

# HIST 2112: U.S. History since 1877, Summer 2017

## Table of Contents

[What is HIST 2112? \(Course Information\)](#)

[Navigating this document](#)

[Who is my professor?](#)

[How do I get in touch with my professor?](#)

[Where and when will we meet?](#)

[What is the point of this course?](#)

[Required Materials: What do I need to have?](#)

[Grades and Assignments: How will I be assessed?](#)

[Policies and exhortations: What else will affect my success in the course?](#)

[How to make an A \(or at least a B\)](#)

[Academic Integrity](#)

[ADA Compliance](#)

[Late Work and Makeup Policy](#)

[Technology Policy](#)

[Course schedule: What should I be doing to keep up with the course?](#)

---

## What is HIST 2112? (Course Information)

First, let me tell you about this document. A syllabus, according to Webster's 1913 dictionary is "A compendium containing the heads of a discourse, and the like; an abstract." This document, in other words, is the course in a nutshell. I expect you to read it at the start and refer to it throughout the semester.

### Navigating this document

Blue text denotes a link, either internal to this document, or external to the web. But you may need to **right-click** on those

links in order to go to them.

Let's start with the basics.

### Who is my professor?

I'm Tom Okie, assistant professor of history and history education. (You can call me Professor Okie, or Dr. Okie.) This is my fourth year at Kennesaw State, where I teach American history, food history, and methods courses for future teachers of middle and high school social studies. I earned my Ph.D. from the University of Georgia, and my expertise is in American environmental and agricultural history: my first book, [The Georgia Peach: Culture, Agriculture, and Environment in the American South](#), a history of the cultural and economic career of the Georgia peach industry since the 1850s, just came out in November 2016.

I love history. Perhaps I should be a little embarrassed to admit this in an era obsessed with the future, but I do. I love the way learning the history of a place or a people or a time period changes the way I think about life, the way I experience the landscape, the way I interact with others.

### How do I get in touch with my professor?

Office: 4093 Social Sciences Building

Office Phone: 470-578-7731

Office Hours: Tuesdays, 10-11:45; Thursdays, 2:00-4:00; and by appointment

Email: [wokie1@kennesaw.edu](mailto:wokie1@kennesaw.edu)

The best way to communicate with me is by phone, dropping by the office, or by email. Please allow me 24 hours to respond during the week, and 48 hours on the weekend. I will be on campus on Tuesdays and Thursdays, and often Mondays, Wednesdays, and Fridays as well – don't hesitate to stop by and chat if you have questions or concerns, but of course outside of office hours it's always best to set up an appointment.

**Please note:** The University provides all KSU students with an "official" email account with the address [netID@students.kennesaw.edu](mailto:netID@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.

### Where and when will we meet?

We'll meet in the Social Sciences Building, Room 2025, on Tuesdays and Thursdays, from 11:00-1:45 am.

That seems like a really long time.

You should try a Maymester sometime – it's four and a half hours per day. But yes, 2 hours and 45 minutes is quite a stretch. We'll take at least one break about halfway through.

### What is the point of this course?

According to the KSU catalog, "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."

My hope is that you'll finish the course not only more knowledgeable about the American past, but also more flexible and reflective in your thinking, more effective in your speaking and writing, and more attentive and empathetic in your reading and listening. To put it in the language of learning outcomes, you should be able to:

identify the historical, political, social, or institutional developments of the United States.

set people, events, documents, and artifacts in historical context

analyze and interpret texts and artifacts (historical traces)

summarize, evaluate, and create arguments and narratives (historical accounts)

Back to [Table of Contents](#)

---

## Required Materials: What do I need to have?

1. Eric Foner, *Give Me Liberty! An American History*, vol. 2, Seagull 5th Edition (W.W. Norton, 2017). ISBN 978-0-393-61565-4.

Eric Foner is an eminent historian at Columbia University. In 1988, he wrote the book on the Reconstruction era of American history, a book that has defined the field ever since, but he's also written books on the Underground Railroad, the Republican Party, Abraham Lincoln, emancipation, and more.

*Give Me Liberty!* is our textbook for the course, and as textbooks go, is pretty good. But it is a textbook, meaning that its primary role is to give us information about the past. Don't expect to be caught up in a spellbinder.

2. Andrew G. Kirk, *Doomtowns: The People and Landscapes of Atomic Testing*, illustrated by Kristian Purcell (Oxford University Press, 2017). ISBN 978-0-199-37590-5

Andrew Kirk is an environmental historian of the U.S. West based at the University of Nevada, Las Vegas. He is also a principal investigator on the Nevada Test Site Oral History Project. This book is part of a new genre of historical writing, the graphic history – like a graphic novel or a comic book – but it also includes a wealth of primary sources about the history of atomic testing along with more traditional text-based accounts. We'll use this to dive into the process of making history.

3. Additional Documents (posted to D2L)

In addition to the two books, we may be reading primary source documents – traces of the past from the time period under study – which will be posted to D2L with instructions for how to read them.

4. Other supplies:

2 "general scantrons" (form 106173) for the two exams

pens, pencils, paper

internet ready device such as a laptop or tablet for in-class work sessions

reliable access to the internet

Back to [Table of Contents](#)

---

## Grades and Assignments: How will I be assessed?

I will give you your final grade based on the following scale:

A = 900+

B = 800–899

C = 700–799

D = 600–699

F = 600 and below

I = Indicates an incomplete grade for the course, and will be awarded only when you have done satisfactory work up to the last two weeks of the semester, but for nonacademic reasons beyond your control are 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.

The 1000 point total comprises 4 grade categories, as follows:

Attendance: 100

Quizzes: 150

Doomtowns Assignment: 250

Midterm and Final Exams: 500

This grading scheme should make it pretty easy to calculate how you're doing in the course. Now, let's unpack the composite parts of your overall grade.

There's a grade for Attendance?

Yes. There's an aphorism often attributed to Woody Allen that "Eighty percent of success is just showing up." As in life, so in this class: if you want to do well on the exams and writing assignments, showing up is the first step. As a kind of incentive, just showing up is worth 10% of your grade: there will be 14 class meetings, not counting the final exam, and you have 2 "free" misses.

Attendance will be calculated on the following scale:

14 days present and engaged (perfect attendance!): 5 point bonus! 105 points

12 days present and engaged (1–2 absences): 100 points

11 days present and engaged (3 absences): 80 points

10 days present and engaged (4 absences): 50 points

9 days present and engaged (5 absences): 20 points

8 days present and engaged (6 or more absences): F in the course.

In other words, if you are present and engaged for at least 12 meetings, you will receive all 100 points possible for attendance.

If you have perfect attendance (present and engaged at all 14 meetings) you'll receive a 5 point bonus. (105/100 points).

If you miss more than 6 classes (i.e. half the course or more), you will fail the course.

What does it mean to be engaged?

Engagement is that period in a relationship between friendship and lifelong partnership, usually denoted by a diamond ring

...

Wait. What?

Sorry, wrong context. (As you'll learn in this course, context is very, very important.)

Being engaged means:

wakefulness

showing with eye contact and body language that you are listening to your instructor and your classmates.

contributing to the conversation with questions and comments

taking notes

not using your phone/tablet/laptop unless instructed to do so

## What kind of quizzes?

For most class meetings, you are responsible for a chapter of the textbook (Foner), each of which also includes an online quiz. These must be completed before coming to class on that day (as indicated in the schedule). There will be a total of 10 reading quizzes, and one "ID quiz" which will give you a chance to practice writing ID essays for the exams. The quizzes serve at least four purposes: they will help motivate your reading, gauge how well you're reading, prepare you for class discussion, and give you practice for the test. The two lowest reading quiz grades will be dropped.

## What is involved in the Doomtowns assignment?

The Doomtowns assignment is a formal essay analyzing the evidence supporting the story Andrew Kirk and Kristian Purcell tell in Doomtowns. It will involve a summary of the book, a summary of an individual chapter, and a full essay.

## And the Midterm and Final Exams?

The midterm and the final exams will test your ability to perform the skills we practice in class and in other assignments. They will include multiple choice questions and short essays that history professors call "IDs." The midterm is worth 200 points and the final is worth 300.

Back to [Table of Contents](#)

---

## Policies and exhortations: What else will affect my success in the course?

Quite a few things.

As a student at Kennesaw State University, you are first of all under the jurisdiction of the Student Handbook:

<http://catalog.kennesaw.edu/content.php?navoid=2247&catoid=27>

Especially pertinent to this course are [Academic Integrity](#) and [ADA Compliance](#). But first, here's my exhortation on [How to make an A \(or at least a B\)](#)

### How to make an A (or at least a B)

Before class,

read the assigned content for the day;

mark up the text and take notes about important content and lingering questions; and

take the chapter quiz

Come to class.

Once there, pay attention. (Drop off your phone at the front!)

Take good notes on lectures and discussions. This does not mean trying to write down everything that is said. That's called "transcription." Note-taking involves doing some preliminary processing of the information as you take it in, filtering what's most important, making connections to what has already been said. Notes are for reciting to yourself later. So evaluate your [note-taking system](#); use [abbreviations and symbols](#)(pdf). Try [Cornell Notes](#).

After class, review your notes. What were the important topics discussed? What muddy points do you still have that you can raise in class next time or discuss with classmates?

Follow instructions. Turn assignments in on time.

Read and make sure you understand feedback on reading responses and other assignments so you can improve.

Make friends in the course. Study collaboratively for exams, share drafts of reading responses, ask questions about assignments and readings.

## Academic Integrity

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>.

Please note:

Students who violate any provision of this code will receive zero points on the assignment.

Students with two violations will receive a final grade of F.

If you have any questions about plagiarism, please ask before turning in the assignment. You may also wish to consult the following websites.

<http://plagiarism.org/>

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

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

## 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 Department of Student Success Services. Students requiring such accommodations are required to work with the University’s Department of Student Success 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 [http://www.kennesaw.edu/stu\\_dev/sds](http://www.kennesaw.edu/stu_dev/sds) for more information, or call the office at (470)578–6443, or email them at [sds@kennesaw.edu](mailto:sds@kennesaw.edu)

## Late Work and Makeup Policy

Work is due on the day and time listed in the syllabus/instructions/D2L. Late work will be eligible for 10% fewer points for each 24 hour period it is late. For example, if an assignment is due at 11:00 am, it will be eligible for 90% of the points at 11:01 am, and 80% percent of the points the following day at 11:01 am, and so on.

As noted above, I do not distinguish between excused and unexcused absences. If you have a legitimate excuse (serious illness, death in the family, etc.), you may be allowed to make up a missed midterm or final exam. If you anticipate missing an exam, you must contact me prior to the scheduled date and time of this assignment (e-mail is preferable in this case). Failure to do so will result in an automatic grade of zero for that assignment. Make-up exams will only be given to those students who can document a serious medical emergency or personal crisis.

## Technology Policy

Do you care if I use my laptop/tablet/phone in class?

Yes, I do. These ubiquitous computers seem to get more powerful and tinier all the time, but there is an increasing amount of evidence that they are debilitatingly distracting. See, for example:

Cindi May, "A Learning Secret: Don't Take Notes with a Laptop" Scientific American (3 June 2014)

<http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>.

Nicholas Carr, "Is Google Making us Stupid?" The Atlantic (July/August 2008), <http://www.theatlantic.com/magazine/archive/2008/07/is-google-making-us-stupid/306868/>. See the video version here: <https://www.youtube.com/watch?v=cKaWJ72x1rl>

Audrey Watters, "Ed-Tech Might Make Things Worse ... So Now What?" Hack Education (17 Sept. 2015)

<http://hackededucation.com/2015/09/17/oecd-ed-tech>



You'll need paper, pen or pencil, the readings for the day, and a willingness to interact with others face to face. Unless otherwise noted, you will not need laptops, tablets, smartphones, smartwatches, etc. Please keep tablets and laptops turned off and put away – you can think of it as your 165-minute [digital detox](#), if you wish.

**To encourage your attentiveness, I will offer 2 extra credit points for each day you choose to turn in your cell phone at the beginning of class.** That's a total of 26 potential points over the course of the semester.

At the beginning of class, students who choose to participate will leave their phone at a designated table in the front of the room and initial a cell-phone sign-in sheet for that day. At the end of class, I will remind students to take their phones. In the event that a student does forget, I will bring it to the front desk secretary in the History Department (4th floor of Social Sciences building).

Back to [Table of Contents](#)

---

## Course schedule: What should I be doing to keep up with the course?

The following schedule is subject to alteration – please pay careful attention to D2L announcements, where I will post any changes in a timely fashion.

### Part I. Industrial America and Its Discontents (1877–1941)

#### 1. Tue 5/30

Before class: N/A

In class: Introduction to History and to HIST 2112; The Berlin Wall; Civil War and Reconstruction

#### 2. Thu 6/1

Before class: Read Foner, Ch. 16 (603–648) and take Ch. 16 Quiz on D2L

In class: The Second Industrial Revolution and the American West

#### 3. Tue 6/6

Before class: Read Foner, Ch. 17 (649–690), take Ch. 17 Quiz on D2L

### **ID quiz due Friday, 6/2**

In class: Populism; Imperialism

#### 4. Thu 6/8

Before class: Read Foner, Ch. 18 (691–733), take Ch. 18 Quiz on D2L

In class: Progressives and Prohibition: A Film by Ken Burns

5. Tue 6/13

Before class: Read Foner, Ch. 20 (779–817), take Ch. 20 Quiz on D2L

In class: The 1920s and the Great Depression and Early New Deal

6. Thu 6/15

Before class: Read Foner, Ch. 21 (818–860), take Ch. 21 Quiz on D2L

In class: Solving the Great Depression

7. Tue 6/20

Before class: Study!

In class: MIDTERM EXAM

Part II: The American Century, 1941–2008

8. Thu 6/22

Before class: Read Foner, Ch. 22, (861–904), plus Ch. 23, "Origins of the Cold War" (905–917) and take Ch. 22 Quiz on D2L

In class: World War II and Early Cold War

9. Tue 6/27

Before class: Read Kirk, Part I: The Graphic History (3–130) and, for reference and clarification, Part III: The Historical Context (273–300). **Doomtowns summary due**

In class: Doomtowns Discussion

10. Thu 6/29

Before class: Kirk, Part II: The Primary Documents (135–270; selections for your assigned chapter). **Doomtowns chapter summary due**

In class: Making history; essay peer review

11. Thu 7/6

Before class: Read Foner, Ch. 24 (940–982), take Ch. 24 Quiz on D2L. **Doomtowns Final Essay Due Friday 7/7 11am**

In class: Affluent Society and Freedom Movements

12. Tue 7/11

Before class: Read Foner, Ch. 25 (983–1029); take Ch. 25 Quiz on D2L

In class: Civil Rights Movement

13. Thu 7/13

Before class: Review Foner, Ch. 25

In class: David Brower; Women's Liberation; The Environmental Movement

14. Tue 7/18

Before class: Read Foner, Ch. 26 (1030–1070), take Ch. 26 Quiz on D2L

In class: Conservative Resurgence

15. Thu 7/20

Before class: Read Foner, Ch. 27 (1071–1107) and Ch. 28 through the Inauguration of Barack Obama (1109–1136); take Ch. 28 Quiz on D2L

In class: From the Cold War to the War on Terror

16. Final Exam, Tue 7/25

11:30–1:30 PM, Social Sciences Building, Room 2025 (same as regular classroom)

