



## HIST 2112-02: U.S. History since 1877

CRN: 80869

Semester: Fall 2019

Time: 11:15-12:05 p.m. MWF

Location: Room 3029 Social Sciences Building, Kennesaw Campus

**Professor:** F. Carroll, Ph.D.

**Office:** Room 4099, Social Sciences Building, Kennesaw Campus

**Office Hours:** 10-11 a.m. MWF and 2:15-3 p.m. MW; before and after class; and by appointment.

**Office Phone:** 470-578-6526

**Email:** fcarrol4@kennesaw.view.usg.edu

### Course Communications

All emails should include "HIST 2112-section number" in the subject line. I respond to emails as quickly as possible but recommend students provide a 24-hour response time during the work week. Emails received after 5 p.m. on Friday might not be answered until Monday.

**Technical Note:** Students can reach me most efficiently by sending emails through D2L. Emails sent through D2L are identified as "@kennesaw.view.usg.edu." D2L emails will appear in your Outlook email box, but you will not be able to respond to them unless you log into D2L.

Because federal laws protect educational information and other data, I only respond to emails sent through official university email accounts.

### Course Description

Politicians, activists, and commentators often reach back to the past to cite historical precedent, hoping their depiction of history as an empirical fact, rather than an interpretation, will lend credibility to partisan agendas. History, though, is not stagnant, and the debates of the past are seldom settled with finality. Historians approach history as the study of context, change, and agency over time. They examine historical events to understand how social, political, economic, and cultural forces formed and then altered the status quo. They study why people incited or opposed change and explain how change altered lives. They recognize that historical inquiry describes how things once were but also reflects how things are.

**Why does this matter to you?** Decisions made by others in the past define the opportunities available to you today. You can more effectively overcome obstacles or protect rights that directly affect your quality of life by knowing how those things were defined and came to be.

### Pre-Requisites

None.

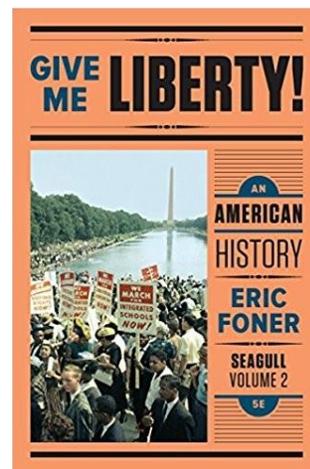
## Course Objectives

HIST 2111/HIST 2112 satisfies one of KSU's general education program requirements. It addresses the U.S. Perspectives general education learning outcome, which states that students will identify the historical, political, social, or institutional developments of the United States. This course explores major themes in the social, cultural, political, and economic history of the peoples of North America since 1877, the multicultural nature of contemporary U.S. civilization, and the nation's role in the global arena. By the end of the course, students should be able to:

1. Identify and explain how social, economic, and political forces shaped and reshaped competing definitions of freedom that often varied according to race, class, gender, and ethnicity. (Fulfilled by participating in activities and completing quizzes, projects, essays, and exams.)
2. Explain and debate historical topics outlined in primary and secondary sources through written and/or verbal communication. (Fulfilled by participating in class discussions and completing projects and essays.)
3. Explain, analyze, and debate historical events by writing essays that argue a well-defined position on a contentious historical topic and are supported by clear thesis statements and topic sentences, sufficient historical evidence, and effective citations to course readings. (Fulfilled by completing oral presentations, essays, and exams.)

## Required

- Eric Foner, *Give Me Liberty*. Vol. 2, Seagull 5<sup>th</sup> Edition. Norton. ISBN: 978-0-393-61565-4. Available at the [Campus Book Store](#). (Please note this is the preferred edition. Page numbers on the syllabus, as well as quiz questions, align with this edition.)
- Documents uploaded to D2L.
- Scantron Test Sheet 100 (Form 106173): Required for three multiple-choice quizzes.
- Blue books: Required for exams.



## Course Policies: Path to Success

### Professional Courtesy

Civil communication is essential to ensure broad participation among students. To ensure discussions remain informative and respectful, please remember the following guidelines:

- Argument is expected and even encouraged in this course, as long as it stays focused on the topic being discussed and remains respectful.
- Be courteous, kind, and forgiving.
- Refrain from profane and offensive language.
- Personal attacks, insults, and threats will not be tolerated and, at the instructor's discretion, could result in removal from the course.

## Attendance Policy

All students are expected to be present and on time at all scheduled class meetings. Students are solely responsible for managing their enrollment status in this class. Nonattendance does not constitute a withdrawal.

- Students who miss seven classes will receive a zero for their engagement score. Students who miss more than seven classes will receive a zero in this score and be docked ten percentage points on their final grade for each additional absence, at the instructor's discretion.
- Students who miss more than 20 percent of class sessions may fail the course.
- Students who arrive late or leave early without prior notification will be marked absent.

## Visitors

Unregistered individuals are not allowed in the classroom.

## 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 and/or 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 (which includes possibly receiving a failing grade for the course), 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>.

## Plagiarism

Plagiarism is one of the most common acts of academic dishonesty in history courses. **Plagiarism detection software** is in place in this course for all assignments. Even if you do not upload your work to D2L, your work may be scanned for plagiarism. Students are responsible for understanding what plagiarism is and for avoiding it. According to plagiarism.org, acts of plagiarism include "turning in someone else's work as your own, copying words or ideas from someone else without giving credit, failing to put a quotation in quotation marks, giving incorrect information about the source of a quotation, changing words but copying the sentence structure of a source without giving credit, copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not." Students can learn more about plagiarism at <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>, <http://plagiarism.org/> and <http://writingcenter.unc.edu/handouts/plagiarism/>.

## Electronic Devices Policy

By remaining enrolled in this course, students acknowledge that full participation requires regular computer access with reliable internet access and sound and video capabilities, as well as basic computer literacy and competency with the D2L learning platform.

- The instructor may request students to put away all electronics during various class sessions, particularly during discussions. At other times, the instructor may encourage students to use their electronic devices for educational purposes.
- Laptops and tablets are allowed for note-taking purposes.
- Cell phones and other communication devices should be silenced and are generally prohibited from use in the classroom, unless authorized by the instructor.
- Recording equipment is prohibited unless special permission is granted by the instructor.
- Disruptive and/or chronic use of electronics will result in grade reductions and could result in removal from the classroom.

## University Resources

Additional [Student Rights and Responsibilities](#) can be found in the [Student Handbook](#). For a comprehensive listing of university policies and resources, click <http://distanceed.hss.kennesaw.edu/elearning/onestopshop.html>

## Basic Needs Security Statement

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to [contact Student Affairs for support](#). Furthermore, please notify the professor, if you are comfortable in doing so. This will enable him to help you to effectively manage your coursework and succeed in the class.

## Campus Carry

For general guidance regarding the carrying of concealed weapons on campus, click <http://police.kennesaw.edu/campuscarry.php>

## Inclement Weather

If inclement weather occurs or class is unable to convene as scheduled for some reason, please monitor university communications for schoolwide updates and actively check D2L for updates from me about this course.

## 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. For more information please visit their website, [sss.kennesaw.edu/sds](http://sss.kennesaw.edu/sds).

### Contact information is as follows:

- SDS Email: [sds@kennesaw.edu](mailto:sds@kennesaw.edu)
- Primary number for Kennesaw campus (470-578-2666) and Marietta campus (678-915-7244).

## Course Assessments: Earning the Grade

### Assessments

Assessment	Due Date	% of Final Grade
1. Engagement	Weekly	7.5
2. Quizzes	Fri. Sept. 20, Oct. 25, Dec. 6	7.5
3. Midterm Exam	Friday Oct. 11	20
4. Ala Carte A	TBD per student selection	20
5. Ala Carte B	TBD per student selection	20
6. Final Exam	<a href="#">KSU Final Exam Schedule</a>	25

(Due dates are subject to change. New due dates will be announced in class.)

- **Engagement:** A successful course depends upon students who attend class regularly, come prepared, and actively engage in class discussion and activities. Scoring components include attendance, quality of participation, knowledge of content material, and listening skills.
  - **Attendance:** Students who miss seven classes will receive a zero for their engagement score. Students who miss more than seven classes will receive a zero in this score and be docked ten percentage points on their final grade for each additional absence, at the instructor’s discretion. Students who miss more than 20 percent of class sessions may fail the course.
  - **Participation:** Counts as two-thirds of this grade. If you come to class but mostly do not participate, you can expect no higher than a D for this portion of your grade. Excessive absences will also significantly diminish this score, potentially resulting in a zero. Scoring components include:
    - **Discussion:** Grades will be based on how often a student participates and the substance of his/her comments. Students are expected to contribute regularly (at least once weekly) to class discussion. Students may be assigned to write discussion comments and/or questions concerning assigned readings.
    - **Activities:** Include spontaneous writing, “think, pair, share,” preparing discussion questions, group activities, note-taking, concept mapping, and other work. Such activities occur in the classroom, and students who are absent will not be allowed to make up these assessments.
    - **Electronic devices:** Persistent usage for non-educational purposes will diminish your score.
  
- **Multiple-Choice Quizzes (3):** Students will take three multiple-choice quizzes concerning course materials – lecture, discussion, textbook readings, and D2L documents.
  - No makeup quizzes are allowed without prior approval from the instructor.
  - Quizzes require students to purchase Scantron Test Sheet 100 (Form 106173) from the KSU Bookstore.
  
- **Exams (2):** Exam could include essays, document analysis, identification, short answer, matching, multiple choice, etc.
  
- **Ala Carte A:** Students will complete one of the following assessments, which will be due sometime in the first half of the semester, depending on the assessment selected.

- **Taking Sides (TS) Essay:** Students will write an essay using primary and secondary sources to argue a position on an assigned historical topic. Essays are graded on historical content, critical thinking, sourcing, and clarity.
  - **History in the Present (HIP) Essay:** Students will write an essay using primary and secondary sources in assigned topic areas and compare/contrast historical events with current events discussed in instructor-approved magazines and newspapers. Essays are graded on historical content, critical thinking, sourcing, and clarity.
  - **Social Media Project:** Using Twitter, students (working alone or in pairs) will create a visually-engaging and historically informed Twitter thread. Students will present their projects orally in class. Projects are graded on content, critical thinking, sourcing, and presentation.
- **Ala Carte B:** Students will select again from one of the four options, but they must select an option different from the assessment completed for Option A. For example, if you completed a Team Debate, you must select one of the other three assessment options. The exception is students may write a second Taking Sides Essay. Option B assessments will be due sometime in the second half of the semester, depending on the assessment selected.

## Grading Scale

**A** = Superior (100-90)

**B** = Good (89-80)

**C** = Average (79-70)

**D** = Lowest Passing Grade (69-60)

**F** = Failure (Below 60)

**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.

## Makeup Exams and Late Assignments

- **Makeup exams** are administered solely at the instructor's discretion. Notice of a planned exam absence or any situation clearly beyond a student's control should be provided in advance as soon as possible. A makeup exam may differ from the initial exam.
- **Late assignments** will be docked five percentage points per day (Saturdays and Sundays included), beginning from the start of class on the due date. If students know they will be unable to submit an assignment on the due date, they are expected to submit early. No late assignments will be accepted after three days without prior agreement with the instructor. Late submissions are not accepted on final exams.

## Changes to This Syllabus

The instructor reserves the right to make changes to this syllabus. Any substantive changes which impact grade calculations or grading will be announced in writing using D2L and will be emailed to the class. If you have concerns about announced changes, please contact the instructor and ask for clarification before the end of the semester.

# Course Schedule

Assigned readings – except for *Give Me Liberty* – are available on either D2L or the internet. For effective participation, students are expected to bring notes, questions, and readings to class.

## Unit One (Aug. 19-23)

**Friday Aug. 23 is the last day of add/drop.**

**Topic:** Introduction to the Course and the Study of History

**Readings:**

- **Wed:** Jules Benjamin, "Philosophies of History," *A Student's Guide to History*, 5-8.
- **Fri:** [Ellen Bresler Rockmore, "How Texas Teaches History,"](#) *New York Times*, Oct. 21, 2015; [James W. Loewen, "Why Do People Believe Myths about the Confederacy?"](#) *Washington Post*, July 1, 2015; and [Blain Roberts and Ethan J. Kyle, "The Historian Behind Slavery Apologists Like Kanye West,"](#) *New York Times*, May 3, 2018.

## Unit Two (Aug. 26-30)

**Topic:** The Promise and Failure of Reconstruction

**Readings:**

- **Mon:** *Give Me Liberty*, chapter 15.
- **Fri:** Charlotte Fowler testifies at a congressional hearing on the Ku Klux Klan (1871).

## Unit Three (Sept. 2-6)

**Labor Day: No class Monday Sept. 2.**

**Topic:** Wars of Incorporation: Owners and Workers Clash

**Readings:**

- **Mon:** *Give Me Liberty*, chapter 16 (603-13, 630, 634-647), and chapter 17 (673, 676).
- **Wed:** Definition of Capitalism, *Encyclopedia of Political Economy* (1999); and "Account of the Haymarket Riot" (1886).
- **Fri:** [William Graham Sumner, "What the Social Classes Owe to Each Other"](#) (1883); and [Albert Parsons, "What is Anarchism?"](#) (1887).

## Unit Four (Sept. 9-13)

**Topic:** Regional Case Studies: The "Old West" and the "New South"

**Readings:**

- **Mon:** *Give Me Liberty*, chapter 16 (613-629).
- **Wed:** *Give Me Liberty*, chapter 17 (659-73).
- **Fri:** [Ben Tillman, U.S. Senate Speech](#) (1900); [Booker T. Washington, Atlanta Compromise Speech](#) (1895); [W.E.B. Du Bois, Niagara Movement Speech](#) (1905); and [Mary Church Terrell, "The Progress of Colored Women"](#) (1904).

**Assessments:** [TS Essay 1](#) due Monday.

## Unit Five (Sept. 16-20)

**Topic:** Capitalism Reformed: Populism and Progressivism

**Readings:**

- **Mon:** *Give Me Liberty*, chapter 17 (649-59).
- **Wed:** *Give Me Liberty*, chapter 18 (691-96, 703-09, 715-20, 724-32).

**Assessments:** TS Essay 2 due Monday. Quiz 1 on Friday.

### **Unit Six (Sept. 23-27)**

**Topic:** America and the World, 1865 to 1920

**Readings:**

- **Wed:** *Give Me Liberty*, chapter 17 (677-689).
- **Fri:** *Give Me Liberty*, chapter 19 (734-55, 771-777).

### **Unit Seven (Sept. 30-Oct. 4)**

**Topic:** A Modern America: A Consumer Economy and the “New Woman”

**Readings:**

- **Mon:** *Give Me Liberty*, chapter 17 (676-77), chapter 18 (699-703, 712-15, 721-24), chapter 19 (750), and chapter 20 (782-88);
- **Fri:** Margaret Sanger, “Why *The Woman Rebel*,” and “The Prevention of Conception” (1914); and Hugh L. McMenemy, “A Catholic Priest Argues Women Are Surrendering Their Moral Duty” (1927).

**Assessments:** Social Media 1 due Monday. HIP Essay 1 due Friday.

### **Unit Eight (Oct. 7-11)**

**Wednesday Oct. 9 is the last day to withdraw without academic penalty.**

**Topic:** A Modern America: The Challenges of Race and Ethnicity

**Readings:**

- **Mon:** *Give Me Liberty*, chapter 18 (696-699, 703-09), chapter 19 (755-71).
- **Wed:** *Give Me Liberty*, chapter 20 (779-81, 799-809).

**Assessments:** Midterm Exam on Friday.

### **Unit Nine (Oct. 14-18)**

**Topic:** Destitute: The Great Depression and New Deal

**Readings:**

- **Mon & Wed:** *Give Me Liberty*, chapter 20 (810-16), and chapter 21 (818-52).

### **Unit Ten (Oct. 21-25)**

**Topic:** Fighting Fascism: World War II At Home and Abroad

**Readings:**

- **Mon & Wed:** *Give Me Liberty*, chapter 22 (861-898).

**Assessments:** Quiz 2 on Friday.

### **Unit Eleven (Oct. 28-Nov. 1)**

**Topic:** Containing Communism: The Early Cold War

**Readings:**

- **Mon:** *Give Me Liberty*, chapter 22 (898-903), and chapter 23 (905-921, 927-938)
- **Wed:** Alien Registration Act of 1940; [J. Edgar Hoover, Testimony before the House Un-American Activities Committee](#) (1947); and Howard Johnson, A Communist in Harlem (1979).
- **Fri:** Langston Hughes’s poems – “Advertisement for the Waldorf-Astoria” (1931); “Good Morning Revolution” (1932); and “Goodbye Christ” (1932); and *Chicago Defender* columns on the Soviet Union, June 1 and August 3, 1946.

## Unit Twelve (Nov. 4-8)

**Topic:** The Civil Rights Movement: From Boycotts to Black Power

**Readings:**

- **Mon:** *Give Me Liberty*, chapter 24 (950-52, 968-80), and chapter 25 (983-88, 991-96, 999-1002).
- **Wed:** [Martin Luther King Jr., "The Power of Nonviolence"](#) (1957); and [Black Panther Party Platform](#) (1966).

**Assessments:** TS Essay 3 due Monday.

## Unit Thirteen (Nov. 11-15)

**Class reassigned on Friday April 12 to National Conference on Undergraduate Research.**

**Topic:** Vietnam: The War Abroad and the War at Home

**Readings:**

- **Mon:** *Give Me Liberty*, chapter 24 (964-65), chapter 25 (1002-1013, 1024-27), and chapter 26 (1039-41).
- **Wed:** President Dwight Eisenhower, On the Falling Domino Theory (1954); U.S. Congress, Gulf of Tonkin Resolution (1964); and President Lyndon Johnson, Justifying the War in Vietnam (1965).
- **Fri:** Students for a Democratic Society, Statement Opposing the War (1965); and John Kerry, Statement by Vietnam Veterans against the War (1971).

## Unit Fourteen (Nov. 18-22)

**Topic:** Empowerment and Cultural Change: The Sexual Revolution, Feminism, and Gay Rights

**Readings:**

- **Mon:** *Give Me Liberty*, chapter 24 (940-49), chapter 25 (1014-24), and chapter 26 (1052-1055).
- **Fri:** Betty Friedan, *The Feminine Mystique* (1963); [Pat Mainardi, "The Politics of Housework"](#) (1970); ["A Q&A with Angela Davis on Black Power, Feminism and the Prison-Industrial Complex,"](#) *Nation*, August 27, 2014; and "Interview with Phyllis Schlafly," *Washington Star*, January 18, 1976.

**Assessments:** TS Essay 4 and HIP Essay 2 due Monday.

**\*\*\*Fall Break, Nov. 25-29\*\*\***

## Unit Fifteen (Dec. 2-6)

**Topic:** Backlash and Economic Uncertainty: The Rise of Conservatism

**Readings:**

- **Mon:** *Give Me Liberty*, chapter 22 (883-84), chapter 23 (922-24), chapter 24 (955-59), chapter 25 (997-999), and chapter 26 (1030-37, 1041-58).
- **Wed:** [Young Americans for Freedom, "The Sharon Statement"](#) (1960).

**Assessments:** Social Media 2 due Monday. Quiz 3 on Friday.

**Last Day of Classes: Monday Dec. 9.**

**Topic:** Presentations/Review.

**Final Exam:** 10:30 a.m. to 12:30 p.m. Wednesday Dec. 11.