Introduction:
Given the myriad of issues that face a person of the 21st century an awareness of historical understanding is a crucial tool in devising solutions for the economic, social and political challenges that seem to confront us daily. Understanding the past and the historical dynamics involved can help create solutions for contemporary issues. For example, dealing with the current Recession is better contextualized with an analysis of the Great Depression. Foreign policy decisions such as military commitments in the Middle East are best discussed with insights based on Vietnam and the First Gulf War. Ultimately, an understanding of the past helps illuminate our present and maximize our decisions for the future.

Course Description/Purpose:
Students will examine the major historical events that have occurred between the end of the Civil War and contemporary times. The purpose of the course is to provide a comprehensive overview of the major historical movements and key individuals that have impacted history between 1865 and the current administration. An enumeration of the most important historical dates will be undertaken as well. These historically significant times will include World Wars and other conflicts, Social and political movements, Constitutional Amendments, significant Supreme Court decisions and more. Students will demonstrate connections between historical events over time. Thus, the Civil War will be connected to later events and people in subsequent American history. Students will assess events in their lives with historical events to better appreciate the continuum of history. This course will provide, at its completion, an extensive and historical synopsis and appreciation for the past 150 years.

Course Objectives:
In this course students will be able to identify the major historical events, persons and dates that have occurred between the end of the Civil War and the current Administration.

Course Learning Objectives:
Upon successful completion of the course, you should be able to:
• Examine the major historical events that have occurred between the end of the Civil War and contemporary times.
• Identify the key individuals that have impacted history between 1865 and the current administration
• Enumerate the most important historical dates. These dates will include Supreme Court cases, Constitutional Amendments and other significant dates related to World Wars and other conflicts
• Demonstrate connections between historical events over time. Thus, the Civil war will be
• connected to later events and people in subsequent American history
• Assess events in their lives with historical events to better appreciate the continuum of history.

Prerequisites: There are no pre-requisites for this course.

Course Requirements:
To successfully complete the course, students are required to:
• Keep up with all chapter readings, online notes provided and lectures provided for each module
• Answer questions at various points throughout the course
• Participate in discussion boards, quizzes, and other interactive aspects of the course
• Ensure that all written work either on line or essays that are required are handed in at the required time.
• Late papers will not be accepted only under emergency circumstances.

Course Expectation
Students are expected to attend the electronic lectures in a timely fashion and to keep up with the course schedule. Attendance is monitored using GAView/Vista. Late assignments will not be accepted. View the “Etiquette for Online Course” (in Class Orientation section) for information regarding behavioral expectations for online students. Plagiarism carries with it penalties, including a failing grade for the course.

For more information about Plagiarism and Cheating, please visit Undergraduate Catalogs at: http://www.kennesaw.edu/academicaffairs/acadpubs/acadpub/

Historical Connections:
One of the most important themes in history that I emphasis is that of connections and context. History, which is often presented as a disconnected series of facts, is in reality a weave of an ongoing flow of events and movements. For example, the post Civil War attitudes of southerners and others toward the freed slaves were reflected in the Black Codes. These Codes and the subsequent violence toward people of color influenced later decisions that set the stage for the Jim Crow period. These issues, still part of the same continuum, were the historical precedents for Rosa parks and Dr. King as they began the modern Civil Rights movement. It will be our intellectual task this semester to search out these historical connections. They will help us receive a deeper and more profound understanding of the reality of historical events and their significance overtime.

Textbook and Materials:

Supplementary Material:
Additional articles, online information and other resources will be listed in this class as part of each of the four modules.

Student Preparation:
You will be required to read ahead in the class, discuss, and offer your ideas on the Discussion Board that is set up on KSU Web Vista. You are expected to use the Discussion board to work on developing a rich understanding of a topic with a high level of preparation in order to create a high level of quality.

As in a face-to-face class, it is the responsibility of the students to track their grades throughout the semester. If they realize, after the second Module, that their grades are not at the level they wish, they must contact the Professor and arrange a meeting to address any concerns about grades.
No changes will be made to grades at the end of the semester. Without legitimate justification all grades will stand as they have been earned during the semester.

Skills and Other Things You Need
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 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? 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 facilitator needs that account address. Email failures, like Internet failures, can severely hinder your progress in this course.

Student with Disabilities:
Students with disabilities who believe that they may need accommodations in this class are encouraged to register with "KSU disAbled Student Support Services": http://www.kennesaw.edu/stu_dev/dsss/dsss.html the office responsible for coordinating accommodations and services for students with disabilities.

Technology Requirement:
Technical Skills
In order to succeed in this course, you will need the following skills:

- Familiarity with Microsoft Office Products (esp. Word and PowerPoint)
- Ability to use email and to upload and download attachments
- Ability to find files on your machine and upload them into GeorgiaView Vista
- Comfortable with searching the internet and using internet resources

Technology Requirements:

- **Computer:** Online student will need reliable access to a desktop or laptop computer that has adequate memory and processing capabilities for large file download, video players, and synchronous meeting applications
- **Auxiliary Equipment:** Students are not required to purchase a headset. However, if they would like to visit their instructor "Virtual Office", then they need to have a headset with microphone. An inexpensive headset from Office Depot or Best Buys ($15-30.00) is fine. Many newer laptop or monitor set-ups are pre-equipped.
- **Internet Access:** Online courses at KSU use the web to deliver courses at distance. So, to learn an online course smoothly, you need a high-speed Internet connection (such as DSL, Broadband, etc)
- **Software:** You will need a recent version of the Microsoft Office Suite. Access to MS Word, MS PowerPoint, and MS Excel are expected. software such as Word, PowerPoint or Excel for viewing course material or completing the assignment. Additional requirements include anti-virus protection, windows media player, QuickTime movie player, and a compatible browser. Visit http://its.kennesaw.edu/students for additional on software training, compatibility and available downloads
Browser Checker
To optimize your GeorgiaVIEW experience, your computer's configuration may need to be adjusted; otherwise, you may encounter unexpected behavior while taking your online courses. Please click "Check Browser" button on the KSU Log In for GeorgiaView Vista page to check if your browser is compatible with GeorgiaView Vista. The "Browser Check Result" window will pop-up once you clicked "Check Browser" if your browser is not compatible with GeorgiaView Vista, please check http://www.usg.edu/usgweb/browserchecker/ for more information or contact student service help desk: http://its.kennesaw.edu/students/

Taking This Course
• 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.
• Your schedule is located on the GAView/Vista Home Page. You can also view it by clicking the appropriate navigation button on the left.

How the Course Works
As this is an on line course, students have to be diligent about keeping up with all assignments. Our course is divided into four Modules or study units. Each module had a defined list of reading, listening and writing assignments and exams. Specific grading rubrics will be provided for the students to follow. Students are expected to fully participate in each on line discussion. Failure to do so will result in points being deducted from their Final class score. Each module will include a series of video recordings that have the lectures of that Module. The lectures will follow the chapters of our text, America a Narrative History. Additionally, notes for each chapter will be provided as well so students will have written notes as well as video lectures to serve as the core of their studies.
Just as in face-to-face class, students need to ensure that they follow all assignments in a timely manner. Written assignments and test will occur at definite times. The only excuses for not having assignments completed on time will be the appropriately documented excuses such as notes from doctors, etc. For any questions about permissible excuses or for any other questions, contact Dr. Slomovitz at aslomovi@kennesw.edu or Rabbi1@prodigy.net
Schedule of topics and dates connected with in each Module

May 30th-June 13th-
Module One: The Reconstruction period, the post-Civil War Amendments and Supreme Court cases involving Civil Rights. The initiation of the Jim Crow era, the expansion of the West, Entrepreneurs of the late 1800’s and America’s move from rural to Urban areas. The Gilded Age will be appraised. The connections between Nativism, Social Darwinism and Eugenics will be explained.

June 14th-June 27th-
Module Two: American Imperialism and the various elements of the Progressive Era. World War One will be examined from economic, political and military perspectives. The explosion of post-war racism will be detailed. Nativism, Prohibition, the teachings of Marcus Garvey and the Flappers will be examined. The Age of Consumerism, some causes of the Depression, President Hoover’s ideology and initial responses to the Depression. The Presidency of Franklin D. Roosevelt, the New Deal and the details of the many New Deal programs. The passing of the Social Security Act of 1935 and the causes of the economic slump of 1937 will also receive analysis.

June 28th-July 11th
Module Three: The 1930’s in terms of pacifism and the increasing militarism of Japan and Germany. The attitudes of most Americans toward the ever growing world conflict will be examined. The attack on Pearl Harbor, followed by mobilization of the country including the role of women will be analyzed. The Internment of Japanese-Americans will be detailed as will the war goals of the allies. The D-Day invasion and Yalta conference as well as the dropping of the atomic bomb will be studied. Attention will be paid to the Holocaust among the millions of innocents murdered during the war.

July 12th-July 26th
Module Four: The causes of the Cold War will be enumerated. The loss of China and the Korean War will be detailed. The post-WWII focus of Civil Rights will be assessed. The baby-boom generation will be described. McCarthyism and the continued war again Communism will be studied. The growth of the modern Civil Rights movement commencing with the Brown decision will be appraised.

The Vietnam War will be examined from varying perspectives. The Watergate affair and highlights of the post-Nixon presidencies will be articulated. The end of the Cold war, Desert Storm and 9/11 as well as contemporary issues will be the concluding topics of our semester.
Rubrics for successful completion of module work:
Every module will include a twenty question Multiple Choice Exam. Each question will be worth one-half of a point. The best score possible is ten points. When the score indicates a half-point, it will be rounded up to the next whole number. The questions will be directly taken from the assigned chapters, the chapter class notes provided online and the videos featuring Dr. Slomovitz as he presents his chapter lectures.

Every Module will also include a discussion and a two-page essay.
The essay will be based on questions that the Professor supplies you with.
The grading criteria for these essays are found online and below.
* A maximum of three points will be given based on the use of imagination and creativity when creating their essay.
* A maximum of three points will be given based on the correct use of historical facts, persons and events in an accurate historical manner. For example, an essay dealing with the Reconstruction period should include appropriate references to that time period.
* The student can earn up to two points for properly addressing the question or situation asked in the original essay assignment.
* A final two points will be awarded for the essay’s presentation. The body of the essay should meet the following criteria:
  - The essay should be at least two complete pages of text using standard font and margin size. No references will be needed in terms of footnoting etc. Obvious mistakes, such as misspelled words and incorrect grammar should be avoided. The essay should be proofed by the student to ensure that the question posed has been addressed.

I will, of course, always be available to you on an individual basis for consultation and advice.

Grading Policy:
Grades follow the traditional model: A=90-100, B=80-89, C=70-79, D=60-69 and F=59 and below.
Each Module will contain a possible 20 point potential for each student. At the assigned date, a twenty question multiple question test will be given. Each question will equal one-half point equaling ten possible points. Additionally, each Module will have a two-page paper essay due at an assigned date. The total points available for that essay are 10 points as well. Over the semester, with four Modules, students will earn up to 100 points.

** As in a face to face class, it is the responsibility of the students to track their grades throughout the semester. If they realize, after the second Module, that their grades are not at the level they wish, they must contact the Professor and arrange a meeting to address any
concerns about grades. No changes will be made to grades at the end of the semester. Without legitimate justification all grades will stand as they have been earned during the semester. **Bill's Adventures in History 2112**

For those who have never taken an online class, here is a realistic scenario about managing your time in the midst of a class that has no regular scheduled meetings. **Before the class begins** Bill is a student in our course. He signs in by phone or email or in person with the professor before the course begins, and he gives her his email address. He also takes down the course information. **The first day of classes** The day classes begin, he makes sure History 2112 shows up on his GAView/Vista site. He is ready to begin the course. **Week 1: Friday** Bill knows his information to get started with the course is available under Learning Module 1 in the Learning Modules. However, Bill works until 5pm on Fridays, so he waits until 7pm that night and accesses the GAView/Vista course site. He reads the orientation under the "Start Here" button (what you're reading right now) on GAView/Vista. He reads it and is reminded of his assignments for next Tuesday. He has some questions, so he writes them down as he reads and emails his professor with his questions. Under "Learning Modules" and "Learning Module 1," Bill finds the goals and objectives, the netiquette guidelines, the information on changing his default settings, the video lecture, and the self-assessment and discussion board assignment. **Week 1: Saturday** Bill has a busy week, so he accesses the introductory materials, including the video lecture, and completes the discussion board assignment. **Week 1: Sunday** He reads his assignments from the syllabus on Sunday. From the syllabus, he knows he is supposed to read Chapter 18 from our text. When he completes his reading on Sunday evening, he takes his quiz on the readings under "Learning Module 2" on GAView/Vista. He knows he has until noon on Tuesday, but he decides to go ahead and get it done. **Week 2: Wednesday** After work on Tuesday, Bill goes bowling. So, on Wednesday night he looks in the discussion board to see what his classmates have said about themselves, and he asks a classmate named Rita about her lasagna recipe that she mentioned she was famous for. It sounds like a great recipe to have. He then accesses Module 2 at 7pm. He has already taken his quiz, so in this visit to the module, he listens to the lecture and writes down questions to email to Dr. Slomovitz. He