekly schedule. Access to course content will be available for two weeks in advance. Once the quiz deadline for one module has passed, the next module will be opened. All the materials from past modules (except past quizzes) are available for access in the module folder and the PowerPoint and Recorded Lecture folders.

Twelve content quizzes will be administered online via GAView Vista over the semester. Content quizzes are objective, fact-oriented, periodic evaluations of course content that are administered online. Content quizzes require you to engage aspects of the course readings derived from the course questions. The readings can be found in the course textbook, *American Horizons*, hyperlinks to websites in the syllabus, or primary sources in the module folders.
Your understanding of the content covered in these quizzes also provides the basis for our activities in class and for the final exam project so preparing for them is very important. Each content quiz is accessible for 24 hours. There are 10 questions per quiz and a 60-minute time frame to complete the quiz once you begin. You may use your books and notes to complete the quiz but you should read the material and review the study questions beforehand.

After you complete the module quiz, you will be ready to participate in the lecture for the module. As the class proceeds it is important that you review previous modules and past quizzes to be adequately prepared for the future quizzes and the final exam. All quizzes build upon past quizzes and lectures from previous modules encouraging you to consider connections from one module to another. At the end of the semester, I will drop the two lowest scores out of the twelve content quizzes taken toward your final grade. Students who cannot take a content quiz due to unforeseen events, emergencies, computer malfunctions, etc. will use their allotted dropped quizzes to cover these situations. I suggest taking all of the content quizzes as a preventative measure for the unexpected.

Each week you will also progress towards the completion of a selected final exam project. Every person will select one of the ancillary readings from the course reading list to read over the semester. (An ancillary reading is a supplementary book that is designed to augment the course.) This book will be a major component of a semester-long final project that will evaluate your understanding of the course goals and objectives. I will assist you in developing your project over the semester through check-ins during the weekly quizzes and self-assessments that connect content from each module to your final exam project.

Preparation for this course should take you 2 hours per module. It is advisable to plan for possible breaks, interruptions, and technical difficulties. Be careful to set aside regular time for this class, waiting until the last possible moment to access the material will inevitably result in lower grades. If you foresee possible scheduling conflicts for a certain week, it is advisable that you work ahead on the next module’s material.
### Outline of Course Schedule

<table>
<thead>
<tr>
<th>Module/Date</th>
<th>Lecture Topic</th>
<th>Reading/Assignment</th>
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<tbody>
<tr>
<td><strong>Module 0</strong>&lt;br&gt;WED 5/30</td>
<td><strong>Orientation: The Historians</strong>&lt;br&gt;▪ What is the study of history and how do you use it?</td>
<td>Syllabus&lt;br&gt;&lt;br&gt;<em>Why Study History?</em>&lt;br&gt;<em>How to Read a History Assignment</em>&lt;br&gt;Pretest Entrance Examination&lt;br&gt;(Opens: 12am 5/30 – Closes: 5/30)&lt;br&gt;<em>America Horizons Chapters</em>&lt;br&gt;Chapter 15: Reconstructing America, 1865-1877</td>
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<td><strong>Unit I</strong>&lt;br&gt;LAST DAY OF DROP/ADD</td>
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<td><strong>Module 1</strong>&lt;br&gt;THU 6/1</td>
<td><strong>The Titans</strong>&lt;br&gt;▪ What characterized the rapid growth of American business enterprises?&lt;br&gt;▪ Corner the Market in the Pit</td>
<td><em>America Horizons Chapters</em>&lt;br&gt;Chapter 16: Forging a Transcontinental Nation, 1877-1900&lt;br&gt;Chapter 17: A New Industrial and Labor Order, 1877-1900&lt;br&gt;Module 1 Quiz&lt;br&gt;(Opens: 10pm 5/30 – Closes: 12pm 6/1)</td>
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<td><strong>Module 2</strong>&lt;br&gt;MON 6/4</td>
<td><strong>The Immigrants</strong>&lt;br&gt;▪ What paradoxes did immigration present from 1890-1919?&lt;br&gt;▪ <em>Cesar Chavez: A Brief Biography with Documents</em>&lt;br&gt;▪ Hit or Miss at the Corner Store</td>
<td><em>America Horizons Chapters</em>&lt;br&gt;Chapter 18: Cities, Immigrants, Culture, and Politics, 1877-1900&lt;br&gt;Module 2 Quiz&lt;br&gt;(Opens: 12pm 6/3 – Closes: 12pm 6/4)</td>
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<tr>
<td><strong>Module 3</strong>&lt;br&gt;TUE 6/5</td>
<td><strong>The Imperialists</strong>&lt;br&gt;▪ What paradoxes characterized American foreign policy from 1890-1917?&lt;br&gt;▪ Imperial Jeopardy</td>
<td><em>America Horizons Chapters</em>&lt;br&gt;Chapter 19: The U.S. Expands Its Reach, 1892-1912&lt;br&gt;Module 3 Quiz&lt;br&gt;(Opens: 12pm 6/4 – Closes: 12pm 6/5)</td>
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<td><strong>Unit II</strong></td>
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<td><strong>Module 4</strong>&lt;br&gt;WED 6/6</td>
<td><strong>The Progressives</strong>&lt;br&gt;▪ What paradoxes characterized the 1920s?&lt;br&gt;▪ <em>Talking Back to Civilization</em>&lt;br&gt;▪ Election of 1912</td>
<td><em>America Horizons Chapters</em>&lt;br&gt;Chapter 20: An Age of Progressive Reform, 1890-1920&lt;br&gt;Chapter 21: America and the Great War, 1914-1920&lt;br&gt;Module 4 Quiz&lt;br&gt;(Opens: 12pm 6/5 – Closes: 12pm 6/6)</td>
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<tr>
<td><strong>Module 5</strong>&lt;br&gt;THU 6/7</td>
<td><strong>The Rebels and Reactionaries</strong>&lt;br&gt;▪ What paradoxes characterized the 1920s?&lt;br&gt;▪ The Market at Work</td>
<td><em>America Horizons Chapters</em>&lt;br&gt;Chapter 21: America and the Great War, 1914-1920&lt;br&gt;Chapter 22: A New Era, 1920-1930</td>
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<td>Module 6 MON 6/11</td>
<td>The Unfortunate</td>
<td>Module 5 Quiz (Opens: 12pm 6/6 – Closes: 12pm 6/7)</td>
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<td>▪ What paradoxes characterized the causes and effects of the Great Depression?</td>
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<td>▪ The New Deal Debate</td>
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<td>American Horizons Chapters</td>
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<td>Chapter 23: A New Deal for Americans, 1931-1939</td>
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<td>Module 6 Quiz (Opens: 12pm 6/10 – Closes: 12pm 6/11)</td>
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**LAST DAY TO WITHDRAW WITH A W**

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<th>Module 7 TUE 6/12</th>
<th>The Patriots</th>
<th>American Horizons Chapters</th>
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<tr>
<td></td>
<td>▪ What paradoxes characterized the United States’ domestic and wartime policies?</td>
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<td>▪ Real American Heroes Field Trip</td>
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<td>Chapter 24: Arsenal of Democracy</td>
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<td>Module 7 Quiz (Opens: 12pm 6/11 – Closes: 12pm 6/12)</td>
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**Unit III**

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<th>Module 8 WED 6/13</th>
<th>The Ideologues</th>
<th>American Horizons Chapters</th>
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<tr>
<td></td>
<td>▪ What paradoxes characterized the Era of Uncertainty?</td>
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<td>▪ Martin Luther King, Jr. Malcolm X and the Civil Right Struggle of the 1950s and 1960s</td>
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<td>▪ Saturday Morning Cartoons</td>
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<td>Chapter 25: Prosperity and Liberty Under the Shadow of the Bomb, 1945-1952</td>
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<td>Chapter 26: The Dynamic 1950s</td>
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<td>Module 8 Quiz (Opens: 12pm 6/12 – Closes: 12pm 6/13)</td>
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<th>Module 9 MON 6/18</th>
<th>The Cold Warriors</th>
<th>American Horizons Chapters</th>
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<tr>
<td></td>
<td>▪ What paradoxes characterized 1950s American life?</td>
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<td>▪ Nikita Krushchev, Two Telegrams (1962)</td>
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<td>▪ Fidel Castro, <em>Case of Cuba</em> (1960)</td>
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<td>▪ Mohammed Mossadeq, <em>US Intelligence</em> (1953)</td>
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<td>▪ Jacobo Arbenz Guzman, <em>CIA Assassination Proposals</em> (1954)</td>
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<td>▪ Historical Lessons from War</td>
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<td>Chapter 25: Prosperity and Liberty Under the Shadow of the Bomb, 1945-1952</td>
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<th>The Discontents</th>
<th>American Horizons Chapters</th>
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<tr>
<td></td>
<td>▪ What paradoxes characterized cultural dissent in the 1950s and 1960s?</td>
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<td><strong>MacLean, American Women’s Movement</strong></td>
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<td>▪ The House You Live In</td>
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<td>Chapter 27: The Optimism and the Anguish of the 1960s</td>
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<td>Chapter 28: The Vietnam Era, 1961-1975</td>
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<td>Module 10 Quiz (Opens: 12pm 6/18 – Closes: 12pm 6/19)</td>
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**Unit IV**

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<th>Module 11 WED 6/20</th>
<th>The Conservatives</th>
<th>American Horizons Chapters</th>
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<td>▪ What paradoxes came to characterize the Reagan Revolution?</td>
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<td>Chapter 28: The Vietnam Era, 1961-1975</td>
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<td>Chapter 29: Conservatism Resurgent, 1974-</td>
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### Module 12
**THU 6/21**

**The Cosmopolitans**
- Why has America become more polarized during an era of globalization?
- The Corporation (2000)
- Rethinking Globalization

**1988**
*Commanding Heights*, Ch. 2 and 12
*Module 11 Quiz*
(Opens: 12pm 6/19 – Closes: 12pm 6/20)

### Module 13
**MON 6/25**

**FINAL EXAM PROJECT**
**PART I – WRITTEN AND ACTIVITY COMPONENT**
Post Your project and essay on [www.turnitin.com](http://www.turnitin.com) and GaViewVista
Due on MON 6/25 before midnight

**TUE 6/26**

**FINAL EXAM PROJECT**
**PART II – PEER EVALUATION AND SELF-ASSESSMENT**
PeerMark comments on [www.turnitin.com](http://www.turnitin.com) and Self-Assessment on GaViewVista
Due on MON 6/26 before midnight

**WED 6/27**

**FINAL EXAM PROJECT**
**PART III - OBJECTIVE ASSESSMENT (2 HOUR WINDOW)**
Module 13 Comprehensive Final Exam
(Opens 12am 6/25 – Closes 6/27 before midnight)

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### Required Course Materials

**Software and Digital:**

Online access to GAView ([http://vista.kennsaw.edu](http://vista.kennsaw.edu)).

A computer with high-speed, dependable Internet access.
Microsoft Office Suite including Microsoft Word, Microsoft Explorer, PowerPoint, and Flash. You can download a free clone version of MS Office at [http://www.openoffice.org](http://www.openoffice.org).

If you have Windows XP, make sure Windows Media Player is NOT set as the default wmv and mp4 player. There is a conflict with GAView/Vista, and the file won't run. RealPlayer ([http://www.realplayer.com](http://www.realplayer.com)) and iTunes will work fine. You can learn to change your default settings from this quick video.

You will also need Adobe's Flash Player and Adobe reader, both available free from [http://www.adobe.com/](http://www.adobe.com/)

**Major Assignments**

**Quizzes 50%**  
*Content Quizzes (10 Quizzes x 100 points each = 1000pts possible)*

All quizzes and exams are designed to evaluate how well you understand the major questions of the course as listed in the syllabus.

Twelve content quizzes will be administered online via GAView Vista over the semester. Content quizzes are objective, fact-oriented, periodic evaluations of course content that are administered online. Content quizzes require you to engage aspects of the course readings derived from the course questions. **The readings can be found in the course textbook, *American Horizons*, hyperlinks to websites in the syllabus, or primary sources in the module folders.** Your understanding of the content covered in these quizzes also provides the basis for our activities in class and for the final exam project so preparing for them is very important.

Your understanding of the content covered in these quizzes also provides the basis for our activities in class and for the final exam project so preparing for them is very important. **Each content quiz is accessible for 24 hours from 12pm on the day the quiz opens to 12pm on the day the reading material will be covered in class.** There are 10 questions per quiz and a 60-minute time frame to complete the quiz once you begin. You may use your books and notes to complete the quiz but you should read the material and review the study questions beforehand.

I will drop the two lowest scores out of the twelve content quizzes taken toward your final grade. **Students who cannot take a quiz due to unforeseen events, emergencies, computer**
malfunctions, *et cetera*, will use their allotted dropped quizzes to cover these situations. I suggest taking all of the content quizzes as a preventative measure for the unexpected.

**Final Exam Project 50%**  
*(500 Points for Final Exam Project + 500 Points for Final Assessment = 1000 pts possible)*

*Overview of Final Exam Project*

Some of the most important skills that students of history need are:

1. the ability to challenge oversimplifications to embrace nuance and contradiction (paradox)  
2. the ability to identify how the present influences and distorts our understanding of the past (popular misconceptions)  
3. the ability to describe how stories from the past help us to better understand the present (parallels)

The purpose of the final exam project is to apply skills of historical interpretation using one of the ancillary course readings and contemporary media. The final exam project has three components:

1. an *activity* component that gives you a chance to “do history” and see how a knowledge of history is relevant to the present  
2. a *written* component that allows you to summarize your ideas and to analyze what you have learned about history  
3. a *reflective* component that allows you to evaluate one of your peer’s projects and a self-assessment to summarize what you have learned

Please refer to the handout distributed in class for directions.

**Attendance Policy**

While attendance is not tabulated into the final grade for online courses, you should understand that missing modules and/or failure to schedule time to regularly complete the readings and assignments will negatively impact your grade. The information in this course is sequentially organized and will help you to complete later assignments and content quizzes often contain major points from the lectures. You are responsible for all information disseminated in the course.
If one of the required assignments is due on a day that you cannot attend due to some event (athletic engagement, ROTC, etc), you should make arrangements to submit your assignment before the due date.

There are no make-up quizzes whatsoever, whether the absence is excused or unexcused. If you miss the final exam due to illness or a family emergency, you must provide proper documentation before a make-up exam is scheduled.

I will not tolerate rudeness, harassment of any kind, threats towards other students and any other behavior that disrupts the class or violates the university standard of ethical behavior.

**Grading Policies and Procedures**

In accordance with the Kennesaw State University’s grading scale, please consider the following:

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<tr>
<th>Letter</th>
<th>Percentage</th>
<th>Designation</th>
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<tr>
<td>A</td>
<td>100-90</td>
<td>Superior</td>
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<tr>
<td>B</td>
<td>89-80</td>
<td>Good</td>
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<tr>
<td>C</td>
<td>79-70</td>
<td>Average</td>
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<tr>
<td>D</td>
<td>69-60</td>
<td>Passable</td>
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<td>F</td>
<td>59 and below</td>
<td>Failure</td>
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Strive to complete each assignment to the best of your ability because **there is no extra credit**. Your participation in this course is based entirely upon the goals and expectations you set for yourself.

Reading is an important part of this course. Much of your grade in this class is dependent on how effectively and efficiently you read and engage course material. It is not possible for you to critically engage concepts in this class unless you complete and contemplate the reading assignments. You may find this particularly challenging but this is one of the most important attributes of this course. Learning to read efficiently and critically is an important part of your academic experience.

Being honest with yourself includes setting goals that you can reach. If you desire to achieve a certain grade in this course, set goals and work toward that objective. You cannot learn the course material if you do not take time to read and study. Research tells us that the most of learning occurs outside of the classroom and that reading directly and positively affects grades. I strongly suggest consulting “How to Read a History Assignment” as a starting point on managing and understanding the reading.
All work must be submitted on time. Quizzes cannot be made up and make-up exams will not be offered without a proper documentation (e.g., doctor’s note). A copy of all your assignments should be kept for the duration of the semester and any concerns about your grade should be addressed as they develop. Office hours are kept specifically for this purpose.

Please practice courtesy in contacting me. As a rule of thumb, ask three of your classmates your question before asking me. I have created numerous methods of communicating with your classmates and me via GAView Vista. If your question requires more than a paragraph of a response, you should schedule a consultation during online office hours.

Grade Challenges
All grade challenges (including quiz errors) should be submitted in writing within 48 hours of the assignment being returned. Students seeking to challenge the grade must clearly explain the issue in question and provide evidence (i.e., specific examples from the assignment in question) that warrants the change. The steps for this process appear below:

1. Read through the assignment and make note of any comments in the paper.
2. Next read the rubric for the assignment in the syllabus (if applicable) and compare your assignment against the criteria marks you received in the rubric.
3. If there are segments or aspects of a question where you think you deserve higher marks, then provide evidence that supports your assertion for the points in question— if from a course text, provide page numbers.
4. Explain how and why this evidence warrants a change in the grade. Again, you must give specific examples that support your assertion before you explain why you feel you deserve a higher mark.
5. Type your concerns in a formal email and submit it to me within 72 hours of having the assignment in question returned. I will review what you have written and schedule a meeting to discuss my final decision or return my response.

Academic Integrity
Section II A of the KSU student code of conduct states, “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 that 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).

1. Deliberate Plagiarism
   a. Buying a paper
   b. Getting someone else to write a paper for you
   c. Deliberately not acknowledging sources so that the teacher will believe the writing is yours
   d. Thinking that a few words or lines taken from another source really don’t matter; that they’re trivial & don’t need to be acknowledged

2. Accidental Plagiarism (Sometimes called Misuse of Sources) Is Still Plagiarism and Will Get You in Trouble.
   a. Forgetting to put quotations around direct quotes (often happens with careless Internet “cut & paste” work)
   b. Paraphrasing too close to the original writing. (Just changing a few words isn’t sufficient)
   c. Thinking that if you list all sources in a bibliography or works cited page you don’t need to also cite within the body of the paper
   d. Not knowing the rules of the citation style book you’re supposed to follow

3. Too many direct quotations linked by a few sentences written by you may not be plagiarism, assuming you use quotation marks and cite properly, but it’s a poorly written paper (you need to do your own work and show your own thoughts & ideas) and will probably cause you to earn a bad grade.²

² This entire section and tips on avoiding plagiarism can be found at: http://www.kennesaw.edu/scai/cheating_plagiarism.shtml
Students with Disabilities
Students with documented disabilities who may need accommodations, who have any emergency medical information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as early as possible in the semester, preferably no later than the first week of the semester. If you have a specific physical, psychiatric, or learning disability and require accommodations, please let me know early in the semester so that your learning needs may be appropriately met. You will need to provide documentation of your disability to the disAbled Student Support Services office, located in the Student Center room 267, and obtain a list of approved accommodations.

Counseling Services and Academic Support
The strains and workload of student life can sometimes feel overwhelming and it is easy to lose perspective when faced with academic, social, and personal demands. Counseling and Psychological Services is staffed by psychologists and licensed professional counselors who provide treatment for personal, interpersonal, and vocational issues. To make an appointment, come by the front desk in Kennesaw Hall room 2401, or call 770-423-6600.