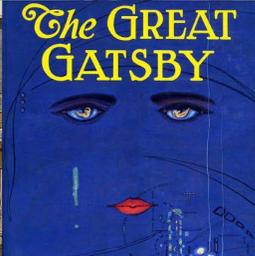
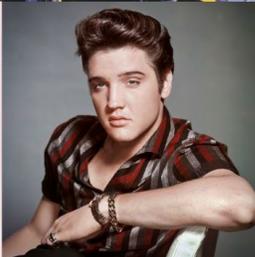
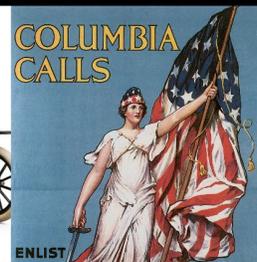
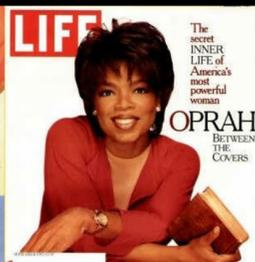




MODERN AMERICA  US HISTORY SINCE 1877



KENNESAW STATE UNIVERSITY



HISTORY 2112-02
★ ★ ★ MODERN AMERICA ★ ★ ★
UNITED STATES HISTORY SINCE 1877

Kennesaw State University ★ Spring 2019
MW: 11:00-1:45 ★ Kennesaw Campus—Social Sciences Building 2023 ★ CRN 50915

ERIC OAKLEY

BA, UNC 1999 ★ MA, Duke University 2006 ★ MA, UNCG 2009 ★ PhD, UNCG 2017

Office: 233 Math and Stats Building

Office Hours: MW 2:00-4:00pm and by appointment

Contact: eric.oakley@kennesaw.edu ★ 470.578.5174

COMMUNICATIONS ★ Please contact me by email. I respond to communication within 24 hours on weekdays or 48 hours on weekends. Note that communications between KSU email accounts and D2L are incompatible, and messages between them may be lost.

COURSE DESCRIPTION ★ This course explores major themes in the social, cultural, political, and economic history of the peoples of the United States since 1877, the multicultural nature of contemporary U.S. civilization, and the nation's role in the global arena ([HIST 2111](#)).

What themes connect Frederick Douglass and MTV, gunfighters and Star Wars, or nationalism and Wonder Woman? This course explores the modern history of the United States through the lens of American popular culture from Reconstruction to the Global War on Terror. The course is structured around chronological themes, problems, and trends of interest to the development of national culture. During class meetings, students will assess popular artifacts, phenomena, and individuals that reflect the broader political and social issues in each period. Furthermore, we will investigate popular culture as a process of "remixing" the American past. Themes include the frontier, nationalism, race, urbanization, wartime, youth, mass movements, media, and globalization.

LEARNING OBJECTIVES ★ HIST 2112 satisfies one of Kennesaw State University's general education program requirements. It addresses the SOCIAL SCIENCES general education learning outcome(s). The learning outcome states: Students analyze the complexity of human behavior and how social, historical, economic, political, or spatial relationships develop, persist, or change. For more information about KSU's General Education program requirements and associated learning outcomes, please visit [the course catalog](#).

REQUIRED READINGS ★ There is no textbook for this course. Instead, students will read a number of journal articles, book chapters, and primary-source selections throughout the course. All reading materials are available on D2L Brightspace.

★★★ ACTIVITIES AND EVALUATIONS ★★★

This course evaluates students upon the successful integration of lecture content, primary sources, and secondary sources. Broad categories of assessment are weighted in the following manner:

- ◆ **DISCUSSION** ★ Students will contribute to a weekly discussion forum on D2L. The discussion forum is considered “open book” (all course materials permitted) and your writing should incorporate lecture content, reading assignments, and primary-source excerpts in a cohesive manner—keep class notes and annotate your readings for quick-reference. Students will complete 1 question per class day (2 per week, 7 forums). Forums are open all week and answers are due at end-of-day on Sunday (11:59pm). Discussion is graded on a rubric, and the lowest 4 scores will be dropped. *Discussion scores will be returned within 7 business days.*

40%
DISCUSSION
FORUM

14 QUESTIONS
(DROP 4)

- ◆ **PARTICIPATION** ★ Classroom participation is crucial to a meaningful student experience. Participation includes a variety of activities in the classroom (daily and alternating, individual and small-group):
 - ◆ Reading response (individual—written)
 - ◆ Brainstorm (small group—written)
 - ◆ Primary-source interpretation (individual—verbal)
 - ◆ Secondary-source analysis (small group—verbal)

30%
PARTICIPATION

The professor will assess participation on a scale of 1 (poor) to 5 (excellent), representing a sum of your activities in the classroom. Nonparticipation for any reason (including absences) will receive a grade of 0 (zero). *Participation grades will appear on a weekly basis, beginning at the conclusion of week 2.*

- ◆ **INTERPRETIVE ESSAYS** ★ Students will complete two interpretive essays during the semester. For each essay, the student will interpret a selection of primary sources and secondary sources. These are short assignments (5-6 pages) that target historical thinking and writing in a focused manner. Essays must be submitted in MS Word (.doc or .docx) format using Turnitin on D2L. Students will receive brief feedback on each essay (written and rubric). You may request individual workshopping, review of a draft, or extended feedback during office hours. *Essay grades will be returned within 7 business days.*

30%
INTERPRETIVE
ESSAYS

2 ESSAYS

GRADING SCALE

Students are evaluated on the following scale:

A	90+ points	Excellent
B	80-89 points	Good
C	70-79 points	Satisfactory
D	60-69 points	Unsatisfactory
F	59 points or lower	Failing
I	(none)	Indicates an incomplete grade for the course, and will be awarded only when the student has done satisfactory work up to the last two weeks of the semester, but for nonacademic reasons beyond his/her control is unable to meet the full requirements of the course. Incomplete grades are only valid after submission of the Incomplete Grade form (signed by both the instructor and student) to the Department Chair’s office.

★★★ COURSE POLICIES ★★★

ATTENDANCE ★ Students are expected to attend class on a regular basis, and the professor will circulate a sign-in sheet during each class meeting. You are permitted up to 2 absences question—no documentation for “excused” absences is required or desired. More than 2 absences will result in an automatic grade of “F” in the course. Students who leave early without prior permission may be counted absent regardless of sign-in status. Students are solely responsible for managing their enrollment status in a class—nonattendance does not constitute a withdrawal.

TIME MANAGEMENT ★ The 8-week summer course contains all the same activities and assignments as a regular 16-week university course, albeit in concentrated form. As such, time management is essential. You should establish a routine for completing assignments on time, according to the schedule of 2 readings per class meeting. Each unit is complex, rich, and demanding. The course requires 6-12 hours of additional work, above and beyond class meetings, each week.

TECHNOLOGICAL REQUIREMENTS ★ The minimum technological requirements for this course are (i) reliable access to a computer, (ii) ability to navigate D2L Brightspace, (iii) installation of Adobe Reader, and (iv) word-processing software that can read and generate .doc or .docx format documents. Please do not contact the professor with requests for technical support. Course support is available through [UITS](mailto:uits@iu.edu) (470.578.3555). You can also learn more about [accessibility and privacy of common technologies](#) in the College of Humanities and Social Sciences.

ELECTRONIC DEVICES ★ There is no restriction upon electronic devices in this course. Cell phones or other devices that make noise must be silenced before entering the classroom. Students are allowed to use computers during class for purposes of taking notes, accessing D2L, and other appropriate academic purposes. Persons using computers are asked to sit in the rear third of the classroom in order to avoid distracting other students. The professor will occasionally request that the entire class activate or deactivate electronic devices, according to course activities.

COURSE READINGS & ANNOTATIONS ★ Students are expected to complete daily readings (.pdf format) before coming to class. You are encouraged to perform close reading and annotation (thesis, goals, themes, structure, and key examples) of each reading. Annotations are short sentences, keywords, and other notations that serve as signposts for purposes of discussion. You cannot succeed in this course without reading, as they are integrated into all forms of assessment (discussion forum, class participation, and interpretive essays).

COURTESY ★ Positive and respectful discourse with all individuals is vital to our exploration of the past. Students are expected to maintain a high level of courtesy toward the instructor and other students. Students are also expected to incorporate good “[netiquette](#)” (online etiquette) during electronic interactions.

INTELLECTUAL FREEDOM AND FREEDOM OF SPEECH ★ The past is a foreign country—when we discuss history, we confront a complicated, unfamiliar, and distressing set of issues. The classroom is our place to test, affirm, or challenge those ideas in a safe setting. In short, the classroom serves as a “rehearsal space.” In order to preserve the intellectual freedom and freedom of speech of all participants, audio and video recording are disallowed in the classroom (except in cases of accessibility).

LATE ASSIGNMENTS & DUE DATES ★ Late assignments will not be accepted—no exceptions. If for any reason you cannot submit an assignment on the scheduled date, you must contact the professor more than 48 hours prior to the due date in order to request an alternate due date. All requests must be submitted by email.

PLAGIARISM AND CHEATING ★ This course adopts a no-tolerance policy toward cases of plagiarism and cheating. Violations can result in consequences up to and including a grade of “F” for the course. For more information, see the university’s academic-integrity policy (below). Uncertain what counts as plagiarism? Ignorance is no excuse! Learn about [definitions of plagiarism](#) (Indiana University PDF).

★★★ UNIVERSITY POLICIES ★★★

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 [Student Disability Services](#) or telephone 470-578-6000.

ACADEMIC INTEGRITY ★ 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 course-specific consequences for violations of the Student Code of Conduct (above).

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.

STUDENT SUCCESS SERVICES ★ KSU provides a variety of student support, academic support, and health related services. [Student Success Services](#) is a division of Student Affairs with offices on both Kennesaw and Marietta Campuses. The division offers the following:

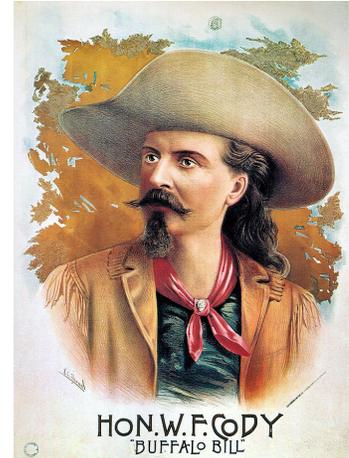
- ◆ Young Adult Addiction & Recovery
- ◆ Homelessness, Food Insecurity, and Foster Care (CARE Center)
- ◆ Counseling and Psychological Services
- ◆ Student Disability Testing Services
- ◆ Military & Veterans Services
- ◆ Women’s Resource & Interpersonal Violence Prevention Center
- ◆ Student Athlete Success Services (SASS)

★★★ COURSE SCHEDULE ★★★

Topics may be eliminated or condensed in the event of cancellation of classes due to weather or other unforeseen circumstances. The professor will announce changes to the course schedule by email.

3 JUNE: THE 1880s

- TOPIC A COURSE INTRODUCTION / REUNION
📖 David Blight, "What will Peace among the Whites Bring?: Reunion and Race in the Struggle over the Memory of the Civil War in American Culture"
- TOPIC B FRONTIER
📖 Robert Hine and John Mack Faragher, *The American West: A New Interpretive History*, "Open Range"



5 JUNE: HISTORY & POPULAR CULTURE

Note: the professor is away at an academic conference on this date. Class is dismissed for the day. Complete the reading, video, and primary source piece before answering the daily question in discussion forum.

- TOPIC A POPULAR CULTURE
📖 John Storey, *An Introduction to Cultural Theory and Popular Culture*, "What is Popular Culture?"
- TOPIC B REMIXES AND NATIONAL MYTHOLOGIES
💻 Kirby Ferguson, dir., [Everything is a Remix \(2015\)](#)



10 JUNE: THE 1890s

- TOPIC A URBANIZATION
📖 William Cronon, *Nature's Metropolis: Chicago and the Great West*, "White City Pilgrimage"
- TOPIC B EMPIRE
📖 Thomas Schlereth, "Columbia, Columbus, and Columbianism"



12 JUNE: THE 1900s

TOPIC A

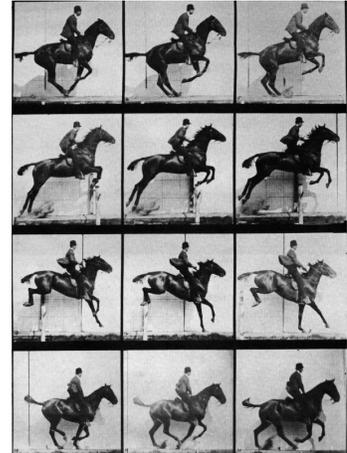
PROGRESSIVISM

📖 Marguerite Schaffer, “See America First: Re-Envisioning Nation and Region through Western Tourism”

TOPIC B

LEISURE

📖 Steve Tripp, “The Most Popular Unpopular Man in Baseball: Baseball Fans and Ty Cobb in the Early 20TH Century”



17 JUNE: THE 1910s

TOPIC A

THE COLOR LINE

📖 William Ziglar, “Community on Trial: The Coatesville Lynching of 1911”

TOPIC B

THE GREAT WAR

📖 Tanfer Emin Tunc, “Less Sugar, More Warships: Food as American Propaganda in the First World War”



19 JUNE: THE 1920s

TOPIC A

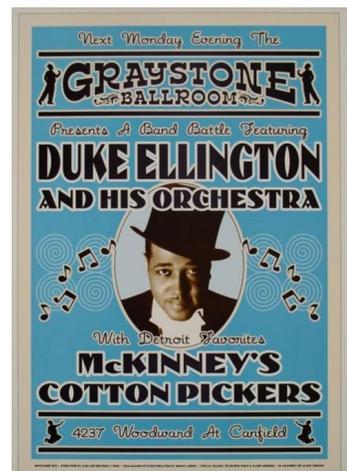
IMMIGRATION

📖 Mark Haller, “Organized Crime in Urban Society: Chicago in the Twentieth Century”

TOPIC B

MASS CULTURE

📖 Paul Ingrassia, *Engines of Change: A History of the American Dream in Fifteen Cars*, “When Henry Met Sallie: Car Wars and Culture Clashes at the Dawn of America’s Automotive Age”



24 JUNE: THE 1930s

- TOPIC A THE GREAT DEPRESSION
📖 Stella Res, “Bridging the Generation Gap: Little Orphan Annie in the Great Depression”
- TOPIC B THE NEW DEAL
📖 Michael Carlebach, “Documentary and Propaganda: The Photographs of the Farm Security Administration”



26 JUNE: THE 1940s

- TOPIC A WORLD WAR II
📺 Rick Beyer, dir., *The Ghost Army* (PBS 2013)
- TOPIC B COLD WAR
📖 Gerald Meyer, “Frank Sinatra: The Popular Front and an American Icon”



28 JUNE ★ Interpretive Essay 1: 1880s-1930s (11:59pm)

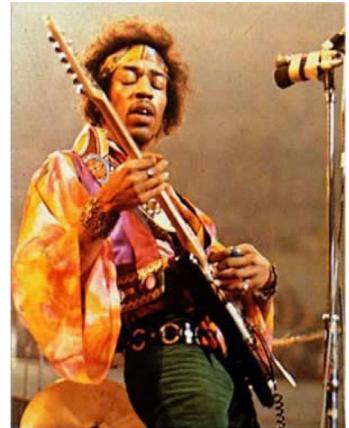
1 JULY: THE 1950s

- TOPIC A GENDER
📖 Lori Landay, “Millions ‘Love Lucy’: Commodification and the Lucy Phenomenon”
- TOPIC B YOUTH CULTURE
📖 David Halberstam, *The Fifties*, “Chapter 37 [Marilyn Monroe and Hugh Hefner]”



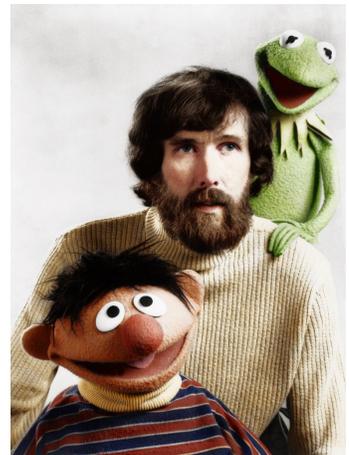
3 JULY: THE 1960s

- TOPIC A CIVIL RIGHTS
📖 Victoria Gallagher and Kenneth Zagacki, “Visibility and Rhetoric: Epiphanies and Transformations in the LIFE photographs of the Selma Marches of 1965”
- TOPIC B THE VIETNAM ERA
📖 Terry Anderson, “American Popular Music and the War in Vietnam”



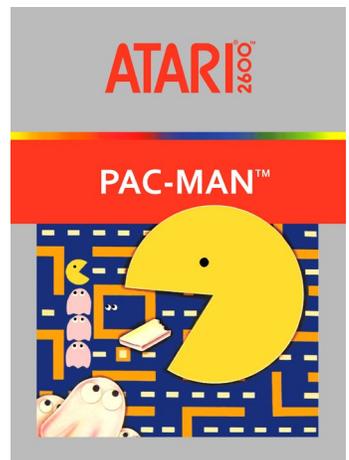
8 JULY: THE 1970s

- TOPIC A GOVERNMENT
📖 Stephen Whitfield, “Richard Nixon as a Comic Figure”
- TOPIC B ENVIRONMENT
📖 Leo Marx, “The Idea of Nature in America”



10 JULY: THE 1980s

- TOPIC A TECHNOLOGY
📖 Stephanie Ricker Schulte, “‘The WarGames Scenario’: Regulating Teenagers and Teenaged Technology (1980-1984)”
- TOPIC B IDEOLOGY
📖 Gil Troy, *Morning in America: How Ronald Reagan Invented the 1980s*, “1988, Stanford: The Culture Wars”



15 JULY: THE 1990s

- TOPIC A GLOBALIZATION
📖 Benjamin Barber, “Democracy at Risk: American Culture in a Global Culture”
- TOPIC B NARRATIVES
📖 Murray Forman, “‘Represent’: Race, Space and Place in Rap Music”



17 JULY: THE 2000s

- TOPIC A THE WAR ON TERROR
📖 Dittmer, “Captain America’s Empire: Reflections on Identity, Popular Culture, and Post-9/11 Geopolitics”
- TOPIC B BROKEN PROMISED LAND
📖 Brian Palmer and Seth Freed Wessler, “The Costs of the Confederacy” *Smithsonian Magazine* (December 2018)



CONCLUDING DATES

- 24 JULY** ★ Optional Final Discussion (Extra Credit: 11:30 am)
 ★ Interpretive Essay 2: 1940s-2000s (11:59pm)

- 28 JULY** *Final grades available on Owl Express*