

HIST 2112, HISTORY OF THE UNITED STATES SINCE 1877, SUMMER 2019 SYLLABUS

FACULTY AND COURSE INFORMATION

INSTRUCTOR:

Tom Okie, Ph.D., Associate Professor of History and History Education

INSTRUCTOR CONTACT INFORMATION:

Office: 4093 Social Sciences Building

Office Phone: 470-578-7731

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CLASS LOCATION:

Online

CLASS MEETING TIMES:

Online.

COURSE WEBSITES:

[Desire2Learn/Brightspace, Section 05, CRN 50916](#)

[Desire2Learn/Brightspace, Section 07, CRN 50920](#)

[Microsoft Teams](#)

COURSE COMMUNICATIONS:

We will handle most of our course communications through D2L, Microsoft Teams, and email. In D2L, I will announce important course information and send reminders to you via D2L Mail, and we will discuss readings collaboratively on D2L discussion boards.

Microsoft Teams may be new to you, but it's worth getting to know. I will add you to a Microsoft Team for this course, and every Friday, I will announce weekly "virtual office hours," 2–4 hours of virtual open office time on Microsoft Teams, where students can drop in and chat or video/audio conference. I will typically be offline on weekends, but will make an effort to check messages at least once on Saturday.

Finally, you can use your netID@students.kennesaw.edu email account to send me emails. Please do not send emails through D2L/Brightspace.

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 and the account by which they will communicate with you.**

REQUIRED TEXTS OR TECHNOLOGY RESOURCES:

1. Online Textbook: [Joseph Locke and Ben Wright, *The American Yawp: A Massively Collaborative Open U.S. History Textbook*, vol. II: After 1877 \(Stanford University Press\)](#)
2. Required readings/viewings posted or linked to D2L
3. Laptop or desktop computer (a tablet or phone will not be sufficient) with
 - a. Webcam
 - b. Microphone
 - c. Speakers
 - d. Reliable internet access and modern web browser such as Firefox or Chrome
4. Microsoft Office 365 Account (available as part of your student technology at KSU), including Microsoft Teams, Word, Excel, Powerpoint, and Outlook

RECOMMENDED RESOURCES

1. Microsoft Office Apps (including Teams, Word, Excel, Powerpoint, Sharepoint, Onenote, and Outlook) for your desktop/laptop or mobile device
2. Microphone/Earphone Headset

COURSE DESCRIPTION AND CREDIT HOURS

COURSE DESCRIPTION

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:

1. narrate a story of US history since 1877, including major social, cultural, political, and environmental developments

2. find, summarize, analyze, and interpret historical *traces* (sometimes called primary sources: the texts and artifacts on which historical accounts are built)
3. find, summarize, evaluate, and construct historical *accounts* (sometimes called secondary sources: the arguments and narratives, both popular and scholarly, that make up what we call history).

CREDIT HOURS:

3 class hours, 0 laboratory hours, 3 credit hours

COURSE GOALS AND ASSESSMENTS

Course Goals: The student will be able to:	Assessments
1. narrate a story of US history since 1877, including major social, cultural, political, and environmental developments	U.S. History Narrative (midterm and final)
2. find, summarize, analyze, and interpret historical <i>traces</i> (sometimes called primary sources: the texts and artifacts on which historical accounts are built)	U.S. History Narrative; weekly readings and discussions of historical traces
3. find, summarize, evaluate, and construct historical <i>accounts</i> (sometimes called secondary sources: the arguments and narratives, both popular and scholarly, that make up what we call history).	U.S. History Narrative; weekly readings and discussions of historical accounts
4. facilitate productive, respectful, and rigorous online discussions.	Discussion leadership; discussion participation

EVALUATION & GRADING SCALE

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

- A = 90+
- B = 80–89
- C = 70–79
- D = 60–69
- F = 60 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 overall grade is broken down into the following categories:

- 30% discussion participation

- 20% discussion leadership
- 50% narrative

In general, I grade assignments using a simple 4-point framework: Exceeds, Meets, Needs Improvement, and Does Not Meet, which generally corresponds to 100%, 85%, 70%, and 50%, with 0% reserved for assignments that are not turned in at all.

The gradebook in D2L will automatically calculate your grade, but there are also lots of weighted grade calculators on the Internet. Here's one that should work for you: http://www.benegg.net/grade_calculator.html

PLEASE NOTE: Except as noted below, *all* assignments must be completed in order to pass the course.

DISCUSSION PARTICIPATION (30%)

As you can see by going to the gradebook on D2L, you'll receive a discussion participation grade four (4) times over the course of the term. I will choose to grade discussion participation for four (4) modules. I will not announce in advance when I am grading a discussion. I will grade the whole class on the same week, and I will let you know at the conclusion of the discussion that you have been graded.

Your discussion grade will be an average of the module discussion grades. For instance: Let's say your participation in the first discussion "needs improvement" and is graded as a 70, but then you earned an 85 on the second, and 100 on the third and fourth. Your overall discussion grade would be $(70+85+100+100)/4$, or 88.75. On the other hand, if you do not participate at all in the first graded discussion, but then earned a 70, an 85 and a 100 on the others, your overall discussion average would be $(0+70+85+100)/3$, or 63.75.

The best plan, obviously, is to participate each week as if you are going to be graded. The upside of regular participation is that you are going to understand the content much more thoroughly and also do much better on your other assignments.

If you use a weighted grade calculator, each discussion grade is worth 7.5% of your overall grade (30%/4).

Discussion Participation that "Exceeds" (100%, A-level)

Each week will have slightly different discussion guidelines. Sometimes you'll post images or audio; other times you'll mostly engage with text. But as a general guideline, here is what "Exceeds" level participation looks like.

- responds to content with careful summaries and thoughtful questions
 - "As I read Gary Gerstle's account of immigration, he is making three major points. First Second Third"

- “I don’t understand what Leopold means by the word ‘wilderness’ on p. 96. Is he talking about abandoned, ruined land, or simply uninhabited places?”
- invites continued discussion from fellow discussants
 - “what do y’all think about...”
 - “Tom, this reminds me of what you said last week, when you were commenting on Does it seem like the same phenomenon to you?”
- builds on and responds to the posts of fellow discussants
 - “I agree with Terance Smith that ..., but I also think that ... ”
 - “Yes! This is well-put! I’d just add that ... ”)
 - “The posts of John Smith and Mary Jones seem to me to be two sides of the same coin. On one side ... On the other side ... ”
- respectfully and productively disagrees when necessary
 - “While I can see your point that ..., I am not convinced that ... ”
 - “Mary, I understand what you’re saying about ..., but can you clarify how it connects to ... ?”
- follows instructions for the discussion (e.g. posts on time; if instructions call for an image, posts an image; if 2 posts are called for, posts at least twice)

DISCUSSION LEADERSHIP (20%)

You’ll have one chance to lead discussion for your group this semester, most likely paired with another fellow student. You can sign up for discussion leadership at the beginning of the semester (first come, first served).

If you are using a weighted grade calculator, it should go without saying, your discussion leadership grade is worth 20% of your overall grade.

Discussion Leadership that “Exceeds” (100%, A-level)

“Exceeds”-level discussion leadership includes the following:

- preparation
 - reads ahead;
 - participates in initial discussion with professor on Friday after the module opens, asking clarifying questions and confirming they understand the week’s tasks.
- discussion management
 - if necessary, kicks off the discussion with questions and comments
 - encourages all group members to participate in a timely fashion the discussion by inviting comments from students who have not yet
 - ensures discussion of all readings for the week
 - makes connections between different comments in the discussion that help to push the conversation forward
- discussion reporting and reflection
 - summarizes both quantitative and qualitative participation in the discussion
 - summarizes main themes and major questions that emerge in the discussion

- highlights key interventions of group members (entries for the “Discussion Hall of Fame”)
- posts qualitative summary to Leaders Discussion Board
- submits full report to Assignment Folder by Thursday at 8:00 AM

US HISTORY NARRATIVE (50%)

The US History Narrative assignment will allow you to meet all three of the goals for the course:

1. narrate a story of US history since 1877, including major social, cultural, political, and environmental developments
2. find, summarize, analyze, and interpret historical *traces* (sometimes called primary sources: the texts and artifacts on which historical accounts are built)
3. find, summarize, evaluate, and construct historical *accounts* (sometimes called secondary sources: the arguments and narratives, both popular and scholarly, that make up what we call history).

The narrative category is broken up into three grades:

- Family or Place History Proposal (10% of your US History Narrative grade). By the end of the first module, you will submit a proposal for the individual content of your US history narrative. This is a pass/fail assignment.
- Midterm Narrative (20% of US History Narrative grade). After Module 3, you will narrate the history of the United States from 1877–1920 with reference to your own family’s history or to the history of a place that interests you (which in turn is chosen in Week 2). You’ll get feedback from at least one peer and from me and then you will revise the existing essay and extend it all the way to the present for the final exam in Week 8.
- Final Narrative (70% of US History Narrative grade). On the day of the final exam, you will turn in the revised and extended version of your US history narrative (1877–present) along with a brief statement of what changes you made and what you learned from the assignment.

If you are using a weighted grade calculator, the proposal is 5% (10 x 0.50), the Midterm narrative 10% (20 x 0.50), and the Final Narrative 40% (80 x 0.50) of your overall course grade.

U.S. History Narrative Grading Checklist

I will grade your narratives according to the following checklist:

- Narration: the essay successfully tells a story, including
 - main characters, both historical figures of national or international import and local/family figures
 - significant events, with dates that are as precise as possible
 - a discernible beginning, middle, and end
 - transitions that effectively show change over time
- Evidence from Historical Traces
 - uses evidence from at least one trace from each module covered by the essay (3 for midterm, 7 for final)
 - uses evidence from your own family or place research (2 from first half, 2 from second half)

- evidence is well-integrated into the essay
- evidence is correctly cited
- Engagement with Historical Accounts
 - engages in conversation with other historical accounts by showing how this story of American history confirms, complicates, or contradicts other accounts of American history
 - uses evidence from historical accounts we have discussed (2 from first half, 2 from second half)
 - evidence is well-integrated into the essay
 - evidence is correctly cited
- Engagement with Class Discussions
 - Quotes and cites posts/threads in the discussion boards
- Mechanics:
 - overall clarity of expression
 - only small errors in spelling, grammar, and punctuation
 - double-spaced lines, twelve-point font, and .DOCX format
 - name, date, and original title that reflects the content (e.g. not “Paper 1” but “Hard Times Come Again No More: A View of American History from 441 Elm Street”)

FAMILY AND PLACE HISTORY

Part of contributing to discussions each week involves a “show-and-tell” about your own historical research into your family’s history or into the history of a place that interests you. You’ll choose either family or place in the first week of class, do research throughout the term, and then integrate that research into your U.S. History Narrative.

Family History Resources

How does the history of your family reflect and illuminate the story of U.S. history we are exploring this term? In order to answer that question, you’ll need to find historical traces left by your ancestors. Here are some ideas:

1. **Personal papers.** Some families have extensive personal archives—old papers, letters, photographs, and the like. Start asking around about your family to see who might be the family historian/packrat.
2. **Published materials or institutional archives.** Some families were prominent or notorious enough to be covered in the news, to make into government records, or to donate their collection to a library or archive. See the list of newspapers below for a place to get started.
3. **Ancestry.com Library Edition.** You can also use KSU’s subscription to ancestry.com (available ONLY on-campus) or a personal subscription to a similar service. Ancestry.com has digitized a vast array of resources, such as manuscript census surveys, draft cards, and birth and death records. To use KSU’s Ancestry.com Library Edition
 - a. Go to <http://libanswers.kennesaw.edu/a.php?qid=13544> for help finding the GALILEO password.

- b. Go to the KSU Library Homepage: <http://library.kennesaw.edu>
 - c. Click on Databases by Title: <http://libguides.kennesaw.edu/databasesList>
 - d. Scroll down to Ancestry Library Edition.
 - e. Once at the Ancestry homepage, click on “search” and enter as much information you know about one of your relatives: name, year of birth, residence. You can work your way backwards by starting with immediate ancestors and then following links to their parents, and so on. Note that names are often misspelled, so it’s usually worth clicking through to the document itself. For example, my great-great-grandfather’s son was baptized in Camden, New Jersey, in 1875. He’s listed in Ancestry.com as Richard Boogard Okie, when his real name was Richardson Brognard Okie.
 - f. Remember to download materials as screenshots or as image (JPG, PDF) files so that you can access them from off-campus
4. **Oral History.** Interview someone (or several people) in your family about their experiences related to the topics we cover in U.S. history since 1877. Unless anyone in your family is 150 years old, this will work best for the period after World War II, especially Cold War Civil Rights, Social Movements, and the Rise of the New Right.

Place History Resources

How does this history of a place reflect and illuminate the story of U.S. history we are exploring this term? In order to answer this question, you’ll need to choose a place that has relatively accessible traces in the historical record. Good bets include towns and communities, historic sites, schools, and churches. Here are some ideas for traces:

1. **Published history.** First see if there is already a published book about your place, either by contacting it directly (in the case of an institution) or by using [GilFind](#) or [Worldcat](#) to search for books. Many towns and counties have local histories. There’s a section in the KSU library dedicated to these on the 2nd floor of Sturgis in the F292s.
2. **Google Books.** [Google books](#) contains full-text of public domain books as well as many periodicals.
3. **KSU Digital Repository.** The KSU Archives [Scholarly Online Access Repository \(SOAR\)](#) has a great deal of material about Cobb County and Northwest Georgia, including full transcripts of oral histories dealing with Bell Aircraft, local civil rights, and SPSU and KSU histories.
4. **Digital Library of Georgia.** The [DLG](#) contains the digitized collections of many state institutions and is easily searched and explored. Try clicking on “Counties” and searching materials related to the county where your place is located.
5. **Digitized Newspapers.** There is an increasing number of newspapers that have been digitized and are full-text searchable. Here are a few relevant collections.
 - a. [Chronicling America](#)
 - b. [US News Map](#)
 - c. [Georgia Historic Newspapers](#)
 - d. [Marietta Daily Journal](#)
 - e. [ProQuest Historical Newspapers: Atlanta Constitution](#)
 - f. [ProQuest Historical Newspapers: Atlanta Daily World](#)
 - g. [All KSU Library Newspaper Subscriptions](#)

TOKEN SYSTEM

You have **two (2)** “tokens” this term that you can use at your discretion. Each token may be used for one of the following:

- To secure a 24–hour extension on a U.S. History Narrative assignment (proposal, midterm, or final)
- To excuse a missed “stage” of discussion. For instance, if in Module 2 you miss Stage 1 of the discussion (due by Tuesday morning), you can use a token to keep that lack of participation from affecting your overall discussion grade that week.
- To revise and resubmit your U.S. History Narrative midterm. The resulting grade will be an average of your two submissions. For instance, if you receive a 70 on your first submission, and an 85 on your second submission, your overall grade for your midterm would be a 78.5.
- To add one point on to your final grade. For instance, if you save your tokens, and your final calculated grade is a 78, your adjusted final grade would be 80.

To use a token, simply send me an email from your @students.kennesaw.edu account (not D2L) or send me a message on MS Teams.

COURSE, COLLEGE, AND UNIVERSITY POLICIES

ATTENDANCE POLICY:

This is an online course, so attendance is replaced by your participation and collaborative spirit throughout the course.

MAKE-UP AND LATE WORK POLICY:

No late work will be accepted – but note the Token System described above.

PLAGIARISM AND CHEATING:

I expect you to do your own work in this course, both in weekly discussion participation and in your US History Narratives. Both Narrative assignments will be turned in through Turnitin.com (integrated with D2L), which compares your work to other students’ work in this course and at universities around the country. You can see your originality report in D2L after you turn in your paper; here are instructions for [how to view feedback \(and originality\) in Turnitin Feedback Studio](#).

You can avoid plagiarism by using good evidence from course readings and by citing thoroughly. Remember: the only thing you take with you from this course aside from your grade is the knowledge you *make*, which means doing the hard work of thinking through and articulating argument, evidence, narrative, perspective, and interpretation.

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

- [The KSU Cheating and Plagiarism FAQ](#)
- [KSU Academic Integrity Tips for Students](#)

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

- Plagiarism.org <http://plagiarism.org/>
- Indiana University's Plagiarism Pamphlet <https://wts.indiana.edu/writing-guides/plagiarism.html>

COURSE TECHNOLOGY:

See Technology Resources Requirements above.

FEEDBACK/REPLIES IN A TIMELY MANNER:

As I expect you to be in the course on a weekly basis, I will also be reading and commenting on your work on a weekly basis. Weekly assignments, such as discussion participation and discussion leadership, will receive grades within a week. The US history narrative midterm may take two weeks to receive feedback and grades.

COURSE WITHDRAWAL:

The last day to drop the course without academic penalty is listed on the Registrar's Academic Calendar site: <http://registrar.kennesaw.edu/datesanddeadlines/>

ENROLLMENT STATUS:

Students are solely responsible for managing their enrollment status in a course; nonattendance does not constitute a withdrawal.

ADDITIONAL KSU POLICIES AND PROCEDURES

For additional information about cheating and plagiarism, privacy, netiquette, academic advising, and more, please visit:

[The College of Humanities and Social Sciences Office of Distance Education “One Stop Shop”](#)

COURSE OUTLINE

The content and assignments in each module will contribute to the student being able to complete the course.

START HERE (MAY 30–JUNE 2)

Objectives:

The student will be able to:

1. Identify important features of the syllabus
2. Navigate the course on D2L.
3. Create an introduction video and post to group discussion board on D2L
4. Login and use the Chat and Meet functions in Microsoft Teams

Assignments:

1. By Monday, June 3, 5:00 PM, “Meet” virtually with Professor Okie via Microsoft Teams during one of the virtual office hours slots on D2L (under “Resources”).
2. By Sunday, June 2, 11:00 PM
 1. sign up for ONE discussion leadership slot in D2L Groups
 2. add a photo to your D2L profile
 3. turn on D2L notifications for announcements and due dates
3. Discussion Participation (by Tuesday June 4, 8:00 AM): Introduce yourself to the group with a short (1 minute or less) video and posting it to the group discussion board. The video should:
 1. Show us your face
 2. Tell us your name and what you prefer to be called
 3. Your hometown (whatever you consider that to be) and most recent pre-collegiate experience
 4. Something you’re excited or apprehensive about for this term
4. Discussion Participation (by Tuesday, June 4, 8:00 AM): Post at least one question about the syllabus, and follow up later that day by seeing if you can answer one question about the syllabus from a classmate.

MODULE 1 (MAY 30–JUNE 6): ORIENTATION

WHAT IS HISTORY? AND WHY DOES IT MATTER?

Objectives:

The student will be able to:

1. Describe the academic discipline of history and evaluate its importance

2. Distinguish between historical traces and historical accounts
3. Find and interpret historical traces related to family or place history
4. Submit a file to a D2L Assignment Folder

Readings:

1. Orientation Overview
2. Browse: *The American Yawp* (hereafter TAY), "Introduction"
3. What is History.docx
4. Why is history important.html
5. Wineburg, "Historical Thinking and Other Unnatural Acts" (1999)
6. Okie, "Amber Waves of Broomsedge" (2019)

Assignments:

- Discussion Leadership (Module 1 Discussion Leaders only)
 - o By Monday June 3, 8:00 AM, participate in leader discussion with Professor Okie.
 - o By Thursday, June 6, 8:00 AM, report on group discussion
- Discussion Participation
 - o Stage 1 (by Tuesday June 4, 8:00 AM): **Quote Drop.** What is history and why is it important? Copy a quote from each of these two documents to your group discussion board and explain why you think it is significant. If the quote is already posted to the thread, don't repost, but respond to the other student's post adding on why you think the post is significant. *You should have 2 posts in Stage 1.*
 - o Stage 2 (by Wednesday June 5 at 8:00 AM): **Muddy Points.** Read Wineburg and Okie, and make a post commenting on one of the two articles, either summarizing it, or raising a question about it, or connecting it to the questions for the module, *What is history? And why is it important?*
 - o Stage 3 (by Friday, June 7, at 8:00 AM): Post your reply to the Family/Place Proposal thread (see below)
- By Friday, June 7, at 8:00 AM, Upload your Family / Place History Proposal as a Word (.docx) file to the D2L Assignment Folder. This will accomplish two things: 1) ensure that you can access the D2L Assignment Folders and 2) give me a chance to give you initial feedback on your family/place history ideas. Your proposal should address:
 - o What you are proposing to do research on—either your family or on a place (and which place)—and why you think it will be a good topic based on what you know now
 - o What resources you will use to find historical traces of your family or your place, with an example of a trace you have already discovered.
- By Friday, June 7, at 8:00 AM, post your proposal to the Module 1 Discussion Topic as a reply to the US History Narrative thread

MODULE 2 (JUNE 6–13): EXPANSION

THE SECOND INDUSTRIAL REVOLUTION AND THE AMERICAN EMPIRE, 1877–1906

Objectives:

The student will be able to:

1. Explain how the Civil War and Reconstruction led to an expanded federal government
2. Describe the causes and effects of the “Second Industrial Revolution”
3. Explain why the U.S. went to war against Spain in 1898
4. Evaluate the debate for and against Philippine annexation in 1898 and 1899
5. Interpret political cartoons as a key trace from the period

Readings:

1. TAY, Chapters 16–19
2. Expansion Overview
3. Traces (choose 2 of 3 texts and 3 of 4 political cartoons):
 - a. Aguinaldo’s Case against the United States
 - b. Rudyard Kipling, “The White Man’s Burden” (1899)
 - c. William McKinley on American Expansionism
 - d. Philippine American War Political Cartoons
4. Accounts:
 - a. Jacobson, “Imperial Amnesia” (1999)
 - b. PBS Presidents, “Theodore Roosevelt” (2015)

Assignments:

- *Reminder from last week: By Friday, June 7, at 8:00 AM, Upload your Family / Place History Proposal as a Word (.docx) file to the D2L Assignment Folder, and post to the Group Discussion Board*
- Discussion Leadership (Discussion Leaders only)
 - o On Friday, participate in leader discussion with Professor Okie
 - o By Thursday at 8:00 AM, report on group discussion
- Discussion Participation
 - o Stage 1 (by Tuesday 8:00 AM): Trace Discussion (follow instructions on Discussion Board)
 - o Stage 2 (by Wednesday at 8:00 AM: Account Discussion (follow instructions on Discussion Board)
 - o Stage 3 (by Friday at 8:00 AM): Post a US History Narrative progress report. What was happening in your family / at your place during this era in US History?

MODULE 3 (JUNE 13–20): PROGRESS

CONSERVATIONISTS, WOMEN, AND AFRICAN AMERICANS IN THE AGE OF REFORM, 1880–1920

Objectives:

The student will be able to:

1. Describe and evaluate “progressive” reform efforts, including the women’s movement, conservation, and racial segregation
2. Interpret examples of magazine journalism as a key trace from the period

Readings:

1. Progress Overview
2. TAY 20–21
3. Traces (choose 2 of 3 “clusters”: women, conservation, African Americans):
 - a. Women:
 - i. Gilman, *Herland* (1913), Ch. 1–2 and 5–6.
 - ii. Sanger, “Tell Girls Things They Should Know” (1916)
 - b. Conservation:
 - i. Muir, “The American Forests” (1898)
 - c. African Americans:
 - i. Washington, Speech at the Atlanta Exposition (1895)
 - ii. DuBois, “Of Mr. Booker T. Washington and Others” (1903)
4. Accounts:
 - a. Baker, “Race and Romantic Agrarianism” (2013)

Assignments:

- Discussion Leadership (Discussion Leaders only)
 - o On Friday, participate in leader discussion with Professor Okie
 - o By Thursday at 8:00 AM, report on group discussion
- Discussion Participation
 - o Stage 1 (by Tuesday 8:00 AM): Trace Discussion (follow instructions on Discussion Board)
 - o Stage 2 (by Wednesday at 8:00 AM: Account Discussion (follow instructions on Discussion Board)
 - o Stage 3 (by Friday at 8:00 AM): Post a US History Narrative progress report. What was happening in your family / at your place during this era in US History?
- **U.S. History Narrative (Midterm) due to the D2L Assignment Folder at 8:00 AM, Monday, June 24.**

MODULE 4 (JUNE 20–27): DEPRESSION

THE GREAT DEPRESSION, THE NEW DEAL, AND THE ROAD TO WORLD WAR II, 1920–1941

Objectives:

The student will be able to:

1. Describe the urban consumer culture of the 1920s, including the Harlem Renaissance, the automobile, and the radio
2. Explain the rise of the second Ku Klux Klan
3. Describe the causes of the Great Depression

4. Explain how the New Deal addressed the Great Depression
5. Explain how Dorothea Lange and other government photographers interpreted the meaning of the Great Depression
6. Interpret radio speeches and documentary photographs as a key source from the time period

Readings:

1. Depression Overview
2. *TAY*, Chapters 22–23
3. Traces (choose 3):
 - a. Roosevelt, “Fireside Chat 1” (1933)
 - b. Roosevelt, “Fireside Chat 6” (1934)
 - c. Long, “Share the Wealth” (1935)
 - d. Coughlin, “Somebody Must Be Blamed” (1937)
4. Accounts:
 - a. Gordon, “Dorothea Lange” (2006)

Assignments:

- ***Reminder from last week: U.S. History Narrative (Midterm) due to the D2L Assignment Folder at 8:00 AM, Monday, June 24.***
- Discussion Leadership (Discussion Leaders only)
 - o On Friday, participate in leader discussion with Professor Okie
 - o By Thursday at 8:00 AM, report on group discussion
- Discussion Participation
 - o Stage 1 (by Tuesday 8:00 AM): Trace Discussion (follow instructions on Discussion Board)
 - o Stage 2 (by Wednesday at 8:00 AM: Account Discussion (follow instructions on Discussion Board)
 - o Stage 3 (by Friday at 8:00 AM): Post a US History Narrative progress report. What was happening in your family / at your place during this era in US History?

MODULE 5 (JUNE 27–JULY 4): FREEDOM

THE COLD WAR AND THE CIVIL RIGHTS MOVEMENT, 1941–1965

Objectives:

The student will be able to:

1. Explain the origins of the Cold War in World War II and the ideologies of communism and democratic capitalism
2. Describe how the national security state took shape in response to competition with the U.S.S.R.
3. Explain how the African American freedom movement gained momentum during World War II and the immediate aftermath
4. Describe how international relations shaped the Civil Rights movement and vice versa
5. Interpret government documents as a key trace from the time period

Readings:

1. Freedom Overview
2. *TAY*, Chapters 24–27
3. Traces (choose 3 of 4):
 - a. Department of State, Amicus Brief for *Brown v. Board* (1952)
 - b. Richard Nixon, “The Emergence of Africa,” (1957)
 - c. National Security Council, “Statement of U.S. Policy toward Africa” (1958)
 - d. Jackie Robinson, letter to Richard Nixon (1960)
4. Accounts (choose 1 of 2):
 - a. Dudziak, “*Brown* as a Cold War Case” (2004)
 - b. Meriwether, “Worth of Lot of Negro Votes,” (2008)

Assignments:

- Discussion Leadership (Discussion Leaders only)
 - o On Friday, participate in leader discussion with Professor Okie
 - o By Thursday at 8:00 AM, report on group discussion
- Discussion Participation
 - o Stage 1 (by Tuesday 8:00 AM): Trace Discussion (follow instructions on Discussion Board)
 - o Stage 2 (by Wednesday at 8:00 AM: Account Discussion (follow instructions on Discussion Board)
 - o Stage 3 (by Friday at 8:00 AM): Post a US History Narrative progress report. What was happening in your family / at your place during this era in US History?

MODULE 6 (JULY 4–11): REVOLUTION

BLACK POWER, WOMEN’S LIBERATION, AND ENVIRONMENTALISM, 1965–1972

Objectives:

The student will be able to:

1. Describe how Black Power emerged as a more radical strain of the African American freedom movement in the mid-1960s.
2. Explain how other movements, including antiwar, women’s liberation, and environmentalism, emerged out of and learned from the African American freedom movement.
3. Describe the conservative backlash to the social movements of the 1970s, including Phyllis Schlafly’s Stop ERA campaign
4. Interpret video as a key source from the time period.

Readings:

1. Revolution Overview
2. *TAY*, Chapters 27–28
3. Traces (choose 2 of 3 “clusters” (feminism, environmentalism, black power):
 - a. Black Power:
 - i. Black Panther Documentary (1969)

- ii. Scott-Heron, “The Revolution Will Not Be Televised” (1970)
 - b. Feminism:
 - i. Steinem, “Women’s Liberation” (1968)
 - ii. Schlafly, “The Fraud of ERA” (1972)
 - c. Environmentalism:
 - i. CBS News, “Earth Day Special Report” (1970)
- 4. Accounts:
 - a. Rome, “Give Earth a Chance” (2003)
 - b. “Women’s Liberation,” *Makers: Women Who Make America* (2013)
 - c. “The Fight over ERA,” *Makers: Women Who Make America* (2013)

Assignments:

- Discussion Leadership (Discussion Leaders only)
 - o On Friday, participate in leader discussion with Professor Okie
 - o By Thursday at 8:00 AM, report on group discussion
- Discussion Participation
 - o Stage 1 (by Tuesday 8:00 AM): Trace Discussion (follow instructions on Discussion Board)
 - o Stage 2 (by Wednesday at 8:00 AM): Account Discussion (follow instructions on Discussion Board)
 - o Stage 3 (by Friday at 8:00 AM): Post a US History Narrative progress report. What was happening in your family / at your place during this era in US History?

MODULE 7 (JULY 11–18): RIGHT

THE REVITALIZATION OF CONSERVATISM AND THE WAR ON TERROR (1972–2019)

Objectives:

The student will be able to:

1. Describe how the New Right combined traditional pro-business Republicanism with evangelical Christian cultural politics and hawkish foreign policy
2. Describe Phyllis Schlafly’s Stop ERA campaign
3. Describe Ronald Reagan’s economic and foreign policy
4. Explain how the Patriot Act responded to the World Trade Center attacks of Sept. 11, 2001
5. Evaluate and interpret social media and other traces of the Internet Age.

Readings:

1. Right Overview
2. TAY, 29–30
3. Traces
 - a. Khomeini, “The Uprising of Khurdad 15 (1979)
 - b. Department of Justice, Patriot Act Highlights (2001)
 - c. Sanders, The Patriot Act (2003)

- d. Bush, *The Patriot Act* (2004)
 - e. Scola and Overly, "Why Facebook hired a Patriot Act author and privacy activist," *Politico* (Apr. 23, 2019)
4. Accounts
- a. Gladwell, "Small Change: Why the revolution will not be tweeted," (2010)
 - b. Gage, "Terrorism and the American Experience" (2011)
 - c. Review: "Why is history important"
 - d. Review: Wineburg, "Historical Thinking and Other Unnatural Acts" (1999)
 - e. Review: Okie, "Amber Waves of Broomsedge" (2019)

Assignments:

- Discussion Leadership (Discussion Leaders only)
 - o On Friday, participate in leader discussion with Professor Okie
 - o By Thursday at 8:00 AM, report on group discussion
- Discussion Participation
 - o Stage 1 (by Tuesday 8:00 AM): Trace Discussion (follow instructions on Discussion Board)
 - o Stage 2 (by Wednesday at 8:00 AM: Account Discussion (follow instructions on Discussion Board)
 - o Stage 3 (by Friday at 8:00 AM): Post a US History Narrative progress report.
What was happening in your family / at your place during this era in US History?
- **By Wednesday, July 24, at 8:00 AM (this is the day of our final exam), upload your U.S. History Narrative (Final) to the D2L Assignment Folder.**

DISCLAIMER:

This syllabus is subject to change as the need arises; expect changes.

APPENDIX A: DISCUSSION REPORT TEMPLATE

INSTRUCTIONS AND GRADING

You'll have one chance to lead discussion for your group this semester, most likely paired with a fellow student. You can sign up for discussion leadership at the beginning of the semester, on a first-come, first-served basis. Anyone who doesn't self-enroll will be automatically and randomly assigned a discussion leadership slot. Both discussion leaders are responsible for preparation (reading ahead and participating in leaders' discussion in advance of group discussion) and discussion management (kicking off discussion, encouraging group members to participate, ensuring that all readings are discussed, making connections). You may want to [collaborate on a single document using OneDrive](#). You'll divide up the reporting tasks as follows:

Leader A: (Name) _____

- The Numbers (count up discussion posts)
- Nominations (select 3–5 discussion posts that were especially productive and explain why)
- Submit Discussion Report to Assignment Dropbox

Leader B: (Name) _____

- Summary and Reflection (Write 2–3 paragraphs (200–300 words) addressing how the week's discussion went overall, what common themes emerged, how it relates to previous modules, and what questions remain going forward into next module.)
- Post summary and reflection to Leaders' Discussion Board

Grading Guidelines: Discussion Leadership that "Exceeds" (A-level)

- preparation
 - reads ahead;
 - participates in initial discussion with professor on Friday after the module opens, asking clarifying questions and confirming they understand the week's tasks.
- discussion management
 - if necessary, kicks off the discussion with questions and comments
 - encourages all group members to participate in a timely fashion the discussion by inviting comments from students who have not yet
 - ensures discussion of all readings for the week
 - makes connections between different comments in the discussion that help to push the conversation forward
- discussion reporting and reflection
 - summarizes both quantitative and qualitative participation in the discussion
 - summarizes main themes and major questions that emerge in the discussion
 - highlights key interventions of group members (entries for the "Discussion Hall of Fame")

- submits full report to Assignment Folder by Thursday at 8:00 AM
- posts reflection to Leaders Discussion Board by Thursday at 8:00 AM

THE NUMBERS (LEADER A)

Count up participation numbers for each member of your group

NAME	STAGE 1 PARTICIPATION	STAGE 2 PARTICIPATION
TOTAL		

NOMINATIONS (LEADER A)

What were the 3–5 best posts, in terms of moving the discussion forward?

NAME, DATE, TIME	LINK TO OR COPY OF POST	WHY IT DESERVES RECOGNITION (HOW DID IT MOVE THE DISCUSSION FORWARD?)

SUMMARY AND REFLECTION (LEADER B)

Write 2–3 paragraphs (200–300 words) addressing how the week’s discussion went overall, what common themes emerged, how it relates to previous modules, and what questions remain going forward into next module.

APPENDIX B: BEST PRACTICES AND EXHORTATIONS

FOCUSING

This course takes place online, which means that unlike in the face-to-face classroom, the Internet is never out of reach for you as you work through the material. What this means is that it will take a tremendous amount of self-discipline for you to succeed in the course—self-discipline that, let’s be honest, you may not yet have. But there’s good news! This self-discipline is very much within your power to develop—there are a lot of tools and resources available now to help you deal with the distractions of being “always on”— and it will serve you well not just in this course but throughout your college career and the rest of your life.

I’ve listed a bunch of resources below that expand and deepen this, but the basic idea is simple: monotask. Do one thing at a time, even if it’s only for 10 minutes before you need to do something else. Resist the urge to check messages, scroll BuzzFeed or whatever. Use the Pomodoro method; start with short intervals and try to increase your mental stamina over time.

Resources

- [Nicholas Carr, “Is Google Making us Stupid?” *The Atlantic* \(July/August 2008\)](#)
- [Epipheo, “What the Internet is Doing to Our Brains” \(2013\)](#)
- [Sherry Turkle, “Connected, but alone?” \(2012\)](#)
- [The Pomodoro Technique](#)
- [Cal Newport, *Study Hacks Blog*](#) along with his books *Digital Minimalism* (2018), *Deep Work* (2016), *So Good They Can’t Ignore You* (2012), and *How to Win at College* (2005). Lots of good stuff here, but here are a few relevant posts:
 - [“Pseudo-Work Does Not Equal Work”](#)
 - [“The Notebook Method”](#)
- [Freedom](#) (Freemium website and distraction blocking software)

READING AND NOTE-TAKING

This course is reading-intensive. You will be reading thousands of words each week, and learning to analyze, interpret, summarize, and compare them. Here are a few pointers for how you should approach the heavy reading load.

Before you read

- Plan: Make time in your schedule to focus on the reading. Think about how much time you have and plan accordingly – it’s much better to read everything, even if you need to skim some parts, than it is to read only a small section thoroughly and run out of time.
- Predict: Looking at the title of the selection, what do you think it’s going to be about?
- Skim: Read the first paragraph or so and the last paragraph or so to get the overall argument of the piece, and paraphrase it to yourself, thinking about how it fits with the argument of the book, or in relationship to other things we’ve read and discussed. Take a

look at the endnotes/footnotes/references (if there are any). What major sources of evidence does the author seem to be using?

While you read

- Monotask: *Only* read. This might be hard to do at first, but remember that your brain is an organ, and just like your biceps, it will get stronger with practice. The truth is that we can't really multitask. What we usually call multitasking is really just serial microtasking, meaning that our brains never really get up to their full power, and the stuff we're supposed to be learning doesn't stick.
- Annotate: Underline the most important sentence of each paragraph as you read it. Put question marks beside arguments you're not sure about, or words you aren't familiar with. Avoid highlighters. Instead, each time you are tempted to highlight something, think: why does this line/paragraph seem important? And write a note to yourself instead. You can do this with pen and paper, or with a variety of digital annotation and note-taking tools (I've listed a few below).
- Talk to yourself. As you read, paraphrase what the author is saying. Say it out loud if you need to, or write it down somewhere. Think about the overall argument of the book (if applicable), the purpose(s) of this piece, and how the author supports that purpose.
- Note connections to other course content (lectures, textbook, other documents)

After you read

- Reread the underlined/highlighted sentences.
- Sketch out the basic outline of the argument on a different piece of paper or digital document
- Review the purpose of this reading (it may have changed since your initial prediction)
- Post your thoughts to the discussion thread on D2L.

Resources

- [Paul N. Edwards, "How to Read a Book"](#)
- [Cal Newport, Study Hacks Blog](#) Lots of good stuff here, but here are a few relevant posts:
 - ["The Art of Pseudo-Skimming"](#)
 - ["Rapid Note-Taking with the Morse Code Method"](#)
- Software:
 - [Hypothes.is](#) (free, online annotation software)
 - [MS OneNote](#) (included with KSU Office 365)
 - [Devonthink](#) (MacOS / iOS only)
 - [Evernote](#) (freemium cross platform software)
- Zettelkasten, a note card system, digital or physical
 - <https://zettelkasten.de/tools/>
 - <https://takesmartnotes.com/>

WRITING

This course is also writing intensive. Between your US History Narrative and your discussion posts, you will likely write between 5,000 and 10,000 words in the next seven weeks. In part the heavy writing load is a result of an online course, and the face-to-face discussion that normally takes place must happen through written words instead. But writing is also an extremely valuable skill that has many applications in your personal and professional life, and it also helps you to *think*. Here are a few pointers for successful writing in this course, with special reference to the US History Narrative.

- Be “explicit for distant audiences,” as Jeff Zwiers put it in *Building Academic Language* (2008)
 - Use topic sentences to indicate what the paragraph is going to be about.
 - Example: In the era before *Brown v. Board of Education*, the University of Georgia was closed to African Americans.
 - Use transitions to indicate where you’re going next: *Similarly... Whereas ... Nevertheless ... In the same way ... Furthermore ... Equally important... In addition... Subsequently*
 - Example: Although times had been hard for my family during the 1930s, things began to change in 1942. That year . . .
- Use varied evidence to support your points.
 - Integrate the evidence into your narrative
 - Example: As the authors of *The American Yawp* write in Chapter 16, “The socialist movement drew from a diverse constituency.”¹
 - Example: For instance, my uncle George Howard described his Vietnam War experience as “a mix of boredom and terror.”²
 - Cite your evidence consistently using Chicago, APA, or MLA style. If you use a parenthetical style you must also use a works cited or bibliography.
- Outline, draft, and revise
 - Read the guidelines and the rubric several times as you write and revise.
 - Plan your writing, whatever that means for you. Every writer has a different style of outlining, some people outlining almost every sentence, others starting with three points and moving organically through them.
 - Reread and revise your writing. You are almost never as clear as you want to be the first time through. Give yourself a little bit of space (at least an hour, or a day if you can) so that your mind is fresh when you re-engage.
 - Have someone else (ideally an honest person with more writing experience) read your writing to see if it makes sense.
 - Use the KSU Writing Center, which exists precisely for this purpose: “The KSU Writing Center helps students in all majors improve their writing. Experienced, friendly writing assistants help with topic development, revision, research, documentation, grammar, and more. For additional information or to make an appointment, visit <https://writingcenter.kennesaw.edu> or stop by English

¹ Andrew C. Baker et al., “Capital and Labor,” Joseph Locke, ed., in *The American Yawp*, eds. Joseph Locke and Ben Wright (Stanford, CA: Stanford University Press, 2018), <http://www.americanyawp.com/text/16-capital-and-labor/>.

² George Howard, interview with the author, June 6, 2019.

Building, Room 242 (Kennesaw campus) or Johnson Library, Room 121 (Marietta campus).”

Resources

- [Lynn Hunt, “How Writing Leads to Thinking” \(2010\)](#)
- [KSU Writing Center](#)
- [Gerald Graff and Cathy Birkenstein, *They Say / I Say: The Moves That Matter in Academic Writing* \(2018\)](#)
 - [Templates for Writing](#)
 - In the [KSU Sturgis Library](#)
 - In the [KSU Johnson Library](#)
- Software
 - [Zotero / ZoteroBib](#)
 - [Workflowy](#)
 - [Taskpaper](#)
 - [Word Outline Mode](#)
 - [Marked2](#)
 - [Scrivener](#) and [Scapple](#)

APPENDIX C: FAMILY AND PLACE HISTORY RESOURCES

Part of contributing to discussions each week involves a “show-and-tell” about your own historical research into your family’s history or into the history of a place that interests you. You’ll choose either family or place in the first week of class, do research throughout the term, and then integrate that research into your U.S. History Narrative.

FAMILY HISTORY RESOURCES

How does the history of your family reflect and illuminate the story of U.S. history we are exploring this term? In order to answer that question, you’ll need to find historical traces left by your ancestors. Below are some ideas.

Personal papers

Some families have extensive personal archives—old papers, letters, photographs, and the like. Start asking around about your family to see who might be the family historian/packrat.

Published materials or institutional archives

Some families were prominent or notorious enough to be covered in the news, to make into government records, or to donate their collection to a library or archive. See the list of newspapers below for a place to get started.

Ancestry.com Library Edition

You can also use KSU’s subscription to ancestry.com (available ONLY on-campus) or a personal subscription to a similar service. Ancestry.com has digitized a vast array of resources, such as manuscript census surveys, draft cards, and birth and death records. To use KSU’s Ancestry.com Library Edition:

- Go to <http://libanswers.kennesaw.edu/a.php?qid=13544> for help finding the GALILEO password.
- Go to the KSU Library Homepage: <http://library.kennesaw.edu>
- Click on Databases by Title: <http://libguides.kennesaw.edu/databasesList>
- Scroll down to Ancestry Library Edition.
- Once at the Ancestry homepage, click on “search” and enter as much information you know about one of your relatives: name, year of birth, residence. You can work your way backwards by starting with immediate ancestors and then following links to their parents, and so on. Note that names are often misspelled, so it’s usually worth clicking through to the document itself. For example, my great-great-grandfather’s son was baptized in Camden, New Jersey, in 1875. He’s listed in Ancestry.com as Richard Boogard Okie, when his real name was Richardson Brognard Okie.
- Remember to download materials as screenshots or as image (JPG, PDF) files so that you can access them from off-campus

Oral History

Interview someone (or several people) in your family about their experiences related to the topics we cover in U.S. history since 1877. Unless anyone in your family is 150 years old, this will work best for the period after World War II, especially Cold War Civil Rights, Social Movements, and the Rise of the New Right.

PLACE HISTORY RESOURCES

How does this history of a place reflect and illuminate the story of U.S. history we are exploring this term? In order to answer this question, you'll need to choose a place that has relatively accessible traces in the historical record. Good bets include towns and communities, historic sites, schools, and churches. Here are some ideas for traces:

Published history

First see if there is already a published book about your place, either by contacting it directly (in the case of an institution) or by using [GilFind](#) or [Worldcat](#) to search for books. Many towns and counties have local histories. There's a section in the KSU library dedicated to these on the 2nd floor of Sturgis in the F292s.

Google Books

[Google books](#) contains full-text of public domain books as well as many periodicals.

KSU Digital Repository

The KSU Archives [Scholarly Online Access Repository \(SOAR\)](#) has a great deal of material about Cobb County and Northwest Georgia, including full transcripts of oral histories dealing with Bell Aircraft, local civil rights, and SPSU and KSU histories.

Digital Library of Georgia

The [DLG](#) contains the digitized collections of many state institutions and is easily searched and explored. Try clicking on "Counties" and searching materials related to the county where your place is located.

Digitized Newspapers

There is an increasing number of newspapers that have been digitized and are full-text searchable. Here are a few relevant collections.

- [Chronicling America](#)
- [US News Map](#)
- [Georgia Historic Newspapers](#)
- [Marietta Daily Journal](#)
- [ProQuest Historical Newspapers: Atlanta Constitution](#)
- [ProQuest Historical Newspapers: Atlanta Daily World](#)
- [All KSU Library Newspaper Subscriptions](#)