

HIST2112: U.S. since 1877

Instructor:

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Required materials:

We will use the following textbooks throughout the course. Purchase or rent the correct edition, as older editions have a different chapter organization and pagination.

- David Shi and George Tindall, *America: A Narrative History*, volume 2, brief 10th edition, W.W. Norton.
- David E. Shi and Holly A. Mayer, *For the Record: A Documentary History of America*, volume 2, 6th edition, W.W. Norton.

Check what your book cover looks like. If your books look different, you have the wrong edition.

Other required materials:

- *Atomic Cafe* (1982), available on Amazon Video at <https://www.amazon.com/The-Atomic-Cafe-Edgar-Hoover/dp/B0056NEY6W> or through Mediaspace (a link is provided within the appropriate course module).
- *Freedom Summer* (1996), available free through Films on Demand. I'll provide a link to the website.
- *Dear America: Letters Home from Vietnam*, available as DVD at your favorite online retailer, as a rental through Netflix (<https://dvd.netflix.com/Movie/Dear-America-Letters-Home-from-Vietnam/60036686>), or through Mediaspace (a link is provided within Module 13).
- Other assigned reading materials will be available on the internet or through our D2L course site.

Other purchases:

- REQUIRED: A webcam and microphone that allow you to utilize the Respondus Lockdown Browser and Respondus Monitor.

Prerequisites: None.

Course summary: HIST2112 examines the major themes of American history since 1877, the multicultural nature of contemporary U.S. civilization, and the U.S.'s role in the world.

HIST2112 has three major objectives that are established by the Department of History and Philosophy. After successful completion of HIST2112, the student will be able to:

1. articulate facts about and assemble a chronology of major patterns and events in U.S. social, cultural, economic, and political history from 1877 to 1976.
2. identify significant persons and groups in connection to major events in U.S. history from 1877 to 1976.
3. connect and evaluate factors of causation and consequence to major events in U.S. history from 1877 to 1976.

Each week you'll participate in a set of activities that help you achieve these objectives. You'll complete textbook readings, read "primary" historical documents, listen to historical audio or audio documentaries, watch films, engage in discussion (i.e., informal writing via our discussion board) about primary documents, films, and historical events, and completing practice quizzes. We'll formally assess your understanding in three tests.

General Education at KSU: HIST 2112 satisfies one of Kennesaw State University's general education program requirements, the US Perspectives learning outcome. 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 http://catalog.kennesaw.edu/preview_program.php?catoid=10&poid=704

Delivery of the course: This is an online course delivered through Desire2Learn (D2L). ***You are required to check our D2L site and check your KSU email daily.*** You can find an overview of D2L here: <http://learnonline.kennesaw.edu/how-it-works/course-tour.php>.

This is a reading-intensive course. Most of the historical content is delivered through the textbook and primary sources (i.e., historical documents), though we will use some audio and video clips and films. I help you navigate this material by designing discussion questions, practice quizzes, tests, and ancillary "lectures" that assist you in identifying, understanding, and committing to memory key concepts and events. Because we're a large class, I tend to respond to the class as a whole through "module wrap-ups" rather than responding to individual postings on the weekly discussion board.

Skills requirements: You must have basic computer skills to successfully engage with the material in this course. You must be able to:

- Open a browser and locate a specific website
- Download or stream video lectures to your computer and watch/listen to them. Work with the UITS if you have any trouble downloading and watching/listening to files.

Technology requirements: You are required have regular access to

- a high speed internet connection (otherwise you will not be able to hear/see the audio/video components)
- a web browser such as Firefox (with Java, Flash, RealPlayer and other components necessary for audio/video delivery)
- a PDF reader such as Adobe Acrobat
- a webcam and microphone that will allow you to utilize the Respondus Monitor

Additionally, you are REQUIRED to use the Respondus Lockdown Browser and Respondus Monitor to take exams. The browser and monitor are available within D2L; you don't have to buy them separately. If you haven't already installed this software for another class, you will be prompted to do so when you log in to our first practice quiz. Give yourself extra time to set up and get to know that system. After the first practice quiz using the lockdown browser and monitor, I will check to make sure that your camera, etc., is recording you and that the system is transmitting the video to D2L and my screen. I will notify you if your system is not working. ***If I am not able to access that video, you will be required to work with UITS to successfully install the lockdown browser and monitor.***

If you do not have access to required technology at home, I recommend that you use the university computer labs.

Technology challenges: If you have any problems with technology, including D2L, contact IT Services at <http://uits.kennesaw.edu/students/> , 470-578-3555, or studenthelpdesk@kennesaw.edu

Communicating with me: I am easily accessible through regular email (llands@kennesaw.edu). The University provides all KSU students with an “official” email account with the address “students.kennesaw.edu.” According to university officials, 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. In any case, I will make every attempt to respond to you within 24 hours (M-F). I usually respond to emails on the weekends as well. If I expect to be away from communication devices for an extended period of time, I will let you know beforehand.

If you would like to have a meeting on campus rather than by electronic means or phone, just let me know and we'll arrange a mutually convenient day and time.

Communicating with me and others: You are required to use professional practices (e.g., correct grammar, fully and correctly spelled words) and adopt a professional tone when communicating with me or other students in the class on email, the discussion board, or elsewhere. In the “start here” module, you'll see a document discussing netiquette. You must adhere to those practices in email and on the discussion board.

“Ack! I'm having trouble with this course!” If you are struggling with the material, activities, or major assignments in this course, contact me as soon as possible. I am glad to talk to you by Skype, chat, email, phone, or face-to-face.

HOW THE COURSE IS ORGANIZED

This course is organized into modules. Each module includes a number of different activities, such as a reading, an exercise, a practice quiz, participation on the discussion board, or a “real” test. You can find the modules on D2L.

~~In fall and spring semesters, our module weeks begin and end on Mondays at 8 a.m.~~ During the summer 8-week semester, we usually complete two modules a week, or one module and one test. **In Summer 2018, because the 8 week session begins on a Wednesday, our work week will begin and end on Wednesdays at 8 a.m..**

You should expect to spend about eight hours each week on this course during fall and spring semesters. During the 8-week summer semester, expect to spend 16 hours a week on this course. Some of you may want or need to commit more time to the course. Because of the discussion board and practice quiz requirements, you will have to interact with our D2L classroom at least three times for each module. (If you are enrolled in summer semesters, that means you'll need to complete at least six activities a week.) Make sure you understand and can meet those requirements.

You may have experienced some online classes in which the instructor gives you immediate access to all materials for the semester. ****This class is not organized in that way.**** I do not post the modules more than one week in advance. This means you won't be able to work very far ahead in this course. I intentionally control the pace of this course so that the entire class will be reading and discussing the same material during the same week.

What to expect in each module:

Each module includes a number of different activities that you are required to complete, even if the activity does not have a grade directly associated with it.

Module wrap-ups. I regularly post “wrap-ups” in response to the previous module's activities. The wrap-ups (which might be in text, audio, or video) will do a few different things, depending on the previous module's work and discussion. In some cases I'll revisit major points from the material. In other cases I might draw on the class's discussion postings to expand on a particular topic. Additionally, if I feel like people misunderstood or didn't fully grasp something in the previous module's material, I'll try to clarify the issue. If we had a test the previous week, the wrap-up will usually discuss the results of the test and suggest ways we might improve our performance.

America readings: Readings from our textbook *America: A Narrative History* will provide you with a survey overview of the theme or era we're discussing each week.

Primary source readings: You'll frequently be required to read historical documents from the period under study -- what historians call “primary sources.” Analyzing primary sources helps you develop close reading and critical thinking skills. Additionally, studies have shown that primary source analysis encourages deeper historical understanding. Our Shi and Mayer, *For the Record: A Documentary History of America*, is a compilation of primary source documents -- documents generated during the period under study and that reflect activities, culture, and politics of the era.

Film activity: In some modules I'll require you to watch a documentary or other film. In modules in which we view films, you'll have an opportunity to discuss them on the discussion board.

Mini-lectures: Some weeks I post "mini-lectures" that cover specific topics (e.g., the Gilded Age) or offer guidance (e.g., "how to read our primary sources"). They are usually labeled by module number and lecture number and have a self-explanatory title (e.g., M2L2: Cartman Decides to Major in History).

Discussion board postings: In each and every module you'll complete discussion board postings that ask you to do such things as: analyze the documents/film, place documents in conversation with each other, and/or place documents or the film in context. You'll also respond to each other's postings. By engaging in conversation with your colleagues on historical topics, you'll deepen your learning, enhance and practice your communication skills, and better understand differing points of view. *Be aware that questions about the discussion itself (not just the documents/films you're analyzing!) will appear on the tests.* At the suggestion of former HIST2112 students, I require that you submit your initial discussion posts by **Sunday, 8 p.m.**, of the module week, and that you post your comments to other students' posts by **Wednesday at 7:59 a.m.** That means you will have to participate actively in class discussion at two different times during each module.

Read the discussion guide/rubric (posted separately in the Start Here module) for more details about what constitutes substantive discussion. Be aware that I only intermittently respond to postings on the discussion board, as I want you all to become accustomed to engaging with each other about historical topics. Sometimes I will post to clarify points. Sometimes I post additional information about a topic. Know that I do include questions about points raised in discussion postings on the tests, so you will directly benefit from reading other students' discussion posts. Use the discussion board questions to help guide your studying.

Practice quizzes: Practice quizzes allow you to test yourself the material covered in the module. The questions in the practice quizzes are similar to questions you'll confront in your tests. The practice quizzes count toward your participation grade. ****You will receive the 2 participation points if you score 65% or higher on the practice quiz by the module due date.**** You can take the practice quizzes as many times as you like. So if you don't make a 65% on the first (or second or third) try, re-take the quiz until you score a 65% and you will receive credit (as long as you do that by the module deadline). I will be able to see your score on all attempts. It's fine if you use your notes and books while taking the practice quizzes, but I encourage you to use these opportunities to simulate real test-taking circumstances. (And "real" test-taking circumstances means no books, no notes, no life lines, no cell phones, etc..)

The above activities deliver content and help you sort through and understand historical events.

You are required to participate in this work and complete these activities. Thus, we have a participation policy:

Participation policy: You are required to be prepared for and participate in all online activities by the end of each module-week. Participation points are allocated for each module as per the below:

Initial discussion posting	2 points
Follow-up/response posting	1 point
Practice quiz ($\geq 65\%$)	2 points

What happens if you participate late, after the module was due? You lose 20% of the participation points, and $20\% = 1$ point. So, if the module ends on Wednesday at 8 a.m. and you participate Thursday afternoon, I can deduct one of your five participation points. Absolutely NO module work is accepted more than 7 days after the due date.

I do not differentiate between excused and unexcused participation. If you know you will have to miss module activities for some reason (e.g., planned surgery), be aware that your final grade will be penalized according to the participation policy. If you alert me to scheduling issues ahead of time, I may be able to accommodate you.

I've posted a discussion and participation guide and grading rubric as a separate document in the Start Here module.

I post participation grades within one week of the closing of a module. If you have questions about your participation grades or think that I've overlooked something or miscalculated, don't hesitate to email me. If you post to the discussion board late or take a quiz late and you want partial credit, please drop me an email so I don't overlook your late quiz or posting.

According to university officials, students are solely responsible for managing their enrollment status in a class; nonattendance (in our case, non-participation) does not constitute a withdrawal.

Graded Assessments:

Tests: In the summer semester, there are TWO (2) tests covering lectures, the textbook, supplemental readings, discussions, movies, primary resource exercises, and any other material delivered. The tests assess content knowledge and understanding and may include multiple choice, true/false, fill-in-the-blank, and/or essay questions. Tests may also include questions that ask you to place historical events in chronological order. You will be expected not simply to regurgitate information, but to use the information you've learned to, for example, analyze historical political cartoons or compare current events to events past. All tests and assignments are cumulative. That is, you are expected to retain and use all material delivered throughout the course.

The tests are closed book, closed note, closed everything. You cannot consult other people or materials while taking the test.

You are REQUIRED to use the Respondus Lockdown Browser and Respondus Monitor while taking tests, and you will be prompted to set-up these tools when you take the first practice quiz. (You don't have to purchase any extra software; D2L gives you access to these tools.) However, you are REQUIRED to have a webcam and microphone to use these tools. There are no exceptions to these requirements.

The tests will be completed online and are only available during the module week in which they are given. Test dates are shown in the calendar file in the START HERE! module.

Once you open the exam, you'll have a set amount of time in which to complete the exam. For example, for a 60 question test, I will likely require that you complete the test in 45 minutes.

Once you begin an exam, you have to complete the exam without interruption. That is, you cannot pause the exam and leave to go to the bathroom, walk the dog, feed your kid, answer the door, or respond to a phone call. If you move out of the view of the camera or pause the exam, you will receive a 0/F.

You cannot take tests after the module-week and there are no make-up tests. What happens if you wrote the test date or time wrong and you miss the entire week in which the test was open? You receive a 0 on the test. What happens if you planned to take the exam in the last two hours that it was open and then your flight was late and you missed the exam period? You receive a 0 on the test.

Exam grades will be posted within 1 week of the closing of the exam.

TEST2 serves as your "final exam." It covers all material assigned during the semester.

Grade breakdown:

PARTICIPATION (13 modules@5 points each)	65 points
TEST1	125 points
TEST2	180 points
TOTAL	360 points

Grade scale:

A= 322 to 360 points

B= 286 to 321 points

C= 250 to 285 points

D= 214 to 249 points

F= 0 to 213 points

Course policy on Online Study Aids

You are encouraged to make use of student-created study quizzes, notes, flashcards, etc., that are available at online educational sites such as Quizlet. Part of the point of those online study sites is for YOU to create your own materials. You learn through that creative process. Consequently, I encourage you to craft your own flash cards and study materials. Any posting of this course's practice quizzes, test questions, or other materials to online sites or the copying of quizzes and tests is strictly prohibited and will be considered academic misconduct. By remaining enrolled in this course, you acknowledge and agree to abide by this policy.

University Policies

Academic Honesty: No student shall receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit (including examinations, laboratory reports, essays, themes, term papers, etc.). Unless specifically authorized, the presence and/or use of electronic devices during an examination, quiz, or other class assignment is considered cheating. When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged. No student may submit the same, or substantially the same, paper or other assignment for credit in more than one class without the prior permission of the current professor(s). Cheating also includes instances of wholly or in part copying other students' discussion posts or other work. Students are also prohibited from cutting and pasting (their own or others') discussion postings into exams. Engaging in any behavior that a professor prohibits as academic misconduct in the syllabus or in class discussion is cheating.

All instances of academic dishonesty will result in, at minimum, an F in the course. Suspension and dismissal may be pursued. I report all cases of academic misconduct to the Department of Student Conduct and Academic Integrity.

Academic Policies: Students are expected to comply with KSU's academic policies, listed here: <http://catalog.kennesaw.edu/content.php?catoid=30&navoid=2463>

Student Support Services:

Academic Support Services: You have tutoring and academic support available to you at: <http://learnonline.kennesaw.edu/student-resources/tutoring.php>

You have access to a variety of support services through the KSU office of Student Development: <http://learnonline.kennesaw.edu/student-resources/support-resources.php>

Learning Support Services: If you have a specific physical, psychiatric, or learning disability and require accommodations, please let me know early in the semester so that your learning needs may be appropriately met. You will need to provide documentation of your disability to the disAbled Student Support Services office, located in the Student Center room 267, and obtain a list of approved accommodations. More information is available at <http://www.kennesaw.edu>

[/stu_dev/dsss/dsss.html](#). All of the software and materials used in this course can be modified to accommodate various learning needs.

Test Anxiety resources:

http://studentsuccess.kennesaw.edu/cps/services/academic_success/test_anxiety.php

<https://www.k-state.edu/counseling/topics/career/testanxiety.html>

<http://www.mayoclinic.org/diseases-conditions/generalized-anxiety-disorder/expert-answers/test-anxiety/faq-20058195>

<http://www.wikihow.com/Deal-With-Exam-Anxiety>

Software accessibility info:

D2L: <http://www.brightspace.com/about/accessibility/standards/>

Software privacy statements:

D2L: <http://www.brightspace.com/legal/privacy/>