



## HIST 2112-W02: U.S. History since 1877

Semester: Summer 2019

Location: Online

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

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

**Office Hours:** Via email and by appointment.

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

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

### Course Meeting Times

This online course does not have any scheduled instructional time where the instructor and students meet at the same time. Students are expected to complete each unit at their own pace by the assigned deadline. Assignments will be graded, and grades will be posted, about one week after the assignment due date. If the instructor anticipates a delay in grading, you will be notified as soon as possible.

### Course Communications

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

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

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

### Course Description

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

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

## Pre-Requisites

None.

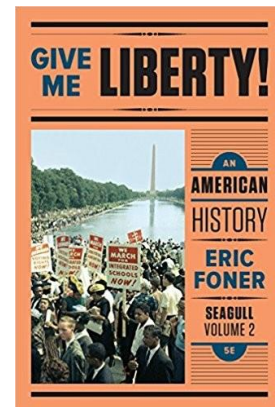
## Course Objectives

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

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

## Required Readings

- Eric Foner, *Give Me Liberty*. Vol. 2, Seagull 5<sup>th</sup> Edition. Norton. ISBN: 978-0-393-61565-4. Available at the [Campus Book Store](#). (Please note this is the preferred edition. Page numbers on the syllabus, as well as quiz questions, align with this edition.)
- Documents uploaded to D2L.



## Course Policies: Path to Success

### Netiquette (i.e., Professional Courtesy)

It is easy to forget when communicating online that real people with real feelings are reading and responding to your comments. Netiquette is a set of rules used to ensure civil communication occurs online. It 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.
- Discussion board comments are viewed by all class participants.

- 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.
- Emoticons are acceptable, particularly when responding to other students' discussion posts, but should not be used as a substitute for clear and concise writing.
- To avoid wasting other people's time and bandwidth, write and revise comments before posting them. Make your point clearly and concisely. Do not overwhelm the network with excessive graphics, videos, etc.

## Enrollment Policy

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

## Attendance

For this online course, students are expected to log on to D2L on a weekly basis to examine course materials and submit assignments. For effective participation on discussion boards, students are expected to submit comments on at least two (2) different days of the week, and failure to do so will result in diminished scores.

## Academic Integrity Statement

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section 5.C of the Student Code of Conduct addresses the university's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to university materials, misrepresentation and/or falsification of university records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards.

Incidents of alleged academic misconduct will be handled through the established procedures of the Department of Student Conduct and Academic Integrity (SCAI), which includes either an "informal" resolution by a faculty member, resulting in a grade adjustment (which includes possibly receiving a failing grade for the course), or a formal hearing procedure, which may subject a student to the Code of Conduct's minimum one semester suspension requirement. See also <https://web.kennesaw.edu/scai/content/ksu-student-code-conduct>.

## Plagiarism

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

credit or not.” Students can learn more about plagiarism at <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>, <http://plagiarism.org/> and <http://writingcenter.unc.edu/handouts/plagiarism/>.

## Electronic Devices Policy

By remaining enrolled in this course, students acknowledge that full participation requires regular computer access with reliable internet access and sound and video capabilities, as well as basic computer literacy and competency with the D2L learning platform. 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](http://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 listing of university policies and resources, click <http://distanceed.hss.kennesaw.edu/elearning/onestopshop.html>

## Basic Needs Security Statement

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

## Campus Carry

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

## Inclement Weather

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

## ADA Compliance

Students with qualifying disabilities under the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act who require “reasonable accommodation(s)” to complete the course may request those from Department of Student Success Services. Students requiring such accommodations are required to work with the University’s Department of Student Success Services rather than engaging in this discussion with individual faculty members or academic departments. If, after reviewing the course syllabus, a student anticipates or should have anticipated a need for accommodation, he or she must submit documentation requesting an accommodation and permitting time for a determination prior to submitting assignments or taking course quizzes or exams. Students may not request retroactive accommodation for needs that were or should have been foreseeable. Students should contact the office as soon as possible in the term for which they are seeking accommodations. For more information please visit their website, [sss.kennesaw.edu/sds](http://sss.kennesaw.edu/sds).

**Contact information is as follows:**

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

## Course Assessments: Earning the Grade

### Assessments

Assessment	Due Date	% of Final Grade
1. Discussion Board (4)	Fri. June 7, 14, 21; Wed. July 17	15
2. Quizzes (3)	Fri. June 14, Wed. July 3, Fri. July 19	10
3. Taking Sides Essay (1 of 2)	Mon. June 17 <b>or</b> Tues. July 9	25
4. Midterm Exam	Sun. June 30	25
5. Final Exam	Mon. July 22	25

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

- **Discussion Boards:** A successful, engaging online course depends upon students who participate actively, frequently, and smartly on discussion boards.
  - Students are expected to post at least one (1) substantive original comment at least two (2) full days before at least one (1) response post is due. Response posts should evaluate another student’s initial post and advance the conversation.
  - Posts are graded on their **content** (reference to historical topics and details); **critical thinking** (that means explain, don't just repeat or summarize the textbook); **clarity** (is it well written and organized); and **participation** (did the student participate and attempt to advance the conversation).
  - Post early and post often. The quality, originality, and quantity of your posts boost your score.
  - No posts are accepted after the Friday deadline. Scores are penalized for not submitting by the deadlines and not writing a response post.
- **Quizzes (3):** Questions will include material from video lecture, discussion boards, textbook readings, and D2L documents. No makeup quizzes are allowed. Practice quizzes are available for each unit.
- **Taking Sides Essays (1):** Students will have two (2) 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 Exam:** Could include essays, identification, short answer, matching, multiple choice, document analysis, etc.
- **Final Exam:** Exam 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.

## 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.

## 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.

### Unit One (May 30/31)

**Topic:** Introduction to the Course

### Unit Two (June 3/4)

**Monday June 3 is the last day of add/drop.**

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

**Readings:** *Give Me Liberty*, chapter 16 (603-13, 630, 634-647), and chapter 17 (673, 676); Definition of Capitalism, *Encyclopedia of Political Economy* (1999); and "Account of the Haymarket Riot" (1886).

### Unit Three (June 5/6)

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

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

**Assessments:** Introduction Discussion 1 due by 6 p.m. Friday June 7.

### Unit Four (June 10/11)

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

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

## Unit Five (June 12/13)

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

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

**Assessments:** Quiz 1 and Discussion 2 due by 6 p.m. Friday June 14.

## Unit Six (June 17/18)

**Topic:** A “New” Modern America

**Readings:** *Give Me Liberty*, chapter 17 (676-77), chapter 18 (696-7-15, 721-24), chapter 19 (750-71), and chapter 20 (779-88); Margaret Sanger, “Why *The Woman Rebel*,” and “The Prevention of Conception” (1914); and Hugh L. McMenemy, “A Catholic Priest Argues Women Are Surrendering Their Moral Duty” (1927).

**Assessments:** Essay 1 due by 11:59 p.m. Monday June 17.

## Unit Seven (June 19/20)

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

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

**Assessments:** Discussion 3 due by 6 p.m. Friday June 21.

## Unit Eight (June 24/25)

**Monday June 24 is the last day to withdraw without academic penalty.**

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

**Readings:** *Give Me Liberty*, chapter 22 (861-898).

## Unit Nine (June 26/27)

**Assessments:** Midterm Exam due by 11:59 p.m. Sunday June 30.

## Unit Ten (July 1/2)

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

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

## Unit Eleven (July 3/4)

**Assessments:** Quiz 2 due by 6 p.m. Wednesday July 3.

## Unit Twelve (July 8/9)

**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); and [Martin Luther King Jr., “The Power of Nonviolence”](#) (1957).

**Assessments:** TS Essay 2 due by 11:59 p.m. Tuesday July 9.

## Unit Thirteen (July 10/11)

**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); President Dwight Eisenhower, On the Falling Domino Theory (1954); U.S. Congress, Gulf of Tonkin Resolution (1964); and President Lyndon Johnson, Justifying the War in Vietnam (1965); Students for a Democratic Society, Statement Opposing the War (1965); and John Kerry, Statement by Vietnam Veterans against the War (1971).

### **Unit Fourteen (July 15/16)**

**Topic:** Empowerment and Backlash

**Readings:** *Give Me Liberty*, chapter 24 (940-49, 55-59), chapter 25 (1014-24), and chapter 26 (997-99, 1052-1055); Betty Friedan, *The Feminine Mystique* (1963); and “Interview with Phyllis Schlafly,” *Washington Star*, January 18, 1976.

**Assessment:** Discussion 4 due by 11:59 p.m. Wednesday July 17.

### **Unit Fourteen (July 17/18)**

**Assessment:** Quiz 3 due by 6 p.m. Friday July 19.

### **Final Exam**

**Due by 11:59 p.m. Monday July 22.**