

**HIST 2112
US History Since 1877
Semester: Fall 2019**

**Location: Marietta Campus, Engineering Technology Center, Room 104
Meeting Time: Mondays and Wednesdays, 6:30-7:45 PM
CRN: 81082**

Instructor: Mr. Hunter Smith

Office Hours: Email or talk to be before/after class to set up a meeting time

Office Phone: 470/578-6294

Email address: hsmit162@kennesaw.edu

COURSE COMMUNICATION: The best and most efficient way to contact me is through email at hsmit162@kennesaw.edu. Please contact me from your KSU email account, not through D2L. We can arrange for a personal meeting at your request. Feel free to talk to me before or after class.

ELECTRONIC COMMUNICATIONS: The University provides all KSU students with an “official” email account with the address “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.**

COURSE DESCRIPTION:

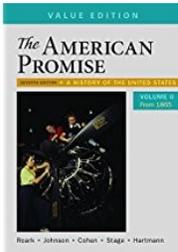
From Catalog at: <http://catalog.kennesaw.edu/index.php?catoid=38>. This course examines the major themes in the social, cultural, political, and economic history of the United States since 1877, the multicultural nature of contemporary U.S. civilization, and the nation’s role in the global arena.

LEARNING OBJECTIVES: The main objective of this course is to present a broad overview of American history from the late 19th century to the present. Class materials include a **textbook** to provide a general narrative account of American history and a **supplemental reader** to provide alternative viewpoints of the time period. The class will explore traditional political, military, and diplomatic history as well as social, cultural, and economic themes. Because of the scope of the time period covered, class lectures will be general in scope. However, outside readings, class discussions, and video excerpts will provide more in-depth coverage and analysis of specific historical themes and events. It is crucial, therefore, that the assigned reading will be completed before class.

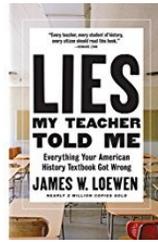
HIST 2111/HIST 2112 satisfies one of Kennesaw State University’s general education program requirements. It addresses the **U.S. PERSPECTIVES** general education learning outcome(s). The learning outcome states: Students identify the historical, political, social, or institutional developments of the United States. For more information about KSU’s General Education program requirements and associated learning outcomes, please visit the [course catalog](#).

REQUIRED READING:

James Roark et al, *The American Promise*, Volume II, 7th Edition
(Bedford St. Martin's, 2017) ISBN-13:
978-1319-06200-2



James Loewen, *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong*, (The New Press, 2018) ISBN-13: 9781620974674



Reading assignments are an essential component of the course material. You will be responsible for all content from the assigned readings on tests and papers. If you do not read carefully and consistently during the semester, you will struggle in this class. I highly recommend taking notes, highlighting, etc. in your textbooks.

ATTENDANCE POLICY: Students are solely responsible for managing their enrollment status in a class; nonattendance does not constitute a withdrawal. Attendance is regulated by the University's policy found in the University catalog.

- Regular class attendance is a course requirement, and I expect students to arrive to class prepared and on time.
- Attendance will be taken at each class meeting. To receive credit for being "present," a student must be in class for more than half of the class period and must have signed the class roll. Failure to do either will result in a student be marked "absent."
- **Students may miss up to FOUR classes without penalty. Each absence over four will result in a one-point deduction from the student's final semester grade per absence. There are NO excused absences. No exceptions!**

ELECTRONIC DEVICES POLICY: Technology can be a powerful tool to enhance learning and understanding, provided that it is use appropriately.

- You may use laptops, iPads, tablets, etc. for taking notes and doing in-class work. They may not be used for checking email, social media, gaming, etc.
- Cell phones should be turned off and put away at all times during class. Additionally, headphones, ear plugs, and any other listening devices are prohibited. Students may not use recording devices of any kind.
- All electronic devices are absolutely prohibited in the classroom during a test. There should be no cell phones, iPads, ear plugs, etc. on your desk. Any student who violates this policy will receive a grade of F for the test. **THERE WILL BE NO WARNINGS!**

GRADING SCALE

Students are evaluated on the following scale:

- A - (90-100)
- B - (80-89)
- C - (70-79)
- D - (60-69)
- F - (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.

STATEMENT OF PROFESSIONAL COURTESY: The only successful learning experience occurs when there is an environment of mutual respect between students and the instructor. Along those lines, I expect both common courtesy and honesty from you in your dealings with me. In return, you should expect the same from me.

- Arrive on time and wait until class is actually over before gathering up your materials to leave. Please let me know in advance if you know that you will arrive late or have to leave early. Late arrivals and early exits are very distracting to me and the other students.
- Consult the syllabus and D2L regularly. Everything that you need for the class can be found on D2L. Asking me a question that you can easily find yourself makes a very poor impression.
- If you email me, communicate in the same way that you would face-to-face. Professionalism is not something you only use in a job. Even better, talk to me in person rather than by email.
- Do not waste your time “grade-grubbing.” Show up to class, do the work, and you won't have to. I am VERY aware that your grade matters.
- In my first year to teaching, I had student ask me how they could do well in my class. My answer all these years later is the same as it was then: “read, listen, think, and prepare!”
- Critical feedback from the instructor is your best friend. I make the effort to grade your work and provide feedback because I care about my students and want to help them fulfill their potential. So, please accept my comments in the spirit in which they are offered.

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/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 the full [KSU Codes of Conduct](#).

Students suspected of violating the KSU statement of Academic Honesty will meet with the instructor to discuss the violation AND will be reported to the Department of Student Conduct according to the process outlined at the following link: <https://web.kennesaw.edu/scai/content/scai-misconduct-procedures>.

Examples of Plagiarism Avoidance websites:

<http://plagiarism.org/>

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

ACADEMIC DISHONESTY (CHEATING AND PLAGIARISM) MAY RESULT IN A FAILING GRADE FOR THE CLASS!!

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, <http://sds.kennesaw.edu/>

Contact information is as follows:

SDS Email: sds@kennesaw.edu

Primary number for Kennesaw campus: [470-578-2666](tel:470-578-2666)

Primary number for Marietta campus: [678-915-7244](tel:678-915-7244)

THE ESL CENTER (Kennesaw Campus, Sturgis Library Room 442 & Marietta Campus, Rotunda Building, Room C-141) can help students who speak English as an additional language. Qualified professors assist with any stage of the writing or research process, as well as provide support in presentation and speaking skills. For more information or to make an appointment, please contact:

Kennesaw Campus

David Schmidt (470) 578-6377 (dschmidt@kennesaw.edu)

Brenda Wilson (470) 578-4909 (bwilso54@kennesaw.edu)

Marietta Campus

Katherine Taylor (470) 578-4915 (Katherine@kennesaw.edu)

WITHDRAWAL FROM THE COURSE: Withdrawal before the midpoint of the semester (October 9) entitles the student to receive the grade of "W" if performance up to that point has been satisfactory. A student doing failing work will receive the grade "WF" as well as students who withdraw after Wednesday, October 9. Any exception must be approved by the Dean of Students.

FINAL NOTE: This syllabus is general guide for the course and is subject to change at my discretion. Any changes will be announced in class and posted on the course's D2L page. As a reminder, testing dates WILL NOT change, barring an official school closing.

COURSE SCHEDULE

Monday, August 19

- Course Overview
- Late 19th Century America and the American West
- Assignment due for the next class meeting:
 - Roark, Chapter 17, Loewen, Introduction, Chapter 1

Wednesday, August 21

- Industrialization and the New South
- Assignment due for the next class meeting:
 - Roark, Chapter 18

Monday, August 26

- Urban America and the Rise of the Labor Movement
- Assignment due for the next class meeting:
 - Roark, Chapter 19
 - Responsive Writing #1: Loewen, Chapter 4

Wednesday, August 28

- Dissent and Depression Politics
- Assignment due for the next class meeting:
 - Roark, Chapter 20

Monday, September 2

- **Labor Day: No class meeting**
- Assignment due for the next class meeting:
 - Roark, Chapter 20

Wednesday, September 4

- American Imperialism
- Assignment due for the next class meeting:
 - Responsive Writing #2: Loewen, Chapter 7

Monday, September 9

- American Imperialism (cont.)
- Assignment due for the next class meeting:
 - Roark, Chapter 21
 - Video: "Seeds of Change, 1900-1914"

Wednesday, September 11

- Progressivism
- Assignment due for the next class meeting:
 - Test #1 on Monday, September 16

Monday, September 16

- **TEST #1**

- Assignment due for the next class meeting:
 - No assignment

Wednesday, September 18

- The Great War, Part I
- Assignment due for the next class meeting:
 - Roark, Chapter 22

Monday, September 23

- The Great War, Part II
- Assignment due for the next class meeting:
 - Roark, Chapter 23
 - Responsive Writing #3: Video, "Shell-Shock, 1914-1919"

Wednesday, September 25

- Roaring Twenties and the Great Depression
- Assignment due for the next class meeting:
 - Roark, Chapter 24
 - Video: "Boom to Bust, 1920-1929" and "Over the Edge, 1936-1941"

Monday, September 30

- The New Deal
- Assignment due for the next class meeting:
 - Roark, Chapter 24
 - Video: "Homefront, 1941-1945"

Wednesday, October 2

- World War II: Global Conflict
- Assignment due for the next class meeting:
 - Roark, Chapter 25
 - Responsive Writing #4: Video, "Civilians at War, 1936-1941"

Monday, October 7

- World War II: Homefront
- Assignment due for the next class meeting:
 - Test #2 on Wednesday, October 9

Wednesday, October 9 (Last day to withdraw from the class without penalty)

- **TEST #2**
- Assignment due for the next class meeting:
 - No assignment

Monday, October 14

- The Cold War, Part I

- Assignment due for the next class meeting:
 - Roark, Chapter 26
 - Video: “Best Years, 1946-1952”

Wednesday, October 16

- The Cold War, Part II
- Assignment due for the next class meeting:
 - Roark, Chapter 27

Monday, October 21

- Postwar America: An Age of Abundance
- Assignment due for the next class meeting:
 - Chapter 28
 - Video: “Happy Days, 1953-1960”

Wednesday, October 23

- Resurgent Liberalism: Camelot and the Great Society
- Assignment due for the next class meeting:
 - Roark, Chapter 28
 - Responsive Writing #5: Loewen, Chapter 8

Monday, October 28

- Social Revolutions, Part I
- Assignment due for the next class meeting:
 - Video: “Poisoned Dreams, 1960-1963” and “Unpinned, 1964-1968”

Wednesday, October 30

- Social Revolutions, Part II
- Assignment due for the next class meeting:
 - Test #3 on Monday, November 4

Monday, November 4

- **TEST #3**
- Assignment due for the next class meeting:
 - No assignment

Wednesday, November 6

- Vietnam, Part I
- Assignment due for the next class meeting:
 - Roark, Chapter 29
 - Video: “Apocalypse Now, 1969-1975”

Monday, November 11

- Vietnam, Part II
- Assignment due for the next class meeting:
 - Responsive Writing #6: Loewen, Chapter 9

Wednesday, November 13

- America Moves Right (1970's), Part I
- Assignment due for the next class meeting:
 - Roark, Chapter 30
 - Video: "Starting Over 1976-1980"

Monday, November 18

- America Moves Right (1970's), Part II
- Assignment due for the next class meeting:
 - Video: "A New World Order, 1981-1989"

Wednesday, November 20

- The Conservative Ascendancy (1980's), Part I
- Assignment due for the next class meeting:
 - No assignment

November 25-29

- Thanksgiving Break, No classes

Monday, December 2

- The Conservative Ascendancy (1980's), Part II
- Assignment due for the next class meeting:
 - Roark, Chapter 31

Wednesday, December 4

- Approaching a New Century
- Assignment due for the next class meeting:
 - Video: "Then and Now"

Monday, December 9 (Last Regular Class Meeting)

- Approaching a New Century (cont.)
- Assignment due for the next class meeting
 - Test #4 on Monday, December 161 (**Note time change to 6-8 PM**)

Monday, December 16

- Test #4 (**Note time change to 6-8 PM**)

Thursday, Dec 19

- Final grades due by 5PM

Responsive Writing Requirements

- As a requirement for the course, you will complete SIX writing assignments based on course readings and selected videos that you will view outside of class time.
- I will average the grades on your responsive writings and that score will count as 25% of your final average for the class.

- Each responsive writing must be a MINIMUM two type, double-spaced pages. Many students find that they can and want to write much more.
 - Use 12-point Times Roman as your font. Each page should be a minimum of 250 words, 500 total words for the paper.
 - If your paper fails to meet the minimum requirements or you complete the wrong assignment, you will receive a 0 for the assignment.
- **You SHOULD NOT AND CANNOT do any outside research to complete these assignments. Papers will be subject to originality analysis by Turnitin.com. If Turnitin.com shows that you have included outside resources, then you will receive a 0% for that paper.**

Submission Process

- You will submit the six responsive writings in the appropriate folder in the D2L “Assignments” feature.
 - If you use the Pages program on a Mac, please submit your work as a PDF or Word document. D2L will not read a Pages doc.
 - I will post your grades and my comments through D2L.

Paper Format

- Page 1:
 - Head the page “Summary.” Because you are submitting electronically, you do not need a formal heading with your name, my name, the class, etc. Just put the heading at the top and begin writing.
 - On this page, you should summarize the general content of the reading or video. You need to demonstrate to me that you have read/watched the assigned content in its entirety.
- Page 2:
 - Head the page “Analysis.”
 - On this page, I am asking you to provide some analysis or a reflection on what you have read or watched. For example, you could discuss how the chapter/video engaged you in some unanticipated way or enhanced your understanding of the topic, or you can come up with some kind of broad analytical question pertaining to the chapter/video.
 - I will be looking for reflection and insight from you on this portion of the assignment, not more general summary.

Grading Rubric for Responsive Writings:

The content and clarity of your writing will be assessed on each of the writing assignments.

CONTENT/WRITING CRITERIA	GRADE
<p>The student has provided an excellent response to the prompt, demonstrating unusual insights and/or creative analysis, reasoning, and explanation. The student utilized very effective paragraph organization and proper grammar/syntax in his/her writing.</p>	<p>A</p>
<p>The student has provided a good response to the prompt, using strong reasoning, evidence, and explanations. The student utilized effective paragraph organization and only has a few grammar and/or syntax errors.</p>	<p>B</p>
<p>The student response to the prompt has meet the minimum requirements of the assignment. The response is cursory in nature and does not reflect complete analysis and explanation. The student has utilized reasonably effective paragraph organization, but has numerous grammar/syntax issues in his/her writing.</p>	<p>C</p>
<p>The student response to the prompt lacks clear explanations and the content displays an inadequate understanding of the content. The student's writing is structurally disorganized and demonstrates poor grammar and syntax.</p>	<p>D</p>
<p>The student turned in an assignment, but it covered a book chapter or video other than the one that was assigned in the course syllabus.</p> <p>The student response to the prompt fails to meet the minimum requirements for the assignment. The student's writing is lacking acceptable paragraph structure, demonstrates awkward sentence structure as well as very poor grammar/syntax.</p>	<p>F</p>