



HIST 2112-02: U.S. History to 1877

Semester: Summer 2018

Location: 2031 Social Sciences Building

Time: 2 p.m. to 4:45 a.m. Mondays & Wednesdays

Professor: F. Carroll, Ph.D.

Office: SO 4099

Office Hours: 11 a.m. to noon and 1:15 p.m. to 1:45 p.m. MW, and by appointment.

Office Phone: 470-578-6526

Email: fc Carroll4@kennesaw.view.usg.edu

- **Personal 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.

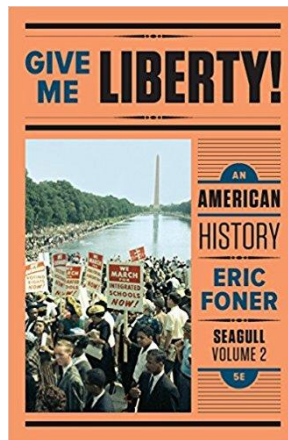
Course Objectives

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 answering quizzes, participating in activities, and taking exams.)
2. Explain and debate historical topics outlined in primary and secondary sources through written and/or verbal communication. (Fulfilled by participating in activities, writing argumentative essays, and taking exams.)
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 writing argumentative essays.)

Required Readings

- Eric Foner, *Give Me Liberty!* W.W. Norton, Vol. 2, Seagull 5th Edition. ISBN: 978-0-393-61565-4



- Documents, PowerPoints, and videos uploaded to D2L.

Required (free) App

- Kahoot!

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 four (4) or fewer class sessions will receive a perfect score for attendance portion of their engagement grade. Students who miss five (5) to six (6) classes will receive a zero in this score. Students who miss more than six 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 arrive late or leave early without prior notification will be marked absent.
- Non-school related absences are not marked excused or unexcused.
- Students receive excused absences for all school-sponsored activities. Students are responsible for letting the instructor know in advance of upcoming absences and making prior arrangements for missed assignments.

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, 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 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/>.

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.

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. Many of our videos are in Flash and require a program like iTunes or RealPlayer to view. Both are available free—iTunes is available at <http://www.apple.com/itunes/overview/?cid=OAS-US-DOMAINS-itunes.com>, and RealPlayer is available at www.RealPlayer.com. Because many of our videos are in Flash, you will not be able to rely solely on an iPad or iPhone to successfully complete this course. You will need a desktop or laptop computer or a tablet computer that runs Flash.

University Resources

For a comprehensive listing of university policies and resources, click <http://distanceed.hss.kennesaw.edu/elearning/onestopshop.html>

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.

Contact information is as follows:

- SDS Email: sds@kennesaw.edu
- Primary number for Kennesaw campus: 470-578-2666
- Primary number for Marietta campus: 678-915-7244

Course Assessments: Earning the Grade

Assessments

Assessment	Due Date	% of Final Grade
1. Engagement	Weekly	15
2. Multiple-Choice Quizzes (4)	Units 3, 4, 7, 8	15 (5% each, lowest dropped)
3. Team Oral Debates	To be scheduled	10
4. Taking Sides Essay (1 of 2)	Unit 4 or Unit 8	20
5. Midterm Exam	Wednesday Jun 29	20
6. Final Exam	Wednesday July 25	20

(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:** Counts as one-third of this grade (or 5 percent of overall score). Students who miss four (4) or fewer class sessions will receive a perfect score for attendance portion of their engagement grade. Students who miss five (5) to six (6) classes will receive a zero in this score. Students who miss more than six 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.
- **Participation:** Counts as two-thirds of this grade (or 10 percent of your overall grade). If you come to class but generally do not participate, you can expect a D for this portion of your grade. Excessive absences will also significantly diminish your 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 twice weekly) to class discussion.
 - **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. Extra credit will be provided to students in voluntarily turn off their cell phones during class sessions.
- **Multiple-Choice Quizzes (4):** Students will take a multiple-choice quiz concerning previous weeks' materials – lecture, discussion, textbook readings, and D2L documents – at the start of four class sessions.
 - No makeup quizzes are allowed.
 - The lowest-scored quiz will be dropped.
 - Quizzes require students to purchase Scantron Test Sheet 100 (Form 106173) from the KSU Bookstore.
- **Team Oral Debates:** Students will be randomly divided into teams of four to five students. Each team will be assigned to argue for or against a position concerning a historical event. Teams will use assigned historical documents to defend their position and criticize their opponents.
- **Taking Sides Essay:** Students will have two opportunities to write one (1) essay – that uses primary and secondary sources to argue a position on a historical topic. Essays are graded on historical content, critical thinking, sourcing, and clarity.
- **Midterm and Final Exams:** Exams could include essays, identification, short answer, matching, multiple choice, document analysis, etc. A study guide will be provided.

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.

Course Schedule

The course schedule may change at the discretion of the instructor; however, students will be notified when any changes/additions are made to the schedule. **Note:** To rotate pdf documents for easier reading, press the shift, ctrl, and + keys simultaneously.

Unit One (May 28-June 1)

Classes begin on Wednesday May 30.

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

Unit Two (June 4-8)

- **Monday Topic:** The Promise and Failure of Reconstruction
 - **Readings:** *Give Me Liberty*, chapter 15; Charlotte Fowler testifies at congressional hearings on the Ku Klux Klan (1871).
- **Wednesday Topic:** Wars of Incorporation: Owners and Workers Clash
 - **Readings:** *Give Me Liberty*, chapter 16 (603-13, 630, 634-647), and chapter 17 (673, 676); and Haymarket Square Strike documents packet.

Unit Three (June 11-15)

- **Monday Topic:** Capitalism Reformed: Populism and Progressivism
 - **Readings:** *Give Me Liberty*, chapter 17 (649-59) and chapter 18 (691-96, 703-09, 715-20, 724-32).
 - **Assessment:** Multiple-choice quiz.
- **Wednesday Topic:** Regional Case Studies: The “Old West” and the “New South”
 - **Readings:** *Give Me Liberty*, chapter 16 (613-629), chapter 17 (659-73); and Wounded Knee Massacre documents packet.
 - **Assessment:** Team Debate: Haymarket Square Strike.

Unit Four (June 18-22)

Friday June 22 is the last day to withdraw without academic penalty.

- **Monday Topic:** America and the World, 1865 to 1920
 - **Readings:** *Give Me Liberty*, chapter 17 (677-689) and chapter 19 (734-55, 771-777).
 - **Assessment:** Taking Sides Essay on Haymarket Square Strike.
- **Wednesday Topic:** A Modern America: A Consumer Economy and the “New Woman”
 - **Readings:** *Give Me Liberty*, chapter 17 (676-77), chapter 18 (699-703, 712-15, 721-24), chapter 19 (750), and chapter 20 (782-88); Margaret Sanger, “Why *The Woman Rebel*,” and “The Prevention of Conception” (1914); and Hugh L. McMenamin, “A Catholic Priest Argues Women Are Surrendering Their Moral Duty” (1927).
 - **Assessment:** Multiple-choice quiz.
 - **Assessment:** Team Debate: Wounded Knee Incident.

Unit Five (June 25-29)

- **Monday Topic:** A Modern America: The Challenges of Race and Ethnicity
 - **Readings:** *Give Me Liberty*, chapter 18 (696-699, 703-09), chapter 19 (755-71), and chapter 20 (779-81, 799-809).
- **Wednesday Topic:** Destitute: The Great Depression and New Deal
 - **Readings:** *Give Me Liberty*, chapter 20 (810-16), and chapter 21 (818-52).
 - **Assessment:** Midterm Exam due.

Unit Six (July 2-6)

No class on Wednesday July 4 for Independence Day.

- **Monday Topic:** Fighting Fascism: World War II At Home and Abroad
 - **Readings:** *Give Me Liberty*, chapter 22 (861-898).

Unit Seven (July 9-13)

- **Monday Topic:** Containing Communism: The Early Cold War
 - **Readings:** *Give Me Liberty*, chapter 22 (898-903), and chapter 23 (905-921, 927-938); and Anticommunism & Langston Hughes documents packet.
- **Wednesday Topic:** The Civil Rights Movement: From Boycotts to Black Power
 - **Readings:** *Give Me Liberty*, chapter 24 (950-52, 968-80), and chapter 25 (983-88, 991-96, 999-1002); Martin Luther King Jr., “The Power of Non-violence” (1957); and “What We Want, What We Believe,” Black Panther Party (1966).
 - **Assessment:** Multiple-choice quiz.
 - **Assessment:** Team Debate: Langston Hughes and anticommunism.

Unit Eight (July 16-20)

- **Monday Topic:** Vietnam: The War Abroad and the War at Home
 - **Readings:** *Give Me Liberty*, chapter 24 (964-65), chapter 25 (1002-1013, 1024-27), and chapter 26 (1039-41); and Vietnam War & Protest documents packet.
 - **Assessment:** Taking Sides Essay on Anticommunism/Hughes due.
- **Wednesday Topic:** Empowerment and Cultural Change: The Sexual Revolution, Feminism, and Gay Rights
 - **Readings:** *Give Me Liberty*, chapter 24 (940-49), chapter 25 (1014-24), and chapter 26 (1052-1055); Betty Friedan, *The Feminine Mystique* (1963); Pat Mainardi, “The Politics of Housework” (1970); and Michele Wallace, “A Black Feminist’s Search for Sisterhood” (1975).
 - **Assessment:** Multiple-choice quiz.
 - **Assessment:** Team Debate: Vietnam War.

Unit Nine (July 23-27)

- **Monday Topic:** Backlash and Economic Uncertainty: The Rise of Conservatism
 - **Readings:** *Give Me Liberty*, chapter 22 (883-84), chapter 23 (922-24), chapter 24 (955-59), chapter 25 (997-999), chapter 26 (1030-37, 1041-58); William F. Buckley Jr., “Our Mission Statement” (1955); Young Americans for Freedom, “The Sharon Statement” (1960); and “Interview with Phyllis Schlafly,” *Washington Star*, January 18, 1976.
- **Wednesday Topic:** Final Exam.

I have read the syllabus and understand all policies and guidelines explained to me.

Student Name (type)

Student Signature

Date